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# JOURNAL

*The of the*

# NATIONAL EDUCATION ASSOCIATION

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*The National Education Association:  
What It Is and What It Should Be*

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*World Affairs and the Schools*

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*Augustus O. Thomas: An Appreciation*

Florence Hale

•  
*The Denver Convention*

A. Helen Anderson

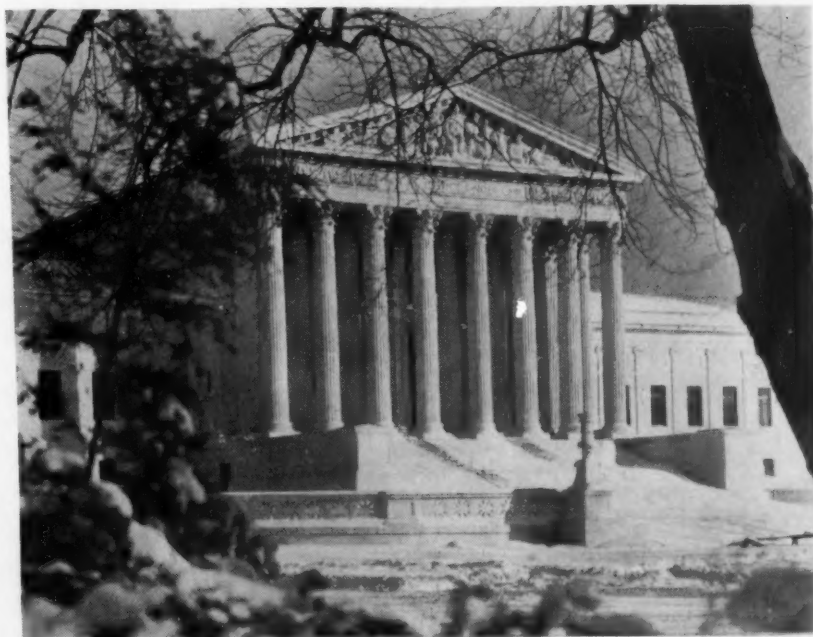
•  
*The Battle for Free Schools*

Charles A. Beard  
and William G. Carr

•  
*Mother, What Can I Do?*

Frank K. Reid

•  
See Page A-31 for  
Complete Table of  
Contents



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**MARCH**

VOLUME 24

**1935**

NUMBER 3

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# The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

March, 1935

Vol. 24, No. 3

## In This Issue

### The National Education Association:

#### What It Is and What It Should Be

|                                                               |     |
|---------------------------------------------------------------|-----|
| As the President Sees It—Henry Lester Smith                   | 69  |
| As the Secretary Sees It—Willard E. Givens                    | 70  |
| As the School Principal Sees It—M. Emma Brookes               | 71  |
| As the Classroom Teacher Sees It—Daisy Lord                   | 72  |
| As the Superintendent Sees It—Ben G. Graham                   | 73  |
| As the University Professor Sees It—Jesse H. Newlon           | 74  |
| As the Dean of a School of Education Sees It—J. B. Edmonson   | 75  |
| As the Editor Sees It—Joy Elmer Morgan                        | 76  |
| The Battle for Free Schools                                   | 77  |
| Charles A. Beard and William G. Carr                          |     |
| Augustus O. Thomas: An Appreciation of a Great and Kindly Man | 81  |
| Florence Hale                                                 |     |
| An Evening with the Magazines                                 | 82  |
| Mother, What Can I Do?                                        | 83  |
| Frank K. Reid                                                 |     |
| A Minister Looks at the Schools                               | 86  |
| Robert H. Duel                                                |     |
| Landscape Designing in the Junior College                     | 87  |
| William G. Kohner                                             |     |
| Teachers Turn to the West for Seventy-third Meeting           | 88  |
| A. Helen Anderson                                             |     |
| Ethics of the Teaching Profession                             | 90  |
| World Affairs and the Schools                                 |     |
| The Teacher and International Relations                       | 91  |
| Harrison C. Thomas                                            |     |
| International Cross-Currents                                  | 92  |
| J. P. Pope                                                    |     |
| Significant Trends in World Affairs                           | 93  |
| Stephen P. Duggan                                             |     |
| Where to Look for Help                                        | 94  |
| Hobbies and Leisure Time                                      | 95  |
| F. A. Boggess                                                 |     |
| Membership in Education Associations                          | 96  |
| Planning the Journal for 1935-36                              | 97  |
| Interpreting the School at Commencement                       | 98  |
| In Appreciation of Outstanding Service                        | 99  |
| Notes and Announcements                                       | 100 |
| Builders of Our Profession                                    | 101 |

JOY ELMER MORGAN  
Editor

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Business Manager

Published by the National Education Association

HENRY LESTER SMITH  
President

WILLARD E. GIVENS  
Secretary

J. W. CRABTREE, Secretary-Emeritus

## Between Editor and Reader WORK

By HENRY VAN DYKE

Let me but do my work from day to day,  
In field or forest, at the desk or loom,  
In roaring market-place or tranquil room;  
Let me but find it in my heart to say,  
When vagrant wishes beckon me astray,  
"This is my work; my blessing, not my doom;  
"Of all who live, I am the one by whom  
"This work can best be done in the right way."

Then shall I see it not too great, nor small,  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the labouring hours,  
And cheerful turn, when the long shadows fall  
At eventide, to play and love and rest,  
Because I know for me my work is best.

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

AUGUSTUS O. THOMAS saw beyond his day and generation to a time when a community of understanding among the teachers of mankind would lay the foundation for the cultural unity of the world just as the growth of the National Education Association has prepared the way for the cultural unity of America. He will be honored generations from now as one of the great pioneers.

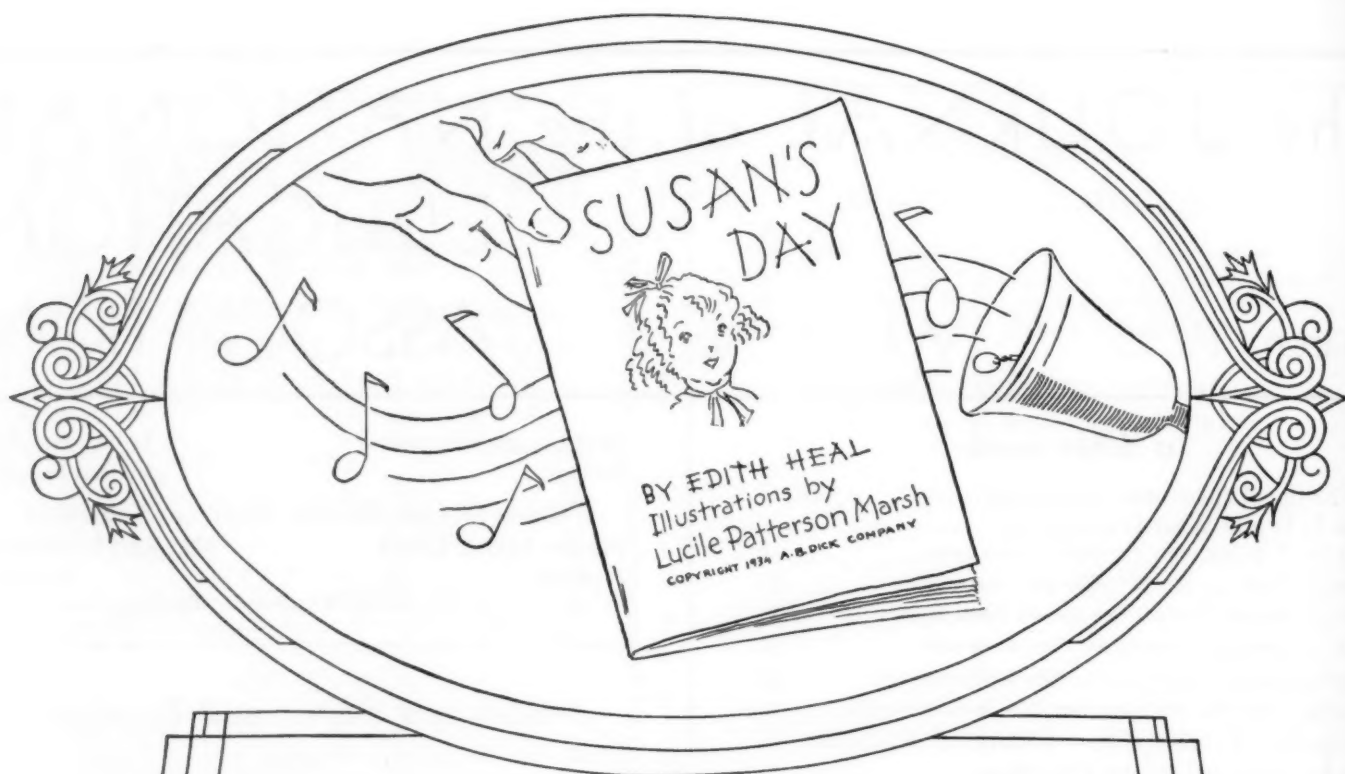
IT WOULD BE a fine thing if many of America's rural school teachers and superintendents could spend a year studying in Denmark, which stands out like a bright and shining light amid the confusion of today's life.



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

THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except July, August, and September, by the National Education Association of the United States, 1201 Sixteenth Street, N.W., Washington, D. C. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.





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# M I M E O G R A P H



## As the President Sees It

**EDITORIAL NOTE**—*The coming of Willard E. Givens to the secretaryship of the National Education Association should mark the beginning of a new epoch in the Association's growth. In keeping with the occasion THE JOURNAL is seeking anew to present a varied picture of what the Association is and a careful estimate of what it should be. The following series of statements have been worked out in accordance with that purpose. Teachers thruout the nation will wish to study these statements of fundamental policy and to discuss them in their meetings. Let there be in every school faculty and among the seniors in every teachers college a renewed discussion of what the teaching profession is and what it should be, a new conception of the twofold obligation of the teacher—the intensely personal obligation to the children and the broad civic responsibility.*

THE NATIONAL EDUCATION ASSOCIATION is an organization with three quarters of a century of activity behind it, with a worthy accomplishment to which it can already point with pride, enjoying a confidence established and retained in an ever-widening membership.

This organization rose on the framework of approximately a dozen similar statewide organizations pioneering in the fields of educational policy and activity. It arose to meet a definite, a significant, and a growing need—that of the adequate evolution and integration of the developing social agency of education.

This organization is now hanging on the brink of a formidable period of responsibility. It can bridge the abyss by adequate construction and maintenance or it can become paralyzed by the magnitude of the problem and the difficulties to be surmounted. It can lie down dormant while momentous social changes are swallowing it up in common with other visionless and spineless forces they encounter in their onward march.

The National Education Association is now a huge creature tho still in the early years of its physical growth, and only well started on its way toward the development of adequate purpose, determination, and onward progress and development. For a half a year now, I have been spending much time delving into

the records of this Association—records written into its minutes and reports; records carried in the histories of the activities of its members; records of its influence as that influence varies from section to section of our country; records of the working of its spirit and power as that working, in its unequal distribution, covers the whole geographical surface of our land; records some of which are disheartening and ardor-cooling; records, however, most of which reveal the seeds of purpose and promise and some of which are stimulating to the point of ecstasy and exaltation. I have been inspired by and filled with confidence and hope by much of what I have read and observed. This Association envelops the essential possibilities in comprehensive professional educational organization, growth, and directed evolution. What will its future be? Again, I say, its future can be a forgetting of the fundamental purpose of organization, namely that of nurturing the vitality it was created to shelter and stimulate and guide. It could forget its fundamental purpose of improvement of service rendered. In this case its ultimate death would thereby be sealed. Its future while not representing this utter neglect might become a lukewarm indifferent spineless effort veering upon contact with every encountered barrier. Still again its future might become an effort, strong and virile enough as an effort, but headed toward the realization of individual and group ambition on a basis of selfishness.

On the other hand the future of this Association can well be, and in my prophecy I see it surely and rapidly becoming, still more thoughtful, still more consecrated, still more successful in visioning its true place in the social order and successfully possessing that rightful place. I see the National Education Association functioning increasingly as the one large, all-embracing, powerful, and understanding organization that furnishes the framework thru which all of the subdivisions of educational organizations may finally find their way to the sea, their way toward the ideal integration of the growing phases of education and of our whole social order. I see clearly in this organization the embryo of such a realization and I see no other educational organization now existing or projected or in the offing that

gives any promise of performing this service. For such service some fundamental changes and additions are necessary, not only from the physical point of view but from the point of view of purpose, insight, and unerring and unmitigated perseverance in a strenuous, unending, thoughtful effort. Whether the National Education Association will reach and maintain this high function and position is problematical. I am confident such possibilities are inherent in it. Past achievements furnish high encouragement for expecting increasing future accomplishment. The current but necessarily limited survey that it has been my privilege to sense, points still further in the direction of such possibilities, at the same time that it suggests some dry unproductive, if not disintegrating spots.

What we need is a leadership and an insight and a worthy purpose that is universal in the membership. It is not the few that can perform the herculean task ahead of us. It is not the few that can visualize the unerring goals that should draw us on. Both insight and power must be forthcoming from the hidden and the remote sources in the mass of the membership. (There must be a realization on the part of the officers and on the part of the most inexperienced and immature member that imagination, initiative, consecration, leadership is essential in every nook and corner of the organization and that it is also possible there.) A constantly justifiable and necessary effort is that of stimulating and nurturing new and generously distributed leadership. Let the National Education Association become more thoroly and more effectively the framework on which to weave the threads of stimulation to the release and nurture of professional insight and power wherever they exist, in the classroom, in the supervising officers, in the administrative officers in the field, in the association officers, in the whole membership as it penetrates to the vital focal points where leadership is first released and where it must ever have its roots if the growth is to be wholesome, stable, and persistent. With such power released the framework of our organization can be so improved and maintained as to integrate all of our might and activity to a common and essential goal.—  
**Henry Lester Smith.**

# As the Secretary Sees It

THE NATIONAL EDUCATION ASSOCIATION holds conventions; conducts vital research studies; publishes magazines, yearbooks, research studies, and pamphlets; presents weekly national radio broadcasts; promotes American Education Week; publicizes the work of the schools; supports good and opposes injurious legislation; maintains cooperative relations with many organizations; endeavors to prevent injury to the educational welfare of America's youth; officially represents the interests of the nation's teachers; and strives to help build a better democracy.

A more definite idea of what the National Education Association is doing may be gained by a brief outline of some of the activities actually taking place in the headquarters building as this article is being written.

In the statistical room of the Research Division twelve expert calculators are manipulating the electrical machines that add, subtract, multiply, and divide. This activity is basic to the nationwide survey of teachers' salary schedules which is made every two years. Fifteen hundred cities of the United States are participating. Thru the years this study has done more to increase the income of teachers than any other effort. An assistant director of research is poring over the first comprehensive study on a nationwide basis of the costs of the living of teachers in the United States. Research workers are tabulating proposed school laws which will be presented to the legislatures now assembled in forty-four states.

The librarian is completing a guide to schools and school systems doing outstanding work in educating children to meet new civic and social responsibilities.

The Division of Publications is reading proof for the thirteenth annual *Yearbook* of the Department of Superintendence. Here also are the pageproofs of a *Secondary Education Bulletin* and the printer's directions for the current *Review of Educational Research*. Closeby an artist is drawing an illustration for THE JOURNAL of the National Education Association. The editor is completing plans for the next month's issue. A member of this division is dictating a radio skit describing the work of the Joint Commission on the Emergency in Education.

In the Classroom Teachers Division the forms for the February *News Bulletin* are being checked. A clerk is mailing to local teachers organizations helpful material for legislative programs.

In the Division of Records and Membership, clerks are making the annual membership count. In this room filing cases are filled with the names and addresses of two hundred thousand members. The membership count this year shows an increase in paid-up memberships over last year, indicating that the educational decline is stopped.

The Business Division is laying out the plot for the commercial exhibits space in connection with the convention to be held in Denver next summer. Reservations are being made for the scores of meeting places required at this gathering. Arrangements for hotel rooms, agreements with railroads, and the general business of an annual convention occupy the Business Division.

The executive secretary of the Department of Superintendence is working on the final copy of the program to be presented in the convention at Atlantic City. Typists are cutting stencils on the continuities for a series of radio programs sponsored from local stations thruout the United States by the Department of Superintendence in cooperation with local school authorities.

The Elementary Principals Division is reading the proof of its departmental bulletin for February, also answering twenty-five letters which came in this morning's mail from all over the country on all sorts of questions.

The office of the Deans of Women is making final arrangements for the luncheon in Atlantic City at which Mrs. Franklin D. Roosevelt is to be the honored guest and speaker.

The secretary of the Field Division is attending the Tenth Annual Conference on the Cause and Cure of War. Her office is preparing a statement on the Tennessee educational survey, for publication in the *Tennessee Business and Professional Woman*.

The Division of Accounts is completing the audit of the permanent fund, checking and listing membership fees just received, and sending out follow-up letters on unpaid bills.

A meeting is being held in the Secretary's office to discuss ways and means

of securing federal aid for education. This morning's mail for the headquarters building, consisting of approximately eighteen hundred letters and three hundred fifty pieces of second class mail, is being sorted and distributed.

Thruout the new seven-story headquarters building belonging to the teachers of the nation, workers pass from one project to another with confidence and dispatch. Writers, research workers, accountants, secretaries, typists, stenographers, and others carry on a valuable work for the children, the schools, the teachers, and the people of America.

The National Education Association is doing a splendid work but if it is to meet fully the needs of a changing society it must constantly re-evaluate projects and efforts and discard those that have served a worthy purpose but which are no longer vital. It must, thru intelligent understanding of our social and economic situation, formulate a vigorous forward-looking educational and social policy. It must serve more effectively the educational interests of this nation's thirty million youth. It must promote better conditions for the rank and file of the common people. It must not forget the personal welfare of one million teachers. It must integrate the local, the state, and the national associations of teachers into a more effective professional organization. Thru research and the work of departments and committees, it must help to revamp the entire curriculum of our schools, assisting them actually to face the crucial issues of contemporary American life. Our Association must recognize that there is a direct relationship between adequate finances and taxation and follow this up by research studies and direct suggestions as to improvement in taxation methods. The richest country in the world cannot afford to let its children go without adequate education. If it does it will soon lose its place of leadership. Material progress and education go hand in hand.

It is the business of the National Education Association to study all the facts in our present situation and formulate a forward-looking educational and social program of real value to all of our teachers, one that will give them an opportunity for participation and challenge their interest and effort.

—Willard E. Givens.



# As the School Principal Sees It

**WHAT IT IS:** Experience has taught school principals that the first step toward the running of a good school system is organization. The central office is the clearinghouse. It is to this vantage point that problems are transferred, questions are answered, discussions are held, and ideas are exchanged. The National Education Association holds the identical position for the educators of the United States as does the superintendent's office in a city system. It is the clearinghouse for the country as a whole.

We take to the NEA our problems of research and we ask that they be solved; it is our national representative on important matters, such as relate to our economic welfare; its annual convention is held for the purpose of fostering professional solidarity and mutual understanding; its campaign for publicizing the work of the school has been instrumental in saving the schools from utter destruction during the past few years when economy forced boards of education to cut their budgets; its support of good legislation and its opposition to injurious legislation have placed education and educators among the first ranks of the nation in the march of progress; it has maintained cooperative contacts with many helpful organizations; it has been working in all possible ways to prevent injury to schools; and last but by no means least, it is trying to improve teaching so as to raise its standard as a profession.

We think of the National Education Association as the mother organization of educational opportunity in this progressive land of ours.

## What it should be:

[1] *The voice of each department*—In the past the National Education Association has asked the principals of the nation to be responsible for informing the teachers about the work and purposes of the parent organization. We have been glad to do this, and *THE JOURNAL* each month has given a report of its 100 percent schools. We feel that this record is largely the result of our efforts.

The National Education Association has at all times been most cooperative in the work and growth of its many departments, of which the Department of Elementary School Principals is one. I am sure that all other groups have ap-

preciated this help as much as we have and as we do. But the time has now come when we feel that our parent organization

**T**HE SCHOOL PRINCIPAL is a mighty force. To the child he is a friend and protector. To the teacher he is a guide and adviser. To the parent he is a counselor and neighbor. To the school superintendent he is a trusted officer. To the community he is a leader and interpreter. To the teaching profession he is a pioneer and builder. To democracy he is a loyal and active citizen. The principal of the school is the torchbearer of the twentieth century. He takes the long view. He paves the way for the finer life of tomorrow. In times of confusion he holds to the abiding values and keeps the faith. By his example he inspires confidence in intelligence as a way of life. He is the champion of the teacher, the child, and the school. He holds the key position for educational progress.

should strengthen its policy and *more strongly encourage* its members to become members of their own particular group. If the departments grow in membership and professional interest, it is a foregone conclusion that the parent group will grow in proportion. Each department naturally can get in touch with its members much more easily than can the NEA with the groups as a whole. It can stress the many fine qualities of the parent group. Each department can and will enthusiastically respond to the stimulus given by the NEA and will reciprocate the work and feelings of the parent group.

The growth of the departments will mean that special groups are being reached, that more teachers who do not yet know the NEA will be told of the splendid work it is doing for education, and that principals, supervisors, deans, and superintendents will better understand the relationship in the profession.

This proposed plan is gigantic but let us remember that any large and powerful organization has a planned program for many, many smaller groups. These smaller groups are mighty factors in

strengthening the purposes of the parent organization. By this method, the 800,000 teachers and other educators who are not now members of the NEA will be lifted by the tide of enthusiasm for the betterment and growth of education—all this is for the *welfare of the child*.

[2] *Our publicity agent*—The National Education Association has always fought a gallant and hard fight against those forces which are ever ready to destroy the school opportunities of children. It has accomplished much during the past few years by attacking those situations and problems which have menaced the welfare of the boys and girls of the nation. It is our leader—and we, who are busy at our desks, know that it is formulating policies for education upon which we can depend. It is watching and influencing legislatures as much as it can, and in this way, helping the cause of education. I am of the opinion that the time has come when our excellent *JOURNAL* should devote itself more largely to these practical forms of publicity and become more truly an organ of the Association.

Much is yet to be done. It should now sell education to the public in such a way that a better attitude will be created toward teachers and schools. Sinister forces have destroyed much of this good feeling which the general public has always had. These forces have had a blighting, devastating effect in some parts of the United States and education has been so stunned by the results that it has sat in bewildered silence and accepted the consequences. The time for action has come or the consequence of the tragedy will be overwhelming. If the schools are to hold their own and to move forward to the new policies and development demanded by the new conditions of American life, we must keep abreast of the times and sell the public our wares. Let our great parent organization advertise education.

The law condemns the ignorant fool  
Who keeps the child away from school  
But no charge against the man is filed  
Who takes the school away from the child.

—M. Emma Brookes, principal, Miles-Cranwood Schools, Cleveland, Ohio, and president, Department of Elementary School Principals of the National Education Association.



# As the Classroom Teacher Sees It



Daisy Lord with Miriam Eisner of San Francisco sitting on a public bench erected to honor Fidelia Jewett, a public-school teacher in San Francisco for almost fifty years.

THE CLASSROOM TEACHER looks upon the National Education Association as the doctor or lawyer looks upon the national organization of his profession. A national organization to the classroom teacher exemplifies a recognized profession.

Practically all the teachers who look upon teaching as a profession and who desire others to recognize that fact, belong to the National Education Association. The teachers feel that in the great national body every member—whether superintendent of a large city system, principal of a consolidated school, teacher in a large highschool, or teacher in a small one-room school—has the same love of teaching and is entitled to the same chance to share in the benefits that organization brings. This is true of medicine and law—there is no person more respected, loved, and honored in the medical profession than the country doctor. Think of the honors heaped upon Dr. Dafoe and yet he simply did his duty. The outstanding thing about him is that while he was far from the great of his profession, he kept himself informed regarding the latest practises and uptodate methods thru reading and study. Many a judge will go to a lawyer in a small city for advice and inspiration.

When the members of the other professions meet, they are all just members—and so the classroom teacher likes to feel himself just a member of the National Education Association on equal footing with all members. The classroom teacher realizes that while the National Education Association now speaks for 200,000 members, it should speak for every one of the million teachers of

America. If the million teachers were members, there would be no greater force for the preservation of democracy.

Perhaps no group in the profession has a greater realization of the power of organization than the classroom group. This group looks upon the National Education Association as our earliest settlers looked upon the central fort. Teachers feel it is the place to go when attacks come, that it is the organization which protects the profession. And the classroom group stands ready to do its share in making this protection possible. It likes to think that in our beautiful national capital stands a building with the words, "National Education Association," over an artistic doorway and that within its portals classroom headquarters, as well as the headquarters of other groups, are maintained. The members like to feel that when citizens or lay associations want to know what the educators of the nation think about any matter, they come to our staff at the headquarters building.

Classroom teachers appreciate having their own department where their problems may be reviewed, their ideas on organization may be exchanged, and leaders may be trained. This department, now nearly twenty-two years old, was established by farsighted leaders who realized its need and who realized, also, that such a department would add great strength to the NEA. The results have proved their great vision.

Today classroom officers and speakers are invited for conferences and conventions by many state and local organizations. Classroom teachers find great inspiration and satisfaction in knowing

that the speaker is "a real classroom teacher."

At national conventions the Department of Classroom Teachers holds its own meetings but participates in all other meetings and activities.

The department's yearbooks have contributed much to the solution of professional problems. Its seventh yearbook, *Character Education*, has just been reprinted and is used in many teacher-educating institutions and in study groups. *Teacher and Public*, the eighth yearbook, is invaluable to educators for use in interpreting our schools to the public. A committee is at work on the next one, which will deal with the health of the teacher.

Three times a year the *News Bulletin* is published. Besides giving the plans for meetings, and reports, it contains many ideas which busy teachers and organization officers can adopt and adapt.

*However, while the classroom teacher takes a great pride in his own department, he nevertheless sees the department as an integral part of the entire structure which to him is the Gibraltar of his profession—the National Education Association.*

On a recent trip which took the writer across the country from the Atlantic to the Pacific, she met and conferred with many classroom groups. In practically every gathering were many other members of the profession, members of boards of education, representatives of lay organizations, and other interested citizens. Everywhere there was found a splendid spirit existing among all educators. Many times the thought came as this fraternal spirit became more and more evident, "If the trials of the times brought this about, it is one of the depression's best results." Another observation was that nearly everywhere classroom teachers are cooperating and participating in the management of the schools. It was splendid to note that our citizens are realizing the danger that confronts our cherished public schools and are coming to the rescue. Not only at meetings but several times on the train the schools were discussed and always the same conclusions reached, "The public schools must be maintained."—Daisy Lord, teacher, Wilby Highschool, Waterbury, Connecticut, and president, Department of Classroom Teachers of the NEA.

## As the Superintendent Sees It

THE NATIONAL EDUCATION ASSOCIATION during recent years has made its greatest contribution to public education thru the work of the Research Department under the direction of Dr. William G. Carr, thru the information which it has disseminated, and thru the forming of public opinion by the Joint Commission on the Emergency in Education under the leadership of Dr. John K. Norton, its able and hardworking chairman. The Department of Research has been able to obtain needed information concerning present conditions in school affairs and to send out the information quickly to points where it has been desired. This service should be continued and expanded. It meets a constant need and should be closely coordinated with the Office of Education and other educational organizations carrying on research projects.

The Joint Commission on the Emergency in Education has been successful in interesting not only our membership but many individuals and organizations which are outside the professional field but which are sympathetic with and helpful in the support of educational progress. This activity should be continued until our present distressing difficulties have been overcome.

The National Education Association should revise its method of selecting its officers. An organization of which I have the good fortune to be a member has worked out a system of selection of its leadership which has been unusually successful. A revolving committee has been formed whose duty it is to select each year at least two of the best qualified members of the organization as candidates for each elective office. No member thus selected is permitted to withdraw as a candidate. To be selected as a candidate is looked upon not only as an opportunity for service but as one of the

highest honors which can come to the organization membership. The newly elected president feels that it is an obligation to place his opponent in an important position of service. In like manner all other candidates are given important duties during the course of the current term. Political methods, jockeying for position, cliques, and special interests are eliminated in the selection of leadership. In consequence, with the employment of the method here described, much of the energy which is expended in NEA conventions at the present time in the interest of candidates for office could be turned into the study and advancement of the profession of teaching and the betterment of public education.

The programs of the NEA conventions should be and could be made the most important educational meetings of the entire world if the proper attention and the required energy were to be directed to that end. The recent program of the American Association for the Advancement of Science convention in Pittsburgh is an example of the type of program which the National Education Association convention should produce for its

membership. The advancement in the various fields of science was discussed by the recognized leaders in their respective fields. The National Education Association convention program could be made just as instructive and inspiring to its membership by the proper type of planning, organization, and direction.

The directors of the National Education Association have taken an important and wise step in placing in the secretaryship a man of tried and proved ability as an educational leader. He should be given broad powers, and he deserves the united support of the NEA membership and its subsidiary departments and affiliated organizations.

As the superintendent sees it, the National Education Association needs a revision of the method of selecting its leadership, a vitalization of its program, a continuance and expansion of its Department of Research, and a rededication of the organization to the service of the childhood of America.—**Ben G. Graham**, superintendent of schools, Pittsburgh, Pennsylvania, and president of the Pennsylvania State Education Association.



Mary Reed Library, University of Denver

The next convention of the Association will be held in Denver, June 30-July 5. See pages 88-9.



# As the University Professor Sees It

WITH a history of distinguished service the National Education Association, *potentially* one of the most powerful and constructive forces in American life, stands at the parting of the ways.

If it follows one road it will become merely a glorified research association. If it follows the other road it will become the chief agency thru which professional workers in education, already a million in number, will participate effectively in building a better system of education and in the reconstruction and enrichment of American life. This is the road that leads to positive social action.

The National Education Association has, in fact, already marked out its course. Having made this choice, will it go forward, or will it turn back? For many years the Association has been fighting for a better status for the teacher, including adequate compensation and tenure, for federal participation in the support of schools, for a department of education with a secretary in the President's Cabinet, for adequate state school financial support, for the Child Labor Amendment, and for other measures. The platform adopted at Washington in 1934 clearly commits the Association to a program of political action.

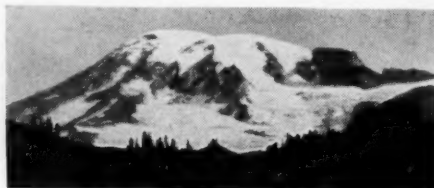
✓ If the National Education Association is to become the effective instrument for social and educational reconstruction that it should be, it must now clarify its social purposes. Free schools were established that the people might be informed as to their political rights and be prepared to participate in the processes of democratic government. The public schools are the schools of the "common people." It is the common people that have the greatest stake in American education. It is to the common people, not to the privileged classes, that we must look for the support of education. Our educational strategists would do well to ponder and act upon this fact. They will do well to remember that in a democracy power still resides in numbers, that the ballot box is still a potent political instrument.

The meaning of this is perfectly clear. Teachers, in this critical period of social reconstruction, must align themselves with those groups and forces in our society that, in recognition of inexorable social trends, are seeking thru demo-

cratic processes to bring about such a reorganization of our economic and political life as will make possible the utilization of our great resources for the benefit of all the people. The present situation of poverty in the midst of plenty is intolerable. It is intolerable that in America, with its vast natural and technical resources, half of its families should continue to live upon incomes below the minimum amount required for decency, while at the other end of the scale the privileged enjoy comforts and luxuries hitherto unknown in the history of civilization. Teachers cannot condone such an economic system. In the achievement of industrial democracy and economic justice, as in the achievement of political democracy, education will play an indispensable and creative role. The achievement of economic justice under democratic control is the problem of the twentieth century. The National Education Association has, thru its resolutions, thru the editorials in its JOURNAL, and in other ways, manifested its sympathy with the people in their struggle to reconstruct their economic and social life. It needs now to declare more emphatically its social convictions and its social sympathies.

A great step forward was taken in the reorganization of the Association in 1920. Thru the Representative Assembly its policies are now democratically determined. The membership should be extended until it embraces all members of the profession, not only in the schools but in the colleges and universities. Viewed from the standpoint of a university professor, the Association represents principally professional workers in elementary and secondary schools. The program of the Association should be enlarged and given a vitality that will challenge large numbers of the socially-minded members of the profession in the faculties of our colleges and universities and all other types of educational institutions.

Many measures are clearly indicated for the strengthening of the Association



and its great departments. Only a few can be mentioned here. I propose that the National Education Association should:

[1] Adopt a clearly formulated, forward-looking, social-educational platform.

[2] Effect a closer articulation with state teachers associations.

[3] Cooperate closely with labor, farmer, and other occupational groups, and with liberal political groups for the accomplishment of common social and educational objectives. This need not imply organic affiliation.

[4] Create a commission to study the problem of professional organization and propose a plan of unification under NEA leadership of all groups having the same general purposes.

[5] Carry on with renewed vigor and *without compromise* the fight for permanent federal participation for the support of education, now essential to the very existence of free education in many states, and for a federal department of education.

[6] Promote a program of adult education that will include public forums in every community for the study and discussion of critical economic and social problems.

[7] Vigorously support the right of freedom of teaching especially with reference to social problems. This should include a powerful agency that will, in cooperation with local and state associations, come to the defense of every teacher or administrator whose position is placed in jeopardy by the exercise of this right.

✓ [8] Form close alliances with workers in other fields of education—particularly with journalists, writers, actors, artists, and social workers.

For more than half a century the NEA was chiefly a medium for the exchange of educational ideas. While research and the exchange of ideas must always be among its major functions, these can no longer be the sole functions of the Association. In that event, it would become entirely innocuous in the titanic and fateful struggle of social forces going on in America at the present time. The Association has marked out its course. I am confident it will go forward courageously.

The National Education Association is fortunate in the coming of Mr. Willard Givens to the secretaryship. He will provide a fresh and vigorous leadership. But if the Association is to perform its proper function, he must have the active and intelligent support of all of its members in fashioning new policies and in carrying them out.—Jesse H. Newlon, director, Lincoln School, Teachers College, Columbia University.



# As the Dean of a School of Education Sees It

THE NATIONAL EDUCATION ASSOCIATION is numerically the strongest of our professional organizations of teachers as well as the best known, and its program commendably stresses research, leadership, and service. It would take more than the allotted thousand words merely to list the activities that are now carried forward under these three headings. In treating my topic, therefore, I shall place my emphasis on the second part, *what the Association should be*. In considering this question I wish to direct attention to the following nine proposals:

First, the Association should be a very influential national body supported by the great majority of the members of our profession; not a fraction of the teachers, as it is at present. It is inspiring to reflect on the power and influence that would be created by the active interest and the paid memberships of approximately one million teachers. Such a result cannot be attained by membership drives only. The Association must win and hold the confidence of the profession thru the effectiveness of its organization and the appeal of its constructive program.

Second, the Association should be so organized that its constitution and basic policies will represent the best planning of our profession. It could scarcely be said that the present constitution reflects the finest quality of planning in matters of organization. In fact, some of the current criticisms of the Association may be traced to a lack of confidence in the effectiveness of machinery now provided.

Third, the Association should have a broad and generous program of work with special reference to the protection and promotion of the welfare of children and young people. The teaching profession has an obligation to safeguard the special interests of those for whom schools have been established. The program, it is true, should include many matters that relate to greater material advantages for teachers as a means of increasing the value of their contribution to the children's development, but the Association's program should always be broader than matters of salaries, tenure, pensions, teaching loads, and related problems. The Association should be

fearless and independent in its position on all matters that have to do with the interests and rights of children and should not become obligated to any lay groups that may seek selfish advantages.

Fourth, the Association should be so organized and administered as to enlist in its service the best talent of the profession. The policy followed by some organizations of naming all officers and committees in terms of representation for special interest groups, geographical areas, or as rewards for long service should be avoided insofar as possible and major emphasis placed on securing the best available talent of our profession for given places of responsibility.

Fifth, the Association should be very responsive to the wishes of its membership, but care should be taken to avoid the dictation of important policies by aggressive minority groups. Some carefully conceived procedure for the framing of policies and programs should be developed so as to prevent unwise commitments. Every new proposal should be adopted as the result of careful investigation, thru discussion, and statesmanlike planning.

Sixth, the Association should have the services of an adequate number of very competent experts in fields of research, service, and leadership. The permanent appointments to the headquarters staff should be reserved for those who have demonstrated unusual ability to serve the profession. The funds of the Association should not be spent in retaining the services of those who are no longer competent in terms of the most exacting standards; the Association will be judged by the quality of the work of its personnel and therefore the most exacting standards for appointment and retention should be enforced.

Seventh, the Association should be concerned with assisting state associations of teachers and should avoid policies or practises in competition with the programs of state associations in general. The fields of work should be

carefully defined so as to promote harmonious and cooperative relationships. The state organizations should find the Association so cooperative and helpful that the building of strength for the Association would be one of their principal undertakings.

Eighth, the Association should promote unity within the teaching profession and should emphasize common purposes and common ideals rather than differences. The recent trend in the direction of classification of the activities of the profession as rural, elementary, junior high, senior high, and college, or as teachers, supervisors, and administrators, could easily be carried to a point where the attention of the profession would be centered on differences rather than on unifying purposes. The Association should stress the unity of the profession in so many ways that its members would be challenged by common purposes and common problems.

Ninth, the Association should give major consideration to plans for establishing sympathetic and effective working relationships with national lay organizations, especially those interested in the promotion of educational and civic welfare. Our professional groups have remained aloof too long and the time has come when the interest of the school demands that new policies be developed in the matter of relationships with lay groups. To do this will call for very intelligent planning, because lay groups are not likely to respond to a program that is not broad and generous in its implications.

Some readers may conclude that the foregoing proposals are intended to be an indictment of present and former policies of the National Education Association, but the writer does not desire to draw any such indictment. That many of our professional organizations, national and state, fall far short of meeting the foregoing proposals is conceded by the writer. Some readers may believe that these proposals are impossible of realization, but I believe our teaching profession is competent to build the best type of organization and to direct its activities to the furthering of the highest ideals. Let us work together to such an end under the leadership of our new Secretary.—J. B. Edmonson, dean of the School of Education, University of Michigan, Ann Arbor.



# As the Editor Sees It

THE NATIONAL EDUCATION ASSOCIATION is a body of idealism. This is the most important factor in the Association for without it nothing else matters. Great teachers have always been so intensely practical as to see that worthy ideals are the basis of all security and advance.

There can be ideals without organization, for ideals go far beyond organization. No one familiar with the ten-foot shelf of *Proceedings* of the National Education Association can be unaware of the profound influence which the Association exerts on the ideals of American life. Generations of the finest men and women in America have poured their very lives into the upbuilding of Association ideals.

The ethical codes which have been perfected by the National Education Association and its constituent state and local associations are a fine expression of professional purposes and ideals.

The National Education Association is a community of personal loyalty and devotion. There are some who join any organization without appreciation of its meaning. But there are others who feel a real loyalty and who understand that only thru organization can they exert the widest influence in a cooperative age. Untold thousands of teachers every year make real sacrifices to keep up Association activities.

This sense of loyalty reaches its highest expression in the life membership lists of the National Education Association. Here are more than five thousand men and women who have signified life interest in the profession. They are working on its problems quite apart and beyond any benefit which they may derive personally because they believe in the service of the schools and in the importance of enlightenment in human life.

The National Education Association is a body of members banded together to increase their mutual helpfulness and to advance the cause of education. It has been growing steadily in numbers from the small beginnings which were made in Philadelphia in 1857 until it enrolls one in five of the nation's teachers. The Association has held its membership amazingly during these trying years. It is not large enough or strong enough to cope with the problems of today but it is growing stronger and there is no other organization of teachers that begins to

compare with it in members or working power. A new period of membership growth is probably just ahead. The recruits coming into the profession are better prepared and preparation counts.

The National Education Association is an organic union of local, state, and national associations. It is the only such union in existence. The state, territorial, and local associations which compose the Association include in their membership most of the teachers of the nation. Only the most backward communities are unrepresented. There may be adjustments to be made in the relationships between these three great areas of action, but the union is powerful and the mutual services which each of these groups extends to the others are fundamental to civic welfare. All must be strengthened.

The National Education Association is a group of departments. There are twenty-four departments at the present time. The Department of Superintendence is the oldest and best known. The Department of Classroom Teachers is growing steadily in working power and importance. The elementary principals, organized in 1920, are a mighty force. The teachers colleges are growing in strength and in professional consciousness. The secondary school principals, still too loosely related to the Association itself, are doing important work.

There are certain fields like higher education, recreation, and the fine arts which are inadequately represented by any department. The whole field of department organization is one of the points where study is most needed.

The National Education Association is a body of elected officers—members of the Representative Assembly, state directors, members of the Executive Committee and Board of Trustees, members of committees, officers of state and local associations. Over a period of years the Association will be as good as these officers who are sent into positions of responsibility by their colleagues. No one can estimate the amount of consecrated service which men and women thruout the nation have poured into their official duties, expecting no reward.

There may occasionally be a self-seeker. Sometimes campaigns for office may be played up in newspaper headlines to the neglect of more important matters, but considering the officers of our Association as I have known them

personally for more than fifteen years, they have been fine men and women who were thinking not of self but of the Association and of humanity.

The National Education Association is a headquarters staff. The headquarters staff of the National Education Association is a highly trained, experienced, and loyal group of men and women who can be counted upon to do their best for the Association.

This staff represents every section of the country and every branch of the profession. It has been built up steadily on the basis of merit and helps to give efficiency and stability to the many-sided activities of the Association and its departments. The staff is not large enough to meet the demands which now come upon professional organization. It can be increased only as an increased membership makes possible a larger budget.

The National Education Association is the greatest clearinghouse in the world for educational information and ideals. Its *Proceedings*, *Research Bulletins*, committee reports, and JOURNAL reach far and wide. THE JOURNAL goes to every member and to many laymen. American Education Week, school news, and radio programs span the country. Each year the voice of the Association carries farther and commands a wider influence. The National Education Association, and the state and local associations of which it is composed, are powerful agencies for social interpretation.

The National Education Association is an instrument of democracy. Organization is not an end in itself but a means to an end. The Association is worth just the difference it makes in the lives of people. These are times of change and uncertainty. It may easily be that the next ten or twenty-five years will shape the pattern of democracy for two or three centuries to come. If there were no all-inclusive organization to represent the teachers, it would be necessary to go out and form one and no organization formed overnight could have the power, the carefully developed program, or command the influence which is necessary to meet the needs of this hour. Democratic ideals are more secure today because they are practised by the organized teachers of America. Let us build our organizations still better until every teacher is eager to do his part.

—Joy Elmer Morgan.



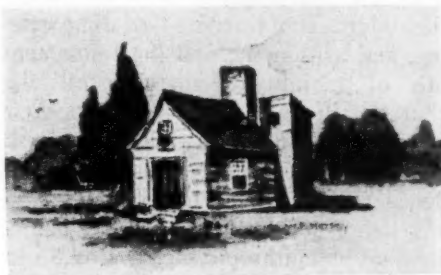
# The Battle for Free Schools

**H**OW MUCH does it cost to operate your school for a term or a year?

How is this amount paid? Is a bill for tuition and other school expenses sent to the parents every year? Our public schools are not "free" in the sense that they cost nothing. School buildings, furniture and equipment, instruction, and other necessary school provisions cost a great deal. Why, then, do we speak of free schools? We do so because we pay for our schools from the public funds supplied by general taxation so that any child of school age may attend regardless of his parents' wealth or poverty. Only in this sense are our schools "free." We have had such schools in the nation as a whole only a relatively short time—not much longer than one person's lifetime.

A previous article in this series described the way schools were supported in colonial times. In those days and for a long time after the Revolutionary War, the education of children was considered primarily the responsibility of their parents. If parents were not able to pay the cost of their children's schooling, charitable agencies sometimes made up the deficit. This plan was uncertain and unsatisfactory, for an education given by others had the stigma of "charity" attached to it. In New England, thru the desire of the Puritans that every child should learn to read the Bible, the town [which in the early days of the colonies was governed by the church] began to help the schools in various ways. Towns would sometimes add the rent from public land or from a tax levy to the amounts raised by tuition fees or by charitable gifts. Occasionally a town would favor the method of public taxation. The first town to have a school supported in this way was apparently Dedham, Massachusetts, in 1649. Dedham's quaint old schoolhouse was the first sign of a great movement in this country. It was more than two hundred years ahead of the rest of the nation in its method of school support. According to the town records the schoolhouse was "built together with a watch house, the length 18 foote, the wideness, 15 foote; two convenient windows in the lower room & one in the chamber." The "watch house" was built with "open windowes so that the watch might have an aspect 4 severall ways." This schoolhouse stood in the center of the little town on the village green.

The existence of a few tax-supported schools, however, does not mean that all towns took responsibility for the educa-



*By permission of Macmillan Co., publishers*

**W**HERE free schools began. This old schoolhouse at Dedham, Massachusetts, housed the first school in America to be supported wholly by public funds and taxation.

tion of all children; neither does it show a carefully thought-out plan for the support of public education. However, by one means or another, the colonists, especially in New England, had made a fair start toward establishing public schools when the Revolutionary War began. This war almost destroyed the schools. In cities occupied by the British, schools were entirely closed. The energies of the people were directed toward political independence. Elementary schools were neglected. Latin schools, academies, and colleges were practically deserted as boys and young men left school to join the army. The eight long years of war drained the meagre resources of the nation. Thus the new nation had a bad start in the matter of education.

Most of the people then lived in the country, many of them on the frontier. They had little ready money to pay for schools. In the cities, and to some extent in the country also, class distinctions persisted. According to this way of thinking, man, as such, was accounted but little. His value was measured in terms of his wealth and social rank. The wealthy "upper" classes could have the best in education that the times afforded because they were able to pay for it. The education of the masses of the people was not considered essential. They were to be governed, not to govern. They were to do the hard work. The only education provided for the children of the poor was a pauper education of the most rudimentary sort. The elementary education of the poor child "had no vision of further

intellectual training and, at its best, it ended in apprenticeship to some trade." Only the children of the upper classes were prepared to enter the more advanced schools which opened the way to the professions and the best positions. Moreover, the poor came to accept many of their hardships as a normal part of their existence. They felt little need for "book learning" in their work and often did not particularly resent the poor kind of education provided them. If their shabby little schools had disappeared entirely they would not have felt it a great loss. Their meagre education unfitted them to see the possible benefits of more of it.

Even after the War for Independence had been won and the principles of democracy had been widely accepted it was some time before the people as a whole understood the real meaning of the change. The more conservative states were cautious about granting the right to vote to those who owned no property or who did not have some other qualification which met the approval of the governing classes. Only a few great leaders saw the full meaning of the terms "liberty" and "equality" as used in the new democracy. These leaders realized that more and more the masses of the people would come to have a voice in the government, and then, education for all the people would be a necessity if the government were to survive. In an address to Congress Washington said:

Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours, it is proportionably essential.

And in his Farewell Address he advised the people thus:

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened.

Thomas Jefferson also warned the people who had but lately won their independence:

If a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be. The functions of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them without information.

But the vision of education for all was slow in reaching the people, and had not new economic and social forces entered into the situation, sweeping away old traditions and making the need for education more imperative than ever before, it is hard to say how long it would have been before we could have established public schools. Many of the stimulating factors in the progress of education in this country can be traced to two great developments which were beginning to make themselves felt toward the end of the eighteenth century and were increasing in influence thruout the nineteenth. These were: [1] the movement of large numbers of people toward the West, and [2] the industrial revolution.

At the time our national government began, approximately one-third of the total population lived far away from the settlements along the seacoast. Soon new states were carved out of the territory which they had cleared and settled. The economic and social equality of the frontiersmen tended to foster political equality also. Hence, the new states which were united to the original thirteen, were inclined to be liberal in extending the right to vote. The older states followed their example in this respect and soon the number of voters was increased enormously. Many of them were uneducated outside of what they had learned from experience and observation on the frontier, and the need for more generally diffused knowledge and information became acute.

However, it was often the case that the new voters from the rural districts were not as conscious of their need for education or of the dangers which threatened the government from widespread ignorance as were the better educated people of the cities. Conditions in the more thickly populated places had always been more favorable to the growth of schools than in the open country where the people were so widely scattered that it was next to impossible to organize them into anything resembling a *system* of education. Furthermore, the invention of machinery for manufacturing cloth, shoes, and other articles suddenly made the need for schools in the cities greater than before. Under the factory system, working men found it necessary and possible to make their united voices heard in favor of publicly supported education. Many of the people who worked in the new factories were poor and could not send their children to school. Their children either went to work in the factory at an early age with-

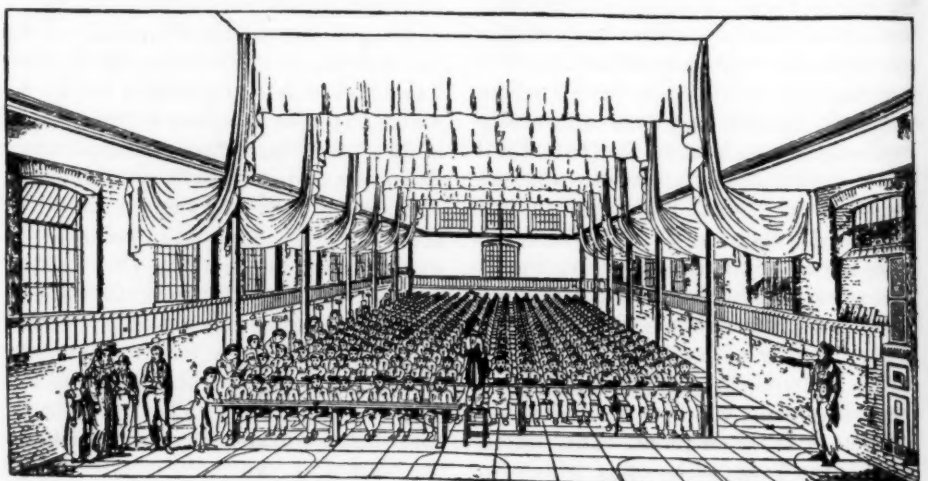
out any thought of attending school, or ran in idle, mischievous groups about the streets. Thoughtful people soon recognized the danger to society should such conditions continue.

As usual in educational matters at that time, people turned first to the churches. The churches responded by organizing Sunday schools, where for one day in the week the poor children could be taught the rudiments of learning—reading, writing, and arithmetic, and the fundamentals of morality. Sometimes all the churches in a community united their efforts in founding a Sunday school.

However, the Sunday schools soon reduced their teaching to an hour or so of religious instruction on Sunday morning, and philanthropic societies began to play an important part in the education of the poor. Baltimore had at least six such societies by 1817; Philadelphia had the Society for Free Instruction of Female Children, the Society for the Establishment and Support of Charity, and the Association of Friends for the Instruction of Poor Children. New York had several such organizations, the most important of which was the Free School Society organized in 1805. De Witt Clinton, then mayor of New York City and always an ardent friend of education, was its president. One of the most important contributions of this Society was in the development of group instruction. An Englishman named Joseph Lancaster had developed a method by which a large number of children could be taught at one time. First, he taught a lesson to the older and more capable children of the group, who in turn taught the lesson to the younger and the slower children. The pupils who thus aided in teaching were

called "monitors." Each monitor had charge of about ten pupils. Today we recognize a number of disadvantages in the "monitorial" system which were not so apparent at the time because it was such a vast improvement over the usual clumsy and inefficient attempts to apply individual methods to group instruction. The decreased expense of the Lancasterian system was a special point in its favor and the plan was soon adopted by a number of the larger cities as a means of teaching poor children.

The Free School Society was enthusiastic over the new method it had adopted; the public was pleased with the results; and the state legislature granted a portion of the state school money to the Society. It was not uncommon at that time for state legislatures to give money to schools which were private or religious enterprises but in this case a controversy arose. Many people who did not send their children to the Society's schools felt that they had a just claim to a part of the state school money; yet they did not benefit from that portion of it given to the Society. They sent their children to private schools and paid their expenses out of their own pockets. Upon this complaint, the Society arranged that children who were able should pay a small fee to attend their schools. Still the new arrangement was far from satisfactory. Independent and dependent children in the same schoolroom soon developed an unfortunate "class" consciousness. However, this situation continued until 1842 when the legislature created a City Board of Education and established real public schools. Thus the New York Free School Society shows how such organizations became the fore-



Courtesy of Houghton Mifflin Co.

**T**HE MECHANICAL ORGANIZATION of this big Lancasterian schoolroom reminds one of a factory. These schools, however, showed some ways by which class teaching could be improved and they helped to prepare the way for public schools of the modern type.



runners of public schools supported by taxation.

However, the real pioneer work for a state school system and tax-supported schools occurred in Massachusetts. Cities grew faster in this state than in any other, and the larger cities were soon connected by railroads. The school systems of the new large cities were much better than those of the outlying rural districts. The opportunity for close comparison between the two caused the defects of the latter to stand out. In 1837, the Massachusetts legislature appointed a State Board of Education—the first in the United States—to investigate conditions and suggest improvements. The Board deliberated carefully before choosing a man to do this important work of investigating and improving the schools. A young lawyer by the name of Horace Mann was finally selected. Altho Mann was rapidly gaining success in his chosen profession he readily gave it up to devote all his time and energy to a work which seemed to him of greater importance—establishing good schools on a sure foundation for all children, rich and poor, to attend.

In the main, the rural schools were the most difficult problem which confronted the new Secretary of the Board of Education. The small local school districts had gradually gained control of the schools and in 1789 the Massachusetts legislature had legalized their authority. While this was a step—perhaps a necessary one—away from church domination of the schools, it certainly added to the already numerous difficulties in the way of unifying these scattered schools into a single state system of education with the proper balance between state and local control. This was the first task of the new State Board of Education and especially of its Secretary, Horace Mann.

Under district control the schools of Massachusetts had declined. Provisions for schools could hardly have been worse. Terms were short, teachers unqualified and poorly paid, school buildings inadequate and almost totally lacking in equipment. People of means sent their children to flourishing private schools which threatened to displace public education completely. Horace Mann recognized the evils of the district system and tried to awaken the people to a realization of the situation. In one of his lectures to them he said: "These schools at the present time are so many independent communities, each being governed by its own habits, traditions, and local cus-

toms. There is no common superintending power over them; there is no bond of brotherhood or family between them.



Courtesy, Dr. Zenos E. Scott, president, State Teachers College, Bridgewater, Mass.

**H**ORACE MANN, leader of the Educational Revival in America. This mural from the auditorium of the Bridgewater, Massachusetts, Teachers College shows Mann with the principal and the first three students of the first American public normal school.

They are strangers and aliens to each other." He urged the people to support a broad educational system. "Education," said he, "must be universal. It is well, when the wise and learned discover new truths; but how much better to diffuse the truths already discovered amongst the multitude."

Mann described to the people the wretched conditions of their schools: "I have seen many schoolhouses in central districts of rich and populous towns, where each seat connected with a desk, consisted only of an upright post or pedestal, jutting up out of the floor, the upper end of which was only about eight or ten inches square, without side-arms or back-board; and some of them so high that the feet of the children in vain sought after the floor. They were beyond soundings. Yet on top of these stumps the masters and misses of the school must balance themselves, as well as they can, for six hours a day. . . . Just before my present circuit, I passed a schoolhouse the roof of which, on one side was trough-like; and down towards the eaves there was a large hole; so that the whole operated like a tunnel to catch all the rain and pour it into the school-

room. At first I did not know but it might be some apparatus to explain the Deluge. I called and inquired of the mistress, if she and her little ones were not sometimes drowned out. She said she should be, only that the floor leaked as badly as the roof, and drained off the water."

After six years of hard work among the people, trying, by means of lectures, reports, and articles in his *Common School Journal*, to revive the declining schools of his state, Mann was exhausted in body and spirit. He decided to go to Europe to regain his health and seek new and better ways in education which could profitably be applied to American schools. He found that the teachers of Europe had a wealth of new ideas about schools and children. Thru the influence of such men as Rousseau and Pestalozzi, teaching had been greatly improved in many countries. Child nature was beginning to be recognized as the basis of education. Rousseau had flatly contradicted the Puritan belief that all children were evil by nature. All children were good by nature, he declared, and added that schools should try to preserve and develop this good. Pestalozzi, who lived in Switzerland many years before Horace Mann visited Europe, had learned much about child nature from actual experience with children. Pestalozzi had gathered together a number of poor orphan children who were rapidly becoming beggars and thieves, and tried to make respectable citizens of them. He took them into his home and taught them with his own little son. This wise and kindly teacher insisted that understanding of what was taught must come first. It was the general practise at that time for children to be forced to read meaningless words. "Lead your child out into nature, teach him on the hill-tops and in the valleys," said Pestalozzi. "Teach him absolutely nothing by words that you can teach him by the things themselves; let him see for himself, hear, find out, fall, pick himself up, make mistakes; no word, in short, when action is possible." He advocated the kindly treatment of children. "A wise liberty," said he, "induces the child to keep his eyes and ears open, and makes him happy and even-tempered." Such ideas were the direct opposite of those generally accepted at the time and their application to practise in the schoolroom wrought a much-needed change in the schools of Europe.

Mann traveled about from school to school in a number of European coun-

tries and noted all methods which he thought better or worse than the way American schools were conducted. When he came back he wrote and printed a report of what he had observed in the hope that those interested in education in this country would find it helpful. The schoolmasters of Boston took the report as a criticism of their work. They struck back savagely. Other enemies joined the schoolmasters against the Secretary of the Board, the Board of Education itself, and the whole plan for public education. Among these were the wealthy who feared that their taxes would be increased; owners of private schools who saw a falling off in the number of their pupils should public schools be established; conservative people who dreaded change and who thought that, after all, the "old ways" were best; and ministers of churches, who saw the end of church control of schools if they became publicly supported by taxation. From all sides this formidable array of enemies attacked Mann and his plan for free schools.

The battle raged from platform, pulpit, and press. It was the great crisis in the life of the public schools. The opponents of public schools declared that most people did not deserve educational opportunities and would not appreciate them even if they were given. They feared that general education would make the common people dissatisfied and rebellious. They said that it was no more defensible to tax a man for educating his neighbors' children than to take a man's horses to plow a neighbor's field. The taxes required for supporting general public schools would, they said, bankrupt the country. Education of the children of the poor was a fine thing if kept on the charitable basis, but they were unwilling to admit the right of every child to an education. Besides, they asked, by what right does the state assume to interfere between a parent and his children in the matter of education?

The friends of public schools replied that the cost of public education would be more than recovered by increasing efficiency and production and by a better distribution of the nation's wealth. In a republic, they said, class distinctions in education were dangerous and illogical. Education in a democracy, they argued, is a natural right of all future citizens and the provision of that education is nothing more or less than an act of national self-preservation. They particularly condemned the charity-school

idea as cruel, offensive, undemocratic, and stupid.

The friends of the common school under the leadership of Mann finally won out and Mann became the acknowledged leader of the great Educational Revival. The state school system became an established fact and schools began to take a new lease on life. Other states soon followed the example of Massachusetts. In Connecticut and Rhode Island, Henry Barnard led the revival of education and established state-supervised school systems in both states. By the middle of the century the principle of governmental responsibility for public education became accepted in most of the northern states and from that time on it has continued to prevail throughout the nation.

The first schools which grew up under the supervision of the state provided only primary and elementary education. Private academies were founded for more advanced studies, such as algebra, chemistry, and history. "Boarding schools" also sprang up to train the daughters of the wealthier people in special "accomplishments." Their offerings may be judged by the following advertisement which appeared in the *Virginia Gazette* in 1772.

E. Armston [or perhaps better known by the name of Gardner] continues the School at Point Pleasant, Norfolk Borough, where there is a large and convenient House proper to accommodate young ladies as Boarders; at which school is taught Petit Point in Flowers, Fruits, Landscapes, and Sculpture, Nun's Work, Embroidery in Silk, Gold, Silver, Pearls, or embossed. Shading of all kinds in the various works in vogue, Dresden Point Work, Lace ditto, Catgut in different Modes, flourishing Muslin after the latest taste, and almost elegant pattern, Wax-work in Figures, Fruit, or Flowers, Shell ditto, or grotesque, Painting in Water Colors, or Mezzotinto; also the Art of taking off Foliage, with several other embellishments necessary for the Amusement of Persons of Fortune who have Taste. Specimens of the Subscriber's work may be seen at her House. . . .

Reading will be her peculiar Care; Writing and arithmetic will be taught by a Master properly qualified; and if desired, will engage proficient in Musick and Dancing.

Such was the course of study of the fashionable boarding school for "young ladies." With the coming of the Educational Revival the opportunity for girls and women to study in schools of higher learning was obtained thru the work of such women as Emma Willard and Mary Lyon. Even handicapped children were not forgotten in this period of broad extension of educational privileges. The work of Thomas Hopkins Gallaudet for the deaf and of John

Fisher for the blind gave these unfortunate children the opportunity to secure an education.

The acceptance by the states of the responsibility for elementary and primary education was soon followed by a demand for publicly controlled high schools. In some states, legislatures made provisions for high schools and here and there boards of education followed the practice of levying taxes for their support. Finally the right of the legislature to tax the people for the support of high schools was tried by a Michigan court in what is known as the Kalamazoo case. The judge rendered a decision in favor of tax-supported high schools "for all classes of the community, as good, indeed for the poorest boy of the state as the rich man can furnish with all his wealth." This was another triumph for free schools. The opportunities for education were greatly extended by this decision. Finally the state university was added to the educational ladder.

The resulting system is much more in keeping with American ideals than would a system which provides different classes with a different kind of education. Under the latter arrangement the door to the most desirable places in life is soon closed to the child of the less privileged classes. We might easily have had such a plan in this country had it not been for those who defended thru a heated battle the rights of every child, rich and poor, to an education. They established for us our system of public schools, free from the stigma of charity and free from sectarian domination. Their work is done. They have placed the public school in our hands. High hopes were held out for what the public schools might achieve. In the words of Horace Mann:

The Common School is the greatest discovery ever made by man. . . . Let the Common School be expanded to its capabilities, let it be worked with the efficiency of which it is susceptible, and nine-tenths of the crimes in the penal code would become obsolete; the long category of human ills would be abridged; men would walk more safely by day . . . property, life, and character held by a stronger tenure; all rational hopes respecting the future brightened.

The task for teachers, pupils, and the public today is to develop and improve the schools until they justify the faith and vision of those who established them a century ago.—This is the fifth in a series of articles by Charles A. Beard and William G. Carr, dealing with the history of the schools.



# Augustus O. Thomas

## An Appreciation of a Great and Kindly Man

**H**E WHOM a dream hath possessed knoweth no more of roaming;  
All roads and the flowing of waves  
and the speediest flight he knows,  
But wherever his feet are set, his soul is forever homing,  
And going, he comes, and coming he heareth a call and goes."

Dr. Augustus O. Thomas was a man of vision. Thruout his whole life he was possessed of a dream. As a country boy on a little farm in Mercer County, Illinois, he dreamed of the day when he should secure an education and go out to take an honorable place in the world of affairs. Born during the Civil War, his boyhood was influenced by the stories he heard of President Lincoln who had sacrificed his life in defense of a great ideal. And so Dr. Thomas worked hard, got his education, and went out to teach in the country schools of his native state and of the neighboring states of Iowa and Nebraska.

After a time this country teacher found his dream of selfdevelopment and personal success had changed to a higher, broader vision of the opportunities which should be made available to all rural boys and girls. And so he left his positions first as teacher and then as superintendent of schools to build up a great state teachers college at Kearney, Nebraska. Here he gave his attention especially to the boys and girls from the rural sections of the state who found in him the same inspiration and idealism which he had discovered in the great leader, Abraham Lincoln. Once again Dr. Thomas' vision of service led him to desire a broader field of usefulness. He went from Kearney to become State Superintendent of Public Instruction in Nebraska. By this time he had become known all over the United States as an expert in the field of rural education.

Meantime across the country in the state of Maine, W. W. Stetson and Payson Smith had been hard at work, building up a better type of education for the boys and girls of the great rural state of Maine. In 1917, Payson Smith had taken the position of Commissioner of Education in Massachusetts, and Maine was looking for a man to carry on Dr. Smith's ideal of equal opportunity for the country child. The position was offered to Dr. Thomas, and at the age of 54 he left his old friends in the west and went to Maine

where every face and every community was new to him but where his high ideals and vision of what a state should give



Augustus O. Thomas, 1863-1935

its country children were the same. The man himself, thru rich experience, had developed into a strong and compelling personality. He built on the solid foundation erected by his predecessors in Maine and brought the schools of that state to a high point of efficiency.

In 1920 Dr. Thomas was elected chairman of the Committee on Foreign Relations of the National Education Association. Once more a vision came to him of what it would mean to boys and girls not only in rural communities but everywhere, all over the world, if international relations of peace and goodwill could exist between them. He dreamed of a great World Federation of Education Associations where men and women of all nations should come together in harmony and peace.

"Peace! and no longer from its brazen portals  
The blast of War's great organ shakes the  
skies!

But beautiful as songs of the immortals,  
The holy melodies of love arise."

And so in 1923 at San Francisco, inspired by this man with a dream, was born the World Federation of Education Associations. After eight years as President and leader of the Federation, Dr.

Thomas became its Secretary-general, which position he held at the time of his death, January 30, 1935. Since its organization twelve years ago the WFEA has held biennial meetings at Edinburgh, Toronto, Geneva, Denver, and Dublin. Dr. Thomas' courage and vision, often in the face of discouragements and criticisms had brought together educators from every civilized country of the world in harmonious conclave.

"That best portion of a good man's life,  
His little, nameless, unremembered, acts  
Of kindness and of love."

Dr. Thomas possessed another quality that is not always found in men who have vision and courage. I think he was the kindest man I have ever known. In the midst of his busy life, no person, however unimportant, sought his help in vain. In the hour of bereavement and trouble he was the first at the door with words of consolation and tangible evidence of his sympathy. However important the great enterprises his vision led him to develop, he would drop them all at a moment's notice to go to the little rural home where death had entered, or he would give an entire afternoon to some country superintendent about to lose his courage because of the impossibly difficult conditions under which he was working.

As a public speaker Dr. Thomas had few equals. Blessed with a magnetic personality and a remarkable voice, he held the attention of thousands of people wherever he lectured. Not only did his audience listen spell-bound to his eloquence, but they left the hall inspired by his dream of service, resolving to make their own lives count for more to their fellowmen.

"He whom a dream hath possessed knoweth no more of sorrow,  
At death and the dropping of leaves and the fading of suns he smiles,  
For a dream remembers no past and scorns the desire of a morrow,  
And a dream in a sea of doom sets surely the ultimate isles."

—Florence Hale, president of the National Education Association, 1931-32.

[Miss Hale, who was state director of rural education in Maine during Dr. Thomas' state superintendency, is peculiarly fitted from her rich experience to write of his life and work.]

# An Evening With the Magazines

**EDUCATION AND HAPPINESS**—Does a school which aims at happiness for its pupils fail to equip them with knowledge and discipline which will be essential to them in adult life? "Yes," said Carl Joachim Friedrich, writing in the October *Atlantic Monthly*. "No," says James L. Mursell, taking issue with Mr. Friedrich in a defense of modern education in the *Atlantic Monthly* for January.

To the claim that the progressive schools achieve less in the way of solid mastery than conventional schools, Mr. Mursell replies: "The very reverse is true. Competent and sufficient investigation unquestionably reveals that progressive methods produce not only happiness, but also more effective learning. Why this is so I can show by a very simple illustration. My little daughter happens to be weak in her multiplication tables. Her school has very skilfully created situations which lead her to desire to be able to multiply. . . . She is learning her tables well . . . because she is learning them happily."

But what about discipline? Will the modern school unfit the child for submission to the controls of modern society? Mr. Mursell doubts the value of mere submissiveness, denies the assumption that discipline is achieved when disagreeable tasks are performed under compulsion. He believes that discipline arises out of the very conditions of achievement in life. "It begins only when we set before ourselves some intelligible aim, and muster our resources to attain it, and subject ourselves to the necessary labor. . . ."

"Certainly I do not want my daughter to grow up a wild and unhappy radical. . . . But neither do I wish her to be a submissive creature, worshipping authority. . . . I think she has the best chance for an effective life if she becomes intelligently . . . cooperative with the social controls which surround her. . . ."

**Politics and the Schools**—"The public ought to be deeply concerned for quality in the teaching staff, as the chief factor in whatever value it receives in return for taxes spent on public schools." This statement is the keynote of an article in the February *North American Review*, by Henry W. Holmes, dean of the Graduate School of Education, Harvard University.

Mr. Holmes calls attention to the growing efforts of politicians to bring local favoritism into the appointment and

**THREE HUNDRED YEARS**—"Despite . . . handicaps . . . the public schools have steadily gone ahead for three full centuries of time. Education is more liberal. The schools are more democratic, with elected student councils giving youngsters themselves a voice in school policy that starts early training for the larger duties of citizenship. The highschool curriculum is constantly expanding too. . . . The Boston Latin School three hundred years ago offered a handful of boys the Latin classics as their preparation for living. Today twenty-three thousand highschools, with a quarter of a million teachers and administrators, are training nearly six million boys and girls to be useful citizens. They are the greatest bulwark that we have against oppression, revolution, and communism."—Editorial, Loring A. Schuler, *Ladies' Home Journal*, January 1935.

promotion of teachers in public schools. An immediate method of attack against political interference, he suggests, is to insist that all new teachers be graduates of reputable training institutions.

For a more fundamental attack on the problem, Mr. Holmes says that we need a better general understanding of teaching as a professional service: "Unless teaching is made, kept, and popularly understood to be professional work of considerable difficulty, complexity, and importance, dependent for its adequate accomplishment on technical competence and social understanding at least somewhat beyond the capacity of the average person, we shall never oust politics from the schools. . . . The great task is to make the whole people realize effectively, even if vaguely, that a teacher, like a judge or a priest, is an expert on whose proper discharge of his duties the maintenance and advancement of civilized life in part depends. . . . Teachers, in their professional organizations, should insist on the highest standards of education and professional training for the filling of their own ranks. . . . If the teachers of America are sincere in their professional purpose they will not seek to create new jobs for themselves or protect themselves, against the interests of the community, in the jobs

they hold. . . . If teachers want an index of their progress toward the true standing of a profession, they might find it in the extent to which their associations are intrusted, as in medicine and the law, with the formulation and safeguarding of standards for entrance into practise."

**Homework: Bond Between Home and School**—Homework finds a champion in the editor of the *Delineator's* Child Training Department, Marion M. Miller. Writing in the February issue of the magazine, she says: "Some parents hope for the happy day in the future when homework will no longer exist. I do not. I hope for the day when teachers will be better trained in the technic of devising homework, and when parents will look upon it as a connecting link between home and school."

To the question "Whose responsibility is the child's homework?" Mrs. Miller replies that father and mother, teacher, and child must each contribute something. First, parents must plan for the physical aspects of study—proper light, quiet, and freedom from distraction. "No child thinks a job is worthwhile unless convinced that her mother thinks so too. . . . When parents really come to think of homework as a desirable part of well-rounded school life—the one part which, with the least effort, can keep them in close touch with that whole area of the child's life when he is under other guidance . . . they will quickly find a time and a place for it as they do for other things that seem to them valuable and important."

Second, teachers must take time and care to make assignments of homework so clear that the child will know just exactly what is expected of him. "The assignment of homework is a highly skilled aspect of teaching which is too little understood by many teachers."

And third, for the pupil, "the matter is largely one of attitude. He must know . . . that there are no sharp divisions or departments in his life. School and home are closely intertwined. . . . Home preparation is not an extraneous demand imposed on him, but rather an important and essential part of a well-integrated school life."

—Hazel Davis, Educational Research Service, NEA.



# Mother, What Can I Do?

FRANK K. REID

*Principal, Roosevelt Intermediate School, Wichita, Kansas*

MOTHER, what can I do?" ask millions of boys and girls just out of school. "Go find something to do but do keep quiet," return the distracted, puzzled, and often irritated mothers. Summer vacation presents perplexing problems to mothers and dads, but often more serious ones to the children.

Stop for a moment to consider the problems of 26,000,000 boys and girls, who have had nine to ten months of active, busy, and well-regulated living. Each day they have met hundreds of other children; their tasks have included home study as well as daytime work; and "Early to bed and early to rise" has been the rule. These boys and girls wake up one morning in June and there is no hurry to get up. They arise, but breakfast is probably delayed until ten. Then comes the question, "Mother, what can I do?" In practically every case "can" and not "may" is the correct verb. Activities are few; money is scarce. How many adults do you know who can use a two-weeks' vacation period without chasing over seven states, spending the years' savings, and returning completely exhausted? What would happen if these adults had three to four months each year for vacation?

The summer waste of time and opportunity, not to mention the accumulation of negative results, has long stood as one



"Go find something to do but do keep quiet."

of the most compelling challenges of the educational world. The summer vacation from school work was originally made in order that all "hands" might

labor. We still have the vacation but nothing to do.

The answer to this challenge has been found, in part at least, in a recreational summer school, planned and directed by the writer for the first time during the summer of 1934 in Wichita, Kansas.

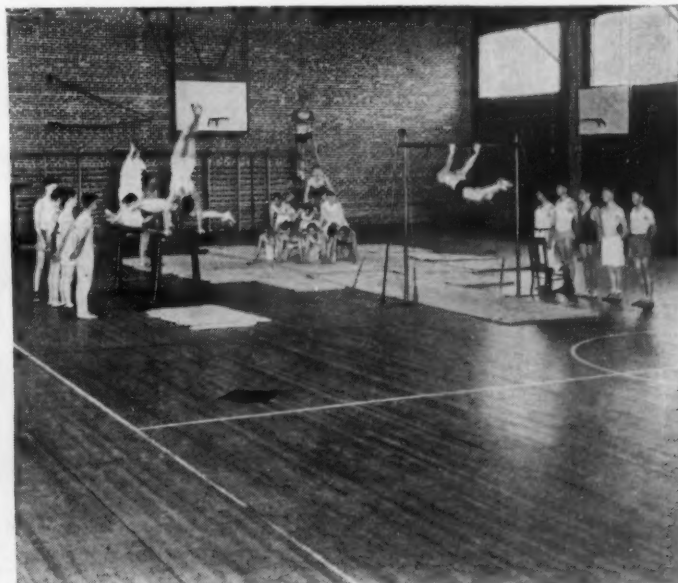
This city has about six and one-half millions invested in school buildings, approximately 25,000 school children, and 700 teachers. All are idle during three and one-half months each year. The answer to "What can I do?" was locked in the woodwork shop, in the art and dramatics rooms, in the school library, in the music rooms, in the laboratories, in the dry swimming pool, and in the idle tennis courts.

The common interpretation of recreation limits it to games, physical activity, and contests. If "recreation" is to meet the problems of leisure time, its meaning must be greatly enlarged. Music, art, reading, woodwork, drawing, electricity, dramatics, science, and many other subjects are without question as vital to a complete program as is the physical. All must be included. These last mentioned phases can all be made available only by the schools, and with little or no added expense. This would seem to imply that the schools must become a part of the general scheme to provide year-round recreation.

The board of education granted per-



Los Angeles, Calif.



Chicago, Ill.

While recreation properly includes physical activity, its meaning must be greatly enlarged.

mission to conduct a recreational summer school in the Roosevelt building and to use the swimming pool and tennis courts of the Wichita Highschool East, provided it incurred no expense to the board.

The plan as submitted to the board proposed to offer to the pupils non-credit courses in woodwork, art, dramatics, electricity, band and orchestra, clothing,

foods, chemistry, typewriting, swimming, tennis, golf, baseball, and such other subjects as the demand would justify. No set course of study was to be followed; no rigid entrance requirements were to be had; no grading or testing was to be done; and attendance was to be left entirely to the pupil. Credit work was to be offered also to those who wished

to make up back work or to advance themselves.

It was proposed to hold an eight weeks' session of three periods of one hour and twenty minutes each, five days per week. This session of forty days, or 120 periods over eight weeks was to be offered on a flat tuition charge of \$5 per pupil. The pupil might take one, two, or three subjects, not more than two of which could be for credit. From the charge of \$5 per pupil, all expenses and teachers' salaries must come. Nobody got rich.

But would people pay money to send their children to school to do work and then get no credit for it? They did not have to send them; they came. More than 500 enrolled. Everything indicates two or three times as many next year. The school as planned had four distinct objectives; recreational, cultural, exploratory, and academic. Two or more of these were realized thru practically every offering.

The first objective was especially outstanding in what was termed the recreational courses. These were open to both boys and girls, and consisted of swimming, tennis, golf, archery, baseball, and tether ball. While these strongly stress the recreational phase, with the 230 boys and 150 girls they made possible other results. For example, practically every boy who finished the course was able to swim sixty feet, with one or more different strokes. Not so large a percent of the girls could swim this distance, altho approximately 65 percent qualified. A large part of the group met the test of more than half of the thirty-nine accomplishments for swimmers. The course was a combination of instruction and play.

Band, orchestra, dramatics, and art might be classed as the leaders in the cultural field. The board of education owns more than two hundred musical instruments. These were brought together to be used by the pupils who did not own instruments. Advanced work was given to a group in orchestra and another one in band. More than ninety beginners took the first course. Two plays were offered by the dramatics class to the entire school and to the patrons. The advanced orchestra and band gave one outdoor evening concert for parents and friends. More than sixty boys and girls did work in art.

This type of school offers unlimited opportunities for the thing that educators have been seeking but up to date finding little. That thing is exploration. Exploration is the opportunity to contact a sub-



Oakland, Calif.



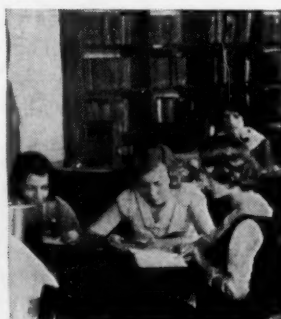
Atlantic City, N. J.



Chicago, Ill.



Philadelphia, Pa.



Atlanta, Ga.



A few of the answers to "What can I do?"



ject so as to know enough about it to judge wisely before having to make a final choice in the educational or vocational fields. Here this is made possible without penalizing the regular school offerings.

Ninety-three boys and three girls were enrolled in woodwork. Only seven of this number did the course for credit. They made everything from toys and magazine racks to large canoes and kayaks. Ninety-five enrolled for typewriting. Accomplishments here ranged thru all degrees. A very large percentage were able to write satisfactorily. All knew the fundamentals and had discovered that consistent effort and steady practise were essential. About forty-five boys learned many mysteries of the radio, the battery, transformer, soldering iron, and many other things in the electricity course.

The most outstanding attempt in the exploratory field was a course in chemistry. Almost forty boys and girls ranging in age from ten to fourteen spent eight weeks exploring the mysteries of the subject that is noted for its ability to return

university freshmen to their parents. What will be the results of this contact with chemistry? To follow these boys and girls on thru highschool and college would prove most enlightening.

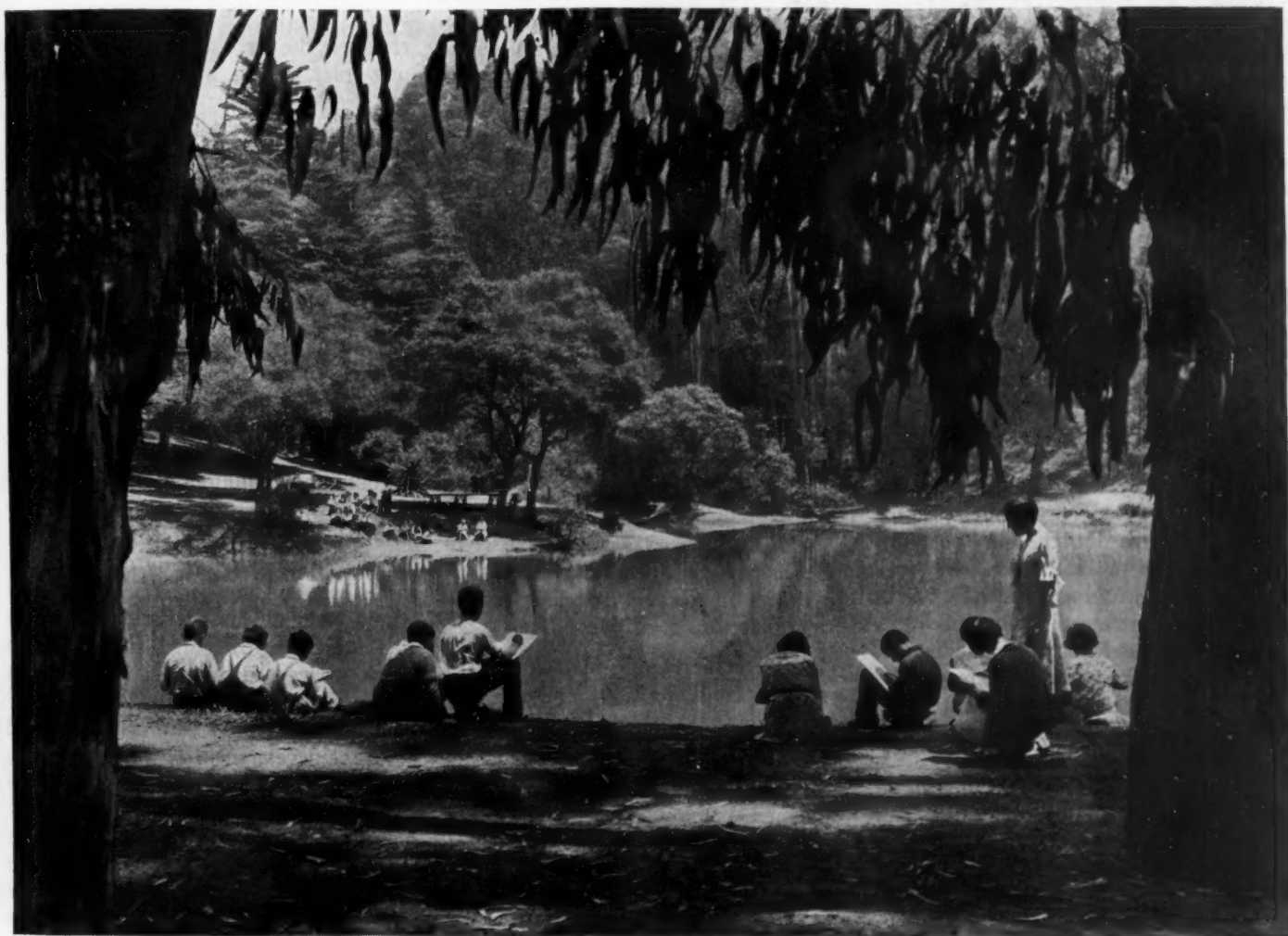
There are many fields, heretofore reserved only for the select, that can be brought to the level of the upper grade and junior highschool pupils. The challenge is up to the teachers. Can the mathematics teachers who talk so freely of the recreational features of their subject, prepare and teach a course to a group that is to receive no credit and take the course only because it is instructive and intensely interesting? How about a course in poetry, in free reading, in story writing? What are the possibilities in the fields of botany, zoology, geology, and astronomy? How much of a challenge would this be to the language teachers? Where are the limits?

How many teachers have faced the job of keeping a class together when they did not grade, give tests, and could not compel attendance? Then it is the teacher and his "stuff" that count.

How would your boy or girl respond if they were to attend school under the above conditions? The attendance here in most cases was far above the wildest expectation.

The regular school subjects came in for their share, too. About 36 percent of the entire offering was credit work. These were in the traditional subjects and the offerings and methods followed the regular plan.

Education implies two distinct phases of preparation to meet life's problems; the equipment for solving, and the practise in the use of this equipment. Subjectmatter is but a tool and is valuable only to the extent to which the individual can apply it to the situations this person meets. Success in life is measured in terms of one's ability to see a situation thru to a successful conclusion. This type of summer school makes it possible for boys and girls to undertake and to complete successfully jobs that never could otherwise be carried thru. Nothing succeeds like success, and no habit is so valuable as that habit of succeeding.



Art is man's nature; nature is God's art.—Philip James Bailey.

Oakland, Calif.

# A Minister Looks at the Schools

**T**o a large extent our present school system develops a parasitic psychology," declared Robert H. Duel, a minister of Kellogg, Minnesota, in a recent open letter to *The Nation*. The editor of *THE JOURNAL* wrote Mr. Duel, inquiring for the reasons back of that statement, and asking what specific steps Mr. Duel would take to correct the condition. The following paragraphs from Mr. Duel's letter are all the more significant because not written for publication.

I MEAN by the use of the word "parasitic" a dependence and insistent demand upon the social organism that is not justified in right or in nature. We all begin our lives parasitically. It becomes necessary for us gradually to achieve an independence from the maternal organism and parental protection and support. Sir Norman Angell in *From Chaos to Control* has made it strikingly apparent that the curse of humanity is the stubborn parasitism that persists so threateningly among the most privileged elements in our civilizations.

The normal father and mother look forward to a time when the children will have fully outgrown dependence upon the parent and the childhood home and will have the spirit of creative independence, of service. The social organism in America has assumed a tax burden to care for the developing child over a long period of time, hoping naturally that the time will come when the child will exchange the habits of parasitism for a spirit that can initiate and produce.

Now, I have developed the conviction that the school system does not meet all the hopes of the social organism, because in the first place, the child is too long removed in the present school environment from the world as it actually is. It is inevitable that most of our children, when they leave school, will immediately confront a world of work and responsibility with which they have had little experience. Has the school trained them for it? I say no.

Several months ago I had an interview with Dr. Price, head of the extension work of the University of Minnesota. In our discussion I told him that before my oldest son returned to college, in a heart-to-heart talk with him, I said I wanted him not to forget that it was the hard-

working taxpayer that was making the new privilege possible for him and that I desired him to work in the Scout troop as his contribution in public service while attending school. Dr. Price exclaimed: "Well, that is something new. Most of them who come here seem to think they have everything coming."

This suggests the existence of a "parasitic psychology," a faulty attitude toward society and toward citizenship.

Too large a portion of the school time is devoted to impression rather than expression. When a teacher has to cram and cram with foreboding fears as to the consequences to her position in case the children do not know so much geography and so much history and so much mathematics to meet the requirements of specified examinations, she has the emphasis on impression rather than expression. Our system itself has been too much a parasite upon the past.

I cannot see how the teacher has a fair chance in the system to become a dynamic personality. Teachers are not supposed to have too many ideas of their own. They have had to be a clearing-house for the ideas of others and the traditions and conventions of the past.

Another cause of parasitism is, I believe, what might be called our American "motherhood complex." For instance in the last *Minnesota Parent-Teacher* I read this: "The schools exist for the children." Yes, I guess they do. So do a lot of the homes. *The schools should exist for all society.*

Since leaving school work, I have been in the ministry for twenty-five years. My primary interest has been in social service and social betterment. My work has taken me into many homes, in town and in the country. The tragedy that I see in these visits is that people are not doing the things they could so easily do to better their own conditions.

*What specific steps would I take to correct the condition?*

First, if I were a superintendent of schools, I would see to it that my teachers were bigger than their departments. I would not employ a teacher lacking social consciousness and social vision. If I found a teacher more interested in subjects than in humans, she would not be employed. I would be more concerned about the social attitudes of my teachers

than their scholastic record. I would want them to have the spirit of public service. Teachers who confined their interests and activities to the four walls of the school, I would pass up. I would co-operate with my teachers in making an exhaustive survey of social needs of my district, and I would fashion the curriculum about those needs. I would exert every influence to give the teacher a year-round job.

Then too if I were a superintendent of schools, I would try to organize my community as the Boy Scouts do into a co-operative movement of adults and children. I would arrange with the parents to have frequent sessions with the teacher, and my first emphasis would be on "sharing home duties." I would also encourage the parents at frequent intervals to come to the school and help the children with their work. I would set out a program of work and culture in which the parents would have an inevitable part. I would lay before the parent and the child on the first day of school certain principles, which would be perpetually emphasized.

I would have certain days or weeks set apart as work periods when the children would be taken out into the community to share in the work of the home, the neighborhood, the city. I would have children report on their employers, and employers report on the children.

Instead of grading the child according to his smartness, I would grade him according to his social attitude and the correction of his social deficiencies.

I would plan definitely for unsupervised periods in work and play and study. I would guide children rather than drive them. I would encourage children early in much independent research and writing. I would make a study of the child's initiative and resourcefulness and I would estimate his education according to the increase thereof. I would also be much concerned whether he used his powers selfishly or socially.

Then too I would be much concerned as to the development of the cooperative and humanitarian spirit. I would be more interested in teaching the child how to maintain a personal and family budget than in compelling him to endure much of the traditional mathematics. And in that budget I would have a place for humanitarian interests.



# Landscape Designing in the Junior College

WILLIAM G. KOHNER

*Pasadena Junior College, Pasadena, California*

THERE has been a trend in California toward the development of the garden and with this development has come a demand for better garden construction and improvement.

Several years ago Pasadena Junior College established a course in landscape designing which has prepared students for such positions as chief gardeners of

county parks, assistant superintendents of large cemeteries, employees in the landscape designing department of nurseries, foremen of large estates, and other positions connected with gardens. Some have established their own businesses. No attempt is made to produce landscape architects.

Those students not interested in landscape designing as a profession but merely as an avocation have their interest in civic improvement stimulated by many visits to exemplary gardens in the locality. Many of these students have now assumed leadership in garden clubs, beautification leagues, and civic improvement associations. Several club women have enrolled for the course; their increased interest in and demand for better garden work should aid the profession of landscape gardening.

The course may be divided into the following activities: lectures, garden tours, garden designing, plant materials, garden features, construction costs, and the actual landscaping of a home. The lectures discuss the development of the garden, especially as it would apply to the particular period and style of house architecture. Lectures are illustrated by visits to gardens which show the points discussed during the lectures. The nomenclature and landscape value of plants used in the construction of gardens are given to the students in the field while on excursions. Specimens of plants are cut by each student and after being pressed, are mounted and described. The student is assisted in this description by



a printed outline which emphasizes the value of the plant in garden designs rather than its botanical characteristics.

Thru the courtesy of the Shakespeare Club, a Pasadena women's organization, the class has many opportunities of hearing lectures by experts on landscape designing. Most of the lectures are illustrated by projection slides showing the speaker's work.

Garden features are discussed in class, especially the practical methods of location and construction. Garden furnishings such as sun dials, seats, and bird baths, are illustrated by visits to firms handling the materials. Considerable emphasis is placed upon construction costs. In the study of the sprinkler system, we discuss the location of valves, the number of heads to a valve, the distribution of the heads with reference to water pressure and lawn area, types of sprinkler heads, and costs of installation. After the planting plan is made, attention is given to the ordering of the plants, especially the designation of the standard sizes offered by local nurseries. To merely designate a certain species is not enough from the point of view of practical construction. Costs and methods of constructing small pools, pergolas, arbors, and similar garden features are described and often built. Since the construction of lawns in southern California is of great importance and because most of the available information in book form on the subject is not always applicable to our conditions, much attention is given to this subject.

In Pasadena and neighboring towns is an exceptionally large number of beautiful, well-designed small parks. The class visits and studies the esthetic and practical value of each park—the design of the park is copied and all good plant groups are recorded according to species.

In order to assist students in laying out their designs, a

small amount of surveying is taken up in class. This includes the use of the steel tape, builder's level, and plane table.

In applying for a job the most important question seems to be, "What experience have you had?" To obviate an embarrassing answer for the student, the instructor has been successful in arranging for the actual garden construction of a new home by his class in landscape designing. Each student draws plans for the new garden and the various designs are submitted to the client. A choice is made and then each student estimates the cost of building the garden. With the help of the instructor a final bid is submitted to the client. This bid is in the form of a maximum cost contract for which the instructor assumes all financial obligations and guarantees satisfactory completion of the job. Since it is impossible to complete the work during the laboratory periods, students are hired after school hours at current wages. The project is non-profit and any difference between the bid and actual cost is returned to the customer.

A course in botany and some ability to draw are prerequisites for the course. Due to the great amount of field work in the course, only a portion of the six laboratory hours a week is allotted to actual drawing; most of the drawing is done outside of laboratory hours. There is no laboratory fee but students supply their own materials. All transportation is arranged among the students—those having cars are paid by the students riding with them on a mileage basis.

**G**IT ALONG, little doggie, git along." The great 1935 round-up of the nation's teachers in the seventy-third annual convention of the National Education Association at Denver, June 30-July 5, will, for thousands of delegates, be the first high-spot in an all-summer, all-West vacation.

Denver is the heart of the world's great vacation land. Two national parks are located in Colorado. The Rocky Mountain National Park, of which Estes Park is perhaps the best known spot, is only ninety miles from Denver. A one-day motor trip takes the traveler thru Estes Park via magnificent canyons, Grand Lake, with its "highest yacht club of the world," and two continental divides.

Seventy-five miles south of Denver is the Colorado Springs region, famous for Pikes Peak and the Garden of the Gods. From Colorado Springs, the motorist may drive by way of scenic Corley highway or Ute Pass to Cripple Creek, the one-time famous mining center of the state.

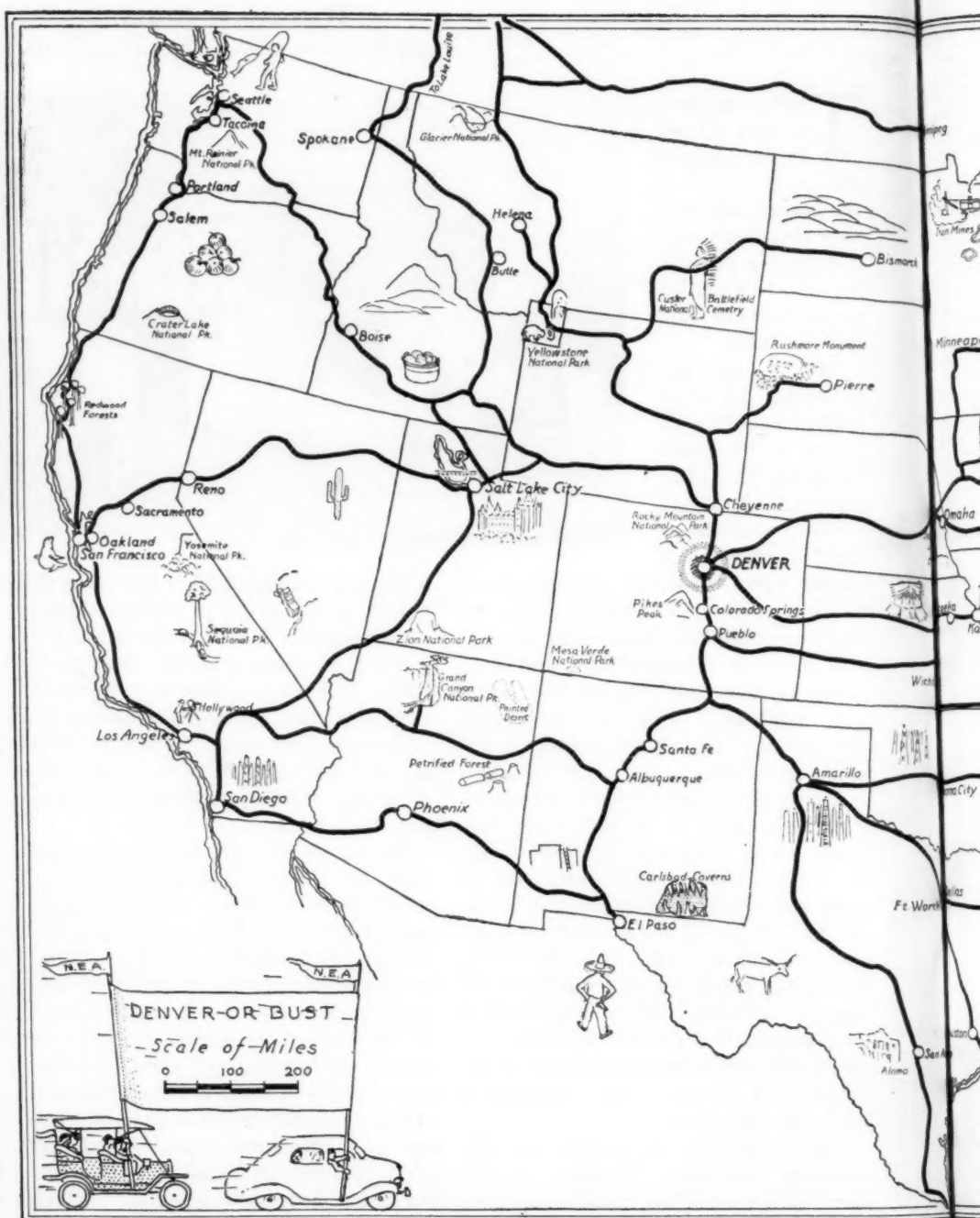
If a longer motor trip is desired, the convention goer may wish to drive to the Mesa Verde, land of the Aztecs, in southwestern Colorado. Here, the homes of the Cliff Dwellers of two thousand years ago may be entered. The country offers no more magnificent scenery than that which may be seen on the trip to this mesa. The world-famous million-dollar highway is part of the route.

Denver, itself, is only twelve miles from the mountain range. Within easy access of the city are innumerable trips thru rock-walled canyons to emerald lakes sparkling on top of the world, and to the summits of peaks looking down on the clouds. In less than a day one may drive from Denver to the summit of Mount Evans, 14,259 feet above sea level, and return. The ardent motorist who can forego a morning's sleep, will drive up to see the sunrise from the summit, bringing a frying pan, bacon, and coffee pot along, for breakfast on the shore of Echo Lake.

Denver maintains a system of mountain parks. A seventy-five mile motor trip thru these areas provided by the city, includes the trip over Lookout Mountain, Genesee Mountain thru Evergreen, and down the new Bear Creek road.

In these vast hills is escape from the maddening round of depression-ridden school problems. There is sport waiting here for hunter and fisherman, for golfer and horseback rider. And the primeval wilderness for those who can watch

## Teachers Turn to the West



breathlessly while a deer steps from the edge of a forest to drink from a mountain stream.

There are mountain hotels and camps which offer the traveler either luxury or rustic comfort, according to taste and purse, and the certainty of nights of cool and restful sleep.

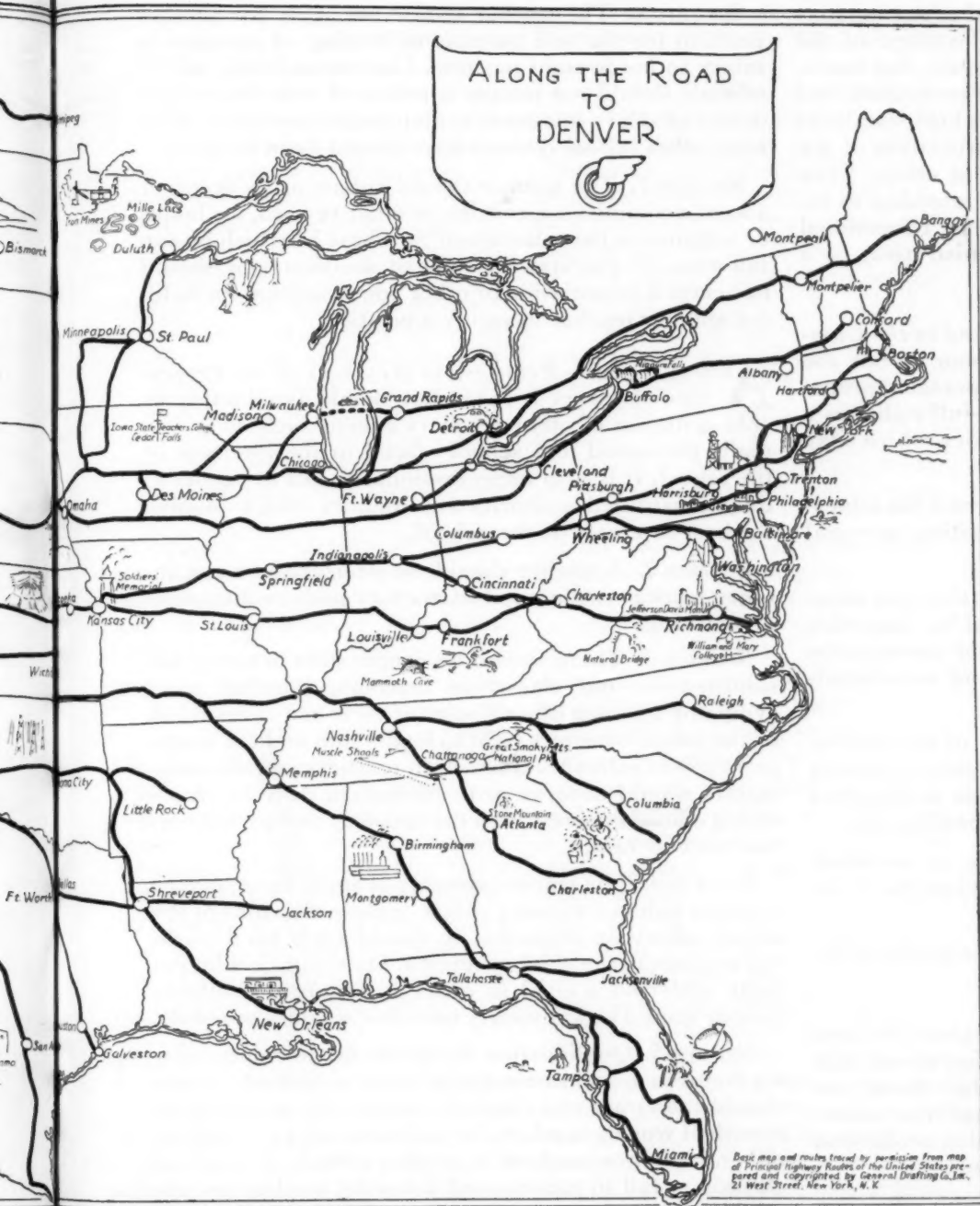
When packing that bag for the convention, show foresight. Put in those hiking boots, drag along the golf sticks, find a corner for your fishing tackle. If you have a riding outfit, bring that, too,

for the West offers no greater thrill than that of horseback rides thru pine forests to distant hills.

Teachers of Denver and Colorado extend a welcome and offer to help their NEA guest plan his stay in terms of a great vacation. On Friday, July 5, following the formal close of convention sessions, Colorado teachers will be hosts to the conventioners on sight-seeing excursions in the neighborhood of the Convention City. Plans for these outings are being made under the direction of



# Vespor Seventy-Third Meeting



A. L. Threlkeld, superintendent of the Denver schools and chairman of the entertainment committee of the Colorado teachers.

While some delegates will pitch their vacation tents near Denver, many others will seek the joys of the open road in tours that lead to one or more of a thousand delightful playgrounds of the western mountain-land. The call of California will take many beyond the last range that shuts America's West from East. Others will tarry in the delightful

parks and wild play spaces of the great Rockies and on the plains of magnificent distances where "the skies are not cloudy all day."

Such names as the following will suggest an almost unlimited number of detours from the road which leads to anywhere: Grand Canyon, Carlsbad Caverns, Petrified Forest, Sequoia, Yosemite, Salt Lake, Yellowstone, Estes Park, Rushmore Memorial, Columbia Highway, Banff and Lake Louise, Mount Rainier, Hollywood, Agua Caliente,

Golden Gate, Painted Desert, Death Valley, Santa Fe, and scores of others that are familiar to those who "see America first."

It will be the privilege of hundreds to make of the convention trip a trans-continental tour that will include historic and scenic localities along the way. Those who wish to make the most of these opportunities may write for free travel guides to M. E. Rowley, Denver Convention and Tourist Bureau, 429 17th Street, Denver, Colo.

The highway is the most economical means of summer travel. For instance, each of four teachers traveling by auto the 660 miles from Kansas City to Denver will budget his expenses for the round trip about as follows:

|                          |                |
|--------------------------|----------------|
| Gas and oil.....         | \$5.78         |
| Meals—four days.....     | 7.00           |
| Hotels—three nights..... | 4.50           |
| <b>Total.....</b>        | <b>\$17.28</b> |

After his arrival in Denver, he may enjoy the convention period at the following items of cost:

|                                                                      |                |
|----------------------------------------------------------------------|----------------|
| Hotel [sharing room and bath with one other person]—five nights..... | \$10.00        |
| Meals—five days.....                                                 | 10.00          |
| Recreation.....                                                      | 5.00           |
| <b>Total.....</b>                                                    | <b>\$25.00</b> |

Thus for a total of \$42.28 a Kansas City teacher may enjoy this convention-vacation trip. Those who figured the cost of attendance at the Washington meeting last year upon the basis of the estimates made in a similar convention budget published in THE JOURNAL found their expenses actually were less than the estimates. Comparable travel and convention expense estimates, on the same liberal basis as the expense accounts budgeted above, follow for other cities:

San Francisco—\$64.61; Los Angeles—\$64.30; Seattle—\$68.82; Houston—\$55.61; Chicago—\$55.66; Atlanta [via New Orleans]—\$84.49; New Orleans—\$64.83; Philadelphia—\$82.94; Washington, D. C.—\$74.34; New York—\$78.99; Boston—\$87.42.

Convention goers who wish to travel by rail will find accommodations on the most luxuriously appointed trains the nation affords, at the usual low convention rates or in some cases at even much less, as the railroads have greatly extended the practise of special round trip fares for summer tours and excursions.

—A. Helen Anderson, supervisor of publications, Denver Public Schools.

# Ethics of the Teaching Profession

**PREAMBLE**—In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics. [The term "teacher" as used in this code is intended to include every person directly engaged in educational work whether in a teaching, an administrative, or a supervisory capacity.]

**ARTICLE ONE—Relations with Pupils and to the Community**—SECTION 1. The schoolroom is not the proper theater for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

SECTION 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

SECTION 3. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

SECTION 4. The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

SECTION 5. The teacher should seek to establish friendly and intelligent cooperation between the home and the school.

SECTION 6. The teacher should not tutor pupils of his classes for pay.

**ARTICLE TWO—Relations to the Profession**—SECTION 1. Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation.

SECTION 2. The teacher should maintain his efficiency and teaching skill by study and by contact with local, state, and national educational organizations.

SECTION 3. A teacher's own life should show that education does ennoble.

SECTION 4. While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

SECTION 5. The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

SECTION 6. The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

SECTION 7. The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

**ARTICLE THREE—Relations to Members of the Profession**—SECTION 1. A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

SECTION 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

SECTION 3. There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

SECTION 4. The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

SECTION 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

SECTION 6. Testimonials regarding a teacher should be frank, candid, and confidential.

SECTION 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

SECTION 8. Due notification should be given by school officials and teachers in case a change in position is to be made.—Adopted by the National Education Association, July 1929.

[Copies of this page may be ordered from the National Education Association: 5 copies, 10¢; 20, 25¢; 50 or more, 1¢ each]



# The Teacher and International Relations

HARRISON C. THOMAS

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THE FOLLOWING PAGES devoted to "world affairs and the schools" have been prepared with the assistance of the educational department of the League of Nations Association and the World Peace Foundation. This feature is designed to familiarize teachers with current trends, to give specific information on world affairs, and to point out available sources of additional information. Many of the ideas contained in these pages will be found helpful in planning programs for World Goodwill Day, which will be celebrated on Friday, May 17, since the traditional day for the celebration [May 18] falls on Saturday this year.

In addition, the Division of Publications of the National Education Association has prepared a packet of special materials to assist teachers and school administrators in their World Goodwill Day plans. These packets are now available at the cost price of 50c each and may be obtained from the NEA, 1201 16th St., N. W., Washington, D. C.

A splendid opportunity for gaining first-hand knowledge about world affairs and the schools is open to teachers and others who attend the Oxford meeting of the World Federation of Education Associations, August 10-17, 1935. Information about the meeting may be secured from the WFEA, 1201 16th St., N. W., Washington, D. C.—EDITORIAL NOTE.

THE QUESTION of the teacher's attitude toward international relations divides itself into several parts: Shall international relations be considered at all? If so, how shall they be taught? Shall the teacher stick to facts, or shall he encourage discussion of policy? Shall discussions of policy be confined to problems on which there is practically universal agreement, or shall they include current controversial questions? If controversial questions are discussed, what is the duty of the teacher? Shall he try to lead pupils to accept his own opinions? Shall he by bringing out pertinent facts and insisting on logical reasoning try to lead pupils to form their own opinions? Or is the ideal teacher one who has no opinions of his own and succeeds in leaving pupils in a state of suspended judgment?

A fundamental aim of all education is to help students understand the world in which they live. If this aim is sound, consideration of international relations must be included in the schools, for without understanding the economic and cultural ties which bind us to other nations, the pupil can have no adequate picture of the world.

There is no one exact place in the curriculum for consideration of international relations. The implications of world affairs are present thruout the course of study. The teacher whose scholarship is both sound and broad, who knows his world, will not fail to see and utilize them.

If the schools accept any responsibility for training citizens, they cannot confine the study of international relations to facts. Facts are the foundations on which pupils must build, but in training citizens facts are useful only as they help in the formation of sound opinion. Consciously or unconsciously pupils do form opinions, or perhaps it would be more accurate to say they develop prejudices, on international policy, even tho only facts are dealt with in the classroom. The movies, the radio, and the tabloids see to this. The teacher or the school administrator who forbids the discussion of international affairs merely abandons the field to the jingoes, the imperialists, the munition makers, and other groups seeking to use patriotism for their own ends. Moreover, not all the facts can be brought out in the classroom; there must inevitably be some selection of facts and therefore some emphasis. What facts shall the teacher emphasize? Shall he emphasize the fact that Washington and Jefferson counseled a policy of isolation, or the fact that modern science and technology have made physical isolation impossible? Not every question which is challenged by ignorance or prejudice is controversial. The question of whether war is always wrong or always futile is doubtless controversial; the fact that war is destructive of human life and wealth, that it makes virtues out of acts which are normally considered vices, is not controversial.

Let it be granted that children cannot be expected to solve problems about which statesmen disagree; that the prob-

lems of today will not be those of tomorrow. The case for the discussion of controversial questions rests on the fact that pupils can more readily be interested in live questions than in dead ones; that unless the habit of seeking solutions for problems is developed in school, it probably never will be developed; that the discussion of controversial questions develops the critical faculty essential for intelligent citizenship.

The way in which international relations are handled in the classroom is bound to be colored by the point of view of the teacher. We cannot expect all teachers to hold the same point of view on international problems, to have the same mental picture of an ideal world. We can expect that their point of view be honest, that it be based on sound scholarship. We can demand that it be based on realities, not on rationalizations of special interest, or on a conception of conditions which time has made obsolete. We can demand that it be modified when changing conditions necessitate.

In these days of propaganda and special pleading, of pressure politics, and demagoguery, teachers must be critical of the sources of their information, critical of their own reasoning. Moreover, they must teach their pupils to be critical. For information on current international problems teachers and pupils have to depend to a large extent on information furnished by private organizations. The evaluation of this material offers an opportunity for valuable training in critical analysis. What organization publishes this material? How is it financed and why? What axe has it to grind? Are its facts accurate? Is its reasoning sound? The same tests should be applied to all material.

Study of international problems will strengthen sound patriotism. Woodrow Wilson in his speech to foreign-born citizens in Philadelphia in 1915 expressed a conception of loyalty which may well be taken as an ideal by all teachers:

You have taken an oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one unless it be God. Certainly not of allegiance to those who temporarily represent this great government. You have taken an oath of allegiance to a great idea, to a great body of principles, to a great hope of the human race.

# International Cross-Currents

J. P. POPE

*United States Senator from Idaho; Member, Senate Committee on Foreign Relations*

**I**N THE SEA of international relations, powerful cross-currents are running.

The current of nationalism seems only a little less fearsome than it was a year or two ago. It is carrying with it the driftwood of dictatorships, racial and religious persecutions, and trade restrictions of all kinds. It is marked here and there by whirlpools of actual conflict. War in the Chaco still defies settlement. Japan has actually given notice of terminating the Washington Treaty.

This repudiation of the 5-5-3 naval ratio, agreed upon in 1922, follows her withdrawal from the League of Nations, her Manchurian invasion, and her bombardment of Shanghai. Whatever reasons or excuses Japan may have for these acts, the civilized world is of the opinion that she has violated the Kellogg Peace Pact and the League Covenant. By signing the Kellogg Pact she solemnly agreed to settle all disputes of whatever nature by pacific means. Yet in spite of her agreement, she resorted to war to enforce her demands. She sat with the League for twelve years and took part in unanimous decisions of policy with respect to other nations, but when a unanimous decision of all other nations was made against her, she withdrew. That is one of history's worst examples of poor sportsmanship. It is equaled only by the act of the United States in initiating the creation of a World Court and League of Nations and then refusing to join them. However poor the sportsmanship of the Japanese government, the United States should be the last to criticize her.

The munitions investigation discloses that Germany is rearming at an alarming rate in violation of the Versailles Treaty. Larger peacetime appropriations for armament than ever before are being made by all the great nations. Plans for national "defense" are feverishly under way by every war ministry. Talk of the "next war" is common, and it is widely assumed that such a war is inevitable. Bitter, inflammatory speeches about European war debts are frequent in the Congress of the United States.

Let us make no mistake about it, this current is roaring and rampaging on its course, washing dangerously on the shores of all the nations.

Yet—there is a powerful cross-current, deep and significant, that is exerting a profound influence upon the course of events. The people do not want war; their desire for peace is deep and certain. Never before has there been so clear an understanding of the utter futility of war. Every responsible statesman must know that war will be the utter ruin of his country and the end of himself.

Comparisons are frequently made of conditions now and those in 1914. It is alleged they are much alike, but there is a vast difference in such conditions. Then, war was a set policy, nations were preparing for it, and looking forward to the "day." Then, there was no machinery for conciliation, no processes for the pacific settlements of disputes, no habit or method of conference, no agreements not to resort to war.

Today there is in the world a conference room of nations, a court for judicial settlement of disputes, and agreements not to resort to war. There is a powerful current running toward international cooperation, toward the strengthening of the processes of peace, and toward a better understanding of conditions and problems of the nations of the world.

The World Court, with its notable record of more than sixty decisions of difficult and dangerous questions, all of which have been acceded to by the nations concerned, is performing a highly useful service.

The League of Nations is rapidly gaining prestige and influence. The addition of Russia, the increasing support of the United States, and its recent triumphs in settling urgent and dangerous difficulties, put it in a stronger position than ever before. No amount of prejudiced criticism can mar its record during the sixteen years of its operation. Its existence is justified by the settlement of any one of a dozen delicate situations, each threatening war.

The League has developed into a roundtable for discussion, a conference room for the exchange of ideas, a meeting place to reconcile differences and harmonize views. It provides a place, a time, and a method for conciliation. It is steadily insisting upon the validity of moral principles in the conduct of na-

tions. It does not resort to arms; it has never used the powers of military or economic coercion.

Recently there occurred an event of epoch-making importance which has given rise to a new optimism in the world. For fifteen years the European statesmen have looked forward to the Saar plebiscite with no little apprehension. Because of its mines and other essential resources, it is a prize of the sort that nations have always struggled and fought for. A century or even half a century ago it would have been unthinkable that such a question could be settled without war. To the delight of advocates of peace, an orderly election was held under the supervision of the international military forces, the result announced, and the transfer of the Saar to Germany will take place on March 1.

No event in recent years has so heartened the forces of international law and order as the Saar election.

On the horizon, signs of a storm constantly appear. The steadily increasing complexity of international relationships and contacts brews a gale of disputes. Racial prejudices and the intrigue of selfish private interests, such as manufacturers of munitions, befog our course. The task of statesmen in piloting their ships of state is rendered more difficult by certain mutinous social and economic elements abroad. It is possible that these ships may again be shattered upon the rocks of warfare if the force of narrow nationalism carries them off the course.

It was only a few weeks ago that at Marseilles the shots of an assassin's gun rang out and killed King Alexander of Yugoslavia and M. Barthou of France. Was this to be another Sarajevo? Was another world war beginning? These same forces of peace and order took the matter in hand, and the world was electrified to find that a settlement was effected. Rumbblings of war receded, and the outlook for permanent peace in Europe is brighter than it has been for months or even years.

While the road ahead is a hard and difficult one, in these events may be found substantial reason for the hope that there will eventually be established a world order where war would have no place.



# Significant Trends in World Affairs

STEPHEN P. DUGGAN

*Director, Institute of International Education*

A CAREFUL ANALYSIS of world events during the past year leads to the conclusion that the cause of peace has been somewhat advanced, though the stabilizing influences have come in the main from surprising sources. The probability of war in Europe today is no doubt more remote than it has been at any time during the past several years.

The entrance of the Soviet Union into the League of Nations, settlement by the League of the Hungarian-Yugoslav dispute, and American participation in the work of the International Labor Organization have strengthened the prestige of the peace machinery. The situation in the Saar has been successfully handled by the League Commission. Arrangements for the handing over to Germany of the Saar government, plans for the protection of those elements of the Saar population who fear Nazi persecution, financial adjustments incident to the transfer of the Saar coal mines, are still incomplete as this article is prepared. But the French and Germans have fought for possession of various parts of the Rhine Valley for over a thousand years. The results of a plebiscite can hardly be expected to eliminate at once all the hatred and bitterness created by a major mistake of the peace treaties.

Unofficial statements outlining the agreements reached at the Laval-Mussolini conferences, in January, seem to indicate at least a partial solution of the Franco-Italian rivalry which has disturbed European relations ever since the war. Italy's demand for territory has been met in part and she has been given an interest in the railway connecting the Red Sea and Addis Ababa, the capital of Abyssinia. Moreover, France makes concessions with regard to the status of Italian nationals in Tunis. But the most important agreements concern the situation in Europe. The pact of non-interference to be signed by all Austria's neighbors and subsequently by France, Rumania, and Poland, is intended to guarantee the independence of Austria. A consultative pact between Italy and France, to be effective in the event Austrian independence is seriously threatened, is supplemented by a statement that the two governments will consider the rearming of Germany illegal so long

as the Reich has not reached a special agreement on the subject with the other great powers. These compacts constitute a real triumph for French diplomacy, bought at small expense. Moreover, they represent an about face for Mussolini, who has suddenly appeared in the role of a supporter of the *status quo*. If adhered to, they will mean much for the stabilization of Central Europe and for the cause of peace.

Turning to South America, the failure of the League to bring peace to the Chaco has dealt its prestige a severe blow, but as this is written, the situation as regards the war between Bolivia and Paraguay is changing almost daily. The League's Chaco Committee has recommended that the arms embargo, previously enacted against both countries, should cease to be applied to Bolivia, and there are indications of still more vigorous League action, the consequences of which cannot now be foreseen. Incidentally, the Chaco war and the difficulties encountered in connection with its peaceful settlement bring into relief one striking problem. Two poverty-stricken countries, having defaulted on their foreign debts, are still able to pay for the munitions necessary to carry on war under modern conditions.

The foreign policy of the Soviet Union is becoming of increasing importance to the rest of the world. Formerly the Soviets appealed to the Russian people for support on the ground that the capitalist nations were determined to prevent the success of the first workers' republic. Today that appeal is concentrated against Germany. Rosenberg's public pronouncement that Germany looks to the east for her future and the constant denunciation of a communist regime by Hitler have convinced the Soviets that Germany is now their greatest enemy in Europe, that Germany is determined if possible to detach the Ukraine, where there is a great deal of local patriotism and deep resentment against the Soviet Union.

This situation explains the complete reorientation of Soviet foreign policy toward cooperation with France and her allies of the Little Entente, whom the Soviets regarded as their worst enemies a decade ago. The Soviet leaders now consider a rearmed Germany as great a

menace to them as to France. Despite their denunciation in the early days of the imperialistic system of alliances, the pacts of mutual assistance M. Litvinoff is attempting to develop with the assistance of France are little less than the same thing under another name. In the eyes of the Soviet leaders probably the greatest value of the Franco-Soviet pact of mutual assistance is to be found in the belief that in the case of war with Japan the alliance would immobilize an enemy in the west. An understanding between France and the Soviet Union, the two most powerfully armed nations in the world, is indeed calculated to make Germany hesitate before embarking upon a warlike adventure.

The desire of Japan to dominate eastern Asia has so far met with little effective resistance. Japan has lost millions of dollars as the result of the Chinese boycott since 1931, but she is playing a long-distance game and is willing to suffer temporary losses. Moreover, she believes that with the passage of time the virulence of the Chinese boycott will grow less, and that gradually the other nations for economic reasons will recognize Manchukuo. There is little doubt that she will dominate the markets of the Far East. There is considerable doubt, however, that the morale of the Japanese people and the economic structure of the country can stand the strain of a prolonged race in naval armaments. The present foreign policy of Japan is based on the theory that might makes right. While this policy has often been temporarily successful, ruin has always followed in its train.

Mention should be made of one more significant development affecting international affairs—the rise of dictatorships, with the resulting friction and ill-will created by vastly increased numbers of political refugees. This centralization of power, resulting from loss of confidence in representative government, has undoubtedly simplified international negotiations by eliminating the necessity of ratification by representative bodies. However, the loss of human liberty, the lowered standards of living, and recurring waves of terror have been a great price to pay for increased speed and simplicity in international negotiation.

# Where to Look for Help

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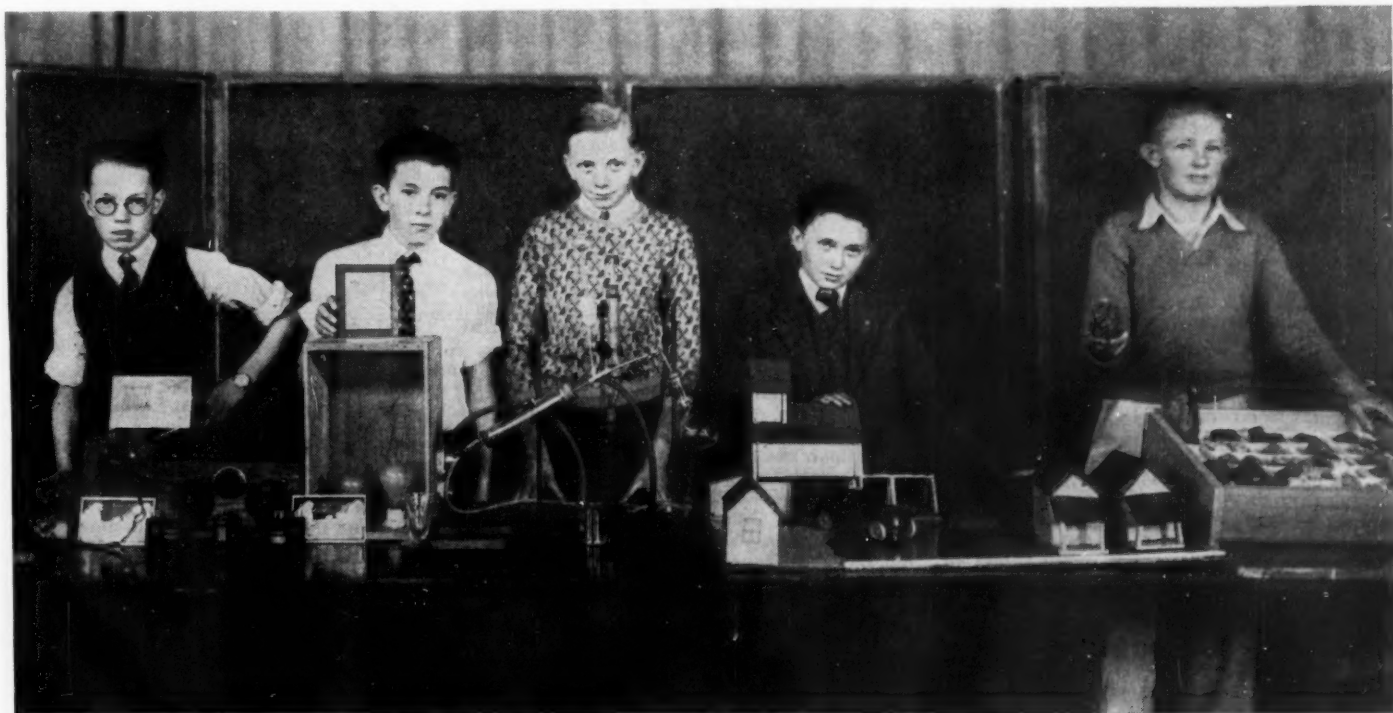
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| States and other units    | Number of teachers  | Membership in National Education Association |              |                                  |                            |                 |              | Membership in State Associations |                      |                                  |                            |
|---------------------------|---------------------|----------------------------------------------|--------------|----------------------------------|----------------------------|-----------------|--------------|----------------------------------|----------------------|----------------------------------|----------------------------|
|                           |                     | Jan. 1, 1934                                 | Jan. 1, 1935 | Percent of teachers members 1935 | Relative rank Jan. 1, 1935 | Life Membership |              | Jan. 1, 1934                     | Jan. 1, 1935         | Percent of teachers members 1935 | Relative rank Jan. 1, 1935 |
|                           |                     |                                              |              |                                  |                            | Jan. 1, 1934    | Jan. 1, 1935 |                                  |                      |                                  |                            |
| 1                         | 2                   | 3                                            | 4            | 5                                | 6                          | 7               | 8            | 9                                | 10                   | 11                               | 12                         |
| Total.....                | 914,835             | 189,173                                      | 187,645      | 21                               |                            | 4,993           | 5,093        | 652,338 <sup>3</sup>             | 689,721 <sup>3</sup> | 79 <sup>9</sup>                  |                            |
| Alabama.....              | 17,717 <sup>1</sup> | 886                                          | 1,249        | 7                                | 44                         | 69              | 71           | 6,431 <sup>4</sup>               | 14,671 <sup>4</sup>  | 83                               | 23                         |
| Alaska.....               | 262                 | 148                                          | 167          | 64                               | 3                          | 5               | 7            |                                  |                      |                                  |                            |
| Arizona.....              | 3,650 <sup>1</sup>  | 1,929                                        | 1,928        | 53                               | 6                          | 46              | 46           | 2,797                            | 3,153                | 86                               | 18                         |
| Arkansas.....             | 12,253 <sup>1</sup> | 547                                          | 392          | 3                                | 52                         | 69              | 67           | 5,003 <sup>4</sup>               | 4,137 <sup>5</sup>   | 34                               | 49                         |
| California.....           | 41,093              | 18,361                                       | 19,467       | 47                               | 8                          | 441             | 449          | 33,449                           | 33,500 <sup>6</sup>  | 82                               | 28                         |
| Canal Zone.....           | 226                 | 3                                            | 13           | 6                                | 49                         |                 | 3            |                                  |                      |                                  |                            |
| Colorado.....             | 9,195 <sup>1</sup>  | 3,645                                        | 3,750        | 41                               | 10                         | 62              | 59           | 7,464                            | 7,823                | 85                               | 22                         |
| Connecticut.....          | 10,886              | 1,830                                        | 1,753        | 16                               | 27                         | 54              | 57           | 10,539                           | 10,631               | 98                               | 7                          |
| Delaware.....             | 1,722               | 1,048                                        | 961          | 56                               | 5                          | 25              | 20           | 1,520                            | 1,919 <sup>6</sup>   | 111 <sup>10</sup>                | 1                          |
| District of Columbia..... | 2,884 <sup>1</sup>  | 1,209                                        | 2,178        | 76                               | 2                          | 76              | 76           | 1,509 <sup>4</sup>               | 1,850 <sup>4</sup>   | 64                               | 43                         |
| Florida.....              | 11,237 <sup>1</sup> | 1,132                                        | 1,470        | 13                               | 34                         | 54              | 61           | 6,598 <sup>4</sup>               | 8,075 <sup>4</sup>   | 72                               | 36                         |
| Foreign.....              |                     | 146                                          | 142          |                                  |                            | 13              | 9            |                                  |                      |                                  |                            |
| Georgia.....              | 20,023              | 1,232                                        | 1,215        | 48                               | 1                          | 69              | 73           | 12,500 <sup>6</sup>              | 14,000 <sup>6</sup>  | 70                               | 39                         |
| Hawaii.....               | 2,702               | 2,371                                        | 2,396        | 89                               | 1                          | 130             | 133          |                                  |                      |                                  |                            |
| Idaho.....                | 4,485 <sup>1</sup>  | 685                                          | 631          | 14                               | 33                         | 28              | 29           | 3,660                            | 3,930                | 88                               | 13                         |
| Illinois.....             | 47,922 <sup>1</sup> | 11,045                                       | 11,321       | 24                               | 20                         | 255             | 256          | 38,159                           | 39,682               | 83                               | 24                         |
| Indiana.....              | 20,115 <sup>1</sup> | 5,333                                        | 5,476        | 27                               | 15                         | 128             | 132          | 14,172                           | 16,569               | 82                               | 27                         |
| Iowa.....                 | 24,684 <sup>1</sup> | 3,324                                        | 3,055        | 12                               | 36                         | 101             | 95           | 16,608                           | 17,300               | 70                               | 38                         |
| Kansas.....               | 19,668 <sup>1</sup> | 2,903                                        | 3,084        | 16                               | 30                         | 65              | 68           | 14,689                           | 16,282               | 83                               | 25                         |
| Kentucky.....             | 17,727              | 1,315                                        | 1,303        | 7                                | 43                         | 50              | 52           | 13,538 <sup>4</sup>              | 15,483 <sup>5</sup>  | 87                               | 15                         |
| Louisiana.....            | 12,681              | 520                                          | 963          | 8                                | 42                         | 35              | 36           | 11,003 <sup>5</sup>              | 13,000 <sup>6</sup>  | 103 <sup>10</sup>                | 2                          |
| Maine.....                | 6,488               | 1,766                                        | 1,548        | 24                               | 19                         | 41              | 40           | 5,863                            | 6,453                | 99                               | 5                          |
| Maryland.....             | 9,096               | 1,345                                        | 1,575        | 17                               | 25                         | 46              | 47           | 4,538 <sup>5</sup>               | 4,652 <sup>5</sup>   | 51                               | 45                         |
| Massachusetts.....        | 26,070 <sup>1</sup> | 4,793                                        | 4,947        | 19                               | 22                         | 114             | 114          | 21,000 <sup>6</sup>              | 21,000 <sup>6</sup>  | 81                               | 30                         |
| Michigan.....             | 32,007 <sup>1</sup> | 6,889                                        | 7,141        | 22                               | 21                         | 108             | 109          | 29,565                           | 27,800 <sup>6</sup>  | 87                               | 17                         |
| Minnesota.....            | 21,606 <sup>1</sup> | 4,903                                        | 3,834        | 18                               | 24                         | 80              | 79           | 14,259                           | 14,291               | 66                               | 41                         |
| Mississippi.....          | 15,587 <sup>1</sup> | 645                                          | 875          | 6                                | 50                         | 26              | 26           | 10,665 <sup>5</sup>              | 12,159 <sup>5</sup>  | 78                               | 32                         |
| Missouri.....             | 24,680 <sup>1</sup> | 6,323                                        | 6,058        | 25                               | 18                         | 118             | 120          | 21,950 <sup>4</sup>              | 21,503 <sup>4</sup>  | 87                               | 16                         |
| Montana.....              | 5,800 <sup>1</sup>  | 667                                          | 656          | 11                               | 38                         | 31              | 31           | 4,012                            | 4,640                | 80                               | 31                         |
| Nebraska.....             | 15,143 <sup>1</sup> | 2,143                                        | 2,257        | 15                               | 31                         | 108             | 104          | 11,825                           | 11,280               | 74                               | 34                         |
| Nevada.....               | 928                 | 559                                          | 571          | 62                               | 4                          | 4               | 5            | 348                              | 467                  | 50                               | 46                         |
| New Hampshire.....        | 3,173               | 547                                          | 530          | 17                               | 26                         | 17              | 18           | 2,787                            | 2,807                | 88                               | 11                         |
| New Jersey.....           | 28,880              | 9,744                                        | 8,374        | 29                               | 12                         | 184             | 193          | 27,375                           | 27,000 <sup>6</sup>  | 93                               | 8                          |
| New Mexico.....           | 3,922               | 562                                          | 577          | 15                               | 32                         | 35              | 34           | 2,952                            | 3,456                | 88                               | 12                         |
| New York.....             | 79,960              | 12,756                                       | 12,689       | 16                               | 29                         | 316             | 333          | 46,165 <sup>6</sup>              | 45,070 <sup>6</sup>  | 56                               | 44                         |
| North Carolina.....       | 21,330 <sup>1</sup> | 750                                          | 595          | 3                                | 53                         | 68              | 65           | 17,300 <sup>4</sup>              | 16,330 <sup>4</sup>  | 77                               | 33                         |
| North Dakota.....         | 8,647               | 748                                          | 743          | 9                                | 41                         | 56              | 56           | 3,100                            | 3,084                | 36                               | 48                         |
| Ohio.....                 | 40,744 <sup>1</sup> | 18,446                                       | 17,360       | 43                               | 9                          | 462             | 474          | 37,430                           | 37,430               | 92                               | 10                         |
| Oklahoma.....             | 19,925              | 2,082                                        | 2,036        | 10                               | 39                         | 65              | 66           | 17,403 <sup>5</sup>              | 17,146 <sup>5</sup>  | 86                               | 19                         |
| Oregon.....               | 7,466 <sup>1</sup>  | 1,939                                        | 1,949        | 26                               | 17                         | 60              | 60           | 4,880                            | 4,883                | 65                               | 42                         |
| Pennsylvania.....         | 61,964 <sup>1</sup> | 27,770                                       | 25,237       | 41                               | 11                         | 392             | 409          | 58,966                           | 62,494               | 101 <sup>10</sup>                | 3                          |
| Philippine Islands.....   | 28,782              | 98                                           | 105          | 3                                | 55                         | 32              | 38           |                                  |                      |                                  |                            |
| Puerto Rico.....          | 4,757               | 90                                           | 63           | 1                                | 54                         | 27              | 26           |                                  |                      |                                  |                            |
| Rhode Island.....         | 4,260 <sup>1</sup>  | 306                                          | 280          | 7                                | 46                         | 12              | 12           | 4,220 <sup>6</sup>               | 4,260 <sup>6</sup>   | 100                              | 4                          |
| South Carolina.....       | 13,415              | 568                                          | 603          | 4                                | 51                         | 26              | 24           | 7,105 <sup>5</sup>               | 9,456 <sup>5</sup>   | 70                               | 37                         |
| South Dakota.....         | 8,524 <sup>1</sup>  | 908                                          | 866          | 10                               | 40                         | 43              | 44           | 6,600 <sup>6</sup>               | 7,049                | 83                               | 26                         |
| Tennessee.....            | 18,000 <sup>1</sup> | 1,812                                        | 2,309        | 13                               | 35                         | 72              | 75           | 9,742 <sup>5</sup>               | 13,223 <sup>5</sup>  | 73                               | 35                         |
| Texas.....                | 44,454 <sup>1</sup> | 2,903                                        | 3,112        | 7                                | 45                         | 269             | 275          | 20,429 <sup>7</sup>              | 21,514 <sup>8</sup>  | 48                               | 47                         |
| Utah.....                 | 4,875 <sup>1</sup>  | 2,231                                        | 2,422        | 50                               | 7                          | 29              | 28           | 4,682                            | 4,802                | 99                               | 6                          |
| Vermont.....              | 3,173               | 386                                          | 597          | 19                               | 23                         | 14              | 16           | 2,225 <sup>6</sup>               | 2,562                | 81                               | 29                         |
| Virgin Islands.....       | 126                 | 8                                            | 8            | 6                                | 47                         | 7               | 7            |                                  |                      |                                  |                            |
| Virginia.....             | 17,606              | 2,508                                        | 2,809        | 16                               | 28                         | 79              | 85           | 15,568 <sup>5</sup>              | 16,207 <sup>5</sup>  | 92                               | 9                          |
| Washington.....           | 10,990 <sup>1</sup> | 3,115                                        | 3,080        | 28                               | 14                         | 48              | 52           | 9,455                            | 9,445                | 86 <sup>4</sup>                  | 20                         |
| West Virginia.....        | 16,095 <sup>1</sup> | 1,950                                        | 1,844        | 11                               | 37                         | 67              | 71           | 10,090 <sup>6</sup>              | 14,074 <sup>5</sup>  | 87                               | 14                         |
| Wisconsin.....            | 22,498              | 6,531                                        | 6,333        | 28                               | 13                         | 130             | 126          | 18,200                           | 19,292               | 86                               | 21                         |
| Wyoming.....              | 2,785 <sup>1</sup>  | 770                                          | 748          | 27                               | 16                         | 32              | 32           | 2,000                            | 1,887                | 68                               | 40                         |

THIS table shows the facts regarding professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 189,173 on January 1, 1934, and 187,645 on January 1, 1935. This latter figure is 21 percent of the 914,835 teachers in the United States and territories. The life membership in the National Education Association was 4993 on January 1, 1934 and 5093 on January 1, 1935. The figures for state associations for January 1, 1934 show a membership in these associations of 652,338. This figure for January 1, 1935 is 689,721, which is 79 percent of the 877,980 teachers in the forty-eight states and the District of Columbia.

In the United States in 1933, 22 percent of the teachers of the country were enrolled in the National Education Association; in 1934, 20 percent were enrolled; the corresponding

percent for 1935, given at the head of column 5, is 21. The percent of teachers enrolled in state associations in 1933 was 76; in 1934, 73; and in 1935, 79, the percent given at the head of column 11. The preceding percents are based upon the number of teachers in each state in 1931-32, as reported by the U. S. Department of Interior, Office of Education. The figures of column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from officers of those associations.

<sup>c</sup> The letter "e" indicates that the figure is an estimate.

<sup>1</sup> Figure furnished by officials of state associations.

<sup>2</sup> Less than one percent.

<sup>3</sup> Total for reported and estimated memberships.

<sup>4</sup> Membership in colored state teachers association is an estimate. Figure includes

enrolment in both white and colored associations [separate organizations].

<sup>5</sup> Includes enrolment in both white and colored associations [separate organizations].

<sup>6</sup> The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely thru local organizations. There are approximately 32,000 teachers in New York City.

<sup>7</sup> Figures do not include members enrolled in statewide organizations for colored teachers.

<sup>8</sup> Membership in colored state teachers association is as of January 1, 1934. Figure includes enrolment in both white and colored associations [separate organizations].

<sup>9</sup> Calculated using number of teachers in forty-eight states and District of Columbia.

<sup>10</sup> The percents in excess of 100 percent are accounted for by the fact that members are enrolled among laymen and teachers in private schools and institutions of higher learning.



# Planning the Journal for 1935-36

SEVERAL YEARS AGO a visitor asked the JOURNAL editor, "What do you do after you finish one JOURNAL, before you begin to work on the next issue?" We replied that work is begun on the "next" issue more than a year in advance. Work is going forward on the next issue simultaneously with the one preceding it. For example, while copy for this March number was being sent to our printers, tentative schedules were made for the April and May issues. These schedules are revised and checked many times before they are O.K'd. If members of the JOURNAL staff began work on any issue, just in time to get the articles set in type, each JOURNAL would be a hodge-podge of whatever happened to be in our files at the moment. Back of every issue are months of careful planning as to what shall be included, correspondence and conferences to secure the material, with the table of contents always subject to change, up to the last minute before going to press.

Sometimes it happens that in the same day, we are making decisions about a special feature to be developed for next year's JOURNAL, selecting material for a tentative table of contents for next month's issue, reading proof on the current JOURNAL, and analyzing readers' suggestions and comments on last month's issue. We need to look at a desk calendar on such days to be sure just what the present month is.

We'll take you "behind the scenes" in regard to JOURNAL planning, using this March number to illustrate how we work and later tell you something about the contents of next year's JOURNAL.

"The Battle for Free Schools" by Charles A. Beard and William G. Carr, pages 77-80, is the fifth article in a series, planned a year ago. Conferences with Mr. Carr, correspondence with Mr. Beard, and weeks of study, writing, and gathering illustrations are involved in the preparation of this important series.

Decision was made a year previous to include these three items: "An Evening with the Magazines," page 82; "Membership in Education Associations," page 96; and "World Affairs and the Schools," pages 91-94. The preparation of these pages required far more time and work than is apparent.

About November 15, we sent out letters announcing the retirement of J. W. Crabtree, as secretary. The tributes on

page 99, "In Appreciation of Outstanding Service," are a few of the many replies received.

Early last December, Frank K. Reid visited NEA headquarters and told us about the interesting summer school which has been developed in Wichita. We are always on the outlook for pioneer undertakings, so requested Mr. Reid to prepare an article for THE JOURNAL, which he did in about two weeks. This gave us time to plan the layout, select illustrations, write legends, and get this article in pageproof, before the busiest days which always come each month because some material is late.

The symposium of eight articles, pages 69-76, on "The National Education Association: What It Is and What It Should Be" was planned especially for this issue. Since the volume of printing for THE JOURNAL is so large, the deadline date for sending copy to our printers is about six weeks prior to date of publication. The invitations to the various authors of this symposium were mailed early in January. This gave them little time to prepare the articles. Occasionally when we invite someone to prepare an article for THE JOURNAL, even a year in advance, a reply like this is received: "I should like very much to write the article you request but cannot do so, because of a very crowded calendar." This is one reason why early planning is necessary.

Some of the material in every JOURNAL is not planned in advance. This includes reprints on timely subjects. Also, every year we receive many unsolicited manuscripts. Some of these are so well-written and deal with such significant topics that they are published as soon as space permits, according to their timeliness and variety of subject. Last year marked a high point in the number of such articles received that were excellent. In order to get different points of view, manuscripts are read by several members of headquarters staff and other persons before acceptance for publication.

The lists of 100 percent schools, pages 101-102 in this issue, are an example of how we have had to make changes to use space to the best advantage. The names of these schools appeared in the first issue of THE JOURNAL, January 1921. In addition to the name of the school, city, and state, the name of the principal or superintendent was given. Very soon, as the number of these schools

increased, smaller type was used; then a different arrangement, so that names of states and cities were not repeated unnecessarily; and finally the names of principals and superintendents were omitted. Now, we sometimes receive the suggestion that these pages of "Builders of Our Profession" be omitted, entirely. We would like to know the wishes of these schools in this matter. Will you not write us?

THE JOURNAL aims to include material which advances the policies for which the Association stands; is clearly written in simple English; appeals as far as possible to all JOURNAL readers; does not claim more space than the topic justifies in a journal devoted to the whole profession; does not cover ground too recently covered by other articles in THE JOURNAL; is accurate in facts cited; and helps to unify the profession in its attitudes and working policies.

Each year thousands of people contribute to the development of THE JOURNAL thru suggestions they make in their letters or in personal conversation, thru the manuscripts that they send in, thru their cooperation on committees and in the official bodies of the Association, thru their contribution to educational thought as recorded in other magazines and books which are systematically checked in JOURNAL planning.

In a similar manner to the planning of this March issue, will THE JOURNAL for 1935-36 be developed.

In planning THE JOURNAL for next year, certain large fields of interest will be considered. First, will be the Association itself, its departments, its committees, its affiliated state and local groups. Second, the expanding field of education—its pressing problems, its trends, its goals. Third, large civic and social trends, which teachers must understand if they are to guide wisely the young people of the communities they serve.

Every member of the Association is invited to share in planning THE JOURNAL for next year. Do you prefer material that helps you to see the profession as a whole or specific aids for classroom teaching? If Association funds permit, would you like to have a September JOURNAL? What themes or special features would you like to see presented? Write to the editor, giving definite suggestions. Your cooperation will be appreciated.—J. E. M.

# Interpreting the School at Commencement

**I**NTEREST in vitalized commencement programs has been growing steadily during the past few years. Schools are realizing, more than ever before, the value of interpreting the school to the community. The vitalized graduation program, in which all students may participate, affords an excellent opportunity for acquainting the public with the work of the schools.

The Division of Publications of the National Education Association has, for many years, encouraged this type of program and makes a study each year of graduation programs received from all parts of the country. This year fifty of the best 1934 programs were selected and summarized for use in a special packet prepared by the Division. The following are a few of these summaries:

*Needs of school*—"The needs of our highschool" was the theme chosen by the Lafayette Highschool, Lafayette, Georgia, for the commencement exercises. Students spoke on these topics:

Need of cooperation of parents  
Need of public-school music  
Need of physical education  
Need of better library and laboratory  
Need of financial backing  
Need of extracurriculum activities  
Need of an adequate building program  
Need of additional departments.

*Significance of a modern highschool*—The Batavia, Illinois, Highschool graduating class attempted, thru speeches on the following subjects, to portray the social significance of a modern highschool:

The American highschool—its development  
The American highschool—its social significance  
The American highschool—scholastically; in community life; economically; vocationally; politically; for leisure time; personality adjustment  
The American highschool—its place in our American life.

*New Deal in education*—The Neenah Highschool, Neenah, Wisconsin, chose "The New Deal in Education" for the theme of its commencement exercises. The purpose of this program was to show what the situation is regarding education

and why there should be a newer "New Deal" in education. The following is an outline of this program:

- I. Introduction
  1. How the term "New Deal" came to be used and what it means
  2. Action of the "New Deal" on our economic, political, and social life [local illustrations were used when possible]
- II. The present condition as regards education
  1. Economic condition—children denied educational opportunity, schoolhouses closed, departments eliminated, teachers' salaries not paid, pupils not able to buy books, and the like
  2. Population changes
    - a. Relation of children to adults now as compared with past
    - b. Relation of unemployment to school population
    - c. Social changes involved—leisure time, codes, etc.
- III. How education has grown and developed in the United States
  1. Satan Deluder Act, 1642
  2. Dame school
  3. Ordinance of 1787
  4. Beginning of public schools
- IV. History of education in Neenah
  1. First schools—curriculum, teachers
  2. Beginning of manual arts, home economics, band, etc.
- V. Cross-section of school of today
 

Curriculum and extracurriculum activities
- VI. Schools of future
  1. What the great American dream is
  2. Why public education is necessary in our form of government
  3. Why an increasingly broader education is necessary for future
  4. Adult education more necessary in the future.

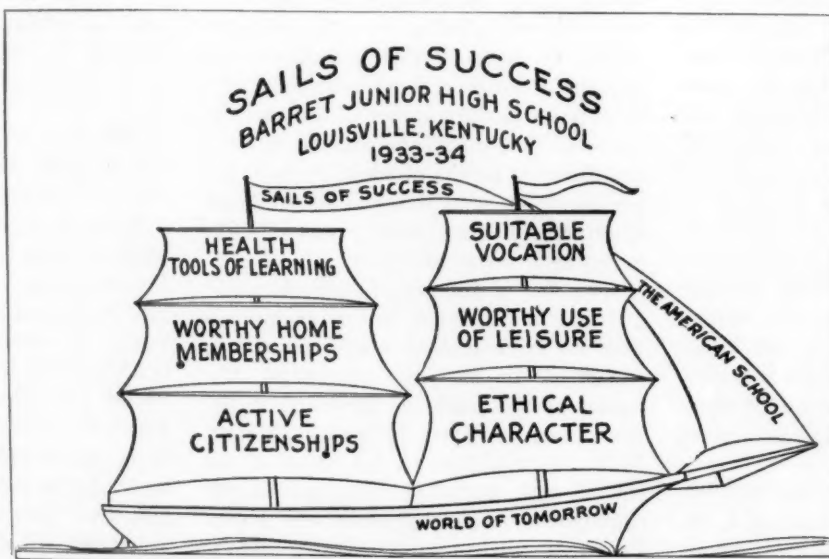
*Thirteenth commencement project*—"Episodes of School Progress" was the title of a pageant presented by the 1934

graduation class of the Doylestown, Pennsylvania, Highschool, with episodes as follows:

- Episode I—Enoch Flower becomes the first schoolmaster of Philadelphia [1682]  
Episode II—Whitefield spreads the fame of log college [1740]  
Episode III—Doylestown founds her first school [1804]  
Episode IV—A country school of 1830  
Episode V—The sentiment for free schools grows [1833]  
Episode VI—Thaddeus Stevens saves the free school law [1835]  
Episode VII—The end of the old academy [1889]  
Episode VIII—Commencement [1934]

*Worthy use of leisure*—The January 1934 graduation program of the State Street School, Hackensack, New Jersey, was an outgrowth of work done in home-room periods. All classes made the topic, "Worthy Use of Leisure," the center of their discussions for several periods preceding the graduation exercises. Definite questions to guide these discussions were prepared by the faculty committee. In the 9A classes, the results of the work accomplished in the "open forums" were assembled by pupil committees in their reports to the faculty committee. These reports were edited in the English classes. The best ideas from all the reports were incorporated into a group discussion centering around the theme: *The importance of leisure and what our school is doing to train pupils to use their leisure wisely*. About thirty-five pupils, chosen from a large group of volunteers, took part in the actual discussion to which the parents listened on graduation evening.

The 1935 commencement packet prepared by the NEA contains summaries of programs, the text of a senior and junior high program, a section on the highschool tercentenary, student speeches, suggestions for building the program around the social-economic goals of America, and other valuable materials. To order a packet, send 50c to the Division of Publications, National Education Association, Washington, D. C.





# In Appreciation of Outstanding Service

**J.** W. CRABTREE began the work of Secretary on its very threshold; he leaves it now a fullgrown job. He began in rented quarters; he leaves an owned headquarters erected by the life membership which he created. He found a small number of teachers as members and a much smaller clique governing the Association; he leaves it with a large membership even in a serious depression and a government which can grow with the ever-increasing membership. He found the most important members displaced and forgotten; he leaves with many Lizzie Moores resurrected and honored. He has found the most important member, the classroom teacher, has advanced her in the profession, and has given her a place of distinction and honor.—*William John Cooper*, George Washington University; U. S. commissioner of education, 1929-33.

**W**HEN Mr. Crabtree became secretary, the NEA had a small membership and was only a society for the study of education. Today, with a membership of over 200,000, an effective headquarters staff housed in a beautiful building at Washington, the NEA has become an organization of great potential power. In the rebuilding of the NEA, Secretary Crabtree has rendered a service of great value to American education. He has been what every American would like to be—a pioneer.—*Jesse H. Newlon*, director, Lincoln School of Teachers College, Columbia University; NEA president, 1924-25.

**T**HE CONTRIBUTION that J. W. Crabtree has made to the development and protection of our American system of public schools and of the teaching profession in particular, has been noteworthy in every respect. Personally and professionally, Mr. Crabtree has qualified during all the years as a never-failing friend of every teacher and supervisory officer in our public schools.—*James N. Rule*, state superintendent of instruction, Pennsylvania.

**I** CONSIDER it a privilege to have worked with J. W. Crabtree in the cause of education from July 1917 until the present time. The educational forces of the world owe him much for his farseeing policies and his consecrated work. As a friend, I value him. As an educator,

I admire him. As the secretary of the National Education Association during the most important period of its history, I deem his services farreaching, permanent, and inspiring to those who will succeed him.—*Mary C. C. Bradford*, NEA president, 1917-18.

**M**ODERN GENIUS has not yet discovered an adequate measuring stick for the social values of education. No one can measure, or even estimate, the value to the cause of education of a life like that of Secretary Crabtree, devoted as it has been to the cause of youth and of teaching. When future generations write the history of this era, and analyze the precious values of democracy, the worth of such lives as his invested in the building of democracy's foundation thru education will become apparent.—*Frederick M. Hunter*, chancellor, University of Denver; NEA president, 1920-21.

**M**R. CRABTREE has performed a fine service for the National Education Association and for education. Under his leadership the Association has grown greatly in membership and in strength. He has ever stood courageously in defense of teachers as individuals and for the things which advance the profession.—*George F. Zook*, director, American Council on Education; U. S. commissioner of education, 1933-34.

**A**S A past president of the NEA I have reason to speak with the highest appreciation and gratitude of Mr. Crabtree. Wise, diplomatic in the best sense, broad-visioned and courageous, he has ever been the loyal friend and judicious counselor of us all. Gentle, considerate, kindly in the daily affairs of life, he has valiant courage when a principle is at stake. Only those who have worked close to him realize with what quiet valor he has fought and won many a battle for education, especially in the recent critical months.—*Florence Hale*, editor, "The Grade Teacher," N. Y.; NEA president, 1931-32.

**N**O ONE FACTOR contributed to the great growth in numbers, in power, and influence of the NEA in the past twenty years, more than the efficient, forceful building guidance of our worthy NEA secretary, Mr. Crabtree. The great

work of the present NEA organization grown from 10,000 to more than 220,000 members during Mr. Crabtree's leadership, with the splendid NEA staff in the new headquarters building, built under Mr. Crabtree's guidance—all this seems to me to be Mr. Crabtree's contribution to the nation's life.—*E. Ruth Pyrtle*, principal, Bancroft School, Lincoln, Neb.; NEA president, 1929-30.

**N**EVER too occupied to provide for every detail, never too busy to study major trends and movements, never too austere to win common approval and esteem, never too friendly to face courageously educational attacks or depreciation; I am speaking of my friend, Mr. J. W. Crabtree.—*E. W. Butterfield*, state commissioner of education, Connecticut.

**A**S A teacher and as a school administrator, Professor Crabtree was preeminent and in the larger command of educational activities, his work with the National Education Association has shown him to be a master.—*Edison Pettit*, Mount Wilson Observatory, Cal.

**I**T HAS BEEN my rare good fortune to count J. W. Crabtree a personal friend ever since the student days in the University of Nebraska, more than forty years ago. Even then we recognized him as an inspiring personality and a forceful leader in education. Thruout the years, wherever he has served, he has proceeded to accomplish in his own quiet way things of permanent worth to American education. Certainly he has applied the Kipling formula of never halting in his ways, never balking the end half won for any dole of praise. And now we rejoice in the high praise which he is rightfully receiving.—*Edward C. Elliott*, president, Purdue University, Ind.

**I**NTELLIGENT, earnest, energetic, far-seeing, Mr. Crabtree has done excellent work and laid a firm and well-planned foundation for his successors. Hundreds of thousands of teachers who have been helped and inspired directly and indirectly by his work will wish him many more years of joyous living.—*P. P. Claxton*, president, Austin Peay Normal School, Tenn.; U. S. commissioner of education, 1911-21.

## NOTES and ANNOUNCEMENTS

This issue of *THE JOURNAL* is going into the mails during the convention of the Department of Superintendence in Atlantic City. The report of that convention will appear in *THE JOURNAL* for April.

The first issue of the *Vermont School Journal*, official publication of the Vermont State Teachers Association, appeared in December 1934. The editors state that the record enrolment in their state association last fall gives assurance that Vermont teachers are eager to set new standards of professional growth and are coming to a fuller realization of the possibilities in professional unity.

**School prayers**—There has been a gratifying response to the request in the January *JOURNAL* for school prayers. The following has been submitted by Helen McMillin of Greensburg, Pa. It is sung [tune: Home, Sweet Home] by the pupils every day before lunch.

Help us to be thankful,  
Our Father, we pray,  
For all the blessings,  
Thou givest us each day,  
Help us unto others  
More kindness to show  
For Thou art most kind,  
To Thy children below.

There have been two significant recent developments in public education in Iowa. One is the *Conference on Teacher Training Curricula* held December 15, 1934. About fifty college presidents, heads of departments of education, and superintendents of schools participated. The discussion clarified the problem of improving teacher training in the state. The other is the *Citizens' Conference on Education*, which was held December 19, 1934. Over 300 delegates—representing thirty statewide organizations—attended. The purpose of this conference was to discuss with representative citizen groups a program of action for the future development of Iowa's public-school system and to enlist an enlightened public opinion in its support. Both conferences were called by Miss Agnes Samuelson, state superintendent of public instruction. Miss Samuelson is a member of the executive committee of the National Education Association.

Rutgers University has announced that a four-year curriculum introductory

to government service will be offered in the College of Arts and Sciences beginning next September. This is an attempt to interest the undergraduate in choosing government service as a career and as such is in keeping with the recent trend in selection of government personnel.



JOHN W. GARRETT, first fulltime secretary of the Hawaii Education Association.

The Carl Mackley houses, the first self-liquidating, labor housing project in the country financed by PWA funds, were opened and dedicated in Philadelphia early in January by the American Federation of Hosiery Workers. This apartment block of 284 units has justifiably attracted great attention. In the first place, it is sponsored entirely by organized labor, with no realtor-agent-broker complications. Secondly, it is based on an exhaustive study of housing and wages in the city, and provides modern apartments, cross-ventilated, well-lighted, and fully equipped for about \$10 per room per month, including heat, light, and refrigeration. Thirdly, it is a notable step in the Administration's slum-clearance program, the first of eight low-rent housing projects to reach completion. And, finally, it is not merely an apartment house but a model community, with playgrounds and nurseries, swimming pool, auditorium, solarium, tennis courts, and meeting and rest rooms. The government holds a first

mortgage on the property, and the \$1,039,999 PWA loan is to be liquidated in thirty years. Named after a youthful hosiery worker killed in a strike and representing all that is best and most progressive in organized labor, the Mackley Houses are a tribute to the hosiery workers' union, and a challenge to labor the country over to seek improved living conditions.—*The Nation*, January 16, 1935.

**THE JOURNAL** would like to hear from highschools that are teaching students how to fill out income tax blanks.

**Is your school in step?**—Every day reports like the following come to headquarters:

I am sending you a list of the members of the Davidson County Teachers Association. We are joining the NEA with 100 percent membership.—W. E. Lowe, Goodlettsville, Tenn.

Of the 241 teachers in the department, all have joined.—I. W. Snowden, chairman, NEA committee, Alameda, Calif.

**"The 'Bad Boy' and His Teacher"** which was published in the November 1934 *JOURNAL*, has been reprinted by the American Prison Association for use by that organization.

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

**What have the last five years done to education?**—The depression has made educators understand at last what their problem is. That problem is nothing less than the accommodation up to 18 or even 20 of all, or almost all, the population of the United States. We might have known that this was coming; the depression has brought it on us now.

The depression has been the first major setback that American education has ever received. Schools have been closed; teachers have been left unpaid; salaries have everywhere been reduced; new buildings have been postponed. Yet highschool graduates have had no place to go except back to the highschool.

We shall have to look after them. There is absolutely no way of solving the problem that these new idle present except thru the educational system. The

[Continued on page A-33]



# Master Builders of Our Profession

I NEVER listen to a symphony orchestra without marveling at the harmony of tone from so many instruments and so many players. To the initiated, there is not so much wonderment. They know that such a result is achieved by two conditions, both of which are subject to control: first, that each player in the orchestra be accurate in the tuning of his own instrument; second, that all start from a common "A" in their tuning. . . .

It would be impossible to rate one condition as more important than the other. Both are essential. Faultless tuning of his own instrument by each musician must be accompanied by recognition by all of a common pitch.

In my own thinking, the common "A" for our profession is sounded by our professional organizations. They furnish the basis for our group thinking, group purposing, and group acting. Without them our profession would perform much in the manner of a symphony orchestra in which each musician tuned his instrument from an individual pitch.

There is no reason, either, as I see it, for making a distinction between membership in local, state, and national associations. The three together constitute our professional affiliation. There is no basis upon which to choose one and refuse the other. Our profession moves forward, not on one front but upon three fronts. The time is not far distant when this essential integration will be recognized in the constitutions of our organizations and a single fee will be collected to cover our total affiliation. . . .

Let each of us ask ourselves: Am I in tune for ensemble service in my profession? Am I keyed to a common "A"? Once having known the thrill of drawing our bows with the group, we will never be happy as solo players again.—Samuel E. Fleming, NEA state director for Washington, in the *Washington Education Journal*, January 1935.

## New Life Enlistments

ALL LIFE MEMBERSHIPS received between the first of January 1935, and the life membership dinner at the Denver convention in July will be designated "Crabtree life memberships." Crabtree life members have the satisfaction of knowing that they are not only building the profession but that they are honoring J. W. Crabtree, secretary-emeritus of the National Education Association, and "one of the outstanding leaders of his generation."

The number of life members enrolled in the National Education Association on February 1 was 5330. The following life members have been reported since the list was published in the February JOURNAL.

CALIFORNIA—Harry L. Buckalew, Robert Robinson Chase.  
DISTRICT OF COLUMBIA—Eleanor Craven, Mary Elizabeth Donelson, C. C. Harvey, Mrs. Bertha G. Hendricks, Mildred Sandison, Mrs. Harriet Thatcher, Mrs. Irene F. Wolz, Mrs. Bess M. Wood.

IDAHO—J. Alonzo Spriggs, Jr.  
INDIANA—Doyle T. French, Effie T. Zehner.  
MARYLAND—Bernice Annable Brouwer, Mary P. Smith.  
MISSOURI—Esther Irene Layton.  
OHIO—O. E. Hearing.  
OKLAHOMA—Glen K. Hamilton.  
PENNSYLVANIA—Helen Grimes, Warren H. Steele, George Russell Tyson.  
RHODE ISLAND—Alexander J. Stoddard.  
TEXAS—George C. Charlton, Spencer Stoker.  
VIRGINIA—C. W. Mason.  
WISCONSIN—John Rea Ambruster.

## 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 February JOURNAL.

### Sixteen Years

IOWA—Keokuk, Elementary Teachers' Club.

### Fifteen Years

PENNSYLVANIA—Pittsburgh, Knoxville Junior High.

### Fourteen Years

PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, High, Baker, Curtin, East End, Eldorado, Emerson, Endress, Fairview, Franklin, Garfield, Irving, Jefferson, D. S. Keith Junior High, Keystone, Lincoln, Logan, Lowell, Madison, McKinley, Miller, Noble, Penn, Pleasant Valley, Prospect Park, Roosevelt Junior High, Special Teachers & Supervisors, Stevens, Washington, Webster, Wehwood, Whittier, Wilson, Wright.

### Thirteen Years

ARIZONA—Phoenix, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Special Teachers & Supervisors, Washington, Booker T. Washington.  
CALIFORNIA—Glendale, Magnolia.  
MICHIGAN—Grand Rapids, Sibley.

### Twelve Years

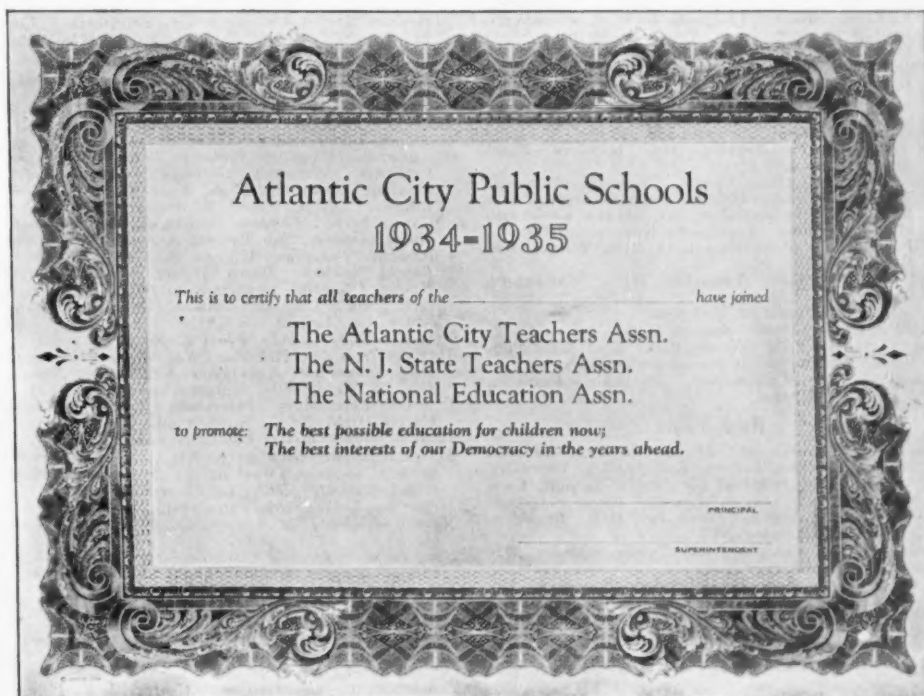
CALIFORNIA—Long Beach, Washington; Los Angeles, Melrose Avenue; Santa Monica, Jefferson, Roosevelt.  
NEBRASKA—Omaha, Saratoga.  
WASHINGTON—Seattle, Horace Mann.

### Eleven Years

DELAWARE—Western New Castle County, Townsend.  
NEBRASKA—Omaha, Howard Kennedy.  
NEVADA—Clark County, Mesquite, Moapa, Moapa Valley High & Elementary, Virgin Valley High & Elementary.  
NEW JERSEY—Hackensack, Hackensack Public Schools, Broadway Number 1, Fairmount Number 4, High, Jackson Avenue Number 6, Longview Avenue Number 7, State Street Number 3, Union Street Number 2.  
NEW MEXICO—Albuquerque, Lew Wallace.  
OHIO—Columbus, Fairwood; Findlay, Lincoln.  
PENNSYLVANIA—Pottstown, Washington.  
TENNESSEE—Shelby County, Shelby County Public Schools, Arlington, Bartlett Elementary, Bartlett High, Bolton Elementary, Bolton High, Brunswick, Capleville, Coleman, Collierville Elementary, Collierville High, Cordova, Ellendale, Forest Hill, Frayser, Gragg, George R. James, E. E. Jeter, Kerrville, Levi, Lucy, Millington Elementary, Millington High, Oakville, Rosemark, Whitehaven Elementary, Whitehaven High, White Station, M. C. Williams Elementary, M. C. Williams High.

### Ten Years

CALIFORNIA—Glendale, Cerritos, Franklin, Horace Mann, John Muir, Verdugo Woodlands; Long Beach, Horace Mann; Los Angeles, Loreto Street.  
FLORIDA—Daytona Beach, Seabreeze High.  
HAWAII—Kailua, Kailua.  
ILLINOIS—East St. Louis, Longfellow.  
MICHIGAN—Adrian, Adrian Public Schools, Senior High.  
OHIO—Ashtabula, Ashtabula Harbor Public Schools, Harbor High, Jackson, Washington.  
OREGON—North Bend, North Bend Public Schools, High.  
PENNSYLVANIA—Bradford County, Athens Township; Kane, Central, Clay Street, Sub-High, Welsh Street, West Side; Reading, Tenth & Green Street.  
TENNESSEE—Memphis, L. C. Humes High.  
UTAH—Murray City, Murray City Public Schools, Arlington, Bonnyview, Liberty.  
WASHINGTON—Spokane, John Rogers High.  
WYOMING—Laramie, Parkview.



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## Completed Enrolments

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

### Nine Years

CALIFORNIA—Long Beach, Lowell; Los Angeles, Soto Street.  
HAWAII—Hoonaka, Alae; Kalaheo, Kauai, Kalaheo.  
INDIANA—Michigan City, Junior High, Marsh.  
MASSACHUSETTS—Plymouth, Knapp.  
MICHIGAN—Monroe, Boyd, Christianity, Junior-Senior High, Lincoln; Pontiac, Crofoot.  
MINNESOTA—Minneapolis, Willard.  
PENNSYLVANIA—Delaware County, Folcroft Borough District.

RHODE ISLAND—Westerly, Bradford.  
TEXAS—Port Arthur, Tyrrell.  
UTAH—Alpine District, Alpine District Public Schools, Alpine, American Fork Grammar, American Fork High, American Fork Junior High, Cedar Valley, Lakeview, Lehi Grammar, Lehi High, Lehi Junior High, Lehi Primary, Lincoln Grammar, Lincoln High, Lincoln Junior High, Lindon, Page, Pleasant Grove Grammar, Pleasant Grove High, Pleasant Grove Junior High, Sharon, Spencer, Vineyard.  
WISCONSIN—Delavan, Delavan Public Schools.

### Eight Years

CALIFORNIA—Glendale, Thomas Jefferson; Los Angeles, Cheremoya Avenue, Los Feliz.  
MASSACHUSETTS—Melrose, Calvin Coolidge; Pittsfield, Briggs.  
MINNESOTA—Rochester, Rochester Public Schools.  
MISSOURI—Kansas City, Foster Opportunity; Vineyard & Landis Township, Chestnut & East Street, East Avenue, Magnolia Road, North Vineland, Park & East Street, Park & Second Street, South Vineland.

### Seven Years

CALIFORNIA—Long Beach, Longfellow; Los Angeles, Aldama, Santa Barbara Avenue, Twenty-eighth Street; Pasadena, Andrew Jackson, Santa Ana, Edison; Walnut Creek, Grammar.  
ILLINOIS—Cicero, Roosevelt; Des Plaines, West.  
NEBRASKA—Omaha, Walnut Hill, Windsor.  
NEVADA—Lander County, Battle Mountain High.  
NEW JERSEY—Pitman, Elwood Kindel, Walls.  
NEW YORK—Ithaca, Central, East Hill, Falls Creek, Open Air, Reconstruction Home, Henry St. John, Belle Sherman, South Hill, West Hill.  
OHIO—Old Fort, Old Fort.  
OREGON—Ashland, Lincoln.  
PENNSYLVANIA—Reading, Fourteenth & Perkiomen Avenue; Williamsport, Daniel Webster.  
TEXAS—Texarkana, Akin.  
UTAH—Box Elder County, Bothwell, Collinston, Corinne, Elwood, Fielding, Garland, Honeyville, Howell, Lincoln, Perry, Plymouth, Portage, Snowville, Tremonton, Washakie, Willard.  
WASHINGTON—Spokane, Havermale Junior High, Libby Junior High.

### Six Years

ARIZONA—Phoenix, Stevenson, Whittier.  
CALIFORNIA—Los Angeles, One Hundred Ninth Street, Sixty-first Street.  
HAWAII—Hilo, Hilo Union; Honouliuli, Honouliuli; Honolulu, Kaapahu; Hilo, Kaiwika; Kalapana, Pahoa, Kalapana; Hilo, Kapiolani; Kealahou, Kona, Waikanae High & Grammar; Kurtistown, Kurtistown; Paauilo, Paauilo; Pepeekeo, Pepeekeo; Hilo, Waikanae-Kai, Waikanae.  
ILLINOIS—De Kalb, Township High; Springfield, Dubois.  
MINNESOTA—Minneapolis, McKinley.  
NEW JERSEY—Summit, Summit High.  
OHIO—South Euclid, Victory Park; Kent, Kent Public Schools, Roosevelt Senior-Junior High.  
PENNSYLVANIA—Williamsport, Benjamin Franklin, George Washington.

### Five Years

CALIFORNIA—Claremont, High; Fresno, Addams, Dailey; Glendale, Balboa; Los Angeles, Yorkdale; National City, National City Public Schools, Central, Highland Avenue, Lincoln Acres, Sixteenth Street, Sixth Avenue; Santa Ana, Delhi, Franklin.  
FLORIDA—St. Petersburg, Childs Park.  
GEORGIA—Americus, Americus Public Schools; Macon, Fort Hawkins.  
HAWAII—Hana, Maui, Hana; Pahala, Kapapala; Mt. View, Mt. View; Naalehu, Naalehu; Napoopoo, Napoopoo; Ooakala, Ooakala; Paauhau, Paauhau.  
ILLINOIS—Cicero, Grant, Jones; Evanston, Evanston Township High.  
MINNESOTA—Minneapolis, Tuttle; St. Cloud, Garfield.  
NEVADA—Lander County, Austin High & Elementary, Ely City Schools; White Pine County, McGill.  
NEW HAMPSHIRE—Rochester, Allen.

NEW YORK—Ithaca, Ithaca Public Schools, Central, East Hill, Falls Creek, Junior High, Open Air, Reconstruction Home, Henry St. John, Senior High, Belle Sherman, South Hill, West Hill, Wyckoff.  
PENNSYLVANIA—Cheltenham Township, Edge Hill, Glenside, George K. Heller, La Mott, Benjamin R. Myers, Thomas Rowland, Shoemaker, Wyncote; Montgomery County, Upper Merion Township, Port Kennedy, Swedeland.  
TEXAS—Texarkana, Texas Central.

### Four Years

CALIFORNIA—Fresno, Franklin; Long Beach, Seaside; Los Angeles, Grape Street, Serrania Avenue; Pasadena, Roosevelt For Handicapped Children; Santa Barbara, Jefferson; Wilmington, Fries Avenue.  
HAWAII—Keauhou, N. Kona, Keauhou; Opihikao, Opihikao.  
ILLINOIS—Cicero, Lincoln; Highland, Highland Public Schools, Grade, High.  
MASSACHUSETTS—Brookfield, Brookfield Junior-Senior High; Franklin, Four Corners; Stoneham, East.  
MISSOURI—Kansas City, J. S. Chick, E. C. Meserve, D. M. Pinkerton.  
NEBRASKA—Omaha, Comenius, Minne Lusa.  
NEW YORK—Elmira, Public Number Five, Public Number Nine, Public Number Ten; Ithaca, Atypical.  
PENNSYLVANIA—Reading, Fifth & Spring Street, Maple & Cotton Street.  
UTAH—Salt Lake City, McKinley.  
VIRGINIA—Norfolk, Patrick Henry.  
WISCONSIN—Port Washington, Port Washington Public Schools.

### Three Years

CALIFORNIA—Fresno, Lowell, John Muir & Einstein; Los Angeles, Santa Monica Boulevard; Pasadena, Arroyo Seco; Riverside, Glen Avon; Santa Ana, Wilson.  
HAWAII—Hilo, Pihonua.  
ILLINOIS—Chicago Heights, Franklin, Grant, Jefferson, Lincoln, Roosevelt; Des Plaines, North; Peoria, Kingman; Riverside, Riverside Public Schools, A. F. Ames, Central, Hollywood, Intermediate.  
MARYLAND—Smithsburg, Forrest.  
MASSACHUSETTS—Lexington, Franklin.  
MISSOURI—Hermann, Grade; Kansas City, Gladstone, Martin, J. J. Pershing.  
OHIO—Cincinnati, Douglass, Douglass Colony; Columbus, Bellows Avenue; East Cleveland, Prospect.  
PENNSYLVANIA—Kane, Kane Public Schools, Central, Clay Street, High, Sub-High, Welsh Street, West Side; Montgomery County, Ambler Borough Schools, Grade, High; Newport, Fourth Street; Reading, Buttonwood & Pear Street, Continuation, Douglass & Weiser Junior High, Eleventh & Pike Street, Elm & Madison Avenue, Elm & Moss Street, Millmont, Ninth & Spruce Street, Northmont, Park, Schuylkill Avenue & W. Elm Street, Seventeenth & Cotton Street, Sixteenth & Haak Avenue, Spring & Moss Street, Thirtieth & Cotton Street, Twelfth & Windsor Street, Washington & Rose; Williamsport, William Penn.  
WEST VIRGINIA—Canebrake, Canebrake Grade.

### Two Years

ARIZONA—Maricopa County, Murphy Number 21; Miami, Inspiration Addition.  
CALIFORNIA—Alhambra, Ramona; Fresno, Burroughs, Lafayette, Webster; Glendale, Eugene Field, Lincoln; Livingston, High; Long Beach, Garfield, Lincoln, Los Cerritos, Whittier; Los Angeles, Cortez Street, Gardena, Griffin Avenue, Hermon, Home Gardens, San Pascual Avenue, Wonderland Avenue; Pasadena, Ulysses S. Grant; Redondo Beach, Redondo Beach Public Schools, Beryl Heights, Central Departmental, Central Elementary, South; San Bernardino, Burbank, Cajon; Santa Ana, Logan.  
FLORIDA—Dade County, Santa Clara.  
HAWAII—Holuolua, Holuolua; Kai Malino, Hoonaka; Hilo, Keakealani; Kukuiahele, Kukuiahele; Ninole, John M. Ross; Hilo, Waikauka.  
ILLINOIS—Petersburg, Petersburg Public Schools, Harris High; Silvio, Silvio Public School.  
INDIANA—Indianapolis, Public Number 29.  
MASSACHUSETTS—Gloucester, Riggs; Lynn, Parrott Street; Melrose, Washington; Stoneham, Junior High; Wellesley Hills, L. Allen Kingsbury.  
MISSOURI—Kansas City, Fairmount.  
NEVADA—White Pine County, Consolidated Number One.  
NEW JERSEY—Atlantic City, Texas Avenue; Pitman, Pitman Public Schools, High, Elwood Kindel, Special Teachers & Supervisors, Walls.  
NEW YORK—Elmira, Parley Coburn, Public Number Seven.  
OHIO—Dola, Washington Township Centralized; Greenford, High.  
OKLAHOMA—El Reno, Irving.  
PENNSYLVANIA—Coatesville, Coatesville Public Schools, James A. Adams, Columbia Avenue, Craig Ridgway, High, Main Street; Norristown, Cherry Street, Gotwals, Hancock, Roosevelt, Welsh.

SOUTH DAKOTA—Aberdeen, Northern Normal & Industrial.  
TEXAS—El Paso, Lamar.  
UTAH—Box Elder County, Clear Creek, Kelton, Lakeside, Lucin, Promontory, Riverside, Standrod.  
WISCONSIN—Beloit, Burdge, Cunningham, Gaston, Hackett, Parker, Strong, Todd, Waterman, Wright; Milwaukee, Longfellow, Silver Spring.

### Current Year

ARIZONA—Ash Fork, Ash Fork.  
CALIFORNIA—Chula Vista, Otay; Fresno, Jackson, Kirk, Winchell; Glendale, Columbus, Fremont, Home; Long Beach, Lafayette, Washington Junior High, Willard; Los Angeles, Burnside Avenue, Gravois Avenue, Humphreys Avenue, Main Street, Miramonte, Ninety-ninth Street, Palo Verde, Theodore Roosevelt, South Park; North Hollywood, Carpenter Avenue; Pasadena, Thomas Jefferson, San Rafael; San Bernardino, Arrowhead, Marshall; San Pedro, Cabrillo Avenue; Santa Ana, Hoover, Juvenile Home, Lincoln; Santa Monica, Washington.  
FLORIDA—Babson Park, Babson Park; Dade County, Shenandoah Junior High.  
HAWAII—Hakala, Hakala; Hilo, Hilo Standard; Hana, Maui, Kaeleku; Papaikona, Kalaniana'ole; Keaneke, Maui, Keaneke; Hilo, Keaukaha; Kopohu, Kopohu; Laupahoehoe, Laupahoehoe; Hilo, Olau.  
IDAHO—Pocatello, Roosevelt.  
ILLINOIS—Champaign, Champaign Public Schools, Central, Central Opportunity, Columbia, Gregory, Dr. Howard, Lawhead, Lincoln, Marquette, South Side, Switzer, Willard, Col. Wolfe; Peoria, Kingman High.  
INDIANA—Indianapolis, Henry P. Coburn Number 66; Tell City, Troy Township Consolidated.  
KANSAS—Blue Rapids, High; Pittsburg, Eugene Field.  
LOUISIANA—Lecompte, High; Pineville, Elementary.  
MAINE—Rockland, Purchase Street; Saco, Saco Public Schools, Bonython, Jordan, Locke, Old Orchard Beach, Old Orchard Beach High, Sweetser.  
MASSACHUSETTS—Brookfield, Brookfield Public Schools, Blanchard, Junior-Senior High; Brookline, Baldwin; Lynn, Lewis; Revere, Louis Pasteur; Wellesley, Wellesley Public Schools, Isaac Sprague.  
MICHIGAN—Ann Arbor, Bach, Donovan, Eberbach, Tappan.  
MINNESOTA—Minneapolis, Clinton; St. Cloud, Wilson.  
MISSOURI—Joplin, Stapleton; Kansas City, Bruce, Hale H. Cook, Humboldt, Horace Mann, Switzer.  
NEBRASKA—Omaha, Druid Hill, Franklin.  
NEW JERSEY—Vineland & Landis Township, Chestnut & West Street, Kingman, New Italy, Oak & Main Street, Trento Avenue, West Side.  
NEW YORK—Elmira, Public Number One, Public Number Eleven; Oswegatchie, Oswegatchie Union.  
OHIO—Gomer, Sugar Creek Rural; Malta, Triadelphia.  
OREGON—Jackson County, North Pinehurst.  
PENNSYLVANIA—Berk County, Mt. Penn Borough Schools, Elementary, High, Robeson Township; Crawford County, New Richmond; Edri, Elders Ridge Vocational; Pittsburgh, Belmar; Reading, Mulberry & Green Street, Open Air.  
TENNESSEE—Davidson County, Davidson County Public Schools, Adkinson, Antioch Elementary, Antioch High, Jere Baxter, Beechland, Bellevue High, Bordeaux, Coleman Brown, Buchanan, Buffalo, Cane Ridge, Central High, Cumberland High, Dodson, Donelson, Donelson High, Du Pont, Du Pont High, Edenwald, Ewing, Fanning Orphanage, Forest Grove, Goodlettsville, Goodlettsville High, Gower, Alex Green, Hamilton, Harding, Harwood, Morrow Headden, Inglewood, Andrew Jackson, Joelton, Joelton High, Jordonia, Junior League, Lewis, Lickton, Isaac Litton High, Mims, Morny, Mt. View, Neelys Bend, Oakwood, Oglesby, Old Center, Farmer, Pleasant Hill, Protestant Orphanage, Rains, Richland, Robertson Academy, Rosemont, Seifried, Shaw, Smith Springs, South Harpeth, Stokes, Stratton, Turner, Tusculum, Una, Union Hill, Wade, Weakley, Woodbine, Woodmont; Knoxville, West View.  
TEXAS—London, London.  
UTAH—Box Elder County, Bear River High, Central, Junction; Granite District, Whittier.  
VERMONT—Bennington, Cora B. Whitney; Burlington, Adams; Castleton, Castleton Grade; Chittenden, Chittenden Public Schools, Barstow Grammar, Barstow Memorial, Barstow Primary, High, North Chittenden Grammar, North Chittenden Primary; Fair Haven, Fair Haven Grade, Fair Haven High; Hydeville, Hydeville Grade; Rockingham-Westminister District, Rockingham-Westminister District Public Schools, Bartonville, Gageville, George Street, Rockingham; South Royalton, South Royalton; Springfield, East; Windham Central District, Brookline Township.  
VIRGINIA—Winchester, Virginia Avenue.  
WASHINGTON—Spokane, Lewis & Clark High.  
WEST VIRGINIA—Bluefield, Preston Street; East Beckley, Sylvia Graded; Montcoal, Montcoal-Stickney.  
WISCONSIN—Beloit, Merrill, Royce; North Fond du Lac, High, Lincoln, McKinley.



[Continued from page 100]

first thing that we shall have to do is to enlarge the number of junior colleges. We must expect the ordinary youth to complete what we now call the sophomore year of college instead of stopping at the end of highschool. We must expect him to do this work at home. We must therefore look forward to a vast increase in the number of local junior colleges.—Robert M. Hutchins, president, University of Chicago, in the January 1935 *Cosmopolitan*.

In forty states and the District of Columbia, groups of librarians and other citizens are engaged in state planning. They are evaluating existing machinery and organizing for a new advance.—Carl H. Milam, secretary, American Library Association.

Professional organization is entering upon a new epoch. The series of articles in this issue [p69-76] of THE JOURNAL throws much light on needs and trends. President Smith has appointed the following Committee on Reorganization:

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

Members of the Association are invited to send suggestions on reorganization to the member of the committee living nearest them.

**Economic Securities Act**—Secretary Willard E. Givens, in a recent letter to state superintendents of education, secretaries of state education associations, and state NEA directors, calls attention to the fact that this Act "not only fails to recognize that education must of necessity be intimately involved in a program concerned with the welfare of children of the types under consideration, but that it violates an educational principle for the establishment of which educators have been struggling in recent years, namely, that health programs, social activity programs, and appropriate care of neglected, delinquent, and crippled children, cannot be separated from the school program."

**The classroom teacher**—President Daisy Lord of the Department of Classroom Teachers reports from her trip west that one of the finest tributes ever paid the classroom teacher was that given by

[Continued on page A-34]



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**OVERNIGHT** FROM SAN FRANCISCO OR LOS ANGELES.....

A-34

[Continued from page A-33]

a retired teacher of teachers, Thomas H. Gentle of Monmouth, Oregon, at the breakfast meeting of the Department of Classroom Teachers of Oregon. He said:

I pay my tribute of high regard and deep devotion to that other mother of America's youth—the classroom teacher! Already I think she visions the dawn of a new national era and as she gazes on the horizon of that new day, I know she discerns the watchword of a reborn democracy emblazoned in letters of gold—*All for each, each for all, and to each to the measure of his needs!* Hats off, comrades, for a classroom teacher passes by.

**One form of the Association's service**—The various divisions at Association headquarters are constantly answering questions from members who wish help on some particular field of interest. The following letter is typical:

In response to your letter of January 10 in which you ask for information regarding hospitalization or health insurance and health examinations for teachers, I am glad to send you the following material:

- [1] "The Teacher's Health." Research Division, January 1930
- [2] "References on Periodic Physical Examinations of Teachers." Educational Research Service, November 1931
- [3] "References on Loan and Relief Funds Maintained by Local Teachers' Associations." Educational Research Service, January 16, 1931
- [4] "Status of Health Examinations of Teachers, etc., in Representative Cities in United States." October 1932
- [5] *Group Insurance for Teachers*. Studies in State Educational Administration, No. 3, February 1930

As one of your best sources of information I would refer you to the Sixth Yearbook of the Department of Classroom Teachers, entitled *The Economic Welfare of Teachers*, which includes material regarding health insurance and hospitalization.

Peabody College announces the second half of the "Teachers College of the Air" series of broadcasts. These programs are presented over station WSM, Nashville, each Friday evening from 9:30 to 10:00 CST. The purpose of these broadcasts is to introduce the teachers colleges to the American public and to attempt to make that public conscious of the issues of teacher training. Staffs and students of various teachers colleges develop and present their own programs, each of which carries the "professional and artistic flavor" of the college presenting it. Programs for March and April include:

- March 1—State Teachers College, Morehead, Kentucky, J. H. Payne, president
- March 8—State Teachers College, Carbondale, Illinois, H. W. Shyrock, president
- March 15—Dr. Little of Peabody College
- March 22—The Demonstration Highschool, Peabody

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- March 29—State Teachers College, Charleston, Illinois, Robert H. Buzzard, president
- April 5—State Teachers College, Athens, West Virginia, J. Frank Marsh, president
- April 12—State Teachers College, Commerce, Texas, S. H. Whitley, president
- April 19—State Teachers College, Slippery Rock, Pennsylvania, C. S. Miller, president
- April 26—The Demonstration Elementary School, Peabody

**The plan of asking readers to share in determining JOURNAL content**, which has been in use since 1927, is now being taken up by the commercial press. A similar checkup was recently sent out by the *Washington Star*.

**"The Friendship of Former Teachers"**—A Journal reader, commenting upon this article in the December 1934 number, adds:

The interest of the organizations of teachers in the retired teacher should be as great as that of the individual in some beloved teacher. It seems that retired teachers should have some honored place in the school systems they have actively supported. As a superintendent has well said, "Could not the retired teachers be regarded somewhat in the light of 'old grads' whose benediction is still desired by those still upon the active list?" I think a survey of the status of the retired teacher in the different cities of the U. S. is desirable.

**Among the high spots in 1934 school legislation** are the following:

Louisiana increased state support for education from six to ten million dollars annually; established an equalizing fund to guarantee a minimum program for all parishes; and provided for distribution of state school funds monthly instead of every four months. A property tax relief fund was created, which will receive the proceeds of several new taxes. Authority to levy school taxes was definitely granted to parish schoolboards and their budgetary procedures were revised.

New York protected its previously enacted system of state aid to education. A 1 percent gross income tax to raise \$13,346,000 for educational purposes was enacted.

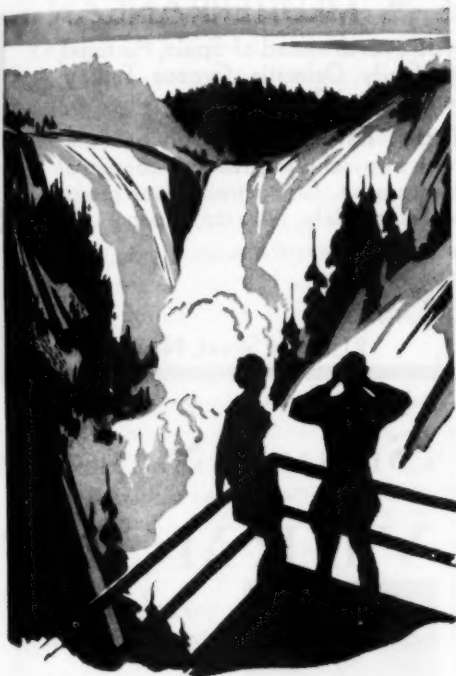
Reports from other states will appear later.

**Crabtree life members**—We are pleased to list in this issue nine new life members from the headquarters staff of the National Education Association taken out in honor of Secretary-emeritus J. W. Crabtree.

**More persons in the United States** are on relief than there are individuals in Roumania, Mexico, Czechoslovakia, and Yugoslavia, more than twice as many as in the joint populations of Belgium and Holland, about three times as many as there are subjects of Sweden and nearly seven times the residents of Norway.

The Journal of the National Education Association





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My friends who teach English composition all have a table of shorthand for errors. Gr. means grammar is wrong; P, your punctuation is bad; Sp, you don't know how to spell; W, this is a bum word; and so on. It strikes me that spotting a paper with these signs of sin is one way to keep composition in its place as a tiresome task and a teacher of it as a sorehead. Why don't you assume a few joy-giving marks: Gi, good idea; Ilt, I like this; Ttm, this tickles me; Ph D, a dandy phrase; D. D., darned delightful?"—William McAndrew in *Nation's Schools*.

"Flowers for the living" was the motive which inspired the student council and alumni of the Plattsmouth, Nebraska, Highschool to hold a special convocation program in honor of Miss Olive Gass, a teacher in the Plattsmouth schools for a quarter of a century. The convocation, held on December 6, was participated in by former students of Miss Gass, by teachers who had served on the faculty with her before her retirement as teacher and principal twenty-five years ago, and by the present faculty and student body.

Concerning the Senate action on the World Court—I agree fully with Elihu Root and others that the educational campaign favoring adherence to the World Court by the United States must continue undiminished until this country assumes its proper place in world organization for international justice. Surely the first step towards recovery is towards the direction of restoration of international relations both political and economic.—Joseph S. Ames, president, Johns Hopkins University, Baltimore.

Can the teacher be his own banker?—The answer to this question is stated in action by the Portland, Oregon, teachers. They have built an organization which has saved the teachers thousands of dollars in interest money, has returned a 6 percent dividend to teacher investors, has proved of direct benefit to every teacher in the system whether he has joined or not. This organization, called the Portland Teachers Credit Union, began business January 3, 1932, with \$165 and fifteen members. There are now, November 1, 1934, 597 members having stock investment of \$42,000 and \$2300 in time deposits. Every cent of investment has come from the teachers of District Number 1, Multnomah County; every cent is loaned for the personal banking needs of Portland teachers.—*Oregon Education Journal*, January 1935. [Continued on page A-37]



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[Continued from page A-35]

**The Child Labor Amendment** has so far been ratified by twenty-four of the thirty-six states which must pass favorably on it before it can be adopted. The proposed amendment is now being acted upon by a number of state legislatures. By the time this JOURNAL reaches readers, more states may have ratified. Utah, Wyoming, Idaho, and Indiana are the states which have acted favorably upon it this year.

**Our American Schools**—Do you listen and urge other citizens to listen to the radio broadcasts sponsored by the National Education Association and heard over the NBC networks each Saturday evening, 5:30-6:00 PM, EST? Teachers may greatly increase the effectiveness of these programs by giving them local publicity. On March 2, H. V. Kaltenborn, news commentator, will speak on "Radio and Education." On March 9, Frank McKowne, president of the Statler Hotel System, will speak on "Education for the Business World." For a detailed statement of speakers, write to the Division of Publications, NEA, 1201 16th St., N. W., Washington, D. C.

**Educational tours**—Chicago school children will this year make thirty-three visits to points of interest in and around Chicago. These student tours, which are a continuation of the visits made last year to the Century of Progress exposition, have been arranged as a part of the regular curriculum. The trip to the Shedd aquarium, for example, is correlated with classes in biology, general science, nature study, and zoology.

**Two packets of useful helps** for schools are of particular significance at this time. These are the *special tercentenary packet*, including programs, projects, and pageant material; and the *federal aid debate packet*, which includes addresses, committee reports from Congress, research reports, and other materials. These are available from the Division of Publications of the National Education Association, 1201 16th Street, N. W., Washington, D. C.

**Indian leaflet series**—The Denver Art Museum has prepared a series of more than sixty learning units on Indian life thruout the United States. Each unit has four or eight pages. Further information concerning these leaflets and the small charge for the cost of production may be secured by writing to the Museum, 1300 Logan Street, Denver.

[Continued on page A-38]

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[Continued from page A-37]

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**A letter and an answer**—We are interested in the articles now appearing in *THE JOURNAL* on the history of education by Doctors Beard and Carr. We have under consideration the adaptation of these articles for our commencement exercises. I am writing to know if the articles that are yet to appear are available in any form at this time. We may work out pantomimes, dialogs, or brief essays. It is our purpose to acquaint the members of the graduating class with the material, allowing them to study and add to it by their own research, and finally to decide on the plan of presentation. If you or the authors of these articles have any suggestions to make, we shall certainly appreciate them.—Rose L. Brimmer, principal, Baltimore Avenue School, Schoolfield, Va.

**The answer**—The Beard and Carr articles, "Schools in the Story of Culture," have been preprinted in booklet form at the following prices: single copies 25¢; discounts, 2 to 9 copies—10 percent; 10 to 99 copies—25 percent; 100 or more copies—33⅓ percent. Any orders for less than \$1 must be accompanied by cash. Your plan for adapting these for your commencement exercise is admirable. The students will enjoy doing this and they will do better than we could.

**Mr. Crabtree's autobiography**—Friends of Secretary-emeritus J. W. Crabtree, who have often urged him to write the story of his life, will be interested to hear of his book which has just come from the press. *What Counted Most* is Mr. Crabtree's own story of the things that counted most in helping him render service as a teacher, superintendent, highschool inspector, college president, and secretary of the National Education Association. Mr. Crabtree's life story is dedicated to the teachers of America. It may be purchased at \$2 per copy from the University Publishing Co., 1126 Q St., Lincoln, Nebr.

**The Encyclopedia of the Social Sciences**—The publication in February 1935 of the fifteenth and final volume of this encyclopedia marks the completion

[Continued on page A-40]

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[Continued from page A-38]

of a monumental work. The plan for such an encyclopedia was proposed by E. R. G. Seligman in 1927. As a result of his suggestions, ten organizations—of which the National Education Association was one—appointed representatives to participate in the formation of a non-profit organization to carry on the editorial work. John K. Norton, a member of the Board of Directors for the encyclopedia, states: "The publication of this encyclopedia is an intellectual event of first importance. With the growing emphasis on social studies in the school curriculum, these volumes constitute an indispensable part of the education equipment of every modern high school." For further information, address the Encyclopedia of the Social Sciences, 100 Morningside Drive, New York City.

"Of the people, by the people, for the people" is the title of a radio broadcast to be presented over the WABC-Columbia network on Monday, March 4, from 2:30 to 4:30 PM, EST. It is hoped that school classes, particularly those in civics and government, will hear the broadcast. The program will consist of a dramatic review of the first two years of the Roosevelt Administration's activities and a firsthand account of the current problems facing every branch of the government. Among the government officials who will speak are Vicepresident Garner and Joseph W. Byrns, Speaker of the House of Representatives.

**The enrolment** in the West Virginia State Education Association this year bids fair to set an all time high percentage mark. . . . One of the chief contributing causes is the encouragement given by the state department of education. In meetings planned by the state superintendent of schools with boards of education, county superintendents, other administrative officials, and the teachers, the work of the State Education Association and importance of membership were given emphasis.—*West Virginia School Journal*, Jan. 1935.

**The National Coal Association** estimates that the Tennessee Valley Authority will produce a power output which if produced by coal-burning plants would use more than six million tons of coal a year. This coal may be saved for the use of future generations by using water power which would otherwise go to waste.

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**Free lunches**—More than 290,000 school children in forty-five states [all except Alabama, Illinois, and Michigan] and the District of Columbia received free lunches and milk during the 1933-34 school year. This represents 7.5 percent of the enrolment.

**After visiting the museum of American Indians**, a Leonia, N. J., child remarked, "We saw some dead Indians. They were all mummies and no daddies."

**Better Government Personnel**—A Commission of Inquiry on Public Service Personnel under the chairmanship of President Lotus D. Coffman of the University of Minnesota, has issued a valuable report entitled *Better Government Personnel*. This report will be of especial interest to those responsible for planning school curriculums or for giving guidance to young people. The report is in the form of a bound volume of 182 pages issued under the auspices of the McGraw-Hill Book Company, 330 West 42nd Street, New York City. The Commission points out that:

There are in the United States 175,000 independent units of government, each with the power to raise and spend money, and to furnish its citizens some part of the continually changing services of government. These units range from the federal government with a million employees, counting the military forces, down to the smallest school district with a single child to teach. Together they hire 3,250,000 public servants to do the work of government, and spend in salaries some four and a half billion dollars a year. While the number of employees and the amount spent for salaries have been reduced during the past four years, this has in no way lessened, but on the contrary intensified, the problem of securing competent men and women to fill the non-elective positions and perform the day-to-day work of government.

**Schoolhouse construction and the federal government**—School building along with teachers' salaries and other phases of the school program has been neglected during depression years. The Jan. 1935 *Research Bulletin*, "The Nation's School Building Needs," outlines needs for schoolhouse facilities.

Thru the public works program the federal government has already extended substantial aid to school construction. The President's work relief program calling for the expenditure of \$4,800,000,000 is now pending in Congress. The federal Office of Education will notify superintendents of state,

county, and local school systems as soon as the bill is passed as to the conditions under which funds may be secured for schoolhouse construction.

The National Resources Board [see February JOURNAL, p39-40] in cooperation with the PWA is now conducting a national inventory of public works projects which might be useful in connection with the President's program for work relief and the development of natural resources. The following summary is quoted from the *Research Bulletin*:

Altho definite information is available with respect to less than half the states and only about ninety cities over 30,000 in population in other states, it is definitely reported that [1] 687,611 pupils are housed in school buildings which have been condemned as unsafe or unsanitary; [2] 618,068 are housed in portable, rented, or other temporary structures; [3] 391,748 can attend school only part time because of inadequate housing facilities; and [4] 2,301,220 are attending small schools which, in the judgment of chief state school officers, ought to be abandoned in favor of larger consolidated schools. Estimating from these figures, additional building facilities for 2,700,000 pupils are required merely to replace condemned and temporary structures and to provide full-time accommodations for all pupils. Likewise, about 16,000 consolidated schools ought to be established in the interest of some 5,000,000 rural children now attending poorly equipped, inefficient schools.

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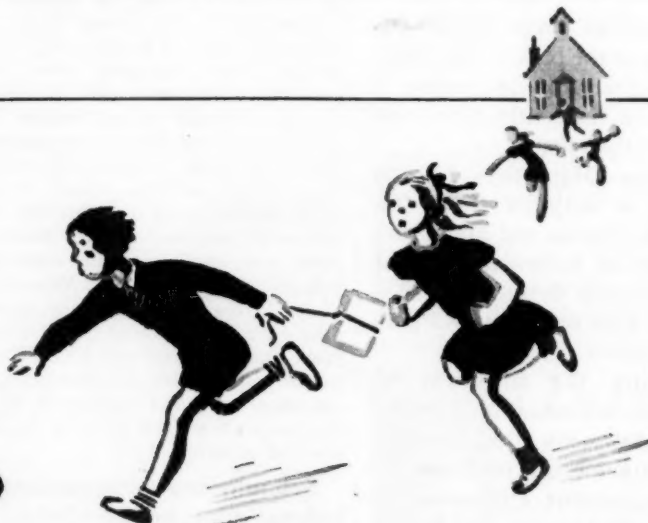
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