

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Between Editor and Reader

THIS ISSUE combines the May and June numbers of THE JOURNAL, following the practise of the last two years. We hope that improvements in income and membership will make this combination unnecessary another year. THE JOURNAL is a direct service that goes to every member of the Association. There should be more issues and more text pages in each issue.

SHALL I ATTEND THE DENVER CONVENTION? —Many a teacher is now weighing that question. What one gets out of a convention depends on what one puts into it in purpose, planning, friendship, study, and use of new ideas and points of view. The general programs planned for the Denver convention are strong. The Association has important business to transact. There is new life among the Departments. These are exceptionally important years both for the Association and the nation.

ONE OF THE most hopeful factors now at work is the steady improvement which is taking place in the preparation of teachers. Stronger students are looking forward to teaching; the period of study is longer; faculties are abler; students are getting actual experience in the fields to which they plan to devote themselves. Superintendents, principals, and teachers everywhere may well give attention to the teachers colleges, which increasingly shape the character of our profession.

SEVEN MILLION YOUNG PEOPLE have attended highschool in the United States during 1934-35. This is seven out of ten of the young people age 15-18 inclusive. Almost a million boys have been in a CCC camp at least a part of the year.



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

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(Signed) H. A. Allan, Business Manager

Subscribed to and sworn before me on this 23rd day of January 1935.

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NATIONAL EDUCATION ASSOCIATION

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Making the Most of the Summer

PRESIDENT FRANKLIN D. ROOSEVELT thru his periods of rest and play, taken in the midst of pressing affairs, has rendered a public service by the emphasis which he has thus placed on the importance of maintaining a high level of personal fitness. Teachers may well follow the President's example during the summer vacation even though they, like he, may be obliged to combine work and play. Freshness, poise, and reserve are important to the teacher at all times, particularly so now that the need for community leadership is so great. The way teachers spend the summer of 1935 will have much to do with the success of the schools during 1935-36. Here are vacation activities which teachers have enjoyed and found helpful.

Building up physical vitality—Close confinement indoors; the nervous drain of dealing constantly with a roomful of energetic boys and girls; the increasing responsibility and tasks which the last few years have added—all tend to deplete the teacher's physical resources. A considerable number of teachers suffer from chronic fatigue, which means literally that from year to year they do not know what it is to be really rested, to have a margin of reserve. For such, complete rest away from people, except a few chosen companions, is the sensible plan. The teacher who spends the summer outdoors, in sun and air, near the sea or mountains—with plenty of hiking, swimming, tennis, gardening, or other exercise—will approach the new school year with added zest and vitality.

Restoring family ties—The rapid changes which have taken place in America have tended to separate families and to weaken home ties. The summer vacation offers for many the only free time to relive old memories and to renew one's companionship with his family and relatives.

Making friends within the community—A summer exceptionally profitable both to the teacher and the community is one in which the teacher stays in the community and becomes better acquainted with parents and other citizens. During the summer, teachers may visit homes in an informal, leisurely way possible at no other time. When the teacher knows the community and its needs better than anyone else, is counted

a friend by all, and is looked to for practical help in making the community better, the school becomes again the house of the people.

A happy combination—The recreation summer school [see description of Wichita, Kansas, school, March 1935 JOURNAL, pages 83-85] is a happy combination of service, play, and companionship. Every town of any size may well have at least one summer school. Teaching in these recreation summer schools offers a real challenge and presents abundant opportunity for experimentation. How would you teach your subject to students who are to receive no credit and who are taking the course only because it is instructive and intensely interesting?

Formal study and summer school—For those who desire additional schooling, the summer school is indispensable. One may choose between nearby institutions or distant places which provide a change of scene and climate. Courses in music, public speaking, and the fine arts build up personality. By taking light work, one can arrange a combination of study and play. It would enrich the schools if groups of congenial people would choose a course they wished to pursue and even the instructor, and then arrange to attach themselves to a summer school in some favored location. The special courses available this summer in the University of Denver and nearby institutions are a step in this direction. They offer a worthwhile type of pioneering.

Opportunities in books—Until recently most of us began teaching underprepared. In the efforts to raise standards we have spent much time and energy in summer study and extension courses. Our minds have been focused the whole year thru on teaching or preparation for teaching. We need that liberation of spirit which comes from reading books on many subjects. According to his energy, one may select a few choice books of essays, fiction, biography, or history; or he may choose some special field like economics, sociology, housing, or international affairs and do intensive reading so that he will have the joy of mastery.

Travel—This is one of the favorite summer activities of teachers. It gives a change of scene and adds to one's personal equipment for teaching. It need

not be expensive in these days of automobiles, good roads, tourist camps, and hiking trails. A trip thru one of the national parks each year is a good way to see America first. Such a journey thru the Yellowstone is a fine combination—beautiful scenery, mountain air, companionship. Denver, the summer convention city, is surrounded by scenic wonderlands.

Hobbies—One or more well-chosen hobbies gives variety and zest to the teacher's life. The field is unlimited. The Leisure League of America, 30 Rockefeller Plaza, New York City, has a growing list of 25 cent booklets, each on a separate subject such as *You Can Write*; *Hiker's Guide*, *Stamp Collecting*; *How to Design Your Own Clothes*. You will be able to think of many hobbies suited to your time and locality. One of the best is making friends among young people.

Occupational exploration—Teachers who have worked at one thing all their lives would enjoy trying something different. Thus a teacher of business works in an office; a journalism teacher on a newspaper; an English teacher in a theater or at a soda fountain studying the moving panorama of life; a science teacher in a shop or on a farm; a sociology teacher in a settlement.

Planning—Free time gives one the perspective and concentration needed to plan. Benjamin Franklin's plan of self-improvement as outlined in his autobiography has been practised to advantage by untold thousands. One can make an interesting personal chart by ruling off a sheet into 64 squares. Across the top, write at the head of the columns the seven decades of life, 1-10; 11-20; etc. At the left, write the seven objectives—health, home, learning, citizenship, vocation, leisure, and character. Fill in for the decades past what you have accomplished for each of the seven points. For future decades indicate what you might hope to do by careful planning. Then seek to fill in as many details as possible. Revise the plan each year in the light of new conditions.

And here's wishing to every member of the Association and to every teacher everywhere the kind of a summer that will mean most in terms of happy life and fine service.

—Joy Elmer Morgan.

Teacher Leadership in Forming Credit Unions

TEACHERS have a threefold interest in credit unions: First, they afford teachers an opportunity to borrow money at reasonable rates or to invest money safely on a cooperative basis.

Second, teachers as leaders in neighborhood or church groups are in a position to encourage and help others to form cooperative credit unions.

Third, this is a great civic movement which should be brought to the attention of students in schools as a part of their civic education. Many schools will wish to form junior credit unions to visualize the cooperative idea to young people.

A packet of suggestions for studying and organizing credit unions has been prepared by THE JOURNAL of the National Education Association. It sells for 50 cents to cover costs. Teachers may wish to secure this packet for special study during the summer, for use in courses in summer schools, or for use in civics classes in highschool and college.

The following excerpts adapted from the March 1935 *Connecticut Teacher* outline the purpose and organization of a federal credit union. In many states credit unions may be organized under state laws. The passage of the Federal Credit Union Act in 1934 now makes possible the formation of credit unions anywhere in the United States regardless of whether such unions are recognized by state laws. By April 1935, 210 federal credit unions had been formed.

Groups planning to organize a credit union should weigh carefully the relative advantages of operating under the new federal regulations or under state laws, if the latter have been enacted.

[1] What is a federal credit union?

It is a cooperative savings bank whose stability is guaranteed by the character of its members. It operates under the supervision of the federal government.

[2] What are the purposes of a credit union?

To promote thrift among its members and to protect them from high interest charges by making available short-term loans at minimum interest rates.

[3] Who may join this credit union?

Anyone who is eligible for membership in the particular group within which it is formed.

[4] Where does the credit union capital come from?

From the savings of the members who subscribe to \$5 shares. A member may save any

amount in multiples of \$5, paying at the rate of \$1 a month or more as convenient.

[5] Where are the funds of the credit union deposited?

Until loaned to members, the funds are deposited in a bank which is a member of the Federal Deposit Insurance Corporation.

[6] How is the money of the credit union invested?

Funds are invested only in loans to members except for 20 per cent of the net profits which are invested in securities of the United States as a reserve fund.

[7] Does the credit union charge an entrance fee?

A fee of 25 cents is paid by each member.

[8] Are officials bonded?

The law provides that the treasurer must be fully bonded.

[9] Are shares withdrawable?

Members may withdraw funds at any time as from any savings bank.

[10] Is money invested in credit unions safe?

The credit union is the safest kind of a savings bank. This statement is based on the record of credit unions during the depression. Testimony during hearings on the Federal Credit Union Act in May 1934 showed that not one of the thousands of credit unions in the United States was forced to close during recent years. The Federal Credit Union Act throws every possible safeguard around money invested in credit unions. Experience shows that investment in teachers credit unions is in the highest degree secure because it is based on the honesty of the teacher and the relative security of the teacher's position.

[11] What return on investment may be expected?

Six percent return on money invested in shares is a typical credit union rate. The exact amount to be paid is determined annually by the Board of Directors on a basis of earnings.

[12] When are dividends declared?

Dividends are declarable at the annual meeting of the Board of Directors in January.

[13] Who may borrow?

Any teacher eligible to membership who joins the credit union and agrees to enter on a savings program.

[14] Are directors, officers, and members of committees allowed to borrow?

Only to the extent of their investment in the credit union in the form of paid-up shares.

[15] For what purposes are loans granted?

For any remedial or constructive purpose such that the loan is a benefit to the borrower in the opinion of the credit committee.

[16] How much may be borrowed?

At present, up to \$50 on unsecured promissory notes, and up to \$200 with endorsement or other satisfactory security. The maximum of \$200 may be increased at the discretion of the board of directors after the assets reach \$2000.

[17] What rate of interest is charged on loans?

One percent a month on unpaid balances until such time as the credit union is well established. As rapidly as consistent with conservative policy the rate will be lowered.

[18] What is the maximum length of time for which loans will be granted?

Loans will be repaid over a period of eight to twenty-four months as agreed by the borrower when the loan is made.

[19] How are loans secured?

Loans may be made up to \$50 on unsecured promissory notes. On larger amounts two indorsers or other security satisfactory to the credit committee is required.

[20] Who may indorse?

Members or nonmembers who are satisfactory to the credit committee.

[21] Is such security ample?

It has been the uniform experience of teachers credit unions that it is, particularly in view of the member's character and reputation, the mutual responsibility of members, and their close occupational bond.

[22] Where does the control of a credit union rest?

Absolute control lies in the membership. Powers are delegated to officers but the members may reverse their decisions.

[23] In whom is management vested?

In a board of directors consisting of seven members, a credit committee of three members, and a supervisory committee of three members.

[24] What are the officers?

A president, vicepresident, clerk and treasurer. The offices of clerk and treasurer are combined. The clerk-treasurer is the manager of the credit union.

Steps in forming a credit union—

[1] Gather material about credit unions and study their purpose and methods of work.

[2] Supply material to other interested persons who might join in forming a credit union.

[3] Arrange for a meeting of seven or more persons having a common bond of association or occupation to take first steps.

[4] Appoint a committee to arrange for securing a charter.

[5] If your state has a credit union law and you wish to organize under it, file a petition for a charter with the state department in control.

[6] If you wish to form a federal credit union, petition for a charter from the Farm Credit Administration, Washington, D. C.

[7] Upon receipt of a charter from federal or state agency, hold a meeting to elect officers and adopt bylaws.

[8] Open the credit union to membership through the purchase of shares.

Federal Aid for the Schools

WILLARD E. GIVENS

Secretary of the National Education Association

HOPE for the maintenance of thousands of schools thru a normal term was renewed as the House Committee on Education after a series of hearings moved to sponsor a measure making funds available to tide distressed schools thru the emergency. Teachers may be greatly encouraged by an increasingly favorable opinion toward federal responsibility for help in the support of education.

More than 100 bills which would affect education, many of them relating to federal aid, were introduced in the House of Representatives during the late winter and the spring months.

In the upper house, Senator Bronson Cutting's proposed amendment making available up to \$40,000,000 federal emergency aid for the current school year from the \$4,880,000,000 Work-Relief Bill was adopted by a vote of 55 to 25. The amendment was later stricken out in the Conference Committee of the Senate and the House of Representatives. An amendment offered by Senator Matthew M. Neely, West Virginia, to the same measure, making mandatory the expenditure of \$500,000,000 for the construction of school buildings thru-out the United States would have carried with a shift of only six votes. The consideration shown these measures is significant. They represent the first instance in either house of a record vote on a proposal involving such large sums for federal aid to schools.

The eighteen months' intensive effort of the National Education Association and cooperating groups, working thru the National Committee for Federal Aid to Education, is beginning to show results. Letters and telegrams from teachers, school officers, and other citizens to members of Congress and officers of the federal administration have been most helpful. Not for many years has there been a more clear-cut example of effective cooperation of teachers thru their state and national professional organizations. The committee headed by Superintendent James H. Richmond, which was continually at work thru 1934, was reorganized in January 1935 with the following members: Sidney B. Hall, chairman; John

K. Norton; George F. Zook; James H. Richmond; Willard E. Givens; James N. Rule; and Arvie Eldred. James W.

LOCAL TEACHERS CAN HELP—

LSchool officers and other prominent citizens are urged to write personal letters at once to President Roosevelt describing the local situation. Point out needs for the following: [1] adequate school buildings, [2] emergency financial aid for this year and next, [3] distribution of federal funds for education thru constituted school authorities, [4] adoption of a national policy on the equalization of educational opportunity thru a program of permanent federal aid to schools.

Cammack, Jr., whose work as executive secretary of the committee thruout 1934 was directly responsible for many of its achievements, was appointed to the same position in 1935.

Among steps which pushed forward the federal emergency program during the past year were a series of conferences covering the western states last fall under the auspices of the Joint Commission on the Emergency in Education of the NEA and the Department of Superintendence; a survey by the NEA of the school situation in the drought states; and a conference of chief state school officers which met at the NEA headquarters building in September. These superintendents drafted a program for federal assistance in keeping schools open. Their statement was placed before President Roosevelt together with a similar recommendation made by the U. S. Office of Education. Soon afterward, newspapers reported a statement issuing from the White House that "President Roosevelt yesterday laid the ground-work for extending federal financial assistance to schools whose funds have been greatly depleted by the depression."

The following resolution adopted by the Department of Superintendence at its Atlantic City meeting in February

further strengthened the efforts to secure federal aid:

We ask that the emergency aid necessary in distressed areas to keep the schools open in order that children may not suffer the loss of educational opportunity be based upon a program similar to that which the federal government has provided in other vital areas of our life; and that this program be administered thru the Office of Education, and the regularly constituted educational officers of the various states.

When the first weeks of 1935 passed and there was evident reluctance on the part of the FERA to provide the financial assistance which school officers had expected, the NEA redoubled its efforts to secure action before many schools should be compelled to discontinue their sessions.

The House Committee on Education held a series of hearings at which U. S. Commissioner of Education John W. Studebaker; FERA Administrator Harry L. Hopkins; Howard A. Dawson, specialist in school finance, U. S. Office of Education; William G. Carr, director of the Research Division of the NEA; Walter D. Cocking, state superintendent in Tennessee, as a representative of a distressed state; and others were invited by Chairman Vincent L. Palmisano of the House Education Committee to outline the emergency needs of the schools.

Commissioner Studebaker, in his testimony before the committee, urged that federal funds be used to keep schools open; that the administration of these funds be placed in the hands of the United States Office of Education and state departments of education; that no less than \$500,000,000 be allotted from the work-relief appropriations to school building construction; and that \$300,000 be appropriated for a comprehensive study of the problems of financing American public education.

FERA Administrator Hopkins called attention to the limitations imposed by the necessity of administering federal aid to schools thru an agency of relief. "The FERA is not set up as an agency competent to deal with the school situation in America," said Mr. Hopkins. "We were set up to deal with unemployment relief. . . . Mr. Lee's bill provides that . . . the administration

shall be in the Office of Education. I think that is altogether desirable. . . . I feel pretty strongly that the relief office should not have anything to do with it."

Dr. Carr of the NEA reviewed the work and policies of the organization toward federal aid, and presented to the House Committee the result of a telegraphic survey of educational conditions thruout the United States—the most recent information in the hands of Committee members as they proceeded to frame legislation for relief to distressed schools. Dr. Carr brought evidence to show that 1584 schools in eleven states had already closed and that 10,152 would be forced to close if teachers' salaries were to be paid in

cash. His study indicated that twenty-seven states needed the assistance of federal funds to maintain terms of normal length in the current school year.

Dr. Dawson's testimony before the Committee was comprehensive and convincing. In his investigations in the field as an official representative of the FERA and the U. S. Office of Education, he found that the deficits in school treasuries of twenty-five states for the year 1934-35 would amount in the aggregate to nearly \$32,000,000. In these states, three and one-third million children, nearly one-eighth of the total number of enroled pupils in the nation, were threatened with shortened school terms. The facts regarding the low

salaries teachers were receiving in some areas, brought expressions of astonishment from members of the Committee.

While education still awaits the same kind of recognition for education as has been granted to trade and industry and agriculture in the present crisis, the threat of shortened terms has been removed from many thousands of schools as a direct result of professional organization with constant representation in the nation's capital. Not only have steps been taken to secure much-needed financial relief in the emergency, but progress has been achieved toward a permanent program of federal aid to schools which will make educational opportunity more nearly equal thruout the nation.

The Teacher's Oath of Allegiance

THE MOVEMENT to require teachers to take an oath of allegiance found expression during the winter in numerous bills presented to legislatures.

Early in April, Governor C. Douglass Buck of Delaware vetoed a bill requiring such an oath on the ground that it was unwise and unnecessary.

The New Jersey legislature has before it a bill which would require teachers to take the same oath as other officers of the state.

The Washington Post for April 12, 1935, records the defeat of the "teacher's oath" law in Illinois.

Certain of the midland legislators recognized the intolerable implications of this attempt to legislate loyalty. To them, the proposal constituted an unwarranted invasion of individual conscience and, therefore, offered a serious threat to the fundamental concept of Americanism. Wise in the ways of legislating, they adopted the strategy of fighting absurdity with absurdity. An amendment was put forward which would have compelled male teachers to wear red, white, and blue collars, and female teachers to dress with red, white, and blue cuffs. Amid gales of laughter it was passed by a *viva voce* vote and solemnly declared adopted by the Speaker. Later, on a record vote, it was snowed under, but not before the fatuousness of the entire proposal had been impressed on the assembly.

Secretary Hugh Nixon, of the Massachusetts Teachers Federation, speaking before a committee of the Massachusetts legislature on April 4, set forth admirably the point of view of the teachers in a statement from which the following paragraphs are selected:

The proponents of these bills are products of the schools which they now cast under suspicion. Where but in the schools did they

learn the literature and the music and the history and the understanding of democracy upon which patriotism is based? Our flag flies over every school; our national songs are sung in every school; our national literature and our national history are studied in every school. Where if not in the school is the foundation of patriotism built?

Teachers resent this nationwide drive to make them jump thru a hoop at the behest of an organized minority who are using the whip of suspicion and misrepresentation. Why do not the proponents use the more effective and considerate procedure of complaining to school committees [boards of education] about teachers whom they suspect?

Mr. Gilbert Deere of the San Diego, California, highschool, issued a statement which set forth another aspect of the situation and from which the following paragraphs are taken:

Let us swear—In the event that any of the numerous proposed bills now pending in the state legislature requiring teachers to take an oath supporting the U. S. Constitution becomes a law, I shall interpret its enactment as a compliment to teachers. I shall regard it as a recognition of the particular function of the teacher in promoting and preserving that ideal of democracy for the advancement of which our Constitution was framed.

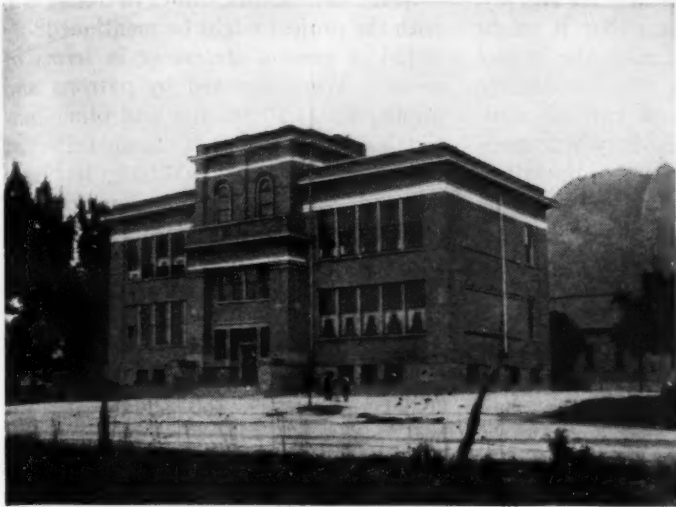
When I take the oath to support the Constitution I shall take an oath to support *all* of the Constitution. I shall not forget that an important part of that Constitution is the first amendment. I shall especially remember that the Constitution goes further than merely restraining Congress from making any law "denying" the right of freedom of speech but that it restrains that body from making any law even "abridging" that right. I shall believe that when our forefathers adopted that amendment they were pledging anew their "lives," their "fortunes," and their "sacred honor" in an effort to perpetuate the philosophy of democracy embodied in the second paragraph of the Declaration of Independence. In swearing allegiance to the

Constitution, I shall accept, as a solemn obligation imposed upon me by their sacrifices and my oath, the duty of resisting, by all proper means, any law of Congress, any act of the state legislature, or any action by any group, that seeks to "abridge" the rights therein guaranteed.

Let us not be blind to an obvious situation. It requires no supernatural powers of discernment to realize that democracy is grappling with fascism no less than with communism for mastery thruout the world. Our own nation is one of the battlegrounds of that struggle. I should regard my oath as definitely enrolling me under the banner of democracy for this struggle. But when I say democracy I do not mean an emasculated democracy. The very essence of democracy I understand to be the right of the individual voice to be heard. Let us, as teachers, rejoice that we are to be chosen as the particular guardians of this and other important constitutional rights. We shall not be unfaithful to our trust. Such a trust imposed upon teachers should go far toward emancipating them from a certain diffidence they have hitherto showed in expressing themselves freely upon constitutional, political, social, and economic questions.

The American Academy of Political and Social Science used as the general topic of its 39th annual meeting in April, "Socialism, Fascism, and Democracy." The July number of the *Annals* will contain discussions of the meeting.

The Committee on Education of the U. S. House of Representatives has published the report of its hearings on HJ Res. 339, "memorializing the states of the Union to require the taking of an oath of allegiance to the Constitution of the United States by all teachers of the public schools and other institutions of learning and for other purposes."



EDITORIAL NOTE—The following article tells how the grounds of Oakwood school at Cottonwood, Utah, were changed from an unsightly, uninviting appearance to one of great

beauty. In addition, other significant results were accomplished. THE JOURNAL is happy to present this story, because it shows what a small community has achieved. The population, during 1931-34 when this project was carried on, numbered 675, the number of families being 102 and those with children of school age, 68; the number of pupils, 111; the grades, one to six; the teachers, four. The residents are farmers and business men of Salt Lake City, ten miles away. The school grounds contain 3½ acres. The Oakwood school is one of 23 in Granite District. The principal, George Marchant, cooperated 100 per cent at all times. A beautifully illustrated book, describing the project, was carried

A Rural Community Beautifies Its School

to Atlantic City last February by Calvin S. Smith, superintendent of Granite District, who lent it to the editor. From this book, the story and illustrations are taken.

STILL sits the schoolhouse by the road, A ragged beggar sunning."

Yes, in spite of all our modern interest in education, in 1931 this Oakwood school still looked a veritable beggar. As early as 1871 the property had been set aside for a public school. The little log schoolhouse had gone, the two-room brick building with its pump and inevitable hitching posts was in the discard too; a good two-story brick building now confronted the passerby. In years past

efforts had been made to level the grounds, part of which had once been a creek bed. In 1922, the principal and associates had done an enormous amount of work, leveling, hauling off rocks, and

erecting a flag pole. Unfortunately, at some earlier time, the groups of native oaks from which the school derived its name had been destroyed, and now, with the exception of a thrifty crop of weeds, the grounds were practically devoid of any vegetation and were still unlevel and rocky to the danger point.

True there were white curtains at the windows, plants too. The teachers inside were apparently doing their best, but should this education business begin and end with the closing of the school door? How many people ever went inside that door anyway? Only those who had to—and no wonder—a weedy rock-strewn yard; a decrepit old building, threatening safety, in the rear; and in the south



Bringing a load of Colorado Blue Spruce across the river; a class of beginners planting its own tree

front, because it was slightly lower than the road, a thriving community dumping ground. Did such a scene invite one to pause and consider favorably the benefits of education? Worse still what pernicious influence might it not be exerting in the lives of the hundred or more children who spent so much of their time here? On the other hand couldn't beautiful well-kept grounds be a vital force for good in the lives of these same children?

Cottonwood, Utah, is not a large community, but the people take a pride in their home surroundings. Why couldn't they carry this pride far enough to include their school grounds too? Finally

cation became their special pride and joy.

The thought came up that it might be impractical to beautify the school grounds because of the possible damage from stray animals and careless children—even the word devilry was mentioned, by some, in speaking of the latter. Most of us felt that these hazards were largely imaginary, however, and that when the grounds were beautified there would be a real community interest in keeping them so. Each individual was made to feel this was his property to protect. Each person was given incentive to keep beautiful something that had been created by his own hard work.

Seven outstanding things in connection with the project might be mentioned:

[1] *A general statement in terms of money:* Work donated by patrons and pupils, \$2021.50; plants and other materials donated, \$362; cash collected from various sources, \$572.73; fertilizer donated, \$60; materials and money furnished by the schoolboard, \$99; RFC and CWA labor contributions, \$867.70.

[2] *Rocks, gravel, and soil* hauled on and off grounds: 956 tons.

[3] *Amount of planting done:* 106 hardwood trees; 240 shrubs and roses; 75 evergreens; 23,760 square feet of lawn planted.

[4] *The manner in which landscape principles and practises* have been used to solve a difficult problem.

[5] *The whole-hearted cooperation of the people*—The amount of labor and material donated is quite unusual as is the fact of universal participation. Eight different organizations outside of the school took part. In the preparation of a book of photos and text describing the project, we were assisted by an artist in the community. This man also worked with pick and shovel hauling away rocks. "I am glad with the rest," said he, "to make my contribution. Outside of the pleasure I have had, I have a little girl who will soon be in school." This is the spirit that has put our project over!

[6] *The remarkable change in public attitude toward the school*—There is now a fine spirit of public ownership, interest and community pride, whereas formerly people were indifferent to and almost ashamed of the school.

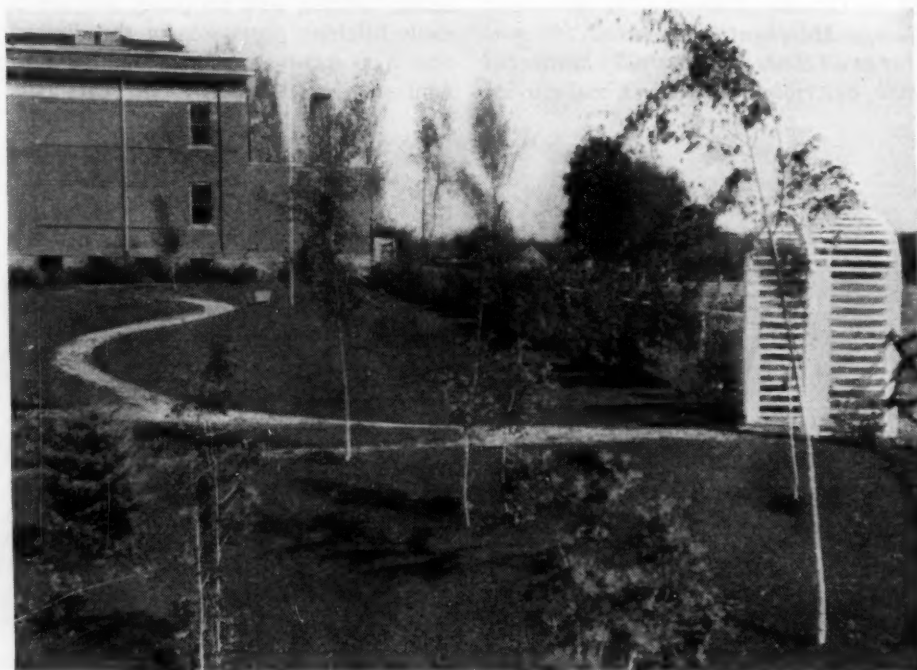


The community unites to create beauty

under the leadership of three or four who saw the situation clearly, the whole community moved forward, whole-heartedly, doing just this.

A letter addressed to the head of each family asked the donation of two days' work whether or not they had children in school. The plan was to include everyone in the community. The project was sponsored by the parent-teacher association. A committee of three directed the activity. Before any work was done a plan was carefully drawn and approved, and the schoolboard, altho unable to help financially, had cooperated by promising to care for the grounds after they were planted.

The difficulty of the job and the limitation of means made it necessary to look ahead five or six years. We planned for a beautiful community recreation center, not just something for the pupils attending school, altho for them, this beautifi-





The same spot—before and after

[7] *The orderly way in which the work has been organized and executed*, and the persistent effort of the few who were determined that the project should go forward. Accurate records have been kept from the beginning. Each night a note was made of the amount and kind of work done as well as the people participating.

Some difficulties of our task were:

[1] Every part of our schoolgrounds presented a challenge for work.

[2] A detailed statement of the work done shows the vast amount of work necessary: rocks and gravel hauled off, 263 tons; soil and clay hauled on, 607 tons; rocks for rock garden, 47 tons; granite stones for "dry" wall, 39 tons.

[3] Our third difficulty was lack of funds. Our community is small but the amount we collected from various sources [\$572.73] was sufficient for our immediate needs.

[4] A fourth difficulty was limited labor due to small population. However, the equivalent of \$2021 was donated, as shown above. We reckoned work done per hour as follows: children, 15 cents; men, 40 cents; teams, \$1; and trucks, 62½ cents.

The solution of our problems:

[1] We adapted our plans to conditions as we found them. The junk pile was transferred into a rock garden—the swamp into a bog garden and pool. The foundation stones of an old building were used to solve the problem of a four foot difference in elevation.

[2] In order to get evergreens of desired size, we obtained permits and went



to the mountains. Colorado blue spruce were found 87 miles distant and red cedars 96 miles distant. Many of our shrubs were dug along nearby streams.

[3] In order to promote a feeling of pride in ownership with the accompanying desire to protect and care for his property, it was decided to give each child a tree—his name to be placed in a sealed bottle at its roots and a tag fastened to one of the branches. Teachers, school officials, and other deserving citizens were likewise honored. A space was left where each succeeding class of beginners could plant one tree for the entire group.

[4] Lack of money stimulated our ingenuity.

[5] We received many contributions from private gardens. However, we were not given "cast off" plants. Where proper varieties were not forthcoming, we purchased from a reliable nursery.

[6] Before starting the project the schoolboard promised to care for the planting. In constructing the rock garden, we were directed by a member of the committee who is an authority on Alpine plants and rock gardens.

[7] We asked the most wellto do to contribute cash. The teachers planned school entertainments for which a small admission charge was made. The children were proud to sell tickets and felt a definite responsibility. Interested individuals came to our rescue and planned two projects.

[8] Various agencies, besides the parent-teacher association and school, were

drawn into activity in the committee, as follows: county commissioners, local road supervisor, board of education, LDS Womans Relief Society, Young Mens Organization, local troop Boy Scouts, Flower Club, Bishopric LDS Ward.

[9] Because of the immense amount of work and the long period over which our plans carried us, it appeared at one time as tho we were not going to be able to finish the job in accordance with the plans. People were getting tired of donating their time. One leader worked over 70 days without any remuneration. At this point the CWA came to our rescue



The children enjoy the walks and lawns

and lessened the necessity for so much volunteer labor. With this additional help, we put our project within sight of completion. Had it not been for a determined leadership and a close cooperation between committees and officers, this project would never have reached its present standard of beauty.

Educational value of activity and enrichment of community life include such points as:

[1] *Community pride and feeling of ownership*—This is an outstanding value and developed as a result of universal participation. *Doing is education* of the highest order. Children as well as adults are now interested in protection of public property. A broken window except by accident is now unknown and the general conduct of young people seems to be in proportion to the *order* which has been established around this community center. People formerly drove rapidly by the school building as if ashamed. Now they stop to visit and admire.

[2] *The realization of what can be done under difficulty*, and in addition to this, people have been taught *how* to do it!

[3] *Application of the principles in landscaping*: The grounds were divided into play and beautified areas. The playgrounds were located away from the highway. Plans were adapted to the natural landscape. Walks were made directly accessible to various points of interest, so that destruction of plants is avoided. Hardy and otherwise adaptable plants were used. By getting most of our evergreens from the mountains we were able to get immediate results. A variety of playground activities was planned. Location of the grove of trees on the north side allows the sun to shine on the

playground. A definite plan has been followed from the beginning but slight changes have been made where advisable. While a wide variety of trees and shrubs has been purposely used for educational purposes, they have been arranged so as to present a unified and pleasing effect. In building the rock garden, we tried to follow the lines of a natural moraine, keeping in mind the needs of alpine plants. A studied restraint was exercised in the selection and arrangement of the rocks. Seats have been arranged at interesting points for the convenience and pleasure of the children and also lovers. We already have two or three "matches" to our credit! We solved the problem of a steep slope by building a unique retaining wall with irregular granite blocks from the foundation of the old school building. The light granite formed a beautiful background for several varieties of clinging plants. The area which formerly was an unsanitary swamp was transformed into a pool around which was placed dainty varieties of iris and other bog plants. The patrons and pupils were shown how to select, dig, and plant evergreens.

[4] *The work of the school children was important in two ways*. First and most important, it gave them a feeling of ownership and an interest they could have got in no other way. Second, the work done by them was a substantial help. In all they worked 1165 hours!

[5] May Day is play day. A May Festival held the first Friday of May is an annual event. This is a special day for the parents and what an attraction it has proven to be.

[6] Planting day was a real community affair.

[7] Honor was given to deserving citizens.

[8] The entire community participated.

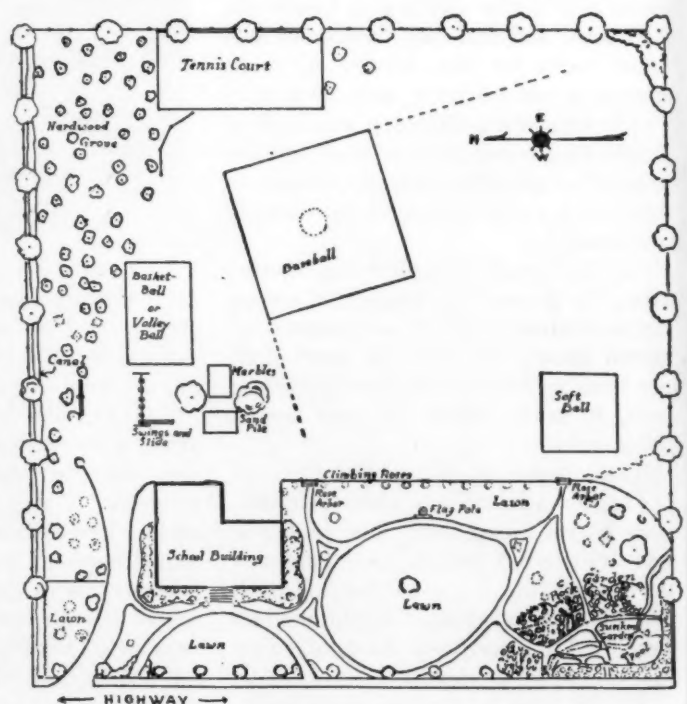
[9] The playground is enjoyed both in summer and winter.

[10] Patriotism and pride in our community has deepened.

[11] The project has served as an inspiration to other public buildings and home owners. Humble and unattractive houses have been transformed into beautiful homes.

[12] A wide variety of plant life on the schoolground makes nature study vital.

God made a garden because He saw
Life was good by a garden's law
Flowers for love, and fruitful trees
Soul and body may grow with these.
God made a garden because He knew
There must be work for His sons to do.



Plan of Grounds, Oakwood School

Procedure for a Panel Discussion

LILLIAN GRAY

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THE TYPE of group discussion known as the panel discussion is rapidly increasing in popularity. During the past two years panel discussions have been successfully used on programs at teachers institutes, at educational conferences and conventions, at community gatherings, and even as a part of the classroom technic in highschools and colleges. Unfortunately, the panel discussion is developing without benefit of much organized nurture. Many incorrect procedures have been adopted due to misconceptions regarding the form and purposes of the panel discussion. It may, therefore, be of professional service at this time to define the panel discussion, and explain its genesis, setup, personnel, and procedure.

The word, panel, was derived from the jury term, and as is the case with the jury panel, denotes a list of persons called to serve in a judging capacity. However, instead of considering the fate of someone in court, as is the case with the members of a jury panel, the members of this new type of panel meet to consider the fate of a given topic.

The panel discussion came in answer to a plea to make group discussions more informal and less selfconscious, and is not to be confused, as is so often the case, with a formal type of discussion known as the open forum, in which each speaker on the program stands up and presents his point of view, without interruption, for a stipulated period of time. In a panel discussion the attempt is made to approximate as closely as possible the spontaneity characteristic of a conversation in life.

The environmental setup for a panel discussion is an important element to consider. Each member of the panel should be sitting comfortably at a table to insure an informal atmosphere. The members, including the chairman, should talk from a sitting position. Seating arrangements are important or unimportant depending upon the personnel of a particular panel. More dominant talkers may be placed at each end of the long table, required for the panel. People holding opposing views may well be seated rather far apart. Members inclining to be somewhat timid may be seated near the chairman for additional moral

support and encouragement. Women and men should be evenly distributed about the three sides of the table that are used. The fourth side of the table is left unoccupied so that the audience can see everyone on the panel.

As for the personnel to be included on a panel, many authorities consider six the minimum number to serve. However, any number from six to nine is advisable. Four are usually too few and twelve too many.

In selecting people to serve on a panel, certain qualifications are considered. A group of people is needed who have had experience in the give and take of the almost lost art of conversation. The richer the vocabulary, the wider the reading, and the broader the cultural background of those on the panel, the more stimulating and invigorating, as well as instructive, will be the discussion in which they engage. Paradoxically, a panel is often more successful if the members on it do not have the opportunity to say one thing that they have specifically prepared in advance, but when, instead, they draw from their experience, and speak spontaneously at the challenge of the moment's demand.

As for the actual procedure itself, the chairman first introduces the members of the panel, with mention of their professional status. Next the chairman states or reads the question to be discussed. Controversial issues promote the most interesting discussions. It is helpful to have both topic and questions mimeographed for distribution to the members of the panel and to the audience. Without any lengthy introductory speech by the chairman the panel is declared open. Someone at the table makes a remark or two, possibly in definition of a word or words in the question as stated. This is for the purpose of determining whether or not his colleagues are using the same meaning of the word that he is using in his own thinking. After this initial plunge, which does not have to be formally recognized by the chair, others on the panel enter the conversation informally. They subtract from, or add to, or modify in some way what has been said or is being said. One after another, in no particular order or sequence, the members of the panel enter the discus-

sion. There is no limit to the number of times each may speak and no order in which they speak. However, it is important to remember that prolonged speeches are out of order and interruptions in order.

Usually the members of a panel are sufficiently civilized to discuss controversial issues without allowing a difference of opinion to result in a personal grievance. The members of the panel may, and should, interrupt each other as people do, naturally, in a conversation. The panel represents collective thinking at its highest level. Collective thinking implies that no one can go off as a separate individual on a separate tangent, and think out loud by himself, without check or hindrance from the group.

The chairman of the discussion has several functions. Besides introducing the members and reading or stating the question, he holds the panel more or less informally to the topic under discussion, in order to prevent too far wandering afield. This restraint from the chair does not necessarily preclude the recital of personal illustrations and examples to clarify a given point of view. The chairman, however, sees to it that each member on the panel has the opportunity to speak not once but several times. Any speaker lacking in what Dr. Cubberley calls "terminal facilities," should be tactfully checked by the chairman who can call on someone else for an opinion at the crucial point. To the chair also is allocated the task of summarizing the discussion. This summary represents a consensus of opinion, a larger view that the group has evolved, rather than any conclusions or decisions, as is the case in a formal debate. After the summary, the chairman rises to ask for questions and statements from the floor. The hour usually set for a panel discussion can be divided so that the members on the panel talk for forty minutes, leaving twenty minutes to the members in the audience to round out the discussion.

In conclusion it may be said that the more a panel discussion resembles a brilliant, witty, and lively conversation, the more successful will it be from the standpoint of fulfilling its aims and pleasing the audience.

Must Democracy Die?

ROYCE S. PITKIN

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MUST DEMOCRACY DIE? It seems too bad to see it expire before it has really flowered. Yet we cannot be oblivious to the fact that the great majority of the people of the world now live under dictatorships. Neither should we refuse to see the spectacle of an American state ruled by one man in whose hands has recently been placed the power to select and to dominate that state's fifteen thousand public-school teachers. Nor should we forget that the American Liberty League is sponsored, not by a group of workers, farmers, and professional men, but by persons whose idea of liberty seems to be the liberty to exploit their fellow citizens. Shades of the Sons of Liberty of Revolutionary days! One cannot refrain from asking again with Patrick Henry "Are we disposed to be of the number of those who, having eyes, see not and, having ears, hear not the things which so nearly concern our temporal salvation?"

Must democracy die? Shall we never have government of the people, by the people, and for the people? Must our rulers always be those who put their faith only in profits? Shall we surrender without a struggle? Must it be written in the records of history that the teachers of America bowed in supine acquiescence to the will of those who sought to arrogate to themselves the economic and political power of the nation?

Must democracy die? We certainly hope not. But what can the ordinary teacher do? This is a large country; the teachers constitute a small minority; their work is with children; and the forces at work outside the school often tend to nullify the teacher's efforts in behalf of democracy. Admitting these handicaps and many others familiar to everyone in the profession there is much that the teacher can do to bring about industrial as well as genuine political democracy. The ministers of the nation are doing a great deal and the teachers might well follow their example. If the ordinary teacher, whether in the small country town or in the large city, will take two steps, democracy stands a good chance of becoming a living reality within a generation.

The first step to be taken is that of self-education. The teacher should in-

form himself concerning the tremendous forces at work in the modern world. This information can be obtained by

WHAT DO WE MEAN BY DEMOCRACY?—We speak most often of the *political* side of democracy. The democratic idea in government is that the people shall decide the form of their government and the policies it will pursue. ♦ We may also think of democracy from the *social* standpoint. Professor Tufts declares: "The finest and largest meaning of democracy is that all people should share as largely as possible in the best life." ♦ We may also consider democracy from the *economic* side. Says Professor Munro: "By economic democracy we mean the right of everyone to determine for himself his own occupation and the means of earning a livelihood, all of which involves freedom of contract, the right to labor, and the right to hold private property." — *Preserving American Democracy*, Current Problem Series, No. 5, Pittsburgh Public Schools.

group discussions and thru reading. One hardly realizes the extent to which one's reading determines his thinking on fundamental issues. Therefore, every ordinary stand-pat publication that is read should be balanced by a journal of a critical nature, such as the *Progressive*, the *Nation*, the *New Republic*, or *Common Sense*. For every novel that is read the teacher might well read a book on modern economics by such writers as Stuart Chase, John T. Flynn, or William T. Foster. Then she should familiarize herself with some of the great issues that are before us, thru the reading of such significant books as Berle and Means' *The Modern Corporation and Private Property*, Lewis Corey's *The Decline of American Capitalism*, George Soule's *The Coming American Revolution*, Norman Thomas' *Human Exploitation* and Henry Wallace's *New Frontiers*. Along with the usual professional jour-

nals it would be stimulating for the teacher to read such an educational magazine as the *Social Frontier* which, under the editorship of George S. Counts, is frankly devoted to social reconstruction. Moreover the teacher would find it quite revealing to familiarize himself with a few of the consumer cooperative movements now underway in America, among which might be mentioned Consumers' Research and Cooperative Distributors.

Having started on this program of self-education, which must continue till the end of life itself, the next step is to help others educate themselves. To be sure, that is the teacher's regular job—but if we are to secure that wide diffusion of knowledge which the Fathers insisted was essential to the maintenance of a democracy, the teacher must carry her educational activities to the adults of her community.

This second step may be taken by different methods. The teacher who has a flair for writing can contribute articles to the local press. The teacher who can talk to adults can discuss some of the issues of the times before various groups in the community. The teacher who is a "joiner" can help to give vitality to the meetings of her many clubs and lodges by suggesting and helping to arrange programs that deal with matters of concern to the ordinary people of the nation. The teacher who prefers fireside circle activities may join one of the reading groups to be found in so many communities and may suggest, for group-reading, books that will help the average adult to understand better the problems that face America. Other teachers may wish to encourage intelligent criticism and study by helping to organize open forums for the discussion of trends in American life and thought at which all shades of opinion may be aired. Still others may prefer to meet with small groups of intellectual leaders of the community for the purpose of coming to grips with the facts of life.

Must democracy die? Not if the teachers of the nation will join with such interested groups as the ministry, labor, and the liberal press in directing their energies in an intelligent manner to its preservation.

"Terrorism" on the Radio!

THOMAS R. HENRY

GANGSTERS, gunmen, spies, masked murderers, counterfeiters, bad Indians, air bandits, dope smugglers, Oriental torturers—

Nerve-torturing shriek of police sirens, rattle of machine gun, sickening crash of fallen airplanes, despairing cry of the murderer's victim—

What conglomerations of horrible sights and sounds are the dreams of Washington children! No wonder the little boy sneaks his toy pistol under his pillow unbeknown to mother or steals from under the sheets in the middle of the night to put on, underneath his pajamas, the "bullet-proof vest" he has just gotten by mail. No wonder his sister screams hysterically in her sleep and no wonder, when mother goes to discover what is the matter, her pillow is found damp with tears.

Voices in the night—And no wonder fathers and mothers with children between four and fourteen—especially those who come home weary in the late afternoon—are considering seriously either some fancy banditry of their own or mass suicide.

"The Shadow knows—ha-ha-ha-ha."

"Now I've got you, Buck Rogers. I will disintegrate you. I will be king of the universe."

The malevolent voices break into their sleep. They hear the moans of widows, the triumphant challenge of the conqueror-criminal. No longer is it possible for them to find peace in the bosom of their family of an evening. And no longer is it possible to find peace outside, for wherever they seek it—in church or cocktail room—they are met with the same blood-curdling "ha-ha-ha-ha" of the omnipresent, all-knowing Shadow, or the sinister threats of the space-ranging Killer Kane.

Everybody complaining—It is to this sad estate that the radio—perhaps the most marvelous product of human intelligence in the twentieth century—has fallen in the winter of 1935. Everybody is complaining. All parents one meets have lurid tales to tell of incidents in their own homes. Apparently it is a nationwide condition, since the offensive programs are broadcast on nationwide chains. But nobody seems able to do anything about it.

In case anybody doesn't know what

this is all about it may be explained that—starting at about 4:30 and lasting until 8:30 or 9 every evening—a continuous succession of episodes of serial stories intended for children is broadcast. One follows another without any breathing spells, except for the interval devoted to extolling the products of the sponsors.

They are staged by excellent actors. The serials have been written by masters of the art of sustaining interest. They are exciting, lurid, and highly emotional. They deal, for the most part, with criminal activities. They have acquired a powerful and pernicious hold on the interests of the children. Little boys and girls sit with their ears glued against the radios, their eyes bulging with excitement or filled with tears, their faces flushed, their hearts thumping.

Parents suffer, too—They are oblivious to everything that goes on about them. Mother calls them to dinner. They do not hear. They are far, far away—hurtling in a space ship between Neptune and Pluto, fleeing from a Northwest mounted policeman over Arctic drifts, opening wide the throttles of their airplanes to escape the bandits who are swooping upon them from the clouds to steal the mine pay roll, rushing to the poor widow with her lost brother's fortune before the crafty lawyer arrives with the sheriff to set her furniture on the street.

Finally, after repeated calls go unanswered, they are led away, protesting, to the bathroom to wash their hands. They come to the table. The radio is turned on loud. The meat and potatoes are cold. Father and mother are discussing the events of the day. They are implored not to talk. It interferes with listening. They gulp their food. Back to the radio again.

"Leave it on, Mother"—Perhaps some station has a program the elders wish to hear—some choice musical broadcast, a sports discussion, the news of the day. The dial is turned. There is a tearful protest. How can folks be such morons as to turn on such silly stuff when the bandits have just cornered Dick Tracy in the abandoned mine, or the leader of the cattle "rustlers" has a gun leveled at the head of brave Tom Mix, or Buck Rogers' space ship has just

broken down and is just ready to crash on Jupiter with something mysteriously wrong with the de-gravity belts.

So it continues as the evening passes. Bedtime comes. The children are told to undress. They beg, in tears, to listen to just one more program. If they are refused, it is gross injustice because their playmates next door are allowed to listen every night. Only after a word fight, and sometimes a physical struggle, are they gotten into their pajamas and tucked between the sheets. There they toss nervously before going to sleep and going thru it all again in their dreams.

Home a nightmare—Home, in the early evening, has become a nightmare. Fathers, mothers, grandmothers, uncles, and aunts are being driven to distraction. As for the children—they are becoming nervous wrecks. Every nerve is tense as they listen.

Somebody might suggest that the remedy is simply to turn off the radio and refuse permission to listen at all. It isn't quite so simple as all that. Like most other evils this one was not born in its full hideousness. Insidiously it has crept upon a suffering world. It started, as this particular sufferer recalls the growth of the nightmare of our times, about two years ago with a couple of serial stories which were harmless enough. Perhaps the first recounted the rather innocent adventure of two little boys, Skippy and Sooky. Shortly afterward a highschool hero named Jack Armstrong—a holier-than-thou lad whom one would like to give a healthy sock in the eye just as a matter of principle—appeared on the scene in a program sponsored by a popular brand of breakfast food. Jack was forever making home runs with the bases loaded, running the length of the field for a touchdown just 10 seconds before the final whistle, lecturing some less elevated school fellow on the morals of good sportsmanship, etc.

What a boy is Jack—He was the "typical American boy" and he was ably seconded in all his uplifting activities by Betty Fairfield, "the typical American girl." But just about the time even the eight-year-olds were almost ready to give Jack and Betty some swift kicks where they would do the most good the whole tenor of the serial changed. Almost before the parents realized what had hap-

pened noble Jack and beautiful Betty were engaged in foiling the plots of vile gangsters, circumventing the schemes of the wicked banker, and being rescued on the split second from all sorts of dangerous situations. But the change had come so insidiously it almost escaped notice.

Jack and Betty, of course, owed their lofty characters and sturdy young bodies to the fact that they always ate a certain variety of breakfast food. It happens to be a cold cereal. In some families, it appears, there lingers the quaint old superstition that a warm cereal is best on cold winter mornings. One of the ideals of the hero and heroine, it appears, has been to combat this lingering superstition of a crude and benighted age.

Taught to argue—"If your father and mother tell you that you must eat warm breakfast food to keep your bodies warm just tell them that they don't shovel hot coals on the fire to keep the house warm," was one choice bit of advice. In other words, the avid listeners are encouraged to argue with their parents about what they should eat. Probably the point itself is well taken, but most parents prefer the dietary advice of their family physicians to that of the saintly Jack Armstrong.

More and more lurid, by degrees, grew the adventures of Jack and Betty. Still they were no worse than the average juvenile fiction and the average parent could not see that they were doing any particular harm. They remembered with a bit of nostalgia the Horatio Alger heroes of their own childhoods. The only difference was that the appeal of excellent acting took the place of that of the printed page. Complete identification was easier.

But other serials were coming on the air. Such, for example, was that describing the adventures of Buck Rogers and his girl friend, Wilma Deering, in the twenty-fifth century. In their day interplanetary flights had become everyday affairs. There were vivid descriptions of an imaginary world of five centuries hence. In many ways this was educational and stimulating. The listeners learned a good deal of physics and astronomy. All over the United States little girls and boys were drawing diagrams of the solar system. Unfortunately, to keep up the interest, there had to be a villain. Such a fellow was introduced in the person of a sinister "Killer Kane," who used disintegrator rays on his pursuers as freely as Dillinger used machine guns. Every episode closed with Buck and Wilma in some horribly desperate situation in midspace, in the wilds of some other planet, etc. The children were left to dream about the sad fate of their heroes.

This was merely the start. If it had gone no further there could be little valid complaint. After all, most of us sneaked a dime novel to bed now and then. The trouble was that all this served to establish the radio serial habit. It became part of the routine of life, so that a forced change could be made to appear an injustice. When parents began to be a little worried over the exciting predicaments of Jack Armstrong or Buck Rogers, they were in a position where shutting off these programs would appear in the light of unmerited punishment.

Then, starting about last fall, came the flood—heroes that made Jack Armstrong look like a babe in arms, villains that

made Killer Kane look like a Sabbath school teacher. Before the parents realized it, the children had been caught in the coils. They protested and cried when any objection was raised. They didn't come home to supper because they were listening at a chum's home to something barred in their own home.

The horrible laugh of The Shadow resounded across the dinner table.

Right in the middle of the soup the pistol of the beautiful actress-spy cut short the life of brave young Capt. Jones of the Intelligence Corps.

Meat and potatoes were interrupted by the despairing screams of the widow as the kidnapers tore her child from her arms.

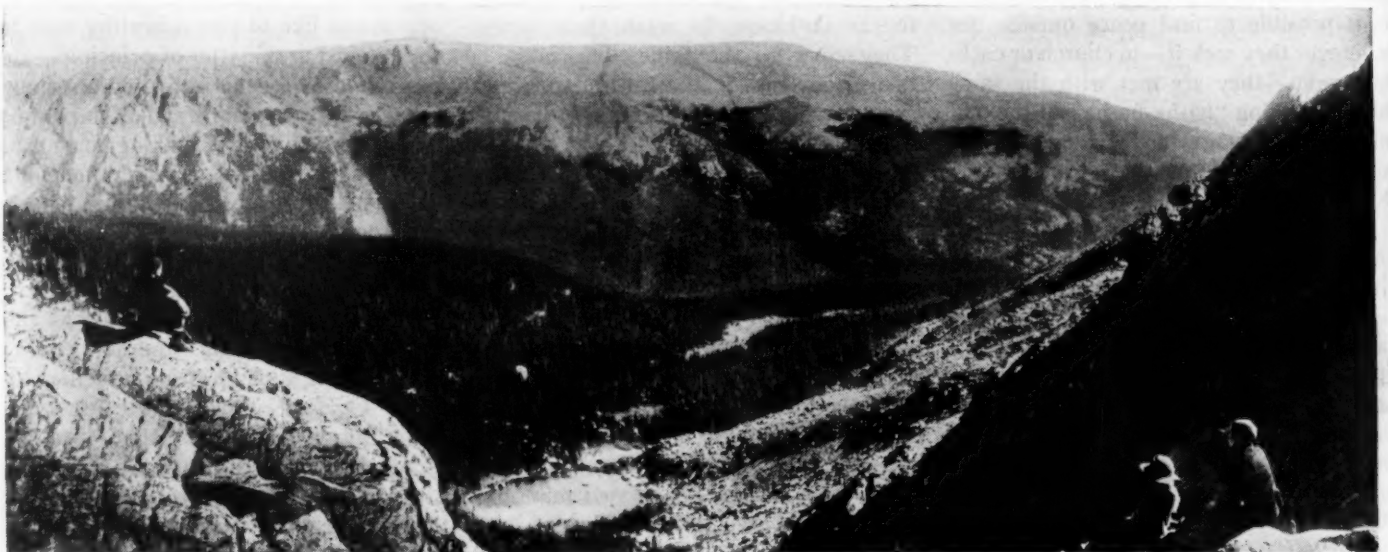
Far, far into the night—And so on until 8 or 8:30 o'clock. One after another they came. Objections to listening to them were met with tears and even hysterics.

Parents were forced to buy toothpastes and breakfast foods they hated so the box-top could be mailed to the company for all sorts of paraphernalia which had been featured in the broadcasts.

Worst of all—there were more and more instructions to children how to argue with their parents.

"If your mother tries to make you take some nasty, bad-tasting laxative just tell her you will take nothing until she goes to the corner drug store and buys you some nice, sweet, delicious —," said one announcer the other night.

This is a strange age—and here may be the strangest phenomenon of all.—*Evening Star*, Washington, D. C., March 8, 1935.



Courtesy, University of Colorado, Boulder

The skyscraping ridge along which the Trail Ridge Road in Rocky Mountain National Park leads from Estes Park to Grand Lake

A Logical Geography Curriculum

ELLSWORTH HUNTINGTON

Yale University

THE VALUE of geography is greatly influenced by the choice and arrangement of the material in the curriculum. *One important question is whether geography should begin with familiar things near home, or with strange things far away.* A shimmering, iridescent beetle in a glass bottle may lead to a most interesting discussion about the good and the harm done by insects in different geographical environments. A picture of a gorgeous red and gold butterfly from the upper Amazon may do likewise. If all teachers were highly skilful and widely informed, and if all pupils had a fair knowledge of insects, the geography of man's relation to insects might perhaps be equally well approached by way of the beetle near at hand or the butterfly far away. Unfortunately, such teachers and pupils are rare. Even among writers of textbooks a broad firsthand knowledge of the world and the power of vivid description are uncommon. Hence children often gain extremely hazy and erroneous ideas when they are plunged into strange lands without due preparation. Then, too, other things being equal, the thing near at hand and personal is more interesting than that which is far away. The fluttering butterfly on a milk weed stalk makes a greater appeal than the quiet picture of a more beautiful one in a book. A newspaper account of your own town, street, or school is vastly more absorbing than the finest description of a temple in Cambodia.

Moreover, the child cannot make intelligent comparisons until observation near home has given him standards by which to measure similar features elsewhere. Yet the very essence of geography is comparison between diverse regions. Do you remember the city child who was spending his first day on a farm? Passing him some honey, the farmer's wife remarked that it was raised on the farm. "Oh," said the child politely, "I didn't know that you kept a bee." Such a child, and his name is legion, needs to learn about bees at home. Then he is ready for the Maya Indians who follow the flight of bees thru the tropical forest and thus find tall trees that can be felled or climbed for wild honey.

But does not the unusual appeal

strongly to children? Yes, but far less than to adults. In lecturing to diverse audiences I have often noted that the easiest to interest are those most highly educated and widely traveled. They know what is unusual. Less intelligent people, including children, do not know enough to get any thrill from things that are quite unusual. The inevitable conclusion seems to be that the ideal geography course should begin near home, but should not hesitate to seek the remote and unusual as soon as the child knows enough to appreciate what it learns.

Another much vexed question is whether history should be mixed with geography. One might equally well ask the same question about botany, agriculture, economics, or geology. No good geography teacher can go far without running into all these branches of knowledge and many others. History differs from the rest mainly because it is taught in the elementary schools. The universal rule as to all the others is to use them whenever they are needed to bring out geographical facts and principles. Every textbook on general geography contains page after page on agriculture, but no one suggests that the two subjects be merged, or that all agriculture be omitted from geography. It would be absurd to say that geographical topics ought or ought not to be approached by way of agriculture. One teacher may introduce the corn belt by a brief botanical dissertation on corn versus wheat; another by a zoological discussion of hogs and cattle; a third by an explanation of soils. Each method is legitimate, each is highly valuable, and all are ultimately needed. Someone else may prefer an historical approach showing how settlement moved westward, first along wooded valleys, and then onto the open prairies. Is this either more or less desirable than the other methods? Not at all, for no one can fully understand the geography of the corn belt without the historical as well as the botanical, agricultural, geological, and zoological relationships. In the long run the historical approach probably deserves more use than any other. History is so practical and widely studied that it must constantly be brought into contact with geography.

This does not mean that history and

geography should be merged into a single course. Most teachers are very human. Therefore the teacher of a combination course is likely to give undue stress to the subject which she knows best. This gives the child an incomplete survey of one subject or the other. A far graver difficulty is that nine-tenths of the history taught in elementary schools is concerned with far less than one-tenth of the world's lands. But the very essence of a good geography course is that the whole world is surveyed. Thus it is impossible to teach either one in the most effective fashion unless the other is also used freely.

Our next question is what phases of geography are best for the beginner. The obvious answer is that descriptive and narrative material is far better than explanation. Any but the simplest explanations are wasted until the child is older. According to a fundamental psychological principle, the immature mind is interested mainly in knowing *how* things look, *how* people act, and *how* one place differs from another. The mature mind, on the other hand, wants to know *why* people differ, and *why* the regions of the earth are so diverse. When geography is first studied the children are almost completely in the "how" stage. Four years later they are well advanced toward the "why" stage. Hence, for beginners the greater part of geography must assume a narrative or descriptive form. Even at the start, however, the brighter children will ask, for example, why the coast people of New Guinea live in huts set on poles in the water. Such questions must be answered.

How can the teaching of geography best conform to the child's gradual development? Are any modes of life or any special regions particularly interesting, or especially easy to explain to children nine or ten years old?

The answer is clear. The simpler the mode of life and the more closely it depends on the immediate environment, the more nearly it fits these requirements. The American Indians offer an admirable introductory study for young children not only because they are unique, interesting, and our own, but for two other reasons. One is that wigwams, traps, canoes, and journeys after fish or game are familiar ideas. The children's own experiences and previous study make it easier to understand the Indians than the Arabs, for example. A desert environment with its bare gravel, moving sands, dusty

oases, and camels contains elements with which the ordinary child, and even the ordinary teacher, has never come in contact. The second reason is that children not only understand Indian life, but can easily grasp its explanation in terms of forests, wild animals, the contrasts of summer and winter, and other features of the geographic environment. In the case of the Arabs the oases complicate the matter a little. Moreover, one is soon confronted by such a problem as why the Arabs believe raids and plundering to be morally right. This is too complex for little children.

Examples like these indicate that the easiest geographical facts for children to understand are those connected with primitive modes of life, and with primary production among people of higher culture. Farming, mining, and lumbering, as well as hunting and fishing, depend directly upon the geographic environment. Even a young child can grasp the relationship. Since these modes of life center in villages, the village claims treatment along with primary production. This claim is emphasized by the fact that outside the United States, Canada, and Scandinavia, the vast majority of farmers live in villages and not on separate farms.

The geography of secondary occupations, such as manufacturing, commerce, and transportation, as well as of civilization in general, is comparatively difficult. Hence it should be deferred until primary production has been fully covered, and the child has developed greater powers of reasoning. The secondary occupations center mainly in cities. Accordingly, altho cities must of course be located at an early stage, their main study may well be postponed.

No one continent as a whole can rightly be called easy for the beginner. Each contains vast areas where primary production and village life are dominant and far smaller areas where the secondary occupations and city life prevail. Insofar as Africa is the least urbanized continent, it is the easiest to understand. At the other extreme come the most highly industrialized sections of the northern United States and western Europe. But a full understanding of any continent, even in the elementary school, requires some knowledge of the whole range of topics from primitive hunting to modern industry.

This brings us to the old problem of one-cycle versus two-cycle geography. The objections to both are well known. If the continents are studied only once in the elementary school, the continent that comes first must be finished long before the child can comprehend the more complex relationships of the secondary

occupations and of cities. North America, because it is our own, is naturally studied first. But it is also the continent about which the child needs fullest information, and its urban and industrial life cause it to vie with Europe as the hardest to understand. Therefore a one-cycle course beginning with North America usually comes back to the United States at the end. Moreover, teachers find that children need a general view of the world near the beginning of their geography. Hence in practise there is no such thing as a pure one-cycle course. The main objection to a two-cycle course is that usually the two parts are so much alike the child learns little the second time and is bored.

But why have either a one-cycle or a two-cycle course? Why not divide geography into two phases, descriptive and explanatory, corresponding to the child's development. The first phase naturally deals mainly with primary production, villages, and the simpler modes of life. Its main emphasis should be on *how* the various parts of the world differ. The second phase deals mainly with the secondary activities, the cities, and the problem of the differing stages of civilization. Its emphasis is on *why* the earth is so diverse. Of course there must be some repetition. But when the method and motivation have been changed in passing from one phase to the other the child welcomes the repetition as a help in meeting immediate needs. The chief reason why this twofold method has remained so long untried is its difficulty for the textbook writer. For the teacher it is by far the easiest and most satisfactory method, but for the writer it is far more difficult than either of the others.

Here is a synopsis of the way in which Egypt might be treated according to this twofold method.

The first treatment, for children of the fifth grade, might be something like this: the scenery near Cairo, pyramids, muddy Nile, green fields even in winter, camels, donkeys, Arabs in long gowns, the sand and gravel of the desert; a climb up the great pyramid, the view from its top with the green delta to the north and the green Nile Valley with its desert walls to the south, the sphinx; a journey up the Nile, old temples such as Karnak, the desert Valley of the Kings, famous tombs and carvings; the sandy, monotonous isthmus of Suez, caravans from Asia to Africa long ago and now, the old traffic across the isthmus from the Mediterranean to the Red Sea, the broad ditch of the Suez Canal with its yellow piles of sand along the bank, the saving of distance by means of the canal, comparison with Panama; how the Nile gives the Egyptians a living, river mud and the formations of deltas and flood plains, the Nile delta with Egypt's three main cities

near its corners; the crops of corn, cotton, rice, and sugar in summer, and of beans, alfalfa, and wheat in winter; the little paddocks with walls of corn stalks, the millions of palm trees; the life of the modern Egyptians, poverty, flat-roofed mud villages, narrow, dusty, crooked streets, tiny stores with scanty goods; Egypt in the midst of a vast desert, the dry climate, warm winters, and terrifically hot summers when stores close for many hours at midday and the peasants work at night by moonlight; the floods, the wearisome raising of water by hand for irrigation all day and all night; Egypt an oasis.

This first treatment might end with the statement of what it means when we say that Egypt is an oasis. A similar description of Upper and Lower Egypt might be crystallized in the concepts of flood plains and deltas. For such young children, however, little should be said about the causes of seasonal rains and floods, or about such matters as the effect of the occupations of the Egyptians on their character, the peculiarities of Egyptian commerce, and the special qualities of the cities. These things belong to a more mature treatment adapted to older children. Such children can assimilate an explanatory treatment of topics like the relation of Egypt to the Libyan Desert; the distribution of population and cities; the traffic on the Nile; the contrast between the steady White Nile coming from lakes and swamps and the tumultuous Blue Nile coming directly from high mountains; the sequence of events when the annual flood arrives; the unique location of roads and villages on dikes and hillocks, methods of irrigation and cultivation, the constant need of work to get water when the floods are over; the effect of overpopulation, unremitting work, and desert climate upon the character of the Egyptians, their capacity for steady but slow work, their place in history and in modern economics.

Every country supplies an abundance of highly valuable material adapted both to the simpler treatment required for younger children and to a more mature treatment later. Repetition is unnecessary save to recall forgotten facts. But there is the utmost need for a descriptive or narrative treatment preliminary to an explanatory treatment, and for permitting each child to study every part of the world not only as early as possible but as late as possible. The early study is needed to create at least a semblance of geographic order in the minds of children to whom the movies, the radio, and the papers supply a perfect deluge of unrelated scraps of geographic information. The later study is needed because even the ordinary seventh-grade child can scarcely understand the deeper causes of such matters as monsoon winds.

Children will profit most by studying the continents first in a simple way with the emphasis upon descriptions, narratives, primary production, and village life, and then in a more mature way with the emphasis upon secondary occupations, cities, and why things are distributed as we find them.

The Schools Weathering a Storm

ON A September morning in 1933, the morning school usually opened, many thousands of country-school children awoke to find that they were not being urged to "hurry around and get ready for school" as they had been in former years; for school was not to open that fall—and perhaps not for a long time after. In many homes there was lacking the usual happy excitement caused by hurrying thru chores in order to "get there early" in the hope that there would be time to organize a ball team or choose a seat near that of a chum. Silence and a sense of something missing caused a feeling of strange uncertainty to settle down over the children as they went about their daily work, unconsciously listening for the sound of the schoolbell and trying to grasp the fact that the little schoolhouse which had faithfully opened every year since their parents and even their grandparents had started to school had somehow failed them.

Even the attraction of an extended vacation faded before the grim realization that unless one finished the elementary school he could not go on to highschool or the university; and without education one's chances were slender for success and happiness. The road upward lay straight thru the doors of the little country school; and now it was closed. Its offerings, meagre as they were, provided the neighborhood with its chief means of culture. The only library for miles around was now locked up in the schoolhouse. Anna, a fourteen-year-old girl whose prairie school had closed, wrote to her cousin:

Last year we thought we were hard up because school closed April 1. This year I guess we aren't going to have school at all. Eighth graders from our school and from Turtle River are trying to keep up our work. Pastor T's wife has us at the parsonage Friday mornings to hear our lessons. But most of the time is taken up with her asking how we do things here and comparing with the ways in Norway. Well, I guess I'll have to give up my plan to take highschool. With the school closed [I feel like crying every time I see it with the doors and windows boarded up] I'll be too old before I am ready to go to highschool. Do you think you could get on without a school or even a set of books? Grace has the Arithmetic VIII and I have the grammar. Teacher let us borrow those when school closed. I guess she had a hunch how this year was going to be. For all of us that go to the parsonage there is one history book. It's the one the Swanson's oldest boy had the year he went to town. It stops

before the War but I guess there hasn't been much since then except trouble and I don't need a book to learn about that.

THE CHANGES in industrial, economic, and social conditions which have taken place in recent years create a demand for a kind of education radically different from that which was regarded as adequate in earlier periods when the social order was comparatively static. Members of a changing society must be prepared to readjust their ideas and their habits of life. They not only must be possessed of certain types of knowledge and skill which were common at the time when they went to school, but they must be trained in such a way as to make them adaptable to new conditions.—*Recent Social Trends in the United States.*

Anna had attended one of the rural schools which failed to open for the 1933-34 school term. In her state alone, fifty schools were shut. The depression had cut off funds; there was no money to pay the teacher or buy the fuel. In the cities, altho many valuable school services were drastically curtailed, no schools were actually closed. On the other hand, in many rural sections children who would very soon be adult citizens were deprived of even the learning represented by the Three R's. Even for rural communities which were able to open their schools in September the outlook for a full term of school was gloomy. More than 18,000 rural schools in the United States, with an enrolment of over 900,500 children, expected to close before six months, while 715 of these with 35,750 children enroled could look forward to a term of not more than three months. Possibly a more serious handicap for schools which could open at all arose from the fact that the work of the teacher was being undermined by extremely low salaries. Some schoolboards were auctioning off teaching positions to the lowest bidder. In many communities, the salaries of rural teachers

were below NRA code requirements for factory workers. Approximately half the rural teachers in the United States received an annual salary of less than \$750, and one rural teacher in every five received less than \$450. Well-qualified teachers are not attracted by such salaries and as a consequence many rural schools were soon to lose the most hopeful factor in their situation; for the good teacher can do much to overcome the handicap of meagre and inadequate equipment.

While city schools were not actually closed for lack of funds they worked under the handicap of greatly reduced facilities, and unfortunately, at a time when the need for their services was increasing daily. Child labor restrictions returned young people to the schools in large numbers; adult workers replaced by machines, wanted to learn new jobs; idle youths in the cities were organizing criminal "gangs." Yet city schools had 18,000 fewer teachers in 1933 than in 1931; one-fourth of the cities shortened their school terms; kindergarten facilities were reduced; night schools, adult classes, summer schools, and Americanization schools were either reduced or completely eliminated in many cities. School building construction was largely suspended and little was spent for repairs. Buildings became over-crowded; rooms, hallways, and basements were filled to over-flowing as more children were crowded in. In some cities tuition was charged for the privilege of attending school. Unpaid teachers' salaries rapidly mounted into millions. The city of Chicago alone owed its teachers \$22,000,000. The faithfulness and devotion of the teachers during this period of privation and suffering gained the respect of the nation.

What was the cause of this threatened collapse of our schools? Why were the schools losing daily the hard-won gains of a century? Had the people of America lost faith in their schools? Were they refusing to support them any longer? The answers to these questions lie beyond the schools themselves. They must be sought in the economic and political aspects of our society. The schools had many defects but had not failed. The acceptance of responsibility for education by the various states was in itself a remarkable achievement,



A modern class reading in a school library

Courtesy Bronxville Public Schools

but a still greater followed as efforts were bent toward the development of schools which would best fit each child to become a useful and happy member of society. Borrowing a leaf from the scientist's book, education was evolving more effective ways of meeting its problems. A new psychology taught more about child nature than had ever been known before. As the industrial organization increased the number of occupations, new courses designed to prepare young people for them were included in the curriculum: business courses, agriculture, home economics, and other practical studies took their places in the schools by the side of college preparatory work. Schools were provided for the physically, mentally, and socially handicapped; the deaf, the blind, the dull, the delinquent found schools and classes which gave them a fighting chance to become useful citizens. Teachers were better educated than ever before; length of school terms had increased an average of 40 days between 1870 and 1930; comfortable, attractive, and well-equipped schoolhouses were becoming the rule rather than the exception. In short, the schools, notwithstanding the many experiments, trials, and errors which had marked their course had a long list of

achievements to their credit. The American people had not lost faith in their schools. Few would have exchanged them for those of a century ago, losing thereby the gains of a hundred years.

But the schools are deeply rooted in the life around them; whatever affects the economic, political, and social life of a people also affects their schools. Unfortunately, not all the various parts of our social structure have advanced at the same rate, and in the retardation of certain parts we find the reason for the catastrophe which suddenly engulfed our schools along with other established institutions. Our social system is like a machine in which most of the parts are modern and of the best make, while the remaining few are antiquated, weak, and ill-fitting. Certain aspects of our political and economic organization are like the old parts of a new machine. Certain phases of the school program had also failed to keep pace with the needs of the new era.

For example, the local units or districts which make our school system were the products of a time when travel was slow and towns far apart. Today these districts are often too small to be effective. In poor districts the schools suffered privations; in rich districts they

fared better. But from the viewpoint of the nation as a whole the result was a wide difference between the educational opportunities provided the child living in the poor district and those furnished the child living in the rich district. Thus the democratic ideal of equal educational advantages was checked. While most of the states had tried to help matters by equalization measures, the basic weakness still remained in many states. People were not ignorant of the defects of the small local unit. But tradition keeps a strong hold, and the crash of 1929 found the weak district school system much the same as it had been fifty or a hundred years ago in many states.

Another great defect in our plan of school support lay in the reliance upon a single source of revenue—the property tax. This tax was another product of the rural epoch when most wealth was represented by property. Today, when much of the nation's wealth is in intangibles [stocks, bonds, notes, etc.] the property tax alone could not operate fairly and efficiently. Yet this tax was the mainstay of our schools. How sadly it failed when the storm broke is now a matter of history. When real estate values began to decline, and taxes could not be col-

lected on a large portion of what remained, the schools found their chief support slipping out from under them. Farm property in particular had long borne more than its just share of the tax burden, yet the farmers' schools were soon closed or reduced to extremity.

We wonder why such conditions were allowed to remain, thus endangering the very existence of our schools; but history shows us that people generally remain uninformed, uninterested, and apathetic in matters of public welfare until they are affected in their own homes and community. Legislators are apt to be conservative about making changes unless urged by the voters. Whatever the reason, the worst economic disaster in our history found the schools supported by weak and antiquated structures, ill-prepared to weather the storm. The need for keeping all parts of our great social machine equally modern was impressed upon the American people by the tragic events which followed in the wake of the depression. The attention of the world was centered upon the city of Chicago which, with its Century of Progress in science and invention and its century of backwardness in the management of its political and educational systems, seemed to dramatize the condition of the nation as a whole.

The American people were rudely awakened; but their situation did not encourage cool thinking. Many people found it difficult to pay their taxes and on every hand the cry was for retrenchment and economy in public expenditures. In the wave of hysteria which followed, legislators in many cases cut public expenses right and left without due consideration of future results or of more fundamental action. Many a reduction made in the name of "economy" will later prove a great extravagance. School expenditures, for example, were ruthlessly cut at a time when the need and demand for their services was greatest.

The weakened condition of the schools provided a favorable moment for their few remaining enemies to strike. The depression did not bring to light any new source of enmity to the public schools. As a general thing, the opposition to public education came from the same classes of people who had opposed public schools one hundred years before. Looking back over his first three years' work as Secretary of the Massachusetts State Board of Education Mann said: "No one can cast the swiftest glance over the field of educational labor as it existed in this state three years ago, without discovering dangers, from open and covert attack, from marshalled array

and from secret ambush, to be encountered by any one, who with sincerity and zeal, should enter it for the purpose of reforming its abuses—dangers, personal to himself and to the cause of his affections. Not a step could be taken but some adverse interest would be alarmed." These "adverse interests" reappeared in 1930 and the following years with few missing in the "marshalled array": wealthy taxpayers who provided for their own children in exclusive and expensive private schools; narrow-minded persons who were disappointed because the public schools would not spread their favorite brand of propaganda; those who believe in an aristocratic plan of education; the ignorant who, unconscious of their own lack, consider the Three R's an abundance of knowledge; and politicians who hoped to get public favor by promising a "retrenchment" program in education. The fight to establish and maintain the public schools thus proved to be at least a Hundred Years War.

From 1930 on, the crisis produced by the depression plus the attacks of enemies combined to make the outlook for the public school seem gloomy indeed. But those who worked to prevent their total destruction were comforted by the thought that the public school had weathered such storms before. It was re-



In this Americanization class, immigrants from other lands learn American ideals and ways of life.

Courtesy of Washington, D. C., Americanisation School

called that our common school system was launched during one of the worst depressions in our history—that of 1837. Amazing as it seems, the major depressions of 1857, 1873, 1893, 1907, and 1921 left the schools in better condition than they found them. We are led to believe that schools thrive on depressions if we consider only the state of education before and after them; but of course other factors such as the growth of cities, the increase in wealth, improved agencies of transportation and communication, and the expansion of the nation, were responsible for some part of the progress of the public school in previous years of hard times. However, some of the benefits gained during depressions may be traced directly to the effects of

tion to these advances, "the whole range of educational finance has been the subject of increased attention during the recurring periods of depression with which the people of America have been afflicted."

Such evidence as is already recorded suggests that the depression which began in 1929 is likely repeating the history of the others as a stimulant to educational progress. Emergency measures were often accompanied by provisions for permanent good. Legislation, having as its purposes the security and advancement of the schools, was enacted by many states. Nearly every state between 1929 and 1933 enacted new laws which will ultimately make for more adequate and just school support. A

number of states enlarged their districts of school administration. Equalization funds, supplying minimum terms and guaranteeing a minimum salary for teachers were provided. New services and new classes were established in some communities. Interest in the part the national government might play in the advancement of the schools increased.

Very important also was the attention given by teachers and other school workers to doing an increasingly better job. Under the sharp spur of criticism the work of the schools was critically examined and plans are even now being laid for major improvements as soon as financial conditions permit. The old problems of education are being reconsidered. What shall our schools teach? Who shall go to school? How can education balance the happiness of the individual with the welfare of the social group? How can each child be helped to make the best of whatever abilities he may possess? How can learning be made more attractive and less monotonous, more close to life and less narrowly bookish? What kind of a school does the society of the present and the future demand? How can such a school be provided and financed? These issues have reappeared again and again in slightly different forms in this brief series of articles on schools in the story of human culture. Each new age seeks for them a better and more satisfying answer.—This is the last in a series of articles by **Charles A. Beard** and **William G. Carr**. [The entire series in pamphlet form may be ordered from the NEA. For further information, see page 169.]



Drawing by Ernest W. Watson, art editor of "Scholastic"

the depressions themselves. Such crises call attention to weaknesses which have existed for years undisturbed. People are stimulated to think and to act in uprooting old social, political, and economic evils. Every serious depression has witnessed the enactment of child labor laws and better laws relating to schools. According to one investigator who has made an intensive study of the effects of depressions on schools, "normal schools have been established in many states under such conditions; requirements for certification have been raised; better compulsory education laws have been enacted; provision has been made for the education of the physically and the mentally handicapped; entire state systems of schools have been reorganized; and better schemes of supervision have been put into operation," and in addi-

A COMPARISON of our first highschool—the Boston Latin School—founded just three centuries ago, with the modern highschool below, suggests the growth and expansion of secondary education in this country.



Vitalized School Journalism

ONE of the best ways of strengthening appreciation of the schools is to develop in young people high ideals of the significance of free and universal education to the individual and to society.

Such an understanding can be promoted thru school publications and student projects. In order to unify the school publications of the country and to help make them more effective mediums for the interpretation of school life, the National Association of Student Editors was organized at the beginning of the school year under the direction of the Division of Publications of the National Education Association.

The National Association of Student Editors emphasizes the community responsibility of the school paper, its service to the entire school, its opportunity to help every class and every department. The NASE emphasizes the need for a philosophy of educational journalism which shall include standards different from and

higher than the standards of commercial journalism. It believes that instead of merely aping the commercial press, school periodicals have a unique opportunity to set standards of their own in keeping with the educational character of the institutions to which they are responsible.

Vitalized School Journalism is the official organ of the National Association of Student Editors. Since its first issue in September 1934, *Vitalized School Journalism* has sponsored such projects in school interpretation as the Horace Mann Centennial, the Tercentenary of Second-

ary Education, federal aid for schools, and American Education Week.

Other projects affiliated with the NASE include: the cartoon, printing, student writers, and editorial projects and the commencement, tercentenary, and federal aid packets. For information concerning these projects, write to the Division of Publications, National Education Association, 1201 16th St., N. W., Washington, D. C.

The National Association of Student Editors has met such an important need that a project has been worked out in co-operation with the University of Denver.

This project, known as the First Institute of Vitalized School Journalism, will offer a six-weeks course from June 17 to July 24. It will include courses in the supervision of school publications, in educational interpretation, and in technical journalism. Conference sessions on vitalized school journalism are to be held in connection with the convention of the NEA at Denver, June 30 to July 5. This Institute will be in charge of C. C. Harvey, assistant director of the Division of Publications of the NEA and executive secretary of the National Association of Student Editors.





The pueblo-style Palace of Education: the NEA will have an exhibit here

THE CALIFORNIA Pacific International Exposition will open May 29, 1935, in San Diego. This exposition is a nonprofit enterprise and is sponsored by civic and business leaders of the state. It is international in scope and therefore will have the support and cooperation of many nations.

There is probably no setting in all the world quite so beautiful and adaptable for an Exposition as vast and picturesque Balboa Park, in the heart of San Diego, with its beautiful arrangement of structures of Old Spanish architecture following the lines of sixteenth and seventeenth century. Spreading over the wide expanse of the park, from the height of the mesa on which these Exposition structures

stand, to the bottom of the deepest canyon, the ground is covered with a thick and picturesque growth, from tropical palm to the hardy pine, from the ravishing flowers of the equator to the sturdy specimens which thrive in the land of snow.

The purpose of the Exposition is to illustrate the progress of man; to cultivate a new realization and understanding of culture, beauty, science, history, education, the arts, and play; and to foster international goodwill. Contributing to this theme of beauty and culture are: the Museum of Fine Arts, with its priceless treasures of painting and sculpture; the Museum of Natural History, the second oldest scientific organization



Colorful byways in the Villages of the World:

in California; and the San Diego Museum, with anthropological exhibits of inestimable value depicting the physical and cultural development of the human race.

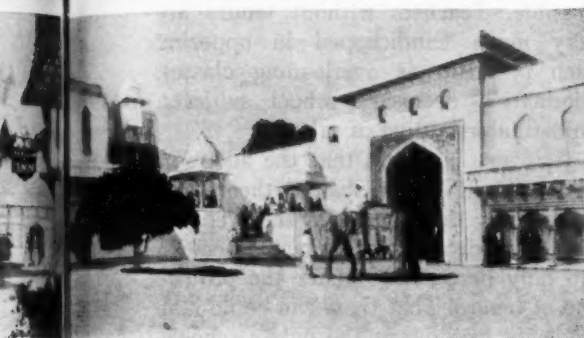
Perhaps the most important new unit contributing toward the cultural and educational features of the Exposition will be the comprehensive Palace of Education. This building of Indian Pueblo style of architecture will house a most unique exposition of public-school education, outlined by the Director of Education, under the general theme "Education for Good Life." The large central room, known as the "theme room" will portray in an artistic and animated style the seven objectives of education. Beautiful dioramas and models are being made, which will give allegorical picturization of these objectives. Exhibits thruout the building will show the manner in which these seven principal aims of education are developed thruout the curriculum from kindergarten to the university. Exhibits will also be arranged to demonstrate the following special fields of education: art, agriculture, music, visual, special, vocational, rural, college, university, continuation, adult; education for the deaf, blind, and physically handicapped; and vocational rehabilitation.

In connection with adult and continuation education, a nursery school will be



Palace of the Modern Home; House of Hospitality

San Diego Exposition



s of the world: China, Heidelberg, England, India

carried out, under well-qualified management and will be used by Dr. Gertrude Laws, of the Bureau of Parent Education, as a laboratory for work in parent education. This will be one of the nursery school projects sponsored by the federal government and will be under the capable direction of Mrs. Rebekah Earle, supervisor for this activity in California, with Mrs. Ethel D. Mintzer serving as local expert adviser.

Auditorium programs showing various activities of the school child both in the classroom and on the playgrounds will be featured. Also, a most novel and entertaining exhibit will be the hobby display. One of the chief factors in the determination of character is the wise use of leisure time. In recognition of this fact, many school principals of the state are already conducting home hobby contests or fairs in their schools. Supplementing this effort and as an additional stimulus thereto, a series of these hobby contests will be held in order to select a hobby to represent each individual school in the Palace of Education. Prizes and medals will be awarded for the most unique hobby in all classes of entries, which will be according to age, classification, and types of projects.

Four important organizations which are allied with education will exhibit in the building: the National Education



Golden Gulch, a typical mining camp of the gold rush days of '49

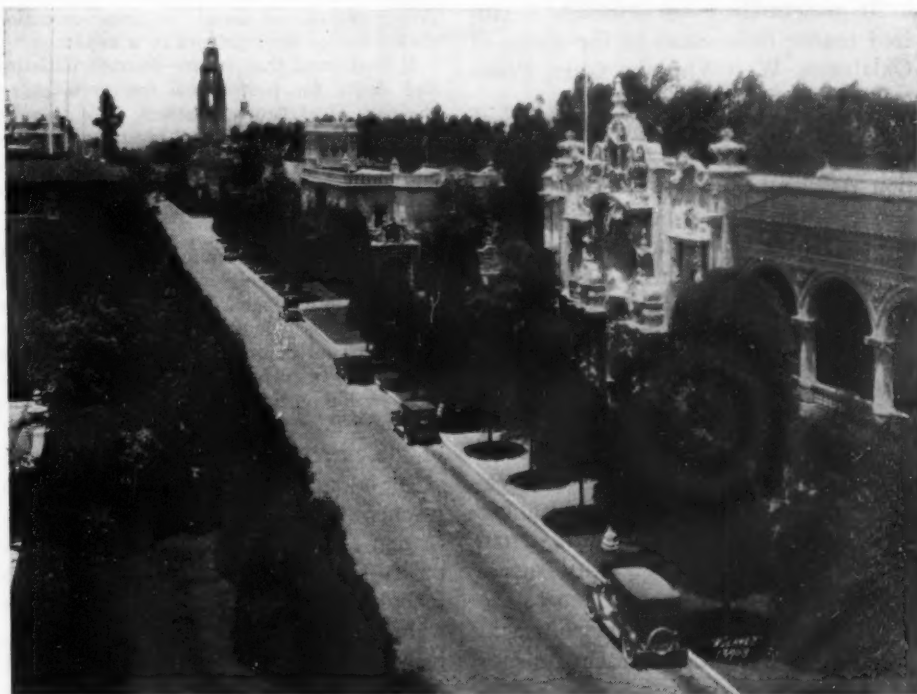
Association, the National Congress of Parents and Teachers, the California Teachers Association, and the American Association of University Women. Members of the latter organization will serve as hostesses of the building.

The State Board of Education has authorized the State Department of Education to cooperate with the Director of Education for the California Pacific International Exposition in every way in order that the ideals and activities of the public schools of the state will be interpreted to the best advantage possible.

Exhibits in the Palace of Education have been organized in a manner comprehensive to educator and layman alike and will not only support the highest

educational processes and ideals, but will encourage an unswerving allegiance to those principles underlying American public education.

A most cordial invitation is extended every member of the National Education Association to attend this Exposition and make his headquarters at the Palace of Education, where appointment and registration books will be maintained. Why not consider this in planning the summer vacation? If you anticipate attending the NEA convention in Denver, have your ticket routed to San Diego, the home of America's 1935 Exposition.—Vesta C. Muehleisen, Director of Education, California Pacific International Exposition.



Main Street thru Balboa Park

The Superintendent and Tenure

DONALD DUSHANE

Superintendent of Schools, Columbus, Indiana, and Chairman, Committee on Tenure, National Education Association

THE TEACHER TENURE MOVEMENT in the United States is of comparatively recent origin. The first statewide law extending legal restrictions upon the rights of schoolboards to discharge teachers was passed in 1909 by the state of New Jersey. This law provided for a probationary period of three years; discharge of tenure teachers for specified causes only; the right of the teacher to a hearing before the board with witnesses and counsel; and the right to appeal from the board's decision to the Commissioner of Education.

In 1913 Oregon passed a law limited to the largest school districts. In 1914 Massachusetts passed a statewide law applying to superintendents as well as teachers. Montana passed in 1915 a tenure law which merely gave teachers continuous contracts which could be terminated at the option of the board. In 1917, probably as an outgrowth of wholesale discharge of organized teachers in Chicago, the legislature of Illinois passed a tenure law applying only to the city of Chicago. The tenure law of New York was passed in 1919. Then in rapid succession came tenure laws of various types in California, Colorado, Wisconsin, Maryland, Louisiana, Minnesota, Indiana, Pennsylvania, and Nevada.

At present there are definitely organized tenure movements in the states of Oklahoma, West Virginia, Ohio, Pennsylvania, and Michigan.

After a long period of agitation by classroom teachers, the National Education Association at its meeting in San Francisco in 1911, appointed a committee to report on tenure, salaries, and pensions of teachers. In 1915 at Oakland the NEA by resolution unequivocally committed itself to tenure protection for teachers, and has never receded from this position. Since 1923 the NEA has had a separate committee on tenure.

The acceleration of the tenure movement has been increased by the depression. A great deal has been said about the injury to the schools resulting from decreased school funds. Very little attention or publicity has been given to the injuries to morale and efficiency of teachers resulting from the increasing misuse of the power of many schoolboards to "hire and fire" at will. The following

practices are widespread in this country and have been increasingly used during the depression:

[1] Discharge of teachers for political reasons.

[2] Discharge of teachers because of non-residence in the community.

[3] Discharge of experienced teachers to make places for cheaper, inexperienced teachers.

[4] Discharge of teachers by the elimination of valuable and justifiable subjects and activities.

[5] Discharge of teachers to make places for friends and relatives of board members or "influential" citizens.

[6] The breaking-down of teacher resistance to reactionary school policies, by the systematic discharge or demotion of teacher-leaders.

[7] The discharge of teachers for the purpose of increasing the teacher load.

As a result of these practices the desire for tenure is rapidly changing into a demand for tenure which cannot be quieted by methods which were quite generally successful before 1930.

A number of arguments against tenure which have a wide circulation should be examined:

It is claimed that under tenure the inefficient teacher cannot be discharged. A careful examination of every statewide tenure law has been made and in every case ample provision has been made for the removal of incompetent teachers. In practice it is necessary to develop certain attitudes and procedures in order to secure the removal of incompetents without possible injurious and unpleasant reactions. A proper and careful use of the probation period should reduce incompetence to a minimum.

It is claimed that tenure destroys initiative and desire for professional improvement on the part of classroom teachers. This may be true in individual cases, but several careful investigations show that tenure has exactly the opposite average effect of increasing initiative, summer school attendance, professional improvement.

It is claimed that tenure makes educational leadership difficult and tends to make the superintendent into a mere figurehead. It is clear that tenure discourages military discipline, dictatorship, and control thru fear, but it does require and frequently develop the highest type of leadership on the part of the superintendent.

There is space to consider only a few of the current justifications for tenure:

It is claimed that without tenure teachers often do not fight for the protection of the schools. This argument is probably valid. It is probable that the schools in the six states having statewide tenure [Massachusetts, New York, New Jersey, Maryland, Indiana, and California] have suffered less during the depression than any comparable group

of non-tenure states, and that one of the basic causes of this condition is that the tenure teachers have not been afraid to fight for school support.

It is argued that the superintendent cannot, single handed, protect and develop a school system. Superintendents need the support of a fearless body of teachers, and tenure makes such support possible. Teachers without tenure are very much handicapped in opposing such practices as overloading classes, eliminating necessary school subjects, unjustifiable cutting of salaries.

It is also apparent that the adoption of an actual rather than a theoretical program by the schools for the preparation of students for a changing society can only be possible under the protection of tenure. That there can be no real academic freedom in the public schools without tenure is admitted by most students of the subject.

It is probable that there is no member of the school force so much in need of tenure as the superintendent. The teachers hold him responsible for a professional administration of the schools, and the board members expect him to carry out their desires and wishes. He is always under attack from some quarter. That superintendents were not included in most tenure drives was probably due to the fact that a great majority of them were definitely opposed to tenure and that in most of the states where tenure bills were introduced in the legislatures, the classroom teachers worked for tenure and numerous superintendents opposed it. There seems to be an interesting trend at the present time toward including superintendents under tenure. In both Indiana and Massachusetts superintendents are under tenure. The effect has apparently been to improve the relationship between administrative and teacher groups and to more easily present a united front to school enemies. Very definite sentiment exists in a number of states including Louisiana, Colorado, Oklahoma, and Michigan in favor of tenure legislation for superintendents as well as teachers. Whether the trend will continue is largely dependent upon the attitude of the Dept. of Superintendence and of superintendents in the states where tenure legislation is now pending.

Begin Where You Are

THE TEST of your intelligence will be your ability to take hold of your own life just as it is. Know yourself. Make an estimate of your situation. Consider the circumstances of your birth, your childhood, your home life, your wealth or lack of wealth, the influence of the neighborhood in which you live, your friends, your skills, your limitations, and your points of strength. You will find shortcomings which you can correct, handicaps which you must accept and make the best of. But begin. Act. Do something. Things that seem difficult at first will become easy. Rise above your failures. Excellence cannot be reached by merely looking for defects. The real building of a life or a machine or a social system is the result of positive thinking and constructive action. It cannot be built by the wrecking crew. It requires energy, goodwill, imagination, and initiative.

[4]

Hold Fast to Your Ideals

YOU KNOW what ideals have meant in your own life. You have seen their influence in your home, in the lives of your comrades and teachers, or in the life of the church. Certain ideals have been dear to you. You have held to them, sacrificed and labored for them. These ideals will grow into habits and form character. They will stay with you throughout life. The quality of your ideals will determine the excellence of your achievement. Do not be discouraged if sometimes you fall short of your ideals. They would not be ideals if they did not make you reach with your utmost strength. Some people may tell you that you must do as the world does. In many little things of life flexibility and adaptation are necessary but there are certain fundamentals which your own common sense will reveal to you. Hold fast to these ideals for yourself, your home, and humanity.

[13]

Going Forward

AND FINALLY, remember that the outcome depends on yourself. No matter how bad or how difficult conditions may be, it will do no good to complain. You will need all the health, all the goodwill, and all the determination you have. Whether we shall go forward into a new order, a larger justice, and a higher excellence of life, must in the end depend upon ourselves—our intelligence, our skill, our initiative, our self-discipline, and character. We shall have the kind of country in 1950 that we deserve to have. And the kind of country we shall have in 1950 depends on the kind of men and women which the youth of today are determined in their hearts to be. Civilization can rise no higher than its source.

JOY ELMER MORGAN, Editor
Journal of the
National Education Association
Washington, D. C.

[16]

Your Life in the Making



AN EDITOR'S MESSAGE
TO THE 1935 GRADUATE

The secret of achievement is to keep your mind on the things that count most. The search for excellence is an eternal challenge to high adventure.

[1]

Second—Fold away from this line

[8]

enrich family life.

significant.

[9]

YOUR FRIENDS are your larger family. From among them you will choose your wife or your husband. They may become your business and professional associates. Wide friendships with people in many walks and ways of life will enrich and broaden your character. Form a few carefully selected friends among people who are older and wiser than you. Choose your friends with care. Prefer people for what they are and not for what they have. You will tend to become like your friends and to be judged by them. Avoid attaching to yourself as friends persons who are intemperate, sensual, quarrelsome, avaricious, extravagant, or ungrateful. Our friends are a part of our larger selves. We identify ourselves with their happiness and seek to be worthy of their friendship. These higher loyalties make life rich and significant.

Attach Importance to the Family

Make Worthy Friends

Enjoy Your Life

Make a Plan

MAKE UP your mind once and for all that you can be happy and that you are going to be happy. You will do more work, you will mean more to your family and friends, you will have more influence on others if you maintain a happy attitude toward life. Happiness is not a matter of wealth or station. It is a matter of temperament and will. To be happy does not mean to be self-satisfied or indifferent to wrong and tragedy, but it does mean that you can rise above circumstances, that you can have a part in creating the atmosphere in which your life shall be lived. Begin each day with a kind thought and a word of praise. Do something to help another. Take satisfaction in the goodness and kindness that you see in people about you. Notice the beauties of nature. Enjoy the flowers. Listen to the birds. Look up at the sky and the stars.

[12]

YOU HAVE already done some planning. You have had a daily schedule for study and play. You have chosen the courses you would take in school. You have done some thinking about the great decisions of religion, occupation, and marriage. The two important points in planning are, first, to hold fast to fundamentals; and second, to look at your life as a whole. Note the lives of people whom you admire for their fine character and achievement. What helped them most? What hindered them? What did they accomplish between 20 and 30? between 30 and 40? and so on thru each of the decades? Study biography. Look up Benjamin Franklin's method of self improvement in his *Autobiography*. Let your plan include adequate provision for each phase of your life. Revise your plan as conditions change. Planning is the way to freedom.

[5]

YOU of the graduating class of 1935—and there are more than a million of you coming out of the highschools and colleges—are going out into a highly transitional world. Confusion, discouragement, and conflict are everywhere. Shall your coming merely add another million to the mass of unemployed? Shall you worry away your energy in idleness and complaint? Or shall your coming mean a new stream of vitality, courage, and intelligence flowing into the currents of the national life? Whether it shall mean the one or the other depends in the end upon you. Sound personal habits, disciplined minds, trained skills, and constructive citizenship will tell in the end. Determine to build a life worthy the best in yourself and in your country. Here are a few suggestions that will help you to get a start. Read them again and again.

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THE MIND is like a muscle. It grows strong with use. Do something every day to discipline your mind. Undertake a hard task. Find a way out of some difficulty. Learn to estimate and criticize your own work. Allow time for daily reading. Give less time to newspapers and more to books. Ask your strongest teachers, the librarian, or your pastor to suggest books to read or buy. Spend at least as much for books as you do for movies. Include biography, history, poetry, science, and current affairs. Avoid the trivial and the vulgar. What goes into the mind comes out in the life. Select what goes into your mind as carefully as you do the food that nourishes your body. Your mind is the master key to the good life. The first mark of a student is an appreciation of the worth of his own mind.

[15]

[01]

YOU HAVE an influence on others. Because of what you do or say or the way you act, the life of someone else will be different. A passing word, a look of approval or disapproval may change the current of a life. Your influence may build up or tear down. It may spread joy or gloom. It may create harmony or discord. It may encourage the evil forces about you or the good forces. It may support ideals or weaken them. It may allow bad government or create and sustain good government. It may elevate or degrade taste. It may encourage intelligence or stupidity. The social, moral, intellectual, and esthetic climate of your community is made by the influence which various people exert on the common life. Make some effort each day to be helpful. Your influence will grow with use, and your own sense of values will grow with it.

[14]

[11]

- [1] BEGIN WHERE YOU ARE
- [2] MAKE A PLAN
- [3] KEEP YOURSELF FIT
- [4] DEVELOP YOUR SKILLS
- [5] ATTACH IMPORTANCE TO THE FAMILY
- [6] MAKE WORTHY FRIENDS
- [7] EARN YOUR OWN WAY
- [8] BE LOYAL TO YOUR COUNTRY
- [9] ENJOY YOUR LIFE
- [10] HOLD FAST TO YOUR IDEALS
- [11] MAKE YOUR INFLUENCE COUNT
- [12] KEEP ON LEARNING

[3]

[9]

Develop Your Skills

THE GREATEST ASSET that any person has is in himself—what he is, what he can do with his hands or brain, the part that he can play among his fellows. Can you maintain a conversation in a pleasing voice? Can you walk with ease and poise? Can you tell a story? Can you sing? Play an instrument? Can you dance? Can you drive a car safely? Can you set a table? Dress a baby? Make a budget? Can you make a flower bed? Saw a board? Drive a nail? Make repairs about the home? Can you typewrite? Take shorthand? Give directions or take them? Make a satisfactory application for work? Preside over a meeting? Make a speech? These are all skills. They can be developed by sustained practise. Skill gives joy and a sense of worth. Choose one skill after another and work at each until you attain excellence.

Earn Your Own Way

YOU having grown into maturity will want to earn your own way and to have your part in the world's work. You cannot begin too early to observe how the world's work is done and to think of your relation to it. What can you do that others want done? Do you know how to look for a job and to apply for it? Do you know how to hold a job once you find it? Have you trained yourself to get along with people, to carry out directions? Have you the ingenuity and initiative to make a job for yourself, to undertake some new line of work, or to develop some new enterprise? What are your strong points? What faults need correcting? If you cannot find employment immediately, continue your preparation and self-discipline. Find volunteer activities in home, school, church, or community that will develop skills and occupy your life.

Be Loyal to Your Country

YOU LIVE in a democracy. Your forefathers amid the greatest sacrifice laid the foundations for a nation in which the people would rule themselves and would make the laws which would govern their common life. Each succeeding generation has held to this ideal of democracy as the nation has spread over a great continent. Democracy must be preserved. Its ideals of freedom, equality, opportunity, and cooperation can be made real only thru loyalty and sacrifice. American life is at its best where it has been most democratic and at its worst where it has been least democratic. Ask yourself what kind of a country you want. Discuss the issues of the day with your neighbors. Organize, study, and work. Maintain in public office men and women who will insist on honesty, efficiency, and justice.

Keep Yourself Fit

DETERMINE to keep yourself as fit and strong as possible. If your body is weak or diseased, a stream of distracting and painful impressions will flow into your mind and distort your emotional life. You will be less than yourself and each new weakness will open the way for others. Build strength by action. Few of us use even 10 percent of our real physical or mental energy. Study yourself. Know what foods, rest, exercise are best for you and hold to them. Avoid infection and contagion. Man is passing swiftly today from an active out-of-door life which required little thought of physical fitness to a sedentary indoor life which must be offset by exercise, fresh air, and a variety of interests. Perhaps shorter working hours will give mankind more time for sea, forest, and mountain. These are the sources of vigor and strength.

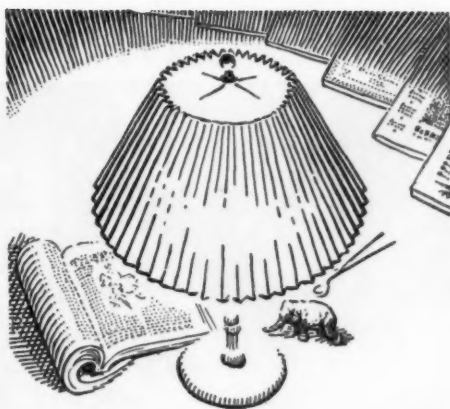
THE RED BRICK SCHOOLHOUSE—
"Molly Pitcher fired off a cannon, but there have been greater heroines since," says Milton MacKaye, pointing to the courage of public-school teachers who work in city slums. He writes in the *Saturday Evening Post* for April 6: "Children must go to school; the law requires it. And a school must have teachers. America has long accepted as a heroine the pioneer schoolmistress. . . . A heroine she was, but heroines are not all dead. Some of them teach in gangland . . . trying against overwhelming odds to dissolve the dangerous lumps in the melting pot."

Mr. MacKaye tells of one teacher in New York City who, after five years' service, counts among her former pupils thirty boys who are now in Sing Sing. She teaches in a tall brick building surrounded by tenements and factories. Twenty-six hundred children are crowded into this schoolhouse, designed for seven hundred fewer. Eighty percent of the families in the district are on relief. Few of the parents are American born; most of them are illiterate; at best they are indifferent to education and at worst they are suspicious and combative. The older boys who are held in school by compulsory attendance laws are likely to be full-fledged apprentices in crime, who can be handled only by tact, and even then are dangerous. Mr. MacKaye tells one absorbing story after another of the problems in human relations which this teacher must meet. He comments:

"It is a little difficult to graft ideals on youngsters who come from homes where criminality is often a commonplace and cynicism a normal way of thinking. They are born to dangerous realities, and a knowledge that life is a jungle where the wolf eats the rabbit. Government is to them the cop on the corner; government is also the ward politician who knows the judge."

How does a teacher find courage to stay in such a school? The work is disheartening; many of the children have no desire to learn. And yet, says Mr. MacKaye, "The job presents a challenge that gets the dander up: There must be some way to beat that antisocial background." These embattled teachers are sticking to their jobs. They may yet win.

Free Inquiry or Dogma?—
"Scholarship is under fire today from many directions," says James B. Conant, president of Harvard, writing in the April *Atlantic Monthly*. Some of the criticism comes from those who have ac-



An Evening with the Magazines

cepted a final picture of the universe and object to the disconcerting results of inquiry. Criticism also comes from social reformers who have a fixed set of ideas which they believe to be essential to the salvation of their nation; they ask the educational system to propagate these ideas without questioning them. But the great mass of the people have not taken the offensive against scholarship, altho they are raising searching questions. Mr. Conant recognizes the validity of some of the criticism of higher education, but believes that on the whole the universities can defend their record.

The university must make plain the extent of its service in the past. The task is made difficult by the fact that scholars have studied everything except the record of their own work. But studies can and should be made which will show how the spirit of free inquiry, with its refusal to accept dogmatic beliefs as final, has contributed to the advance of civilization. "Without a widespread appreciation of what the creative human spirit has accomplished," says Mr. Conant, "the forward advance will always be subject to the danger of being halted by a mob demanding dogma, not discussion, and crying for a 'moratorium on research.'"

The fundamental issue raised by the hostile critic, Mr. Conant believes, is this: "Is the next generation to find its values in some closed system of thought now complete or in the process of completion, or will it push ahead with creative work, unshaken in its faith in man's intelligence? To all friends of learning and to all lovers of real liberty there can

be but one answer to the question when put in this form. Social forces over which we have no control may conceivably submerge the entire learned world, but whether or not we go down fighting may be of vital significance to a subsequent generation. A common unifying faith is implicit in all the labors of those who are sincerely devoted to the creative activities of the human mind. This is no time to minimize that faith; on the contrary, we should be well advised to make it more militant."

Freedom and the Child—The philosophy of the progressive schools is not that of John Dewey, as many have supposed, says Grace Adams. Writing in *Scribner's* for March, this psychologist claims that the new education is based on the work of Sigmund Freud, father of psychoanalysis, and Alfred Adler, discoverer of the inferiority complex. She continues: "Since the guiding principle of psychoanalysis . . . is the hypothesis that severe repressions in childhood cause the most serious maladjustments of later life, the progressive educators, subscribing wholeheartedly to these doctrines, evolved the logical corollary—that a child who has never been repressed at all will develop into the most normal and effective type of adult."

But Miss Adams says that children need a sense of stability and security more than they need unlimited freedom. "The most glamorous and exciting figures in the child's own conception of the universe are the strong and mighty grownups who, so he believes, control this universe. And the child's true 'inner nature' craves the presence of such sure and purposeful creatures far more than it does artistic surroundings, attractive playthings, and the opportunity to behave as it wishes. . . ."

"The progressive educators deserve a great deal of credit for their sincere crusade in the interest of the 'inner nature' of the child. But now, when few really modern children are in any danger of being too rudely repressed or too cruelly inhibited, the time has come for both teachers and parents to take a less romantic and a more factual view of this same inner nature. They need to realize that the normal boy or girl is neither an artist, a rebel nor a scientist, but a somewhat uncertain and puzzled youngster trying very earnestly to discover what this world is like and how he should behave in relation to it."

—Hazel Davis, Educational Research Service, NEA.



BEAUTIFUL LAKE LOUISE, with its background of snow-crested peaks is a typical scene of the Rockies, parts of which the Indians with poetic eloquence called "the land of shining mountains." For camping, fishing, and health-building rest and recreation, these majestic ranges may conveniently be reached by the teachers who attend the Denver convention of the National Education Association, June 30-July 5, 1935.

The Denver Convention



Underwood & Underwood
President Smith

THE PROGRAMS which President Henry Lester Smith is preparing for the 73rd annual convention of the NEA, June 30-July 5, will meet the high commendation of those who wish

to see each session held to the line of a single purpose. The meetings of the Representative Assembly will be devoted solely to the business of the Association, no outside speakers being introduced except on the Wednesday morning schedule, when business deliberations will close at the end of the first hour and the remainder of the session be devoted to a panel discussion of *The Needs of Youth*.

Wednesday evening six separate sessions will be held, each devoted to a single topic to be discussed in jury-panel. All general sessions will be brief. Only two speakers are scheduled on each of the three evening meetings devoted to addresses.

A conference of laymen in which schoolboard members are to be represented will attract many friends of education outside the profession.

TENTATIVE PROGRAMS OF GENERAL SESSIONS

[The program is incomplete because some participants who have been invited have not yet been heard from]

Sunday, June 30, 5:00 P.M., *Vesper Service*

Address—Francis J. McConnell, Resident Bishop, The Methodist Episcopal Church, New York, N. Y.

Monday, July 1, 9:00 A.M., *General Session*

Addresses of Welcome—Mrs. Inez Johnson Lewis, state supt. of public instruction, Colorado, and Hon. Edwin C. Johnson, Governor of Colorado

Response to Addresses of Welcome—Jesse H. Newlon, Lincoln School, Teachers College, Columbia University

Panel Discussion—*Needs of Adult Education*—Members of the panel: J. W. Studebaker, U. S. Commissioner of Education, chairman; Marguerite Burnett, state director of adult education, Wilmington, Del.; Linda Eastman, librarian, Cleveland Public Library; Mrs. B. F. Langworthy, president, National Congress of Parents and Teachers, Winnetka, Ill.; Florence Hale, past president, NEA, editor, *The Grade Teacher*, New York, N. Y.; N. D.

Showalter, state supt. of schools, Olympia, Wash.

Monday, July 1, 5:30 P.M., *Life Membership Dinner in honor of J. W. Crabtree, secretary-emeritus of the NEA*

Monday, July 1, 8:15 P.M., *General Session*

Address—Henry Lester Smith, president of the NEA, dean, School of Education, University of Indiana

Tuesday, July 2, 9:00 A.M., *The Representative Assembly—Business Session*

Tuesday, July 2, 9:00 A.M., *General Session*

Address—William H. Kilpatrick, Teachers College, Columbia University

Address—A. J. Stoddard, president, Department of Superintendence, and supt. of schools, Providence, R. I.

Tuesday, July 2, 8:00 P.M., *General Session*

Address—Hon. Edward P. Costigan, U. S. Senator from Colorado

Address—John H. Finley, associate editor, *New York Times*

Wednesday, July 3, 9:00 A.M., *The Representative Assembly and General Session*

Business Session—one hour.

Panel Discussion—*Needs of Youth*—two hours.

Members of the panel: C. S. Marsh, American Council on Education; Goodwin Watson, Teachers College, Columbia University; LeRoy E. Cowles, University of Utah; Ernest D. Lewis, secretary, NEA Department of Secondary Education, New York, N. Y.; Katharine F. Lenroot, director, Children's Bureau, U. S. Department of Labor; Robert N. Bush, president, Student Body, Colorado State College of Education, Greeley

Wednesday, July 3, 8:00 P.M., *Six Panel Discussion Groups*

Academic Freedom—Members of the panel: Mrs. F. Blanche Preble, teacher, Chicago, chairman; Emily Tarbell, teacher, Syracuse, N. Y.; Arvie Eldred, secretary, New York State Teachers Assn.; H. M. Corning, supt. of schools, Colorado Springs, Colo.; John R. Nichols, executive dean, Southern Branch, University of Idaho, Pocatello

Economic Status of the Teacher—Members of the panel: B. R. Buckingham, Boston, Mass., chairman; Cornelia Adair, elementary school principal, Richmond, Va.; Georgia Aiken, teacher, Cincinnati, Ohio; Sara Ewing, teacher, Indianapolis; J. V. Breitwieser, University of North Dakota

The Teacher as a Citizen—Members of the panel: Harold Hand, Stanford University, Calif., chairman; Kate Frank, president, Oklahoma Classroom Teachers Assn., Muskogee; Daisy Lord, president, NEA Department of Classroom Teachers, Waterbury, Conn.; M. Emma Brookes, president, NEA Department of Elementary School Principals, Cleveland, Ohio; L. Pearle Hibarger, county supt. Yakima, Wash.

Education's Oldest Challenge: Character—

Members of the panel: A. L. Threlkeld, supt. of schools, Denver, chairman; Charles Rice, supt. of schools, Portland, Ore.; R. C. T. Jacobs, elementary school principal, Dallas, Texas; Lois Coffey Mossman, Teachers College, Columbia University; Lee Kirkpatrick, supt. of schools, Paris, Ky.; Faye Read, teacher, Pueblo, Colo.; Edythe J. Brown, elementary principal, South Bend, Ind.

Credit Unions—Members of the panel: Roy F. Bergengren, managing director, Credit Unions National Association, Boston, Mass., chairman; C. R. Orchard, Farm Credit Administration, Washington, D. C.; J. D. Williams, principal, Avondale School, Birmingham, Ala.; L. A. Pinkney, manager, Teachers Credit Union, Kansas City, Mo.; Georgia Parsons, president, Los Angeles Teachers Credit Union

The Teacher's Health—Members of the panel:

Thomas D. Wood, Teachers College, Columbia University, chairman; Mary D. Barnes, secretary, NEA Department of Classroom Teachers, Elizabeth, N. J.; Isabel L. Eckles, supt. of schools, Santa Fe, N. Mex.

Thursday, July 4, 9:00 A.M., *The Representative Assembly—Business Session*

Thursday, July 4, 9:00 A.M., *General Session*

Address—F. B. Knight, University of Iowa

Address—Frederick M. Hunter, chancellor, University of Denver

Thursday, July 4, 8:00 P.M., *General Session*

Address—Hon. Paul V. McNutt, Governor of Indiana

Report of Elections Committee and Introduction of the New President

Friday, July 5—*Entertainment under the Auspices of Colorado Convention Committee*

A new type of education takes its place in convention discussions at the Denver meeting when the educational advisers of the CCC Camps will meet in conference under the direction of L. W. Rogers, educational adviser of the Eighth Corps Area, Fort Sam Houston, Texas, and a former officer of the NEA.

While the formal program will close with the Thursday evening general session, Friday will be devoted to entertainment planned by the teachers of Denver and Colorado. Arrangements for these activities are being carried out by an all-state committee of which Superintendent A. L. Threlkeld is chairman.



Superintendent Threlkeld



Come to Denver

A THOUSAND vacation delights await teachers who attend the 73rd annual convention of the National Education Association at Denver, June 30-July 5. Automobile highway, railroad, bus, and airplane, each has its peculiar advantages. Those who expect to visit the national parks should write to the National Park Service, Department of the Interior, Washington, D. C., for a free copy of "Glimpses of Our National Parks."

Because of the great variations in rates via the several routes, complete information should be sought thru local railroad agents. Summer excursion tickets to Denver will be lower than the usual convention rates. *Identification certificates will not be used.* The map on the opposite page shows the routes of western railroads, and will be of help in planning tours. Tickets to Denver and return may be obtained to include practically any of the summer playgrounds.

The Canadian Pacific features Lake Louise and Banff. A four- or six-day stop-over there, including hotel accommodations and a 142-mile motor trip, may be had at additional cost. This railroad joins with the Canadian National in suggesting a side trip to Alaska.

The Canadian National offers trips thru Canada's Rockies to Vancouver and Victoria, thence north to Prince Rupert by steamer on the sheltered fiords of the Pacific. This permits a seven-day stop-over at Jasper Park.

Glacier National Park lies on the route of the Great Northern. One- to four-day tours may be taken thru the Park. These include an automobile ride over the spectacular Going-to-the-Sun highway. Many persons proclaim

this highway the most scenic in America.

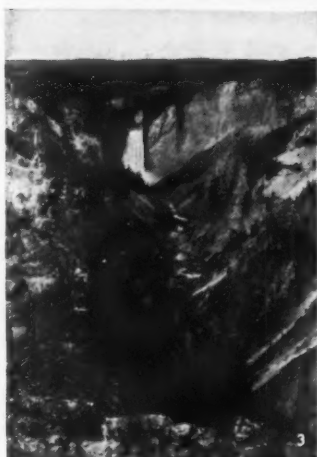
The Northern Pacific is one of the gateways to Yellowstone, land of geysers, rainbow-colored terraces, boiling pools, wild animals, mountains, lakes, rivers, and waterfalls. Yellowstone is so near to Denver that conventioners may make a side trip to this wonder of the world at relatively small expense.

The Northwestern-Union Pacific offers two post-convention tours. The first, of nine days, includes Estes Park and the Rocky Mountain National Park. A fourteen-day tour includes Yellowstone, Salt Lake City, Royal Gorge, and Colorado Springs. The tourist may continue westward to the Yosemite National Park among the Sierras. The Northwestern-Union Pacific's special NEA convention folder will interest delegates.

The NEA convention bulletin of the Rock Island is replete with suggestions. This line features the vacation points nearest the convention city, such as Colorado Springs, Manitou, the unique Garden of the Gods, Cave of the Winds, Seven Falls, North and South Cheyenne Canyons. From Colorado Springs is easy access to Pikes Peak, without a climb or ride to the top of which, the Denver trip is but half a Colorado visit.

Tours by way of the Santa Fe will feature the Grand Canyon, the Petrified Forest, and the Painted Desert. Denver is at the threshold of the Southwest where delegates may visit historic Old Santa Fe, the Indian pueblos, and relics of the first men in America. To some, the dude ranches of Arizona will appeal.

Key to photos: [1] Old Faithful [2] Seven Falls [3] Yellowstone Falls [4] Royal Gorge [5] Mountain Tops [6] Lake McDonald [7] Road to Pikes Peak [8] Grand Canyon



A vacation suggestion of the Milwaukee Road is a tour to Yellowstone Park which includes Salt Lake City and Colorado Springs. By way of this route conventioners may visit Seattle, Mt. Rainier, Mt. Baker, and Alaska.

The Burlington Route features excursions to the Black Hills, Yellowstone and Glacier Parks.

The Royal Gorge and Moffatt Tunnel are on the route of the Denver and Rio Grande from Denver to Salt Lake City and the West.

Those who wish may include the Panama Canal or Hawaii or Alaska. The steamers of the Panama Pacific Line return thru the Canal with a stop-over at glamorous Havana. Cool trails beneath the midnight sun will tempt some to

Alaska via the Alaska Steamship Co.

Other teachers will wish to combine with the convention a period of serious professional study. Many educational opportunities are available in Colorado and the West. The University of Denver, in addition to its regular graduate and undergraduate courses, is offering special summer features.

A combination of vacation and summer school may be found at the University of Colorado, Boulder, where organized hikes, week-end outings, visits to glaciers, automobile excursions, mountain climbing may be enjoyed. Intermission from July 1 to July 5 makes the combination of the NEA convention and the summer school a practical one.

At Colorado College, Colorado Springs,

a faculty of national prominence will offer eight-week courses in graduate and undergraduate instruction.

Sixty-five miles from Denver on paved highways near the mountains and vacation playgrounds is located the Colorado State College at Fort Collins. Here three short terms will enable the student to select a summer course of a length suited to his convenience.

Readers may consult the advertising columns of THE JOURNAL for additional information regarding railroad trips and educational opportunities that may be combined with the Denver convention. Such information may be obtained also from M. E. Rowley, Denver Convention Bureau. Hotel accommodations are fully described on another page in this issue.



Salaries Paid in City School Systems in 1934-1935

[Prepared by the Research Division of the National Education Association]

States	Cities over 100,000 in population			Cities 30,000 to 100,000 in population			Cities 10,000 to 30,000 in population			Cities 5,000 to 10,000 in population			Cities 2,500 to 5,000 in population		
	Number of city school systems ¹	Median salaries paid: ²		Number of city school systems ¹	Median salaries paid: ²		Number of city school systems ¹	Median salaries paid: ²		Number of city school systems ¹	Median salaries paid: ²		Number of city school systems ¹	Median salaries paid: ²	
		Elementary-school teachers ³	High-school teachers ³		Elementary-school teachers ³	High-school teachers ³		Elementary-school teachers ³	High-school teachers ³		Elementary-school teachers ³	High-school teachers ³		Elementary-school teachers ³	High-school teachers ³
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States.....	90 (93)	\$1922	\$2436	196 (233)	\$1412	\$1834	460 (670)	\$1231	\$1603	549 (859)	\$1050	\$1379	694 (1301)	\$ 961	\$1260
Alabama.....	1 (1)	1282	1653	1 (2)	—1000	1275	5 (11)	.....	.....	4 (11)	.....	.....	10 (28)	661	784
Arizona.....	0 (0)	.....	.....	2 (2)	1378	2000	0 (0)	.....	.....	6 (6)	1184	1569	4 (6)	1213	1630
Arkansas.....	0 (0)	.....	.....	2 (2)	—1000	1417	3 (7)	.....	.....	5 (9)	600	797	12 (31)	600	767
California.....	5 (5)	2156	2470	12 (12)	1856	2407	22 (28)	1579	2093	25 (43)	1473	2035	34 (56)	1422	1949
Colorado.....	1 (1)	1986	2349	3 (3)	1389	1700	5 (5)	1225	1440	9 (10)	1045	1270	8 (9)	1051	1298
Connecticut.....	2 (3)	1839	2470	6 (7)	1646	2052	6 (16)	.....	.....	5 (7)	1218	1333	0 (0)	.....	.....
Delaware.....	1 (1)	1810	1957	0 (0)	.....	.....	0 (0)	.....	.....	0 (0)	.....	.....	0 (0)	.....	.....
District of Columbia.....	1 (1)	2034	2645	0 (0)	.....	.....	0 (0)	.....	.....	0 (0)	.....	.....	0 (0)	.....	.....
Florida.....	2 (3)	—1000	1071	0 (2)	.....	.....	2 (9)	.....	.....	3 (17)	.....	.....	11 (27)	621	853
Georgia.....	1 (1)	1377	1797	3 (4)	1129	1553	5 (10)	773	1088	6 (17)	.....	.....	7 (31)	.....	.....
Idaho.....	0 (0)	.....	.....	0 (0)	.....	.....	1 (2)	1293	1675	2 (5)	.....	.....	10 (14)	949	1194
Illinois.....	2 (2)	1932	2796	18 (21)	1328	1802	34 (39)	1056	1448	35 (58)	986	1404	43 (76)	969	1362
Indiana.....	5 (5)	1549	1991	7 (8)	1265	1617	15 (21)	1137	1500	23 (29)	986	1249	26 (32)	982	1250
Iowa.....	1 (1)	1515	1863	7 (7)	1228	1570	10 (14)	1095	1416	11 (14)	886	1192	27 (46)	876	1156
Kansas.....	2 (2)	1418	1632	1 (1)	1608	1919	12 (17)	990	1375	10 (12)	980	1284	18 (30)	846	1137
Kentucky.....	1 (1)	1249	1877	2 (3)	1444	1838	5 (9)	902	1143	6 (16)	.....	.....	11 (24)	788	1045
Louisiana.....	1 (1)	1402	1739	0 (2)	.....	.....	1 (5)	.....	.....	2 (11)	.....	.....	4 (29)	.....	.....
Maine.....	0 (0)	.....	.....	2 (2)	1346	1659	7 (8)	1026	1355	5 (12)	.....	.....	2 (5)	.....	.....
Maryland.....	1 (1)	1669	2278	2 (2)	1096	1319	3 (3)	1061	1278	1 (3)	.....	.....	8 (13)	1042	1196
Massachusetts.....	9 (9)	1834	2351	17 (20)	1551	2000	36 (44)	1425	1792	31 (39)	1272	1589	7 (10)	1267	1518
Michigan.....	3 (3)	1844	2450	11 (13)	1328	1693	17 (26)	1151	1530	26 (32)	968	1249	23 (38)	958	1213
Minnesota.....	3 (3)	1577	2062	0 (0)	.....	.....	9 (11)	1244	1591	15 (18)	1076	1315	33 (41)	975	1237
Mississippi.....	0 (0)	.....	.....	2 (2)	—1000	1055	5 (11)	.....	.....	2 (4)	868	1000	12 (22)	797	937
Missouri.....	2 (2)	1810	2448	3 (3)	—1000	1315	10 (11)	993	1348	12 (20)	851	1113	15 (35)	777	1079
Montana.....	0 (0)	.....	.....	1 (1)	1401	1672	2 (5)	.....	.....	4 (6)	1312	1388	5 (6)	1191	1347
Nebraska.....	1 (1)	1530	1824	1 (1)	1128	1278	4 (6)	1030	1403	7 (9)	920	1214	7 (17)	.....	.....
Nevada.....	0 (0)	.....	.....	0 (0)	.....	.....	1 (1)	1425	1782	0 (1)	.....	.....	2 (3)	1461	1913
New Hampshire.....	0 (0)	.....	.....	2 (2)	1540	2030	6 (8)	1155	1590	3 (4)	1052	1500	3 (4)	955	1250
New Jersey.....	6 (6)	1912	2731	15 (18)	1975	2516	34 (42)	1457	1859	40 (51)	1438	1821	31 (50)	1313	1454
New Mexico.....	0 (0)	.....	.....	0 (0)	.....	.....	2 (3)	1261	1567	4 (4)	1075	1420	4 (8)	978	1213
New York.....	7 (7)	2818	3418	15 (16)	1822	2225	38 (49)	1701	2017	30 (42)	1658	1918	52 (83)	1519	1702
North Carolina.....	0 (0)	.....	.....	3 (8)	.....	.....	5 (13)	.....	.....	7 (17)	.....	.....	6 (30)	.....	.....
North Dakota.....	0 (0)	.....	.....	0 (0)	.....	.....	4 (4)	1118	1434	5 (6)	940	1279	1 (2)	688	950
Ohio.....	8 (8)	1624	2043	13 (15)	1193	1702	28 (36)	1034	1463	37 (50)	1025	1465	37 (62)	999	1367
Oklahoma.....	2 (2)	1454	1825	1 (1)	—1000	1244	7 (13)	932	1237	17 (22)	736	969	14 (30)	759	942
Oregon.....	1 (1)	1752	1916	0 (0)	.....	.....	3 (5)	1063	1270	7 (9)	1089	1304	8 (13)	922	1110
Pennsylvania.....	5 (5)	1931	2831	14 (17)	1482	1833	54 (80)	1269	1594	70 (103)	1239	1462	80 (148)	972	1283
Rhode Island.....	1 (1)	1737	2321	3 (3)	1533	1905	5 (10)	1344	1871	1 (4)	.....	.....	1 (1)	1175	.....
South Carolina.....	0 (0)	.....	.....	2 (2)	1035	1366	3 (7)	.....	.....	3 (12)	.....	.....	5 (18)	.....	.....
South Dakota.....	0 (0)	.....	.....	1 (1)	1097	1413	5 (5)	1076	1357	2 (2)	1085	1586	8 (8)	1027	1286
Tennessee.....	3 (4)	1064	1701	0 (0)	.....	.....	2 (4)	827	1206	10 (14)	733	1050	7 (26)	.....	.....
Texas.....	5 (5)	1385	1801	7 (10)	1066	1443	9 (24)	.....	.....	18 (47)	795	1154	36 (74)	790	1044
Utah.....	1 (1)	1493	1776	1 (1)	1012	1575	1 (1)	869	1150	2 (4)	765	1275	10 (14)	789	1324
Vermont.....	0 (0)	.....	.....	0 (0)	.....	.....	3 (3)	1175	1713	6 (9)	1018	1436	1 (2)	900	1100
Virginia.....	2 (2)	1185	1800	4 (4)	1185	1482	6 (8)	1094	1381	7 (11)	731	1023	8 (20)	.....	.....
Washington.....	3 (3)	1586	1830	2 (2)	1308	1615	9 (10)	1166	1452	4 (4)	1084	1313	14 (19)	1061	1298
West Virginia.....	0 (0)	.....	.....	1 (4)	.....	.....	1 (7)	.....	.....	4 (12)	.....	.....	2 (17)	.....	.....
Wisconsin.....	1 (1)	2225	2464	9 (9)	1433	1773	13 (17)	1196	1658	14 (20)	1066	1414	25 (36)	1059	1343
Wyoming.....	0 (0)	.....	.....	0 (0)	.....	.....	2 (2)	1489	1684	3 (3)	1307	1714	2 (3)	1200	1494

THIS table summarizes the findings of the Research Division's biennial survey of salaries paid city school employees. The survey this year included 1989 cities and upwards of 400,000 school employees. Data given in this table show how varied conditions are, with respect to teachers' salaries, in various parts of the United States and in cities of varying populations. They also give general median salaries for the United States as a whole.

In using median figures of this type two cautions should be borne in mind. First, any average, by its very nature, fails to reveal extreme conditions. The medians given for any state or for the United States simply mean that approximately one-half of the teachers covered in the survey receive less than the salaries indicated and the

other half receives more than the salaries indicated.

Second, such data as these, while useful for making interstate comparisons, represent merely the starting point in such comparisons. Great contrasts exist in the different parts of the country with reference to the standards of teachers' salaries. To some extent, however, these contrasts are offset by differences in the cost of living in various parts of the country. Furthermore, there is a definite tendency for the states and cities paying higher salaries to require distinctly higher standards of training, experience, and skill for their teachers. The higher salaries thus represent an investment in a higher quality of teaching service.

¹ Figures in parentheses in columns 2, 5, 8, 11, and 14 indicate the total number of city

school systems of each size in the various states. Figures not in parentheses in columns 2, 5, 8, 11 and 14 give the number of cities reporting in this survey.

² Those not familiar with the term median may look upon it as having, for ordinary purposes, the same general significance as the familiar average. More specifically, the best paid 50 per cent of a group of teachers receive salaries equal to, or greater than the median salary and the poorest paid 50 per cent of a group of teachers receive salaries equal to, or less than the median. A minus sign (—) before a median figure means that an exact median cannot be calculated from the information given, but is somewhat below the sum following the minus sign. In certain cases data were insufficient to justify the calculation of medians. In these cases medians are omitted. The general rule for reporting medians followed in the above table is as follows: when as many as ten cities of a given population group in a single state report, or when 50 per cent or more of all cities of a given size in a state report, a median is calculated.

³ Includes teachers of vocational high-schools.

⁴ Includes kindergarten teachers.

Simplifying the Association's Charter

THE NATIONAL EDUCATION ASSOCIATION is incorporated under a special act of Congress approved June 30, 1906. This Congressional charter took the place of earlier forms of organization. It goes into considerable detail. As the demand arises for changes, members of Congress point out that the charter should be simplified and shortened by transferring matters of detail to the bylaws, which the Association is free to amend without going to Congress.

Accordingly the following proposal for simplifying the charter has been prepared. It has the approval of the Committee on Amending the Charter, and the Committee on Reorganization.

This proposed simplification does not in any way change the Association's form of organization or its method of opera-

tion. It merely transfers certain matters from the charter to the bylaws with no change whatever except as indicated in the second column.

The Representative Assembly at its Washington meeting in 1934 ordered the appointment of a Committee on Amending the Charter which was instructed to seek from Congress a change in the charter removing Life Directors from the Board of Directors. Since the power to amend the charter is entirely in the hands of Congress, this committee took the matter up with certain members of that body. These members point out that Congress should not and cannot give the time necessary for consideration of changes in details of the organization of incorporated societies, and that therefore these provisions should be removed from

the charter and placed in the bylaws, which can be amended by our Association without going to Congress.

This appears to be the method by which we may handle most effectively and most successfully the question of Life Directors. Under the proposed simplification the provision relating to directors would be transferred from the charter to the bylaws where it can be dealt with by the regular processes of amendment.

Accordingly this proposed revision is here published in parallel columns so that it can be studied before the Denver Convention. The charter and bylaws in full may be found in the 1934 *Proceedings*, pages 803-818.

The Charter as It Now Is

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

SECTION 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia, viz: Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews, of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm, of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarman, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

Sections of Charter in Accordance with Proposed Revision

(Notes in parentheses indicate the locations in the bylaws to which portions of the charter will be transferred according to this plan. Sections marked "no change" would be kept in the charter as they are.)

No change

SECTION 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, the Library Department; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

No change

SECTION 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

No change

SECTION 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income, and all personal property and funds of the corporation held, used, or invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; *provided*, however, That this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further*, That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

No change

SECTION 5. That the membership of the said corporation shall consist of three classes of members—viz, active, associate, and corresponding—whose qualifications, terms of membership, rights, and obligations shall be prescribed by the bylaws of the corporation.

SECTION 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

SECTION 6. That the officers of the said corporation shall be a President, twelve Vicepresidents, a Secretary, a Treasurer, a Board of Directors, an Executive Committee, and a Board of Trustees.

SECTION 6. The bylaws of said corporation shall provide for the selection of its officers, and prescribe their powers and duties.

(Transferred to bylaws, Article II, Section 1(a).)

The Board of Directors shall consist of the President, the First Vicepresident, the Secretary, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district, to be elected by the active members for the term of one year, or until their successors are chosen, and of all Life Directors of the National Educational Association. The United States Commissioner of Education and all former Presidents of the said Association, now living, and all future Presidents of the Association hereby incorporated, at the close of their respective terms of office, shall be members of the Board of Directors for life.

(Transferred to bylaws, Article II, Section 1(b).)

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the corporation, excepting those herein intrusted to the Board of Trustees; and shall possess such other powers as shall be conferred upon them by the bylaws of the corporation.

(Transferred to bylaws, Article III, Section 4(a). Slightly reworded as follows.)

SECTION 4. (a) The Board of Directors shall have power to fill all vacancies in their own body and shall have in charge the general interests of the corporation, excepting those intrusted to the Board of Trustees.

(Transferred to bylaws, Article II, Section 1(c).)

The Executive Committee shall consist of five members, as follows: the President of the Association, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, and a member of the Association, to be chosen annually by the Board of Directors, to serve one year.

The said committee shall have authority to represent, and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board.

(Transferred to bylaws, Article III, Section 5(a).)

The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the President of the Association, who shall be a member *ex officio* during his term of office.

(Transferred to bylaws, Article II, Section 1(d).)

At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a Trustee from two successive annual meetings of the board shall forfeit his membership.

(Transferred to bylaws, Article III, Section 4(b).)

SECTION 7. That the invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created shall be held by such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise.

No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the active members of the Association present at any annual meeting, upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors, and after printed notice of the proposed expenditure has been mailed to all active members of the Association. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order. It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year.

The Board of Trustees shall elect the Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

SECTION 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *Provided*, That the meeting of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined by the Board of Directors, or otherwise in accordance with the bylaws.

SECTION 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created.

SECTION 7. That the invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. *Provided, said corporation may by its bylaws make other and different provisions for the custody, control, management, sale, mortgage, or other disposition of said funds.*

(Transferred to bylaws, Article III, Section 6(b). Slightly reworded as follows:)

(b) In providing for the safekeeping and investment of the Permanent Fund of this Association by the Board of Trustees no part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the active members of the Association present at any annual meeting, upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors, and after printed notice of the proposed expenditure has been mailed to all active members of the Association. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order. It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year.

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SECTION 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *Provided*, That the meeting of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined in accordance with the bylaws.

SECTION 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its

Provided, That a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and, *provided further*, That in the event of the failure of the Association to accept the charter granted by this act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

SECTION 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this act.

SECTION 11. That Congress may from time to time alter, repeal, or modify this act of incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

SECTION 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

By the time the May JOURNAL reaches the members of the Association nearly all of the delegates for the Representative Assembly of 1935 will have been chosen. Members of the Association and

particularly those members who have been elected as delegates should give this matter very careful consideration. Comments and suggestions should be sent to the chairman of either of the Committees

rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created. *Provided*, that this corporation may by its bylaws make other and different provisions for the custody, control, management, sale, mortgage, or other disposition of its property. *Provided further*, That a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and, *provided further*, That in the event of the failure of the Association to accept the charter granted by this act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

No change

No change

No change

as early as possible so that the Committees may have a chance to consider them and make changes in the proposed plan in whatever way seems necessary and desirable.

Committee on Amending the Charter

R. T. Shaw, *chairman*
1327 Real Estate Trust Building
Philadelphia, Pennsylvania
L. Frazer Banks
M. Emma Brookes
Fred D. Cram
Mrs. Myrtle Hooper Dahl
Sara C. Ewing
H. Claude Hardy

Committee on Reorganization

E. E. Oberholtzer, *chairman*
Superintendent of Schools
Houston, Texas
Cornelia S. Adair
Daisy Lord
Birdine Merrill
Robert C. Moore
R. T. Shaw
William S. Taylor

Notes and Announcements



Randall Condon Foster, the Association's youngest life member, is a grandson of the late Dr. Randall Condon

Register at Denver—All members of the Association who attend the Denver convention are urged to register at convention headquarters, where they will receive the official program and convention badge. There is no registration fee, this being a part of the regular services of the Association.

Official delegates to the Denver convention—Blanks were sent early in May to affiliated associations, calling for lists of official delegates to the Denver convention.

These lists should be returned to Secretary Willard E. Givens, 1201 16th St., N. W., Washington, D. C., before June 10.

The Columbia River Highway—Since the publication in the March JOURNAL of the map showing automobile routes for use in connection with the Denver meeting, attention has been called to the Columbia River Highway, a beautiful scenic route running east from Portland, connecting with the highway from Seattle to Boise.

In preparation for Denver—A book entitled *Colorado* by Arthur H. Carhart published by Coward-McCann, Inc., 55 5th Avenue, New York, N. Y., would add much to the joy of the trip to Denver.

"The Schools Weathering a Storm," [see pages 149-52] is the last in a series of JOURNAL articles dealing with the history of the school, by Charles A. Beard and William G. Carr. The entire series has been reprinted under the title *Schools in the Story of Culture* and may be secured from the National Education Association, 1201 16th St., N. W., Washington, D. C., at the following prices: Single copies, 25¢ each. Discounts for quantities as follows: 2 to 9 copies, 10 percent; 10 to 99 copies, 25 percent; 100 or more copies, 33⅓ percent. Cash must accompany all orders for less than \$1.

Proposed changes in charter and bylaws—The following amendments to the Association charter were proposed at

the Washington convention to be acted upon at the Denver convention. If the proposed simplification of the charter



B. B. COBB, secretary of the Texas State Teachers Association.

[published on pages 165-8 of this issue] is adopted, these proposed amendments would apply to the charter provisions as they are transferred to the bylaws. These amendments to the charter were proposed by R. T. Shaw, Philadelphia:

Amend paragraph 2, Section 6, of the charter by striking out the following sentences:

The Board of Directors shall consist of the President, the First Vicepresident, the Secretary, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district, to be elected by the active members for the term of one year, or until their successors are chosen, and of all Life Directors of the National Education Association. The United States Commissioner of Education, and all former Presidents of the said Association now living, and all future Presidents of the Association hereby incorporated, at the close of their respective terms of office, shall be members of the Board of Directors for life.

And amending this paragraph to read:

The Board of Directors shall consist of the President, the First Vicepresident, the Secretary, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district, to be elected by the active members for the term of one year, or until their successors are chosen. The Board of

Directors shall have the power to fill all vacancies in their own body; shall have in charge the general interests of the corporation, excepting those herein intrusted to the Board of Trustees; and shall possess such other powers as shall be conferred upon them by the bylaws of the corporation.

Amend paragraph 2, Section 7, of the charter, which now reads:

The Board of Trustees shall elect the Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

To read:

The Board of Directors shall elect the Secretary of the Association, who shall be the Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

Amendments to the Association bylaws were proposed at the Washington convention to be acted upon at the Denver convention. The following amendment was proposed by R. T. Shaw:

Amend Article II, Section 2, of the bylaws by striking out the following sentence:

The candidates for President, Treasurer, member of Board of Directors from each state, territory, or district, respectively, and the eleven candidates for the office of Vicepresident receiving the highest number of votes shall be declared elected.

And in lieu thereof insert the following:

The elections shall be by the method of preferential voting and the rules of the Proportional Representation League shall govern.

The amended section would then read:

At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: President, Vicepresident, and Treasurer. Candidates for said offices shall be nominated from the floor upon roll call of the states. On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States shall nominate one person for member of the Board of Directors and the name of such person shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. On the fourth day of the annual meeting officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A. M. to 6 P. M., at such place or places as the president of the Association shall designate. The elections shall be by the method of preferential voting and the rules of the Proportional Representation

[Continued on page A-72]

Builders of Our Profession

AS SECRETARY, I looked ahead and saw an enrolment of 7800 mounting in a few years to 50,000, but I must confess that I did not see 100,000 until some time later. I was surprised myself when I could see ahead an enrolment beyond the 200,000 mark. Now as I look ahead, comparing conditions of today with those of 1918 and comparing plans and policies and tendencies with those of the early day, I feel as sure of an enrolment of 500,000 within a decade, as I was of 50,000 to 100,000 in the decade and a half following the World War. The reason I fully expect such a growth is because we have greater solidarity now than at that time; the foundations are more substantial; teachers are more professionally minded; they have better vision; they are more willing to take hold; our leaders are more tried; our officers have before them the inspiration of the achievements of that early period.—Secretary-emeritus J. W. Crabtree.

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." The number of life members in the National Education Association on April 1 was 5355. The following life members have been reported since the list was published in the April JOURNAL.

ALASKA—U. S. Hanshaw.
ALABAMA—Janie Graham.
CALIFORNIA—Willford E. Raymond.
DISTRICT OF COLUMBIA—Eva W. Cummins, Robert L. Davis, Sr., Gladys Harlow, Aurora Larson, Alice Werner.
ILLINOIS—Elizabeth A. Bowie.
INDIANA—Irma Bachman, Dwight C. Park, L. V. Phillips.
KANSAS—M. J. Whitson.
MASSACHUSETTS—Martin F. O'Connor.
MONTANA—Charles D. Schreiber.
NEW MEXICO—Vernon Otis Tolle.
NEW YORK—Morton E. Hinman.
OHIO—Lincoln Walker Hurst.
PENNSYLVANIA—Dillie M. Steinmetz, Jessie W. Steinmetz.
TEXAS—Mrs. Mabel T. Woods.
VERMONT—Jennie C. Allingham.
WISCONSIN—R. G. Chamberlin, Francis J. Zvolanek, Jr.

Completed Enrolments

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

Twelve Years

HAWAII—Honolulu, Territorial Deaf and Blind.

Eleven Years

ARIZONA—Flagstaff, Flagstaff Public Schools, Emerson Grade.
PENNSYLVANIA—Steelton, Steelton Public Schools, Major Bent, East End, Felton, Fothergill, Hygienic, Steelton High, West Side.

Ten Years

CALIFORNIA—Anderson, Anderson Union High.
COLORADO—Fort Lupton, Fort Lupton Public Schools, Grade, High.
ILLINOIS—Watseka, Watseka Community High.
MASSACHUSETTS—Norwell, Center Primary.
MINNESOTA—Minneapolis, Whitney.
NEW YORK—Rye, Union Free Grammar Number 3.

Nine Years

ILLINOIS—Cicero, Burnham, Woodrow Wilson.
PENNSYLVANIA—Delaware County, Chester Township Public Schools, Washington.

THE FOLLOWING INSTITUTIONS for the education of teachers have reported 100 percent NEA enrolment records for 1934-35. The president's name is given following that of the school.

CALIFORNIA—Stanford University, School of Education, Grayson N. Kefauver, dean.

IDAHO—Albion, State Normal School, R. H. Snyder.

ILLINOIS—Charleston, Eastern Illinois State Teachers College, Robert G. Buzzard; Normal, Illinois State Normal University, R. W. Fairchild.

KENTUCKY—Richmond, Eastern Kentucky State Teachers College, H. L. Donovan.

LOUISIANA—Natchitoches, State Normal School, A. A. Fredericks.

MAINE—Machias, Washington State Normal School, Philip H. Kimball; Presque Isle, Aroostook State Normal School, San Lorenzo Merriman.

MICHIGAN—Dowagiac, County Normal School, Minnie Rouaan.

MISSOURI—St. Louis, Harris Teachers College, C. G. Vannest; Stowe Teachers College, W. H. Huffman.

NEBRASKA—Kearney, Nebraska State Teachers College, George E. Martin.

NEW YORK—Geneseo, State Normal School, James B. Welles; New Paltz, State Normal School, Lawrence H. van den Berg.

NORTH DAKOTA—Mayville, State Teachers College, C. C. Swain.

PENNSYLVANIA—Bloomsburg, State Teachers College, Francis B. Haas; California, State Teachers College, Robert M. Steele; Clarion, State Teachers College, G. C. L. Riemer; Edinboro, State Teachers College, Carmon Ross; Indiana, State Teachers College, C. R. Foster; Slippery Rock, State Teachers College, J. Linwood Eisenberg.

SOUTH DAKOTA—Aberdeen, Northern Normal & Industrial School, C. G. Lawrence.

TENNESSEE—Memphis, State Teachers College, J. W. Brister.

VERMONT—Castleton, State Normal School, Caroline S. Woodruff.

WISCONSIN—Ashland, Ashland County Normal School, J. M. Lorscheter; Manitowoc, County Rural Normal School, Adolph Thiede.

Eight Years

HAWAII—Oahu, Kawaioloa.
MAINE—Machias, Washington State Normal.
TEXAS—Texarkana, Texarkana Junior College.
UTAH—North Summit District, North Summit High.

Seven Years

UTAH—Nebo District, Nebo District Public Schools, Benjamin, Clinton, Dividend, Genola, Goshen, Grant, Jefferson, Lake Shore, Leland, Mapleton, Petetneet, Payson Junior High, Payson Senior High, Rees, Salem, Santaquin, Spanish Fork Central, Spanish Fork Junior High, Spanish Fork Senior High, Springville Senior & Junior High, Spring Lake, Taylor, Thistle, Thurber, Washington.

Six Years

GEORGIA—Atlanta, James W. Maddox Junior High.
HAWAII—Kauai, Kaumana.
PENNSYLVANIA—Philadelphia, Shawmont.

Five Years

HAWAII—Honolulu, Puuhale; Waianae, Oahu, Waianae.
ILLINOIS—Cicero, Columbus, Goodwin; Stockton, Stockton Public Schools.
INDIANA—Bloomington, Central [Department of Special Education]; Indianapolis, Public Number 79.
MISSOURI—Kansas City, W. W. Yates.
NEVADA—White Pine County, White Pine County High Number 2.
NEW HAMPSHIRE—Newport, Newport Primary.
OHIO—Sandusky County, Jackson Centralized.

Four Years

MISSOURI—Kansas City, Westport Junior High.
PENNSYLVANIA—Tioga County, Lawrenceville Borough Schools.
VIRGINIA—Norfolk, Norview High.
WASHINGTON—Spokane, Mann.

Three Years

CALIFORNIA—Santa Ana, Hoover.
MISSOURI—Kansas City, Lowell.
NEVADA—Clark County, Boulder City Public Schools.
OHIO—Youngstown, East High.
TENNESSEE—Bristol, Bristol Public Schools, Fairmount, Rosemont, Special Teachers & Supervisors.
WISCONSIN—Milwaukee, Walter Allen, Luther Burbank, Benjamin Franklin, Girls' Trades & Technical High, Thomas Jefferson, Juneau High, Lloyd Street, North Girls' Junior Technical High, North Maryland Avenue, Sixty-eighth Street, State Street, Thirty-fifth Street, Townsend, West Clarke Street, Windlake Avenue.

Two Years

COLORADO—Grove, Grove [District Number 89]; Hereford, Hereford [District Number 89].
CONNECTICUT—Stratford, Garden.
HAWAII—Hilo, Haaleo.
INDIANA—Indianapolis, Christian Park Number 82; Whiting, South Side.
MASSACHUSETTS—Fall River, Coughlin.
NEW JERSEY—Atlantic City, Brighton Avenue.
OHIO—Lakewood, Grant; Sandusky County, Riley Township.
OKLAHOMA—Tulsa, Horace Mann Junior High.
PENNSYLVANIA—Tioga County, Jackson Township High.
SOUTH DAKOTA—Sioux Falls, General Beadle.
TENNESSEE—Knoxville, Giffin.
TEXAS—Houston, Hawthorne.
UTAH—Granite District, Woodstock.
WASHINGTON—Spokane, Adams, Cooper, Emerson, Field, Finch, Willard; Tacoma, Roosevelt.
WISCONSIN—Milwaukee, Auer Avenue, Thirty-sixth Street, Walnut Street.

Current Year

ALASKA—Tigara, Point Hope.
CALIFORNIA—Alameda, Alameda Continuation; Beverly Hills, Hawthorne; El Centro, East Side, Lincoln, McKinley; San Anselmo, Red Hill.
CONNECTICUT—New Haven, Ezekiel Cheever; Stratford, Stony Brook.
DELAWARE—Western New Castle County, Middletown (District Number 120-C).
DISTRICT OF COLUMBIA—Washington, Woodridge.
HAWAII—Waialea, Oahu, Andrew Cox Intermediate; Ewa, Oahu, Ewa; Hauula, Oahu, Hauula; Wahiawa, Oahu, Helemano; Honolulu, Honolulu Vocational, Thomas Jefferson; Heeia, Oahu, Kanaia; Honolulu, Pauoa, Pohukaina; Heeia, Oahu, Waihole; Honolulu, Waikiki.
IDAHO—Pocatello, Tyhee.
ILLINOIS—Chicago, Bell [Deaf and Specials Department], Bell [Hearing Department]; Normal, Illinois State Normal University; Urbana, J. W. Hays; West Harvey, Garfield, McKinley, Washington.
INDIANA—Bloomington, Banneker, McCalla; Indianapolis, William Bell Number 60, James Russell Lowell Number 51, William Penn Number 49, Public Number 54, Public Number 73, Public Number 76, Public Number 78.
LOUISIANA—Burrwood, Burrwood.
MARYLAND—Calvert County, Beach; Prince Frederick, Prince Frederick Elementary.
MASSACHUSETTS—Waltham, Ezra C. Fitch.
MINNESOTA—Minneapolis, Hawthorne, Trudeau.
NEW JERSEY—Atlantic City, Junior High; Dumont, Lincoln; Harrisonville, Harrisonville; Lawnside, Lawnside Elementary.
OREGON—Portland, Terwilliger.

[Continued in Notes and Announcements]

Make This Your Best Summer!

ENJOY SUMMER STUDY AT THE

University of Denver

FREDERICK M. HUNTER, Chancellor

Attend the N. E. A. Convention! Vacation in the Rockies!

Graduate and undergraduate courses in all university subjects. Special courses for teachers and school administrators. More than 60 noted educators from other institutions added to the faculty.

SPECIAL FEATURES AND SOME OF THE SPEAKERS

INSTITUTE ON THE INTERPRETATION OF THE CURRENT AMERICAN SCENE (Adult Education, Philosophy and Religion, Social Security, Monetary Problems and World Affairs) (Ten Weeks).

John W. Studebaker, Commissioner of Education, Washington, D. C.

Isador Lubin, U. S. Commissioner of Labor Statistics, Washington, D. C.

T. V. Smith, Professor of Philosophy, Univ. of Chicago.

Earle Eubank, Head of Dept. of Sociology, University of Cincinnati.

Rufus von KleinSmid, Pres. Univ. of Southern California.

BUSINESS EDUCATION CONFERENCE (Social and Business Trends)

Paul S. Lomax, Professor of Education, New York Univ.

William R. Odell, Head of Business Teacher Training, Columbia University.

Earl W. Barnhart, United States Office of Education.

FORUM ON DISCUSSION METHODS (in cooperation with American Library Association)

Lyman Bryson, Professor of Adult Education, Teachers College, Columbia University.

SPECIAL COURSE FOR SCHOOL ADMINISTRATORS

Henry Lester Smith, President, N. E. A., Dean of School of Education, Indiana University.

Alexander J. Stoddard, Pres., Dept. of Superintendence, N. E. A., Supt. of Schools, Providence, R. I.

E. E. Oberholtzer, Past-Pres., Dept. of Superintendence, N. E. A., Supt. of Schools, Houston, Texas.

SCHOOL EXECUTIVES CONFERENCE

L. W. Mayberry, Supt. of Schools, Wichita, Kansas.

A. L. Threlkeld, Superintendent of Schools, Denver, Colo.

H. M. Coming, Supt. of Schools, Colorado Springs, Colo.

SYMPOSIUM ON EVERYDAY PROBLEMS OF THE ELEMENTARY TEACHERS

A. M. Jordan, Prof. of Psychology, Univ. of N. C.

Rufus H. Palmer, Assistant Superintendent in charge of Elementary Education, Denver Public Schools.

SPECIAL CLASSES IN SPEECH INSTRUCTION

Vida R. Sutton, Director, "Magic of Speech" Program, National Broadcasting Company.

ATHLETIC COACHING SCHOOL

Frank Thomas, Coach, University of Alabama.

D. X. Bible, Coach, University of Nebraska.

Ward Lambert, Coach, Purdue University.

INSTITUTE OF VITALIZED SCHOOL JOURNALISM (Sponsorship National Association of Student Editors).

Special Subjects: Supervision of School Publications—Interpretation of Education to the Public. Educational Adviser—Joy Elmer Morgan, Editor, Journal of N. E. A.

C. C. Harvey, Manager, Vitalized School Journalism, Journal of N. E. A., Washington, D. C.

INSTITUTE FOR TEACHERS OF CHEMISTRY AND PHYSICS

SPECIAL STUDY—RACE PSYCHOLOGY

Expedition to the Rosebud Indian Reservation.

PLAY FESTIVAL

Robert Edmund Jones, Director, Central City Opera House, beginning July 6.

Registration in certain courses is possible the first of any week.

FIRST TERM:
June 17 to July 24

SECOND TERM:
July 24 to Aug. 28

DIRECTOR OF SUMMER SCHOOL, University of Denver,
Denver, Colorado. Please send me your Summer Catalog.

NAME _____

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CITY AND STATE _____

Recess
for
N. E. A.

Builders of Our Profession

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NEW YORK—Morton E. Hinman.
OHIO—Lincoln Walker Hurst.
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THE FOLLOWING SCHOOLS have completed their one hundred percent enrolment in the National Education Association since the list was published in the April JOURNAL.

Twelve Years

HAWAII—Honolulu, Territorial Deaf and Blind.

Eleven Years

ARIZONA—Flagstaff, Flagstaff Public Schools, Emerson Grade.
PENNSYLVANIA—Steelton, Steelton Public Schools, Major Bent, East End, Felton, Fothergill, Hygienic, Steelton High, West Side.

Ten Years

CALIFORNIA—Anderson, Anderson Union High.
COLORADO—Fort Lupton, Fort Lupton Public Schools, Grade, High.
ILLINOIS—Watska, Watska Community High.
MASSACHUSETTS—Norwell, Center Primary.
MINNESOTA—Minneapolis, Whitney.
NEW YORK—Rye, Union Free Grammar Number 3.

Nine Years

ILLINOIS—Cicero, Burnham, Woodrow Wilson.
PENNSYLVANIA—Delaware County, Chester Township Public Schools, Washington.

THE FOLLOWING INSTITUTIONS for the education of teachers have reported 100 percent NEA enrolment records for 1934-35. The president's name is given following that of the school.

CALIFORNIA—Stanford University, School of Education, Grayson N. Kefauver, dean.

IDAHO—Albion, State Normal School, R. H. Snyder.

ILLINOIS—Charleston, Eastern Illinois State Teachers College, Robert G. Buzzard; Normal, Illinois State Normal University, R. W. Fairchild.

KENTUCKY—Richmond, Eastern Kentucky State Teachers College, H. L. Donovan.

LOUISIANA—Natchitoches, State Normal School, A. A. Fredericks.

MAINE—Machias, Washington State Normal School, Philip H. Kimball; Presque Isle, Aroostook State Normal School, San Lorenzo Merriman.

MICHIGAN—Dowagiac, County Normal School, Minnie Rouaan.

MISSOURI—St. Louis, Harris Teachers College, C. G. Vannest; Stowe Teachers College, W. H. Huffman.

NEBRASKA—Kearney, Nebraska State Teachers College, George E. Martin.

NEW YORK—Geneseo, State Normal School, James B. Welles; New Paltz, State Normal School, Lawrence H. van den Berg.

NORTH DAKOTA—Mayville, State Teachers College, C. C. Swain.

PENNSYLVANIA—Bloomsburg, State Teachers College, Francis B. Haas; California, State Teachers College, Robert M. Steele; Clarion, State Teachers College, G. C. L. Riemer; Edinboro, State Teachers College, Carmon Ross; Indiana, State Teachers College, C. R. Foster; Slippery Rock, State Teachers College, J. Linwood Eisenberg.

SOUTH DAKOTA—Aberdeen, Northern Normal & Industrial School, C. G. Lawrence.

TENNESSEE—Memphis, State Teachers College, J. W. Brister.

VERMONT—Castleton, State Normal School, Caroline S. Woodruff.

WISCONSIN—Ashland, Ashland County Normal School, J. M. Lorscheter; Manitowoc, County Rural Normal School, Adolph Thiede.

Eight Years

HAWAII—Oahu, Kawaihoa.
MAINE—Machias, Washington State Normal.
TEXAS—Texarkana, Texarkana Junior College.
UTAH—North Summit District, North Summit High.

Seven Years

UTAH—Nebo District, Nebo District Public Schools, Benjamin, Clinton, Dividend, Genola, Goshen, Grant, Jefferson, Lake Shore, Leland, Mapleton, Petecnet, Payson Junior High, Payson Senior High, Rees, Salem, Santaquin, Spanish Fork Central, Spanish Fork Junior High, Spanish Fork Senior High, Springville Senior & Junior High, Spring Lake, Taylor, Thistle, Thurber, Washington.

Six Years

GEORGIA—Atlanta, James W. Maddox Junior High.
HAWAII—Kauai, Kaunana.
PENNSYLVANIA—Philadelphia, Shawmont.

Five Years

HAWAII—Honolulu, Puuhale; Waianae, Oahu, Waianae.
ILLINOIS—Cicero, Columbus, Goodwin; Stockton, Stockton Public Schools.
INDIANA—Bloomington, Central [Department of Special Education]; Indianapolis, Public Number 79.
MISSOURI—Kansas City, W. W. Yates.
NEVADA—White Pine County, White Pine County High Number 2.
NEW HAMPSHIRE—Newport, Newport Primary.
OHIO—Sandusky County, Jackson Centralized.

Four Years

MISSOURI—Kansas City, Westport Junior High.
PENNSYLVANIA—Tioga County, Lawrenceville Borough Schools.
VIRGINIA—Norfolk, Norview High.
WASHINGTON—Spokane, Maun.

Three Years

CALIFORNIA—Santa Ana, Hoover.
MISSOURI—Kansas City, Lowell.
NEVADA—Clark County, Boulder City Public Schools.
OHIO—Youngstown, East High.
TENNESSEE—Bristol, Bristol Public Schools, Fairmount, Rosemont, Special Teachers & Supervisors.
WISCONSIN—Milwaukee, Walter Allen, Luther Burbank, Benjamin Franklin, Girls' Trades & Technical High, Thomas Jefferson, Juneau High, Lloyd Street, North Girls' Junior Technical High, North Maryland Avenue, Sixty-eighth Street, State Street, Thirty-fifth Street, Townsend, West Clarke Street, Windlake Avenue.

Two Years

COLORADO—Grover, Grover [District Number 89]; Hereford, Hereford [District Number 89].
CONNECTICUT—Stratford, Garden.
HAWAII—Hilo, Haeheo.
INDIANA—Indianapolis, Christian Park Number 82; Whiting, South Side.
MASSACHUSETTS—Fall River, Coughlin.
NEW JERSEY—Atlantic City, Brighton Avenue.
OHIO—Lakewood, Grant; Sandusky County, Riley Township.
OKLAHOMA—Tulsa, Horace Mann Junior High.
PENNSYLVANIA—Tioga County, Jackson Township High.
SOUTH DAKOTA—Sioux Falls, General Beadle.
TENNESSEE—Knoxville, Giffin.
TEXAS—Houston, Hawthorne.
UTAH—Granite District, Woodstock.
WASHINGTON—Spokane, Adams, Cooper, Emerson, Field, Finch, Willard; Tacoma, Roosevelt.
WISCONSIN—Milwaukee, Auer Avenue, Thirty-sixth Street, Walnut Street.

Current Year

ALASKA—Tigara, Point Hope.
CALIFORNIA—Alameda, Alameda Continuation; Beverly Hills, Hawthorne; El Centro, East Side, Lincoln, McKinley; San Anselmo, Red Hill.
CONNECTICUT—New Haven, Ezekiel Cheever; Stratford, Stony Brook.
DELAWARE—Western New Castle County, Middletown [District Number 120-C].
DISTRICT OF COLUMBIA—Washington, Woodridge.
HAWAII—Waianae, Oahu, Andrew Cox Intermediate; Ewa, Oahu, Ewa; Hauula, Oahu, Hauula; Wahiawa, Oahu, Helemano; Honolulu, Honolulu Vocational, Thomas Jefferson; Heeia, Oahu, Kanawa; Honolulu, Pauoa, Pohukaina; Heeia, Oahu, Waihole; Honolulu, Waikiki.
IDAHO—Pocatello, Tyhee.
ILLINOIS—Chicago, Bell [Deaf and Specials Department], Bell [Hearing Department]; Normal, Illinois State Normal University; Urbana, J. W. Hays; West Harvey, Garfield, McKinley, Washington.
INDIANA—Bloomington, Banneker, McCalla; Indianapolis, William Bell Number 60, James Russell Lowell Number 51, William Penn Number 49, Public Number 54, Public Number 73, Public Number 76, Public Number 78.
LOUISIANA—Burrwood, Burrwood.
MARYLAND—Calvert County, Beach; Prince Frederick, Prince Frederick Elementary.
MASSACHUSETTS—Waltham, Ezra C. Fitch.
MINNESOTA—Minneapolis, Hawthorne, Tradeau.
NEW JERSEY—Atlantic City, Junior High; Dumont, Lincoln; Harrisonville, Harrisonville; Lawnside, Lawnside Elementary.
OREGON—Portland, Terwilliger.

[Continued in Notes and Announcements]

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SPECIAL FEATURES AND SOME OF THE SPEAKERS

INSTITUTE ON THE INTERPRETATION OF THE CURRENT AMERICAN SCENE (Adult Education, Philosophy and Religion, Social Security, Monetary Problems and World Affairs) (Ten Weeks).

John W. Studebaker, Commissioner of Education, Washington, D. C.

Isador Lubin, U. S. Commissioner of Labor Statistics, Washington, D. C.

T. V. Smith, Professor of Philosophy, Univ. of Chicago.

Earle Eubank, Head of Dept. of Sociology, University of Cincinnati.

Rufus von KleinSmid, Pres. Univ. of Southern California.

BUSINESS EDUCATION CONFERENCE (Social and Business Trends)

Paul S. Lomax, Professor of Education, New York Univ.

William R. Odell, Head of Business Teacher Training, Columbia University.

Earl W. Barnhart, United States Office of Education.

FORUM ON DISCUSSION METHODS (in cooperation with American Library Association)

Lyman Bryson, Professor of Adult Education, Teachers College, Columbia University.

SPECIAL COURSE FOR SCHOOL ADMINISTRATORS

Henry Lester Smith, President, N. E. A., Dean of School of Education, Indiana University.

Alexander J. Stoddard, Pres., Dept. of Superintendence, N. E. A., Supt. of Schools, Providence, R. I.

E. E. Oberholtzer, Past-Pres., Dept. of Superintendence, N. E. A., Supt. of Schools, Houston, Texas.

SCHOOL EXECUTIVES CONFERENCE

L. W. Mayberry, Supt. of Schools, Wichita, Kansas.

A. L. Threlkeld, Superintendent of Schools, Denver, Colo.

H. M. Corning, Supt. of Schools, Colorado Springs, Colo.

SYMPOSIUM ON EVERYDAY PROBLEMS OF THE ELEMENTARY TEACHERS

A. M. Jordan, Prof. of Psychology, Univ. of N. C.

Rufus H. Palmer, Assistant Superintendent in charge of Elementary Education, Denver Public Schools.

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ATHLETIC COACHING SCHOOL

Frank Thomas, Coach, University of Alabama.

D. X. Bible, Coach, University of Nebraska.

Ward Lambert, Coach, Purdue University.

INSTITUTE OF VITALIZED SCHOOL JOURNALISM (Sponsorship National Association of Student Editors).

Special Subjects: Supervision of School Publications—Interpretation of Education to the Public. Educational Adviser—Joy Elmer Morgan, Editor, Journal of N. E. A.

C. C. Harvey, Manager, Vitalized School Journalism, Journal of N. E. A., Washington, D. C.

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SECOND TERM:
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Recess
for
N. E. A.

[Cont. from page 169]

sentation League shall govern. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided. The Secretary and the Treasurer shall enter upon their duties at a date which shall be determined by the Board of Trustees and which shall not be later than the first of October and shall continue in office during the term for which they are separately chosen and until their successors are duly elected.

The following amendments were proposed by Cornelia S. Adair, Richmond, Va.:

Amend Article II of the bylaws by adding Section 2a to Section 2 to read as follows:

The Representative Assembly shall elect annually, as provided in the bylaws of the Association, a First Vicepresident, who shall serve as such for one year, and who shall become President of the Association at the next annual meeting after the one at which he was elected First Vicepresident. He shall then serve as President, as provided in the bylaws. In the year 1936, a President shall be chosen who shall serve for one year, and a Vicepresident who shall serve as provided by this bylaw.

All bylaws or parts of bylaws in conflict with this bylaw are hereby repealed.

Amend Article II of the bylaws by adding Section 2b to Section 2 as follows:

At the first business meeting of the Representative Assembly, the assembly shall elect a Nominating Committee, which shall submit to the Representative Assembly the names of not less than two nor more than four persons who shall be the nominees for the First Vicepresident of the Association. The Representative Assembly shall elect a First Vicepresident from such nominees in the manner provided by the bylaws of the Association.

All bylaws or parts of bylaws in conflict with this bylaw are hereby repealed.

In connection with the 73rd annual convention of the NEA at Denver, June 30-July 5, the following departments will hold meetings:

National Council of Education
Administrative Women in Education
Adult Education
Art Education
Business Education
Classroom Teachers
Deans of Women
Educational Research
Elementary School Principals
Kindergarten Primary Education
Lip Reading
Music Education
Rural Education
School Health and Physical Education
Science Instruction
Secondary Education
Secondary School Principals
Social Studies

Special Education
Supervisors and Directors of Instruction
Supervisors and Teachers of Home Economics
Visual Instruction
Vocational Education

Allied organizations holding meetings at Denver are:

American Classical League
Columbia Scholastic Press Association
Conference of Members of Boards of Education
Institute of Vitalized School Journalism
National Association of Journalism Directors
National Association of Secretaries of State Teachers Associations
National Association of Student Government Officers
National Commission on the Enrichment of Adult Life
National Conference on Student Participation in School Government
National Congress of Parents and Teachers
National Council of Geography Teachers
National Council of Teachers of English
National Geographic Society
National League of Teachers Associations
National School Secretaries Association
National Vocational Guidance Association
School Garden Association of America

Federal aid to education—Representatives of the National Education Association testified before the House Education Committee as it directed its attention to the framing of legislation which would prevent the closing of many

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1935 Convention N. E. A. in Denver, Only 70 Miles Away

thousands of schools before the end of a normal term. This action on behalf of the teachers and schools of the nation was one of many activities of the national professional organization of teachers during the last eighteen months to secure federal aid for education.

William G. Carr, director, Research Division, NEA, collected information by telegraph for this purpose. Highspots in his testimony:

Almost exactly one year ago the Committee on Education held extended hearings on this problem. This Committee reported favorably a bill providing for the use of \$75,000,000 of federal funds to alleviate the educational emergency during 1934-35. . . . This bill died in the Rules Committee. . . . Many schools were very late in opening this year and have operated for short and irregular terms while other schools kept open on borrowed money or by issuing practically worthless warrants to underpaid teachers.

There was reason to believe that the \$890,000,000 relief appropriation which was passed toward the end of the 73rd Congress included adequate attention for the emergency needs of the schools. . . . The use of \$48,000,000 for schools was discussed at the hearing. . . . Mr. Buchanan, chairman of the Appropriations Committee . . . read into the *Congressional Record*, June 4, 1934, a statement that \$48,000,000 would be available for schools subject to authorization of the President.

This was the situation in October 1934, when the appalling drought augmented the emergency. . . . A group of chief state school officers, representing some of the more severely affected states, met at the headquarters of the NEA. Data collected by Charles A. Lee, president of the National Council of State Superintendents and Commissioners of Education, and by a field investigator from the Research Division of the NEA, were carefully considered by the state superintendents, and a program looking toward federal assistance was drafted and forwarded to President Roosevelt, together with a recommendation of the United States Office of Education. Following this conference, press reports indicated that the President had directed Secretary of Interior Harold L. Ickes, and FERA Administrator Harry L. Hopkins to draft a plan to keep schools open for the next three months.

In November 1934, a series of regional conferences in the West was called under the auspices of the Joint Commission on the Emergency in Education of the NEA and the Department of Superintendence. These conferences were devoted to consideration of the nature of the educational emergency and the necessity for meeting it. Resolutions for action were adopted and forwarded to government officials. . . .

The House Committee on Education heard evidence a year ago on the need for federal relief for education and arrived at the conclusion that 1934-35, the current school year, would be an emergency year for education. Legislation expected to guarantee every child in the nation a normal length of term this year was introduced into Congress immediately. Yet schools are at this moment closed in state after state, in spite of the fact that applications for assistance have long been pending before the FERA. Furthermore, [Cont. on page A-74]

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on pages A-64 and A-65 of this publication.

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[Cont. from page A-73] even states which have received some aid did not in many cases get assistance promptly enough. At a conference held in Austin, Texas, November 19, 1934, Arkansas school officials informed me that more than 100 schools were closed even at that early date. The school term was about one-third over and yet not one cent of federal relief money had been received at that time. . . . There are 1584 schools now closed in eleven states, with one state in which many schools are closed not included. The number closed in each state ranges from one in Minnesota to 1000 in Tennessee. There are 250 schools closed in Texas, 127 in Oklahoma. In addition to the schools which have already succumbed, we learn that 10,152 schools would be forced to close now if teachers' salaries were required to be paid in cash. Eighty percent of all the schools in Mississippi are included in this number.

I believe that the people of the country would expect this Committee and the Congress to take appropriate protective action with reference to the schools in this crisis, just as already has been done with reference to many other matters of primary national importance. Experience thus far definitely points to the desirability of having funds for keeping schools open in distressed school districts handled by the Office of Education thru responsible state school officials. Education is an important public service which, as experience shows, cannot be successfully administered on a relief basis.

Horace Mann schools—In connection with the coming celebration of the Horace Mann Centennial in 1937 there is a movement to name schools for Horace Mann in the various communities of the country. The following is an incomplete list of such schools:

Arizona, Bisbee; California, Beverly Hills, Compton, Glendale, Long Beach, Los Angeles, Oakland, Pasadena, San Francisco, San Jose, Fresno County [Horace Mann elementary school], Plumas County [Horace Mann elementary school]; District of Columbia, Washington; Colorado, Denver; Indiana, Crawfordsville, Gary, Huntington, Marion; Illinois, Chicago, Gary, Oak Park, Rock Island; Iowa, Iowa City; Kansas, Kansas City, Pittsburg, Wichita; Massachusetts, Amesbury, Boston [School for the Deaf], Everett, Franklin, Newton, Newtonville, also Bridgewater [Horace Mann Auditorium, State Normal School] and Framingham [Horace Mann Dormitory, State Normal School]; Michigan, Detroit; Minnesota, Minneapolis, Virginia; Missouri, Kansas City, St. Louis; New Jersey, Bayonne; New York, New York [Horace Mann School, Teachers College, Columbia University], Schenectady; North Dakota, Fargo; Ohio, Canton, Cincinnati, East Liverpool, Lakewood, Lima; Oklahoma, Oklahoma City, Shawnee, Tulsa; Pennsylvania, Chester, Pittsburgh, Scranton; Washington, Seattle, Spokane, Tacoma.

Persons having information about other schools named for Horace Mann are invited to send them to Joy Elmer Morgan, 1201 16th St. N. W., Washington, D. C.

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A membership goal for 1935-36—
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ditions indicate definite improvement.
Boards of education in many communi-
ties are restoring full school services in-
cluding salary schedules. Let us advance
our professional associations to their pre-
depression status. Would it not be a good
plan for each state to set a 10 percent
increase as its goal for NEA membership
in 1935-36?

Superintendent Frank G. Pickell
of Montclair, New Jersey, has been ap-
pointed a member of the Executive Com-
mittee of the Department of Superin-
tendence in place of Charles S. Meek
resigned. Mr. Meek was formerly super-
intendent at Toledo, Ohio.

The Denver convention—Those
members of the Association who are
planning to attend the summer conven-
tion and who wish additional announce-
ments about it, should write Secretary
Willard E. Givens, 1201 16th St.,
N. W., Washington, D. C., about
June 1.

The Department of Elementary
School Principals will hold its meet-
ings in Denver at the Central Christian
Church, 16th and Lincoln Streets. On
Monday afternoon, July 1, a panel dis-
cussion, "The Environment and its
Relation to the School," will be held.
S. D. Shankland, executive secretary of
the Department of Superintendence, is
chairman of the panel. The Colorado
and Denver principals will sponsor the
Tuesday afternoon, July 2, program.

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Festival—Central City, Colorado, easily
accessible from Denver, and in the
heart of the gold mining district, is the
scene each year of a play festival. The
date of the opening this year has been
moved up to July 6 for the convenience
of teachers attending the Denver con-
vention. A special dramatic review
called "Central City Nights" will be
held in the historic old Opera House of
Central City.

A practise to be encouraged—At
the recent annual meeting of the De-
partment of Classroom Teachers of the
Florida Education Association, two
Florida teachers—Miss Rowena Long-
mire of the Florida State College for
Women and W. A. Little of the Uni-
versity of Florida—were named as
master teachers.

"The School Principal Surveys
the Job" will be the theme of the "Our
American Schools" radio program Sat.,
June 1, at 4:30 P. M., EDST. M. Emma
Brookes, principal, Miles-Cranwood
Schools, Cleveland, [Cont. on page A-76]



VACATION STUDY at the

University
OF HAWAII
June 24 - Aug 2

AMONG the guest professors on
the distinguished summer faculty are:

- Dr. Clyde M. Hill, Professor of
Secondary Education, Yale University.
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authority on social hygiene and eugenics.
- Dr. Samuel Burkhard, Head of the
Department of Education, Arizona State
Teachers College.
- Dr. W. W. Kemp, Dean of the
School of Education, University of California.
- Dr. Benjamin H. Lehman, Professor
of English, University of California.
- Dr. Alfred W. Palmer, President of
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[Cont. from page A-75] Ohio, and president, Department of Elementary School Principals of the National Education Association will speak on the subject, "Your Child and His School." "The Three C's of the School" will be the title of an address by Samuel Berman, principal, James R. Ludlow School, Philadelphia, Pennsylvania, and chairman of the 1936 editorial committee of the Department of Elementary School Principals. The "Our American Schools" series are broadcast each Saturday at this time by the NEA.

A nationwide survey of projects and programs to meet the problem of out-of-school and unemployed youth sixteen to twenty-four years of age has been launched by the federal Office of Education. More than 12,000,000 young people have reached the age of employability since October 1929, and millions out of school are out of work.

The NEA should embrace all phases of education and should stimulate virile growth and organization in all phases of the profession. There should be strong organizations of all levels and phases and these should be linked together by a comprehensive organization like the National Education Association that would synthesize all interests and con-

solidate all forces behind the full and harmonious development of these interests. Such a compact organization would make more possible the task of properly visualizing the function of education and of realizing its purposes.—President Henry Lester Smith.

The National Association of Student Government Officers, an organization sponsored by Superintendent Willis A. Sutton for the National Education Association, will hold a meeting in Denver in connection with the convention of the NEA. Membership in the organization is by schools, the annual dues being \$2.50. Interested schools should send these dues with the name of student president, sponsor, and principal to Warren E. Schuell, Sapulpa, Oklahoma. A membership certificate and further information will be returned to your school.

County superintendents in Kansas use a score card for teachers, which gives points for membership in state and national professional associations.

Why not present to each graduate a copy of "Your Life in the Making" [see page 157] as a special commencement message to him? Copies in leaflet form may be ordered from the Division of Publications of the National Education

Association at the following prices: 25-49 copies, 3¢ each; 50-99 copies, 2¢ each; 100 or more copies, \$1 per 100. No single order under 50¢. All orders under \$1 must be accompanied by cash.

No Retreat is the name of a pageant written by students and teachers of University Hill School of the University of Michigan, presented for the first time during commencement week, 1934, as a celebration marking the tenth anniversary of University Highschool. A school board meeting cutting out the "fads and frills" during the present depression, the struggle of early American education, the schools of today contrasted with those of pioneer times are some of the scenes in this five act play. *No Retreat* is an excellent example of interpreting the schools thru dramatic art. It may be presented by amateurs without payment of a royalty fee. It is published by Samuel French, 25 West 4th St., New York and 811 West 7th St., Los Angeles, 35¢.

The faculty of the Oswego, New York, State Normal School has inaugurated a program of rural practise teaching, whereby prospective teachers live in the rural districts during nine weeks of teaching.

Women teachers [Cont. on page A-78]

CRABTREE LIFE MEMBERSHIP

The National Education Association is indebted to Secretary Emeritus J.W. Crabtree, who conceived the life membership plan. His name and that of the Association are synonymous.

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

May, 1935

DEAR MR. GIVENS: I wish to become a life member in honor of J. W. Crabtree, Secretary Emeritus of the National Education Association, and to make my first payment June 1, 1935. I understand the entire amount of \$100 can be paid in equal annual installments of \$10 each, and that membership dues already paid for the current year may be applied on the first payment. I also understand that I will receive the life membership certificate, card and gold pin or button when the first payment is made.

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[Cont. from page A-76] who served overseas during the War are planning a reunion this summer at their national convention in Glacier Park which follows immediately after the NEA convention in Denver. For complete details, write Mrs. Elise L. Lewis, 195 Claremont Avenue, New York City.

William T. Harris—The September 1935 issue of *The International Education Review* will be a special number, commemorating the 100th anniversary of the birth of William T. Harris, who was president of the National Education Association in 1875 and appointed U. S. Commissioner of Education in 1889. One writer says of him: "For at least 35 years, from 1870 to 1906, William T. Harris was the most influential man in American education."

Eight million children on relief rolls—There are eight million children under 16 years of age on federal relief rolls according to a statement made by Miss Katharine F. Lenroot, chief of the Children's Bureau, before the American Red Cross on April 10. This is just eight million reasons why every teacher in America should become an intensive student of the social-economic conditions in the country in an effort to understand causes and remedies.

Readers' choice of articles they liked best in the March 1935 JOURNAL was as follows:

First, "The Battle for Free Schools" by Charles A. Beard and William G. Carr; *second*, the special feature "The National Education Association As It Is and As It Should Be"—the six articles receiving so close a vote as to constitute a tie in several cases; *third*, "The Ethics of the Teaching Profession"; *fourth*, "Mother, What Can I Do?" by Frank K. Reid; *fifth*, "Significant Trends in World Affairs" by Stephen P. Duggan.

What Counted Most is an excellent title for a book just off the press, written by Secretary-emeritus J. W. Crabtree. This book is not a conventional biography but a story of great human interest, dealing with those things that helped Mr. Crabtree most in giving service as a teacher, superintendent, highschool inspector, college president, and secretary of the National Education Association. *What Counted Most* will be enjoyable to Mr. Crabtree's thousands of friends thruout the country, helpful to young teachers entering the profession, and interesting to anyone who appreciates the significance of the schools in our American democracy. *What Counted Most* is published by The University Publishing Company, Lincoln, Chicago, Dallas, New York; the price, \$2.

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For information concerning the Mexico Child Welfare Bureau, which each year sends Friendship Health Chests to Mexican children, write to Lincoln Wirt, director, 603 American Bank Bldg., Los Angeles.

Since the publication of "Ethics of the Teaching Profession" in the March JOURNAL, 4500 copies of these reprints have been ordered.

Learning to fly—Seventy-nine students, twenty-four of them girls, are enrolled in the aviation courses at the Teaneck [N. J.] Highschool.

From Western State Teachers College at Kalamazoo, Michigan—Much of the February JOURNAL was well received in an assembly period on our campus this morning, when a group of eight students gave a program in commemoration of the 300th anniversary of the founding of highschools in this country.—Carl Cooper.

The traveling theatre—The extension division of Indiana University has plans completed for a traveling theatre which promises to carry the social pleasures and cultural advantages of play-going to all parts of the state. The season of this traveling theatre began April 14 and will continue until the second week in June.

The new constitution adopted March 14 by the DuBois [Pa.] Teachers Association contains two outstanding features:

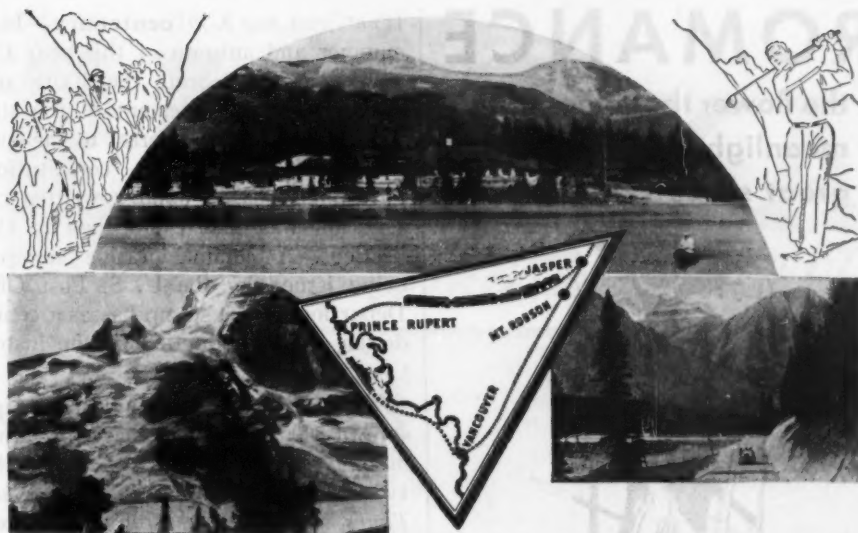
[1] 100 percent enrolment in the PSEA and the NEA.

[2] The presentation of a life membership in the NEA every third year to a member of the DuBois faculty. The recipient of the award to be judged on merit only—service to Local Branch, outstanding service in DuBois schools, etc.

A test of democracy—Make a list of all the people in your block, or if you live in a small community, in your town, who are employed. How many of them are employed by locally-owned enterprises? How many by absentee-owned?

Just before the May JOURNAL went to press a telegram was received from Superintendent Calvin Smith, Cottonwood, Utah, saying that the community project described on pages 139-42 in this issue won first place in the "More Beautiful America" national contest sponsored by Better Homes and Gardens.

Connecticut ter- [Cont. on page A-80]



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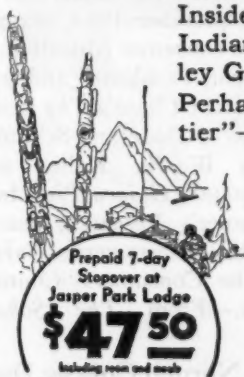
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[Cont. from page A-79] **centenary**—In the summer and autumn of this year Connecticut will celebrate the 300th anniversary of the settlement of the state. This occasion is of interest to the entire United States because constitutional government based upon a written constitution was first established in Connecticut. A commemorative stamp is being issued by the U. S. Post Office Department. The stamp has as a central design the reproduction of the historic Charter Oak.

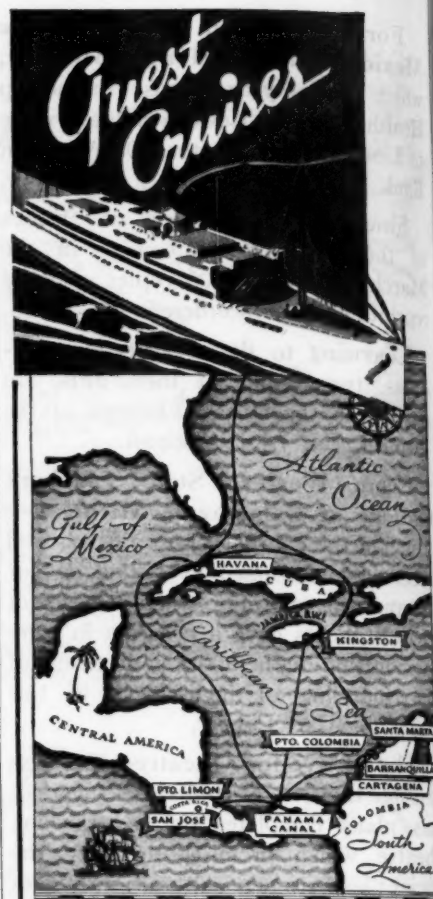
The Selbyville, Maryland, High-school was in complete charge of gathering and editing the news of the April 4, 1935 edition of the *Eastern Shore Times*, published at Berlin and Ocean City, Maryland. This 20-page edition, in celebration of the Tercentenary anniversary of the American highschool, contains much excellent material on local, state, and national school conditions.

Raising the standard—This year the following states will license no teachers [except under conditions of emergency] who have not completed four years of post-highschool education: California, Connecticut, Maryland, Massachusetts, New Jersey, and Washington. This is encouraging, but it should be remembered that forty-one American commonwealths are still surpassed by Scotland, Germany, and Japan in respect to the standards of education required of elementary-school teachers.—William C. Bagley in *Survey Graphic*, May 1935.

The superintendent of schools in Orange, Massachusetts, Edward C. Hempel, reports that the highschool in his system in September 1934, inaugurated a course in consumer education. It is called "Common Problems" and uses such books as Stuart Chase's *The Economy of Abundance*, Chase and Schlink's *Your Money's Worth*, Kallet and Schlink's *100,000,000 Guinea Pigs*, bulletins of Consumer's Research, Incorporated, and the *Consumers' Guide*, published by the Consumers' Counsel in Washington.—From *The School Review*.

The Central Normal College, Danville, Indiana, reports 100 percent enrolment of its faculty in the National Education Association. This information was received too late to permit its inclusion with the list on page 170. Waldo Wood is president of Central Normal College.

What the World War cost—The World War, all told, cost—apart from 30,000,000 lives — \$400,000,000,000. With that money we could have built a



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Illinois State Normal University will commemorate the seventy-fifth anniversary of the first graduating exercises, during commencement week 1935. Since the first class graduated in 1860, many illustrious alumni have gone forth from Normal University, now the second largest state teachers college in the United States. An elaborate pageant will be a feature of the exercises. Other features include publication of a history of Normal University by Professor C. A. Harper, historic exhibits and displays, and alumni reunions.

Dates to be remembered—

May 31-June 1—Tenth Annual Conference of the New England Health Education Association. Further information may be secured from Mrs. John Fuller, secretary, Massachusetts Institute of Technology, Cambridge.

June 13-16—Eighth Training Course for Camp Counselors at Camp Northover, Bound Brook, New Jersey. For further information, address Dr. M. Alice Asserson, Children's Welfare Federation, 386 Fourth Avenue, New York.

June 24-26—Sixth Annual School Administrators Conference at Peabody College.

June 30-July 5—Denver convention of the National Education Association.

July 3-23—Tenth annual seminar in Mexico. Further information may be obtained from Hubert C. Herring, 287 Fourth Avenue, N. Y.

July 8-13—Conference on Educational Administration, Stanford University.

[Continued from page 170]

PENNSYLVANIA—Lewistown, Fifth Ward, Logan Street, Sixth Ward, Wayne Street.

TEXAS—Houston, Briscoe, MacGregor, Memorial.

WASHINGTON—Spokane, Alcott, Edison, Stevens.

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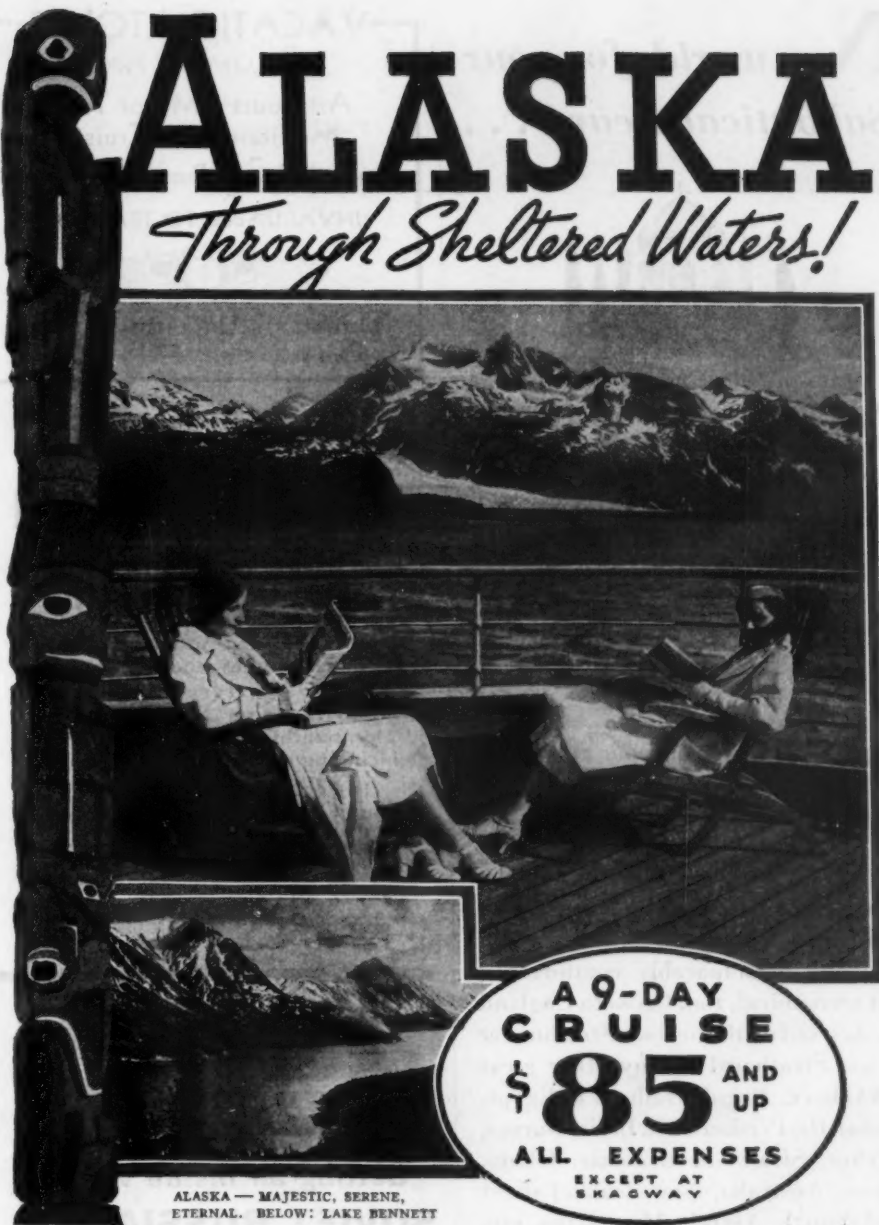
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