

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

•
Today's Youth Problems

Frank W. Hubbard

•
The Socialized Education of the Future
Charles A. Ellwood

•
Shall I Become a Teacher?

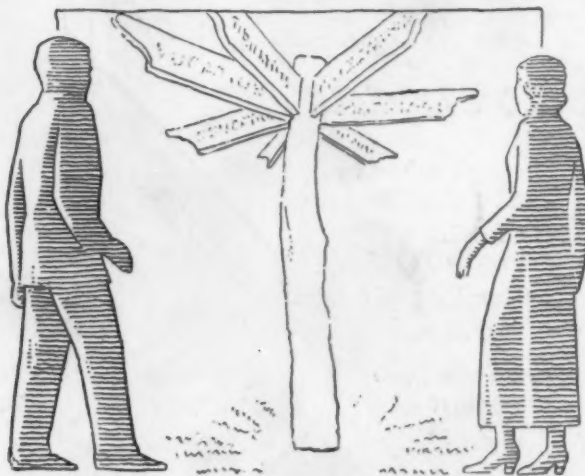
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The Social Situation and the Curriculum

Wm. H. Kilpatrick

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Platform of the National Education Association

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See Page A-3 for Complete Table of Contents
•

TODAY'S YOUTH PROBLEMS



See Feature Section, pages 13-28



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Between Editor and Reader—

THE YEAR 1936 should help us to understand more clearly some of the possibilities and some of the limitations of our world. It is certain to be a year of tremendous and fascinating significance: new developments on every continent; new alignment of forces; a new election in America; disheartening reaction mixed with inspiring pioneering; and youth knocking at the gates with increasing vigor and beginning to break thru. And youth will break thru not only in America but everywhere in time. Shall the source of its power be sheer brute force or shall that power have its roots in the passion for truth and right? This issue of THE JOURNAL is dedicated to youth. Will you pass your copy on to the most promising youth you know?

WITH THIS ISSUE THE JOURNAL starts its sixteenth year. It would be interesting to know how many of the 1921 readers are still members of the JOURNAL family. The veteran readers who feel a special proprietorship are one of the joys of an editor's life. Another source of special inspiration is the growing body of eager new workers who each year take up teaching and who discover its larger significance as they assume their places in the ranks of professional organization.

THE JOURNAL has pioneered many educational movements now widely accepted. None of these pioneering projects means more or can mean more than the movement to enrol in the National Education Association the senior students in the colleges for the preparation of teachers. The enthusiasm with which that movement has been received indicates that those who have charge of the future teachers of America are concerned that they shall establish lifelong habits of growth.

If there is as much gain in professional organization and in education in the next fifteen years as in the past fifteen, democracy will have begun in truth to realize its finer possibilities and the building of a new civilization will be under way.

In This Issue—

THE SOCIAL SITUATION AND THE CURRICULUM	William H. Kilpatrick	1
THE SOCIALIZED EDUCATION OF THE FUTURE	Charles A. Ellwood	3
SHALL I BECOME A TEACHER?	Joy Elmer Morgan	5
THE STORY OF AN EXPERIMENT	L. P. Benezet	7
NEA DEPARTMENT PRESIDENTS		9
FACTS ABOUT NEA DEPARTMENTS		10
THE SUPERINTENDENTS MEET AT ST. LOUIS		11
AN EVENING WITH THE MAGAZINES	Hazel Davis	12
TODAY'S YOUTH PROBLEMS	Frank W. Hubbard	13
Part I Footprints on the Sands of Time		14
Part II Against Whatever Odds There Are		19
Be It Ever So Humble		19
Up and Doing		20
For Idle Hands to Do		21
To Err is Human		22
As the Twig is Bent		23
More Stately Mansions		24
Part III That Sees Beyond the Years		25
PLATFORM OF THE NATIONAL EDUCATION ASSOCIATION		29
RESOLUTIONS OF THE DENVER CONVENTION		31
NOTES AND ANNOUNCEMENTS		33
HONOR ROLL OF THE NEA		35

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M I M E O G R A P H



The Social Situation and the Curriculum^{*}

THE AIM of this article is to study our social situation as it bears upon and conditions the work of the school. The next article will ask what the curriculum should accordingly be in order to meet these social conditions.

We have already seen how our rapid social change requires thinking, and not mere habit, to deal with it. And also how unequal change has produced cultural lags which upset our former cultural balance, so that we now need further changes in order to make the culture work, part with part, as an effectual whole together. These things require that our citizens shall learn to criticize and judge our various institutions so as to bring the lagging parts up abreast of the rest.

Specifically as to the present social situation: Our sense of economic security is greatly shaken, the economic system having forfeited our confidence. Our former equality of opportunity no longer holds; the few may "rise" but not all together or on equal terms. This older notion of equality of opportunity is impossible with factories and large corporations; a revised conception is necessary. Finally, men are in business so pitted competitively against each other as to bring widespread evil results both to individual character and to the finer aspects of social life. As against these evil conditions, America could, if only it would, so plan and distribute as to bring security and comfort to all, while it lessened, if it did not remove, inequality and the competitive degradation of life and character. Only vested selfishness and general inertia of thinking, it appears, prevent us from undertaking thoroughgoing social reconstruction.

As we consider this situation and the need for change, we propose to hold firmly to democracy. Indeed, we wish the new arrangements largely in order to insure a truer democracy; and all the new arrangements must likewise go forward under democratic control. If this democratic control is to continue and be adequate to the demands, the people must be adequate to the new vision with its new duties, and the school finds therein

a greater task. Meanwhile we who deal with schools must understand our society and our culture the better in order that education may the more surely serve.

[1] Certain fundamental social relationships need new study. Our fathers thought of men as individuals first and as forming society afterwards. Individual liberty was thus a kind of absolute, with social arrangements a necessary evil. Certain moderns reverse the order, make the state absolute, and deny democracy. What then shall we say? How shall we understand the relationship of the individual to his institutional life?

Which comes first in time, the individual or the institutions and how are they related?

It is always true that the human individual is born into some prior existing cultural group. As he grows up, he will [if normal] participate more and more fully in the life going on about him. That is, he must cooperate with those conducting that life and share with them their food, their language, their implements of living. He thus accepts their customs and largely their dominating ideas and attitudes. In effect he is built into the model of that particular group culture. The group and its culture are prior to the individual. It must be so.

At once two questions arise. First, is this molding from without so ironbound as to be precisely fixed in advance and inevitable? If so, what does individuality mean? And liberty? And how is progress possible? Second, how is this inevitable acceptance by the child of his surrounding culture patterns compatible with the active and creative conception of conduct and learning discussed in the preceding articles of this series?

Let us take first the question of reconciling creative learning with the cultural molding of the individual. Can both be true? Suppose we begin with language. Wherein is a child among us creative when he is learning to talk? Has it not all been already created for him? We must here clearly distinguish psychological creation as an individual affair from sociological creation which adds to or otherwise changes the group culture. In the preceding article we were concerned

to see that the learning process is one in which the individual is actually creative as he contrives how to meet a novel situation. Now, we are asking whether this act of creating is still claimed when the model which he is finally to accept is fixed beforehand. The answer is yes. Psychologically, the learner himself still creates the response that he is to make.

Consider the actual beginning of language. When the child is sufficiently mature he begins spontaneously to babble. Some one of these sounds will approximate *ma ma*. Whereupon all about him will give warm approval of his achievement. He accepts the approval and will in time learn to say *ma ma* upon request. Even here his creative part is clearly present. Until he is able to achieve the original babbling *ma ma* and later the *ma ma* response to the request, he has not learned "to say *ma ma*." This prior necessity that he himself achieve these two things is exactly what is meant by saying that he contrives or creates the forms that he learns. We may go further. This child will at first apply his newly achieved *ma ma* to anyone who happens along. This will not long meet the social demand. He is now called upon to make the distinction that *ma ma* belongs solely and exclusively to one particular member of the social group. Earlier he could not conceive this distinction; now in time he can. This distinction-achieving belongs perhaps "higher" up on the imitation-creation scale than either of the earlier two. Note here that until he creates for himself the distinction, it simply does not exist for him. Nothing is more obvious to students in this field than the different abilities of people to achieve such distinctions. Children thus learn their language at differing rates and with differing degrees of refinement.

Two things here emerge together. The more distinctions there are embodied in the group tongue and thought, the more of such distinctions the young, other things being equal, will learn. Also, the more creative ability any one child has, the quicker and surer, other things being equal, will he acquire the distinctions used about him. Those who grow up in cultivated homes will on the whole use

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more and finer distinctions than will others. There is then no necessary contradiction between psychologic creative learning, on the one hand, and the fullest appropriation of the race culture, on the other. The more complementary the two processes become, the better each becomes.

And now, as to whether this culture—molding of the child—is so precise and inevitable a process as to deny any validity to our notions of liberty, individuality, and cultural progress. The answer is implicit in the preceding discussion. Learning the group culture is not a mere accepting of what already is. Each individual creates his own response. True enough in very simple matters appreciable variations may be impossible or unacceptable; but in more complex matters and particularly in a changing and uncertain culture the responses will vary appreciably from individual to individual. It is, in fact, true of cultural history that these very conceptions of individuality, personal liberty, and conscious social progress are relatively late in developing and seem themselves dependent upon an accumulation within the culture of complex and contending notions as to man and government and duty. It is thus in the individual response to varied and conflicting demands that individuality is born, and liberty and progress get their meanings. We seem then authorized to conclude that in a very primitive and simple culture the process of cultural transmission may so precisely mold the child as to shut out notions of personal liberty or of conscious improvement of social patterns and consequently any clear ideal of individuality. But where the culture is complex and contains discordant elements, personal thinking and choice become inevitable and there arise consequently as capital achievements of civilization the conceptions and ideals of personal liberty, of individuality, and of the conscious improvement of society. The more thoroly the group culture accepts these as its ideas, the less fatalistically will its individuals be bound to any prior existing model. Creating in the sociological as well as the psychological sense is then increasingly achieved.

[2] One phase of the foregoing calls for special consideration. It appears true that selfhood is an individual achievement, not a mere matter of being born a human, and that the achieving demands a social milieu. The very fact of selfhood involves and implies one's own conception of himself as an abiding unity, a self, in contrast with other like selves or persons. These contrasting conceptions of

self and others emerge simultaneously, each helping the other into fuller consciousness; and the mutuality of the process is perhaps unending. What one knows of one's self receives corroborating recognition from seeing it in others; and vice versa, what one knows of others gets clearer definition from finding it also in one's self. So each one learns to consider others' rights and feelings; so one learns to curb and shape himself in respect for the rights and feelings of others. Only as one has achieved this *ego-socius* conception of self and others is he able to take his proper place in social life. Only on this basis can he respect others as persons. Any adequate social-moral thinking depends upon the prior adequate achieving of these mutual self-and-other conceptions. Without it we should remain brutes, incapable of morality and refined social intercourse.

It is but a repetition of the earlier argument to point out that since the self is born of its conception of others, the character of the achieved self will thus be a function of the surrounding social life, built on its dominant model. Thus again is it true that the very self, the innermost citadel of selfhood itself, is socially built and conditioned.

We are then able to return an emphatic answer to the questions asked at the outset. Society is prior to any individual. The theory discussed by Hobbs, Locke, and Rousseau, that humans held natural rights to liberty, etc., prior to coming together in society, is a chimera. Men have become men in and thru the group and the culture within which they are born and brought up. To contrast and oppose "the individual" and his needs with "society" and its needs is an impossible artificiality.

Pursuing this further we can understand better the nature of institutions and see how they must serve the individuals using them. The fact of cooperation is here basic. To paraphrase Aristotle, as cooperation began to make life possible, so it exists to make life good. Civilization actually depends on cooperation. Where men do in fact cooperate, each must understand what the others are doing and fit his movements into the common process. There must then be common purposes, communication or the exchange of common understandings, and common ways of acting together. It is the aggregate body of such common aims, common language, and common ways of cooperating with reference to common ends that constitutes the customs and institutions of any group. When the culture of any group is thoroly unified, the young are molded

unquestioningly to its model, and men use their institutions with no more questioning criticism than we question the pressure of the atmosphere or the beating of the healthy heart. But when varying aims and different standards make contradictory demands upon us, we are compeled to question. Amid such conflicting demands several conceptions emerge simultaneously: the function of institutions to foster life; the ideal of the good and happy life; the desired character of men to foster better institutions and the happier and finer living. When knowledge accumulates, especially in the history and comparative study of cultures, the idea almost inevitably arises that institutional forms may be consciously remade the better to serve human living. Clearly then institutions are not absolute to control men, but exist to make life better.

Any intelligently managed society, especially in our modern times of rapid change and divided culture, must make conscious provision on the one hand for the study of its institutions that these may when necessary be improved, on the other for the education of its citizens that they may be intelligent in such matters and disposed to seek and foster desirable changes. A public system of education for a democracy exists, largely at least, to serve just these two ends: to foster especially thru higher education the criticism of our institutional life, and to cultivate all intelligent citizenship to act accordingly. Any effort to prevent or limit such study and criticism as to possible desirable changes is exactly an effort to foster social blindness and stupidity.

Also it becomes the peculiar obligation of government, existing as it does to serve the people, to support and foster such critical study of the institutional life thru an adequate system of education, not only in schools and universities for the children and adolescents, but also we are now coming to see, thru a system of adult education for all the citizens. And these things must be so, because in a rapidly changing society there arises a continual stream of novel social and political problems which must be studied as and when they arise.

To study life and how to enrich it, to study our customs and institutions and how to improve them, to educate youth so that they may grow up thus socially capable and disposed—these things constitute the aims of any proper educational system. The next effort in this series of articles will be to seek the lessons to be learned from these social considerations for the remaking of the school curriculum.—William H. Kilpatrick.

The Socialized Education of the Future

CHARLES A. ELLWOOD

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EDUCATION IS THAT phase of the social process which concerns itself with the transmission and enhancement of culture. If the process of culture development has been essentially a learning process, as we have every reason to believe, then culture can be transmitted from generation to generation only as the young are educated to appreciate and conserve the achievements of the past. If new additions are to be made to a given culture, they can be made only by appreciating what has already been achieved. Hence some system of education has been at the heart of every civilization which the world has known.

The immediate future of our own civilization is accordingly bound up with the system of education which we maintain. Yet such dense ignorance as to the function of education in civilization exists that education is still looked at as an individual or class matter. Even though we now have probably more interest in the promotion of education than in the development of either government or religion, still the condition of education in practically every civilized country remains unsatisfactory.

If judged from the standpoint of its leadership in culture, our educational system must be rated low. What its immediate future development will be there are few certain signs to indicate. For some years past the trend in our education has undoubtedly been materialistic. Science has been exalted, to be sure, but science has been confused with physical science; and even then, what has been taught has been not so much the spirit of science as the results of science as a basis for vocational and economic success. Materialistic interests have so invaded our highschools and dominated our universities that even some of our more thoughtful business men have at times voiced a protest. The practical is emphasized until the higher cultural interests are almost lost sight of. Real scholarship under such circumstances, even in the universities, is often at a discount, and economic success is the thing uppermost in the minds of the most ambitious students. There is surely some ground for the criticism of our European friends that such education produces skill in technics, but no true scholarship. Cer-

tainly very few of our university students absorb much of our higher culture.

But even where the older cultural



IN CONNECTION with this article the reader may wish to go further into the writings of Charles A. Ellwood. They include periodical articles which may be reached thru *Readers' Guide*, and the following books:

Sociology and Modern Social Problems, 1910 [revised edition under title *Social Problems and Sociology*, 1935]

Sociology in its Psychological Aspects, 1912

The Social Problem: A Reconstructive Analysis, 1915, revised 1919

The Reconstruction of Religion, 1922

Christianity and Social Science, 1923

The Psychology of Human Society: an Introduction to Sociological Theory, 1925

An Introduction to Social Psychology, 1927

Cultural Evolution: A Study of Social Origins and Development, 1927

Man's Social Destiny—In the Light of Science, 1929

Methods in Sociology—A Critical Study, 1933

traditions remain in our education it is often a mere worship of the past—of its art, its literature, its religion, and even its government and morals—which furnishes no adequate stimulus to surpass the achievements of the past. Such education, which finds in the past all worthwhile patterns of action, not only becomes unduly conservative, but frequently reactionary. It has often been denied that the too exclusive study of the Greek and Latin classics has any tendency to perpetuate or reinstate Greek and Latin standards in our political, social, and moral life. But it would be strange if it did not. The condition of Europe today cannot be understood except as we take into account the continued imitation of

Roman patterns, and this continued imitation of Rome seems to be connected with the system of European education. At any rate the matter would bear investigation.

To be sure, knowledge of past achievements is the foundation of all culture, and so of all education. We cannot understand the present, to say nothing of the future, except as we understand the past. The young should be taught to appreciate and preserve all that is of value in the achievements of the past. But our education should not approach the past on its hands and knees. It should study the past to see, if possible, how its achievements may not only be preserved, but surpassed, since all the human past, we now know, represents a relatively incomplete, yes, a relatively barbarous stage of development. This is particularly true of past social conditions. There is, therefore, no excuse for ancestor worship in our system of education. Even the Constitution of the United States, if we are to study it in our schools, should not be studied as a perfect document, but as a product of the political culture of its time, and therefore susceptible of improvement, even though we may still be far from living up to the ideals implied in its spirit. There is no safety in a static or conservative education. There is only stagnation and the death of the human spirit.

But the question may well be raised whether the education of the schools can be anything else than conservative. Many educators, as we have seen, resent the idea that the schools should have a large responsibility for the leadership of civilization. They say that the schools have all that they can do in transmitting the heritage of the past, without attempting to build the future; that the most that the schools can do is to adjust to our present civilization and our present society; that the schools are controlled by the *mores* of their time and place, and that they cannot escape from this control even if they would. Hence the idea of looking to the school for leadership is a mistake. This question, of course, involves the question of the freedom of the schools; but now the question is broader and involves the whole relation of the schools to the community. Should the school be also freed from the tyranny of custom and community dictation? The reply is that if the

school aims at the liberation of the mind it must be free from the dictation of the community and of custom not less than of political government. The school in its teaching can acknowledge no authority but that of the truth. It can, therefore, easily be as forward-looking as conservative. Indeed, in following the truth it will be both.

It may, of course, be said that the schools have no choice, that the *mores* of the community and the corresponding economic conditions will dominate the schools in any event. The school is the mere reflex of the industrial and economic system and has no choice but to serve it or go out of business. But truth does not vary with economic systems, and those bodies of tested knowledge which we term the sciences, to say nothing of the legacies of art, literature, and religion, bequeathed by the past, remain the same under all systems of industry and morals. The theory of organic evolution and its supporting facts, for example, does not vary with the *mores* or economic conditions. But the question is, will the schools of the future be at liberty to teach this theory or any other which they believe to be true? Will the schools be free to follow truth? The reply is that if they are not free, men will seek some other instrument of free thinking and investigation; for men require truth as well as bread to live. If official public education is not free, then men will seek the truth in some other form of education, perhaps the agitator on the street corner.

Education can, of course, be a slave of the *mores* and be conservative and reactionary. It has often been so in human

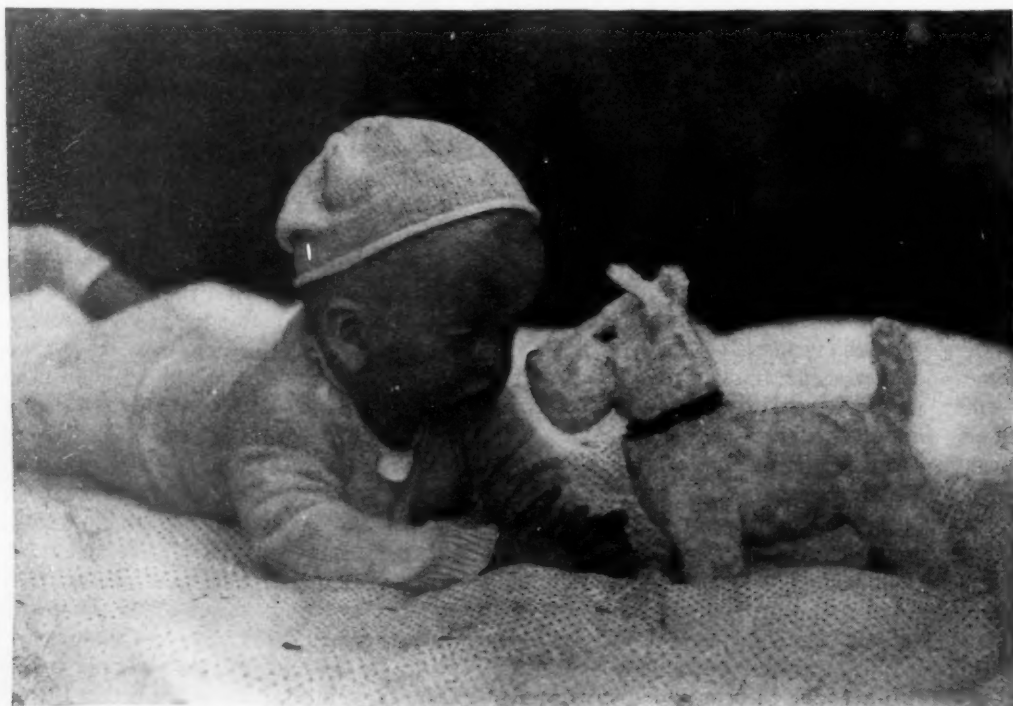
history. On the other hand, education can easily be progressive, and will inevitably be so if it frees the mind and follows truth. It does not need to be the slave of the *mores*. Indeed, so far as we know, the *mores* can only be changed by education; if not the education of the school, then the education of the Church, the press, or public discussion. We shall not get rid of warlike *mores*, for example, by treaties or leagues of nations, important as they may be; but only thru some method of educating the people. It has been a mistake of the American people in particular to think that the *mores* can be changed by the action of law and government, whereas the most that law can do is to confirm and sustain the change. The real change must be in the attitudes of the people, and that can be brought about only thru some form of education. If the school of the future does not wish to lose its educational position and leadership, it must assume its share of responsibility in the leadership of civilization. It must undertake the work of building a new and better world and no longer be the slave of the customs and traditions of the hour.

But if the education of the future escapes from the dangers of materialism and ultraconservatism, it may still fall into the bondage of fads and fashions, of special interests and narrow factions, and become one-sided. This is particularly the danger of the education of the hour. There is, for example, the fad that we learn only by doing, that the schools should devote themselves to practical training and primarily to the education of the hand, altho we know that language is the vehicle of all culture and that

men learn the most difficult social adjustments, not by doing, but thru their imagination. "Give a psychologist," says Everett Dean Martin in *Whither Mankind*, "a rat and a graph, and you will get about the last word on the subject of the philosophy of education in this machine age." The psychologist forgets that rats have no culture and are not men. This fad, of course, plays into the hands of vocational education, which is more and more becoming the popular form of education, both because business interests wish it and because it promises a white-collar job. Efficiency is demanded of our school graduates, but what is usually meant is efficiency in some technic. Social intelligence and character are pushed into the background.

If these latter are thought of, it is usually in terms of patriotic service or sentiment. The danger here is the confusion of patriotism with the support of an existing government or some particular national policy. If patriotism is taught in our schools, it must be taught critically, or education will foment rather than allay political passions and prejudices. Factions and parties will always be only too ready to make use of uncritical patriotic instruction for their own purposes. Oligarchies and autocracies have always sought to maintain their power, as they do in Russia and in Italy at this moment, thru education which is professedly patriotic. Nationalism, that dread specter which haunts the peace of Europe, has fattened for over a generation on this sort of education. And with nationalism has come militarism and the whole brood of pagan political ideas.

Every abuse of political power in the world can easily hide behind patriotism, and therefore in education, as in life, patriotism is not enough. The open-minded love of truth and right should have precedence over the support of any political and social order.



Heir of all the ages

Shall I Become a TEACHER?



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

The use that one shall make of himself is the greatest single decision of a lifetime. Teaching both in influence and numbers is one of the major occupations of modern times.

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The Ideal Teacher by George Herbert Palmer. Houghton Mifflin Co., Boston, 1908.

What Counted Most by J. W. Crabtree. University Publishing Co., Lincoln, Nebraska, 1935.

Great Educators of Three Centuries by Frank P. Graves. Macmillan, New York, 1912.

Life of Horace Mann by Mary Mann. Out of print but available at most libraries.

Education as a Life Work by R. H. Jordan. Century Co., New York, 1930.

[16]

Second—Fold away from this line

[9]

TEACHING, like every profession, has its disadvantages. The head of a private school emphasized the risk of dealing constantly with immature minds. Another critic mentioned the difficulty of getting ahead in the keen competition for positions. Still others are discouraged by the relatively low salaries. There is some foundation for such criticisms but the rewards of teaching outweigh its defects. Inadequate salaries, for example, are somewhat offset by the relative stability of the teaching profession. It is true that people who work constantly with others are subject to mental and nervous fatigue. But the teacher's vacation compensates in some measure for this drawback, especially if he possesses vital interests outside of work. Finally the knowledge of service to the children and the nation brings a lasting satisfaction that far outweighs minor or temporary drawbacks.

What Are the Drawbacks of Teaching?

Where Shall I Attend School?

TEACHERS COLLEGES and universities differ in the preparation they offer for the various careers in teaching. Some emphasize preparation for elementary-school work; others, rural teaching; others, secondary education. Examine the catalogs of the colleges you are considering with this in mind. These catalogs can usually be consulted at your library. Your teachers will be glad to explain points which are not clear. Opportunities for selfhelp or scholarships may be a factor in your choice. Since requirements for a teaching certificate differ widely in the various states, it will be wise to determine whether the state in which you wish to teach will certify graduates of your college. Most states now maintain at least one teachers college where the young person will receive a specially planned education for the teaching profession. Such preparation usually includes practise teaching.

[11]

[12]

IN OUR EARLY HISTORY, the training of children was not thought to require highly educated teachers. They were largely drill masters in the Three R's. Today the teacher is concerned with every phase of the child's growth and development. As education has widened in scope, requirements for entrance into teaching have become higher. It is recognized, too, that teachers of young children should be as well prepared as high-school teachers since the early years lay the foundation of the child's character. The minimum standard for all teachers recommended by the National Education Association is four years of preparation beyond the high-school. Some communities require graduation from a five-year course. Frequently the teacher returns to summer school or takes a year's sabbatical leave to study. For administrative positions and for college teaching, graduate study is necessary.

How Much Education Do I Need?

What About Teachers' Salaries?

CONDITIONS have been so unstable during recent years in all occupations that specific figures or even averages mean little. You can easily learn the lowest, average, and highest salaries for your part of the country. Tables published in THE JOURNAL of the National Education Association every two years give salaries for different types of teaching in each state. Since teaching is growing in numbers, in quality of preparation, and in influence, there will probably be a tendency for all salaries to approach the better levels. The single salary schedule [the same for both elementary and secondary teachers] is used in the best school systems. There is a beginning salary, with regular increases up to a maximum. Salaries much above the maximum are sometimes provided for exceptional teachers. The highest salaries go to superintendents, principals, and others who carry special responsibilities.

[4]

[5]

FOR THE YOUNG MAN OR WOMAN inspired with the prospect of significant service to society, no profession offers greater or more varied opportunities than education. A list of careers for which special courses are offered may be found in the catalogs of teachers colleges and schools of education. Among the fields of work are nursery and preschools, kindergartens, elementary schools, junior and senior highschools, colleges, professional schools, graduate schools, adult education, librarianship, recreation, school administration, research, and interpretation. Within each of these fields are many branches. Pioneers in new services soon become the leaders in those fields. Since the highschool, college, and adult education are expanding rapidly the demand will be greatest at those points. Attendance at the senior highschool will be practically universal as it now is in the elementary school.

Are There New Careers in Teaching?

Is Teaching a Profession for Men?

DURING the past fifty years opportunities for men in the nation's expanding industries have been so great that teaching has attracted a higher proportion of women than of men. Now that there are fewer opportunities in agriculture and business, strong young men are coming into the teaching profession in larger and larger numbers. In some teachers colleges half the students are men. The public, too, is coming to demand more of the masculine influence for its growing young people. Men are now going into education not only as administrators but as classroom teachers. In the administrative field, opportunities for young men are large. Superintendents, directors of research, business managers of school systems, directors of physical education, important positions in state departments of education, deans of teachers colleges, are a few of the many worthwhile opportunities.

[8]

The Story of an Experiment

THIS IS the third and final instalment of an article by Superintendent L. P. Benezet, in which he describes an experiment in arithmetic in the Manchester, New Hampshire, schools. The first instalments [November 1935, p241-4 and December 1935, p301-3] have aroused many favorable comments. William McAndrew calls the material "powerful good reading, a scientific article free of the common dullness of such." Helen Ives Schermerhorn, of New Jersey, writes that upon returning to teach in junior highschool after many years in the adult education field, she "was appalled at the changes which had taken place, the great number of new activities which had developed, each good in itself, but nevertheless cluttering up the time of the children. The weakness in English seemed inexcusable; too little time had been given to its mastery. I hope great things from the influences of Mr. Benezet's article." A letter from C. E. Birch, superintendent of schools, Lawrence, Kansas, indicates that the Lawrence schools have been revising the arithmetic program for the past two years. Mr. Birch has recommended the discussion in faculty meetings of the Benezet articles and their possible application in the light of the local situation.

Is your school making similar use of these articles? It would be an interesting thing to call some of the leading citizens in your community together around the table and read the articles to them to see what their attitude would be.

IT MUST BE understood that I knew very well that my hardest task was ahead. I had to show my more conservative teachers what we were trying to do and convert them to the idea that it could be done. I went into room after room, day after day, testing, questioning, giving out examples.

We had visitors. Two Massachusetts superintendents, a superintendent of a large Massachusetts city with five of his principals, and two instructors in the Boston Normal School came. They saw what we were trying to do and were surprised at the ability to reason and to talk, shown by children whose minds had not been chloroformed by the dull, drab memorizing of tables and combinations. But there were murmurs thruout the city. It finally broke out in a board meeting. A motion was made that we throw out

the new course of study in arithmetic and go back to the old. It was defeated by a vote of nine to four, but a committee of three was appointed to study the problem carefully. Taking with me two members of the committee and a stenographer, I visited four different schools in our own city and three in a city not thirty miles away.

The most convincing test was in connection with the problem which I tried out in not less than six different rooms. Four of these rooms were made up of children who learned their arithmetic in the old formal way, whereas the other two were groups who had been taught according to the new method. In every case it was an advanced fifth grade, within one month of promotion to the 6-B.

I give verbatim accounts of two of these recitations, the first from a traditional room and the other from one of the experimental groups. I drew on the board a little diagram and spoke as follows: "Here is a wooden pole that is stuck in the mud at the bottom of a pond. There is some water above the mud and part of the pole sticks up into the air. One-half of the pole is in the mud; $\frac{2}{3}$ of the rest is in the water; and one foot is sticking out into the air. Now, how long is the pole?"

First child: "You multiply $\frac{1}{2}$ by $\frac{2}{3}$ and then you add one foot to that."

Second child: "Add one foot and $\frac{2}{3}$ and $\frac{1}{2}$."

Third child: "Add the $\frac{2}{3}$ and $\frac{1}{2}$ first and then add the one foot."

Fourth: "Add all of them and see how long the pole is."

Next child: "One foot equals $\frac{1}{3}$. Two-thirds divided into 6 equals 3 times 2 equals 6. Six and 4 equals 10. Ten and 3 equals 13 feet."

You will note that not one child saw the essential point, that $\frac{1}{2}$ the pole was buried in the mud and the other half of it was above the mud and that $\frac{1}{3}$ of this half equaled one foot. Their only thought was to manipulate the numbers, hoping that somehow they would get the right answer. I next asked, "Is there anybody who knows some way to get the length?"

Next child: "One foot equals $\frac{3}{3}$. Two-thirds and $\frac{1}{2}$ multiplied by 6."

My next question was, "Why do you multiply by 6?"

The child, making a stab in the dark, said "Divide."

It may be that he detected in my voice some stress on the word "multiply." I then gave them a hint which, had they been able to reason at all, should have shown them how to solve the problem. "How much of the pole is above the mud?" said I. The answer which I had hoped for was, of course, "One-half of it is above the mud."

The first child answered: "One foot and $\frac{2}{3}$."

I looked dubious, so the second child said, "One foot and $\frac{1}{3}$."

I then said, "I will change my question. How much of the pole is in the mud?"

"Two-thirds," said the first child.

"One-half," said the second.

"One-half," said the third.

"Then how much of the pole is above the mud," said I, thinking that now the answer was plainly indicated as one-half.

"Two-thirds," said the next child.

"One foot and $\frac{2}{3}$," said the next.

"One-half of the pole is in the mud," said I. "Now, how long is the pole?" and the answers given were "Two feet," "One and one-half feet," "One-half foot," "One foot," "One foot," "One foot," and I gave it up.

I gave the same problem the same week to a fifth grade in our city which had been brought up under our new curriculum, with no formal drill in addition, multiplication, and division of big numbers but with much mental work in reasoning. I drew the diagram again and said, "Here is a pond with a rock bottom and mud and water, with a pole sticking in the mud. One-half of the pole is in the mud; $\frac{2}{3}$ of the rest of the pole is in the water; one foot of the pole sticks up in the air above the water. How long is the pole? How would you go to work to do that problem?"

First child: "You would have to find out how many feet there are in the mud."

"And what else?" said I.

Another child: "How many feet in the water and add them together."

"How would you go to work and get that?" said I to another child.

"There are 3 feet in a yard. One yard is in the mud. One yard equals 36 inches. If $\frac{2}{3}$ of the rest is in the water and one foot in the air [one foot equals twelve inches] the part in the water is twice the part in the air so that it must be 2 feet or 24 inches. If there are 3 feet above the mud and 3 feet in the mud it

means that the pole is 6 feet or 72 inches long. Seventy-two inches equals 2 yards."

It amazed me to see how this child translated all the measurements into inches. As a matter of fact, to her, the problem was so simple and was solved so easily, that she could not believe that she was doing all that was necessary in telling me that the pole was 6 feet long. She had to get it into 72 inches and 2 yards to make it hard enough to justify my asking such a problem.

The next child went on to say, "One-half of the pole is in the mud and $\frac{1}{2}$ must be above the mud. If $\frac{2}{3}$ is in water, then $\frac{2}{3}$ and one foot equals 3 feet, plus the 3 feet in the mud equals 6 feet."

The problem seemed very simple to these children who had been taught to use their heads instead of their pencils.

The committee reported to the board and the board accepted their report, saying that the superintendent was on the right track. They merely suggested that, to quiet the outcry of some of the parents, the teaching of the tables should be begun a little earlier in the course.

The development of the ability to reason is one of the big results of the new course of study in arithmetic. Not long ago, hearing that a complaint had been made by the mother of a child in a 5-B room, regarding the teaching of arithmetic, I visited the room with the principal and tried to discover just what the youngsters could and could not do. I gave them several problems to test their ability to do mental arithmetic, and was surprised at the accuracy and speed with which they answered me. I then tried them on a problem which involved a little reasoning. I drew a picture of two faucets and of a pail placed beneath them. Stating that either one of the faucets could fill the pail alone in two minutes, I asked how long it would take to fill it if the two were running at the same time. Confidently expecting that the children would tell me four minutes, I was much gratified to receive the answer, one minute, from three-fourths of the class. I next changed the problem by stating that I would replace one of the faucets by a smaller one, which could fill the pail in four minutes. I then asked about how long it would take to fill the pail, if the two faucets ran together. A few told me three minutes, but the great majority guessed between one minute and two, the popular answer being about a minute and a half. I next asked what part of the pail would be filled at the end of one minute, and the children told me, without any difficulty, that it would

be three-quarters full. My next question was, "How long exactly would it take, then, to fill the pail?" The first child that I called upon gave me the correct answer, one minute and twenty seconds. The principal expressed his astonishment and asked me to try the same problem on the eighth grade. I did so. These children, brought up under the old method of formal arithmetic, did not do nearly as well as did their younger brothers and sisters.

I have recently tried, in several parts of the city, a test involving five simple problems. Here it is:

[1] Two boys start out together to race from Manchester to West Concord, a distance of 20 miles. One makes 4 miles an hour and the other 5 miles an hour. How long will it be before both have reached West Concord?

[2] A man can row 4 miles an hour in still water. How long will it take him to row from Hill to Concord [24 miles one way] and back, if the river flows south at the rate of 2 miles an hour?

[3] The same man again starts rowing from Hill to Concord in the spring when the water is high and the current is twice as swift as it was before. How long will it now take him to make the round trip?

[4] Remus can eat a whole watermelon in 10 minutes. Rastus in 12. I suggest a race between them, giving each half of a melon. How long will it be before the melon is entirely gone?

[5] The distance from Boston to Portland by water is 120 miles. Three steamers leave Boston, simultaneously, for Portland. One makes the trip in 10 hours, one in 12, and one in 15. How long will it be before all 3 reach Portland?

It looks easy enough, but I advise you to try it. I will guarantee that highschool seniors, preparing for College Entrance Board Examinations in Mathematics, will not average 70 percent. I had some rather ridiculous results. I tried the fourth and fifth examples on a second grade the other day and had an almost perfect score, while a ninth-grade class in arithmetic, which had been taught under the old arithmetical curriculum, made a sorry showing. Out of twenty-nine in the class only six gave me the correct answer to problem five.

We have already seen results of our new course of study. The head of the English Department in our Central High-school [enrolling 2450 pupils] tells me that in the English classes made up of

pupils who entered on February 1, 1935, there is a fluency and a readiness with the mother tongue that is surprising. The old-time diffidence is gone. Children are no longer tongue-tied and unable to put a new idea into words.

I am not surprised. I had expected a report like this. You will recall the terrible English used in one of our eighth grade rooms, taken down as it was spoken, which I have quoted in the first article. I went into the same room five years afterwards. The same teacher was in charge, and some of the children in the room were younger brothers and sisters of the previous group, but the methods of teaching had radically changed. With the stenographic report of the previous recitation in my hand, I asked this latter day group the same questions which I had propounded five years before to their older brothers and sisters. I pick out typical answers, and I assure you that I am not giving you the top of a "deaconed" barrel of apples.

"When the numerators of any two fractions remain the same, the fraction with the smaller denominator is the largest."

"The principle that we have proved is that the smaller the denominator gets—no, the larger the denominator gets, the smaller the fraction."

"The larger the denominator is, the smaller the fraction would be if the numerator is the same."

"The smaller the numerator gets, if the denominator remains the same, the smaller the fraction is."

"The larger the denominator gets, the smaller the fraction will be, provided that the numerator remains the same."

"The larger the denominator gets, provided the numerator remains the same, the smaller the fraction becomes."

I then tried an experiment which to me was the most conclusive of all. I read from the account in my hand typical answers which had been given in that same room five years before [of course they were not told that it was the same room] and these presentday eighth graders shouted with laughter at statements which had not provoked a smile five years before. I asked them why they laughed and they proceeded to pick out the flaws in the reasoning and choice of words of their predecessors. To me it was the most heartening sign yet, and a prophecy of what we may expect when this present eighth grade shall have become seniors in our highschools.—**L. P. Benezet**, superintendent of schools, Manchester, New Hampshire.



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LYON



POWERS



LYSETH



JONES



THOMPSON



WESLEY



MOORE

NEA Department Presidents

THE GROWTH of departments in the National Education Association tends to parallel the development of educational and social specialization. This subdivision of the profession involves both a strength and a danger. The strength of these groups lies in the possibility of performing a special service with a high degree of perfection. The danger lies in the incomplete and distorted sense of values that specialization fosters, in the difficulty of making adjustments between a large number of parts so that the interests of the whole will not be lost.

The growth of Association departments, beginning in 1870 with the entrance of the Department of Superintendence and the Department of Teachers Colleges, brought together three groups: teachers, superintendents, and normal school leaders. Today there are, in addition

to the National Council of Education, 24 departments and a considerable number of allied organizations. The following page gives a brief survey of the departments.

The close association of these departments with the parent organization and the strong will toward unity and cooperation which exists between them is one of the priceless resources of American education. They should be drawn still closer together so that there will some day exist in America in education a unification such as is presented by the United Engineering Societies with their great headquarters in New York. One of the major elements in Association policy during the next few years should be to strengthen the departments, to draw in independent organizations which should be departments, and to relate the departments properly to each other and to the general body.

William C. Bagley, Columbia University, is president of the National Council of Education. The presidents of NEA departments are: *Mary Elizabeth O'Connor*, Administrative Women in Education, supervisor of elementary schools, Natick, Mass. [photo not available]; *Marguerite H. Burnett*, Dept. of Adult Education, state director of adult education, Wilmington, Del. [photo not available]; *Elizabeth Wells Robertson*, Dept. of Art Education, director of art, Chicago Public Schools; *Raymond C. Goodfellow*, Dept. of Business Education, director of commercial education, Newark; *Mary C. Ralls*, Dept. of Classroom Teachers, elementary teacher, Kansas City, Mo.; *Irma E. Voigt*, Dept. of Deans of Women, dean of women, Ohio University; *Philip A. Boyer*, Dept. of Educational Research, director, Division of Educational Research, Philadelphia; *Harley W. Lyon*, Dept. of Elementary School Principals, principal, Longfellow-Cleveland Schools, Pasadena, Calif.; *Mrs. Eugenia West Jones*, Dept. of Kindergarten-Primary Education, teacher, Los Angeles; *Estelle E. Samuelson*, Dept. of Lip Reading, supervisor of educational work, New York League for Hard of Hearing; *John C. Kendel*, Dept. of Music Education, director of music, Denver; *Sue M. Powers*, Dept. of Rural Education, supt., Shelby Co. Schools, Tenn.; *A. W. Thompson*, Dept. of School Health and Physical Education, director of health education, Grand Rapids, Mich.; *Ira C. Davis*, Dept. of Science Instruction, assistant professor, University of Wis.; *Ernest D. Lewis*, Dept. of Secondary Education, Evander Childs Highschool, New York; *Harriet C. Lyseth*, Dept. of Secondary-School Principals, state dept. of education, Augusta, Maine; *Edgar B. Wesley*, Dept. of Social Studies, University of Minn.; *Mabel A. Harms*, Dept. of Special Education, teacher, Minneapolis; *A. J. Stoddard*, Dept. of Superintendence, supt., Providence; *Rudolph D. Lindquist*, Dept. of Supervisors and Directors of Instruction, Columbus; *Mrs. Leila Bunce Smith*, Dept. of Supervisors and Teachers of Home Economics, teacher, Atlanta; *H. A. Sprague*, Dept. of Teachers Colleges, president, STC, Montclair, N. J.; *Nelson L. Greene*, Dept. of Visual Instruction, Chicago; *Forest E. Moore*, Dept. of Vocational Education, state dept. of public instruction, Des Moines.

Facts about NEA Departments

THE DECEMBER JOURNAL carried information regarding the activities of the committees of the National Education Association.

It is the purpose of this page to present a brief survey of the departments of the Association. Photographs of the departmental presidents are presented on p9.

The truly professional member of the teaching profession, first of all, takes an active part in the activities of his local teachers organization. Then, as 80 percent of the teachers of the United States do, he joins with his state education association. Next, he widens his horizon and influence still further thru membership and participation in the National Education Association. In addition to membership in these general professional organizations, he joins with one or more departments, which bring together those people who are working in his own particular field of education. There are, at the present time, 24 departments in the National Education Association. Department dues in many cases make possible the issuance of publications.

Each of the departments of the Association holds at least one annual meeting. Some of them meet twice a year. Pertinent facts regarding each department are given in the following paragraphs. The number in brackets following the name of a publication indicates the number of issues per year. "Summer meetings" refer to those of the NEA, and "winter meetings," to those in connection with the Department of Superintendence. Some departments listed as holding only one meeting also hold other conferences in connection with the winter or summer convention as the case may be.

Administrative Women—Summer and winter meetings. No publication. Dues \$1.50. Was National Council of Administrative Women until 1932 when the Council came into the Association as a Department. Has branches in 18 states.

Adult Education—Summer meeting. Publications: *Bulletin* and *Journal of Adult Education* [4]. Dues: associate members \$1 including Bulletin subscription; active members \$2 including subscription to both publications. Established as Department of Immigrant Education in 1921. Name changed in 1924.

Art Education—Summer meeting. No publication. Dues \$1. Established in 1933 from the Conference on Art Education.

Business Education—Summer meeting. Publication: *National Business Education Quarterly* [4]. Dues \$1. The Business Edu-

cators Association formed in 1878. Came into the NEA as a Department in 1892.

Classroom Teachers—Summer meeting. Publication: *News Bulletin* [5] and *Yearbook*. No dues. Financed by appropriation from the Association. Established in 1914. Represented at NEA headquarters by full-time staff worker.

Deans of Women—Winter and summer meetings. Publications: *Quarterly Bulletin* [4] and *Yearbook*. Dues \$5. The National Association of Deans of Women became a Department in 1918 but still retains original name. Executive secretary at NEA headquarters.

Educational Research—Publications: *Review of Educational Research* [5] and *Proceedings*. Dues \$5. Originally organized as the National Association of Directors of Educational Research in 1915, it later became the American Educational Research Association. This name retained since the organization became a Department of the Association in 1930.

Elementary School Principals—Summer and winter meetings. Publications: *The National Elementary Principal* [5] and *Yearbook*. Dues \$3. Organized as a Department in 1921. Executive secretary at NEA headquarters.

Kindergarten-Primary Education—Summer meeting. No publications. Dues 50¢. Grew out of a meeting of the Froebel Institute of North America in connection with the Association's meeting in Madison, Wisconsin, in 1884.

Lip Reading—Summer meeting. Publications: Occasional bulletins. Dues \$1. Became a Department in 1926.

Music Education—Summer meeting. No publication. No dues. This Department was originally created in 1884; discontinued in 1928; and re-created in 1934.

Rural Education—Summer and winter meetings. Publication: *Bulletin*. Dues \$2. Grew out of the Department of Rural and Agricultural Education formed in 1907. In 1919 was reorganized with three groups then existing—the National Association of State Supervisors and Inspectors of Rural Schools, the County Superintendent's section of the National Education Association, and the National Association of Persons Engaged in the Preparation of Rural Teachers.

School Health and Physical Education—Summer meeting. No publications. No dues. Began as Department of Child Study in 1894. Name changed to Department of Child Hygiene in 1911. In 1924 merged with Department of Physical and Health Education under its present title.

Science Instruction—Summer meeting. No publication. Dues 25¢. An outgrowth of a state department of natural science teachers of the Colorado State Teachers Association organized in 1894.

Secondary Education—Summer meeting. Publication: *Secondary Education* [5]. Dues \$1. Originally established in 1886. Lapsed temporarily in 1924. Revived in 1931.

Secondary School Principals—Summer and winter meetings. Publication: *Bulletin* [5]. Dues \$2. Preceded by Department of Secondary Instruction. Assumed present name when National Association of Secondary School Principals came in as a Department of the National Education Association. Executive secretary with office in Chicago.

Social Studies—Summer meeting. Publications: *The Social Studies* [8] and *Yearbook*. Dues \$3. Preceded by the National Council for Social Studies which became the Department in 1925.

Special Education—Summer meeting. No publication. Dues 50¢. Admitted as a Department in 1930. This Department deals with the problems presented by exceptional children whether deficient or gifted.

Superintendence—Winter meeting. Publications: *Yearbook* and *Official Report*. Dues \$5. Outgrowth of a meeting of National Teachers Association in 1865 when state and city superintendents present decided to form an organization of their own called National Association of School Superintendents. Became a Department in 1870. In 1921 the Department was reorganized and a fulltime secretary employed with offices at NEA headquarters.

Supervisors and Directors of Instruction—Winter and summer meetings. Publications: *Educational Method* [8] and *Yearbook*. Dues \$4. Had inception in the National Conference on Educational Method organized in 1921. Became a Department in 1929.

Supervisors and Teachers of Home Economics—Summer meeting. Publications: Occasional bulletins. Dues \$1. Department created in 1930 at request of National Conference of Supervisors and Teachers of Home Economics which preceded it.

Teachers Colleges—Winter meeting. Publication: *Yearbook* [consisting of proceedings of meeting.] Dues \$15 per institutional member. In 1924 the American Association of Teachers Colleges merged with the Department of Normal Schools as a department. Retained title of American Association of Teachers Colleges.

Visual Instruction—Summer meeting. Publication: *The Educational Screen* [10]. Dues \$2. Organized as a Department in 1923. The National Academy for Visual Instruction merged with the Department in 1932.

Vocational Education—Summer meeting. No publication. No dues. Originally organized in 1875 as the Industrial Section of the NEA and known at later dates by other titles, it received its present name in 1919.

The Superintendents Meet at St. Louis

TO GET AND TO GIVE help is the motive which leads people to attend the winter meeting of the Department of Superintendence. At St. Louis, during the last week in February, there will be a variety of offerings to meet individual needs. Distinguished national leaders, selected both from within and without the profession, will bring inspiring messages. Over seventy breakfasts, luncheons, and dinners will provide opportunity to renew old acquaintances and to make new ones. In the beautiful exhibit hall of the new St. Louis Municipal Auditorium, the latest materials, books, and equipment for school use will be displayed.

Perhaps no feature of the convention is more helpful than the discussion of urgent questions in small group meetings where individual exchange of ideas is possible. Thirty-six such meetings will be held on Monday afternoon, organized as directed group debates on specific controversial issues. On Wednesday afternoon, broader topics will be considered in the form of thirty-six group discussions. The programs will be administered in nine major divisions, each of which will meet in four groups. These divisions are:

Monday Afternoon

Administration—Will French, Long Beach, Calif.

Supervision—Zenos E. Scott, Bridgewater, Mass.

Finance—Alfred D. Simpson, Albany, N. Y.

Organization—Homer W. Anderson, Omaha, Nebr.

Buildings and Equipment—N. L. Engelhardt, New York, N. Y.

Methods—W. C. McGinnis, Perth Amboy, N. J.

Teaching Personnel—Worth McClure, Seattle, Wash.

Curriculum—Sidney B. Hall, Richmond, Va.

Lay Relations—Charles A. Lee, St. Louis, Mo.

Wednesday Afternoon

Childhood Education—George D. Stoddard, Iowa City, Iowa

Elementary Schools—Bess Goodykoontz, Washington, D. C.

The Junior High School—James M. Spinning, Rochester, N. Y.

The Senior High School—Harrison C. Lyseth, Augusta, Maine

Adult Education—James A. Moyer, Boston, Mass.

Postgraduate and Junior College—Francis L. Bacon, Evanston, Ill.

Education of Out-of-School Youth—Richard D. Allen, Providence, R. I.

Teacher Training—William H. Morton, Lincoln, Nebr.

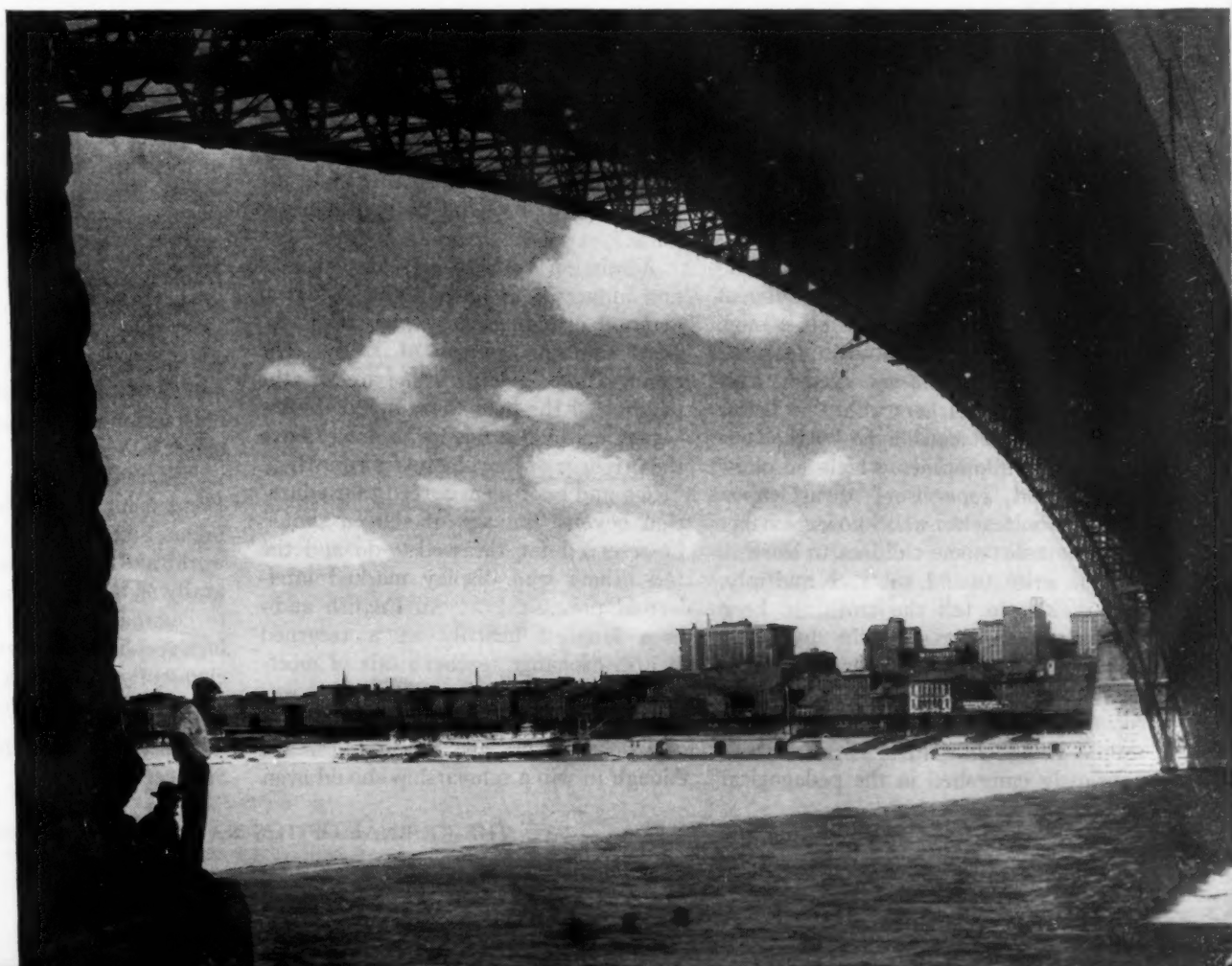
Rural Education—Sue M. Powers, Memphis, Tenn.

Sleeping room reservations are handled thru the Housing Bureau, Philip J. Hickey, chairman, 911 Locust St., St. Louis, Mo.

Convention headquarters, registration, postoffice, and exhibits are located in the St. Louis Municipal Auditorium. No headquarters hotel has been designated.

Railroad rates—One and one-third fare for the round trip. Identification certificates, ready January 15, may be obtained by members of the National Education Association from Willard E. Givens, executive secretary, NEA, 1201-16th St., N. W., Washington, D. C. Dates of sale in central and eastern territory, February 16-25, inclusive. Final return limit thirty days from date of sale.

Under the Arch
of Eads Bridge
at St. Louis



FIRST TEACH THEM TO READ—Something is wrong with public schools if they do not succeed in teaching children who go thru elementary school to read prose, to recognize a sentence, to look up words in a dictionary, to be accurate in simple processes of arithmetic. So says E. A. Cross, in the December *Atlantic Monthly*, judging the public schools by highschool graduates in his college classes.

Mr. Cross does not regard the Three R's as the end-all of the elementary school, but he does insist that they are basic to the real structure of education.

"A capable teacher realizes that she must, first of all, govern her little state so that all its citizens may live together in harmony, dealing justly with each other, none allowed to bully or dominate the rest, and each permitted to learn all he is capable of acquiring without being molested by others whose wishes and temperaments are different from his own." This organization of the school-room is one necessity, the mastery of the tools of learning another, says Mr. Cross, before the real business of education can begin. But the second step is neglected. He believes that parents are partly responsible, by insisting on a painless education. The teachers must please the local community; parents are displeased if school tasks are too hard and children fail to "pass."

The result is a vicious circle in which pupils without a mastery of the fundamental skills "go on into the highschools, then into the liberal arts and teachers colleges; then they are graduated and begin to teach the next generation." Mr. Cross urges that the state should not only *permit* the tax-supported teachers colleges to select their students, but should *require* them to do so. He recommends a careful survey of the state's annual needs for teachers, and a selection, from among the most intelligent and promising candidates, of only enough students to meet those needs.

Even with the present system, says Mr. Cross, the teachers would do better if they were not bewildered by the confusion of philosophies which administrators and supervisors thrust upon them. "The teacher who knows that her job is to assist some children to learn to read, to write, to add, subtract, multiply, and divide, to tell the truth, to keep clean and well, to respect the rights and property of others, to live usefully, peaceably, and happily in a complex social organization, and a few other simple things like these, finds herself hopelessly enmeshed in the pedagogical



An Evening with the Magazines

jargon." Mr. Cross thinks that the good teacher, thru the years, when "let alone and permitted to do her work with children . . . has conducted a progressive, child-centered school."

Lockstep Education in Other Lands—It seems that the much-condemned American "mass education" is full of variety as compared with school programs in some other countries. Dorothy J. Colburn, writing in the November *Scribner's* of her experience as an exchange teacher in an English secondary school, emphasizes the standardizing effect of British education. In the United States we undertake to develop individuals, while "the English, tho working thru much smaller units, are intent upon producing a homogeneous mass."

Admission both to secondary school and university is based on a system of external examinations, which tends toward uniform courses of study. The examinations select from among the children of the poor those fortunate few—perhaps one in ten—who are to have the privilege of free secondary education. "Rich and poor seem agreed that education beyond the age of sixteen should be reserved for the well-to-do and the few others who display marked intellectual promise. . . . An English audience laughed heartily at a returned British exchange teacher's tale of meeting an American young man who was working his way thru a university. That any poor person who was not brilliant enough to win a scholarship should even

consider attending university is in itself laughable to many Englishmen."

Another kind of standardization in education is described by V. F. Calverton, in the December *Current History*. He describes the program of Socialist education in Mexico, launched officially by the National Revolutionary party nearly a year ago. Courses of study in elementary and secondary schools are being rewritten to emphasize the importance of the working-class, the economic basis of the worker's life, and the justice of the worker's side in the class struggle. Legislation is being proposed to bring the universities also into the government program.

"The Cardenas government has put Socialist education into effect because it believes that, ultimately, by educating the populace in the virtues of Socialism, the influence of foreign capital can be destroyed."

Child Artists Interpret Their America—The joyous art of the youngest generation, shown in the exhibition of North American Children's Painting in November, has a national idiom all its own. Eunice Fuller Barnard tells of the exhibit in the *New York Times Magazine*, November 3. The pictures share a lively sense of motion, color, and design, but perhaps lack in depth and serenity when compared with the work of foreign children exhibited in last year's international show.

The educational significance of the show is in its challenge to traditional methods of art study. Sponsored by a group of experimental schools, the exhibits come from progressive schools in all parts of the country. The purpose of their art instruction is to cherish and mature the child's innate ability to see life clearly. "Given proper materials, time, and a sympathetic intelligent teacher, the child naturally sets down a lively and rhythmical interpretation of his environment. . . . This attitude, of course, implies a confidence in the child's natural impulses, of which the old-fashioned drawing lesson was totally bereft. . . . In the progressive school . . . art is technic only incidentally. Fundamentally it is self-expression, giving a child a feeling of mastery over his world and his experiences in it. As naturally as he learns to talk he is expected to communicate his thoughts and feelings graphically. That he can do so more eloquently than with words the current show is the best witness."

—Hazel Davis, Educational Research Service, NEA.

Today's Youth Problems

THESE PAGES have been prepared to assist adults and young people in the discussion of youth problems. Part I, "Footprints on the Sands of Time," traces briefly the history of youth in America. On the whole the trend has been toward an improved status for young people. Thru release from unnecessary toil and under the protection of forward-looking legislation, youth has enjoyed an increasing number of cultural and educational advantages.

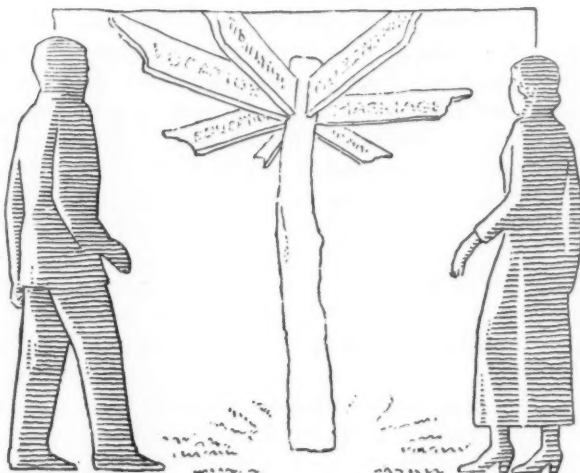
Part II of this feature, "Against Whatever Odds There

Are," presents a few of the major problems which youth must face. Since many youth problems are parts of complex social and economic issues the adjustment of these larger difficulties will materially lessen the pressures upon the young.

The final part, "That Sees Beyond the Years," includes a number of suggestions as to the next steps. A nationwide examination of the problems of youth by every state and community would throw much light upon existing confusion. Just what can be done in each locality depends upon the exact nature of conditions. These facts with all of their ramifications are still to be collected and systematized. Without this knowledge any program will be necessarily general and superficial.

It is a hopeful sign today to find so many adults with an interest in youth. Many of those who have made their adjustments to life are "building bridges" for youth who must someday pass along the same route. This new interest does not mean that problems of young people have sprung full-grown into existence during the past few years. Youth has always had problems. During various periods of history social and economic hardships have beset youth so that it is difficult to conceive how many survived. Indeed, one might easily explain the decline of races and empires in the failure of adults to conserve their young human resources.

Altho the problems of youth are old they rise today in a new social setting. At a time when our standard of living is high, thousands of youth are homeless; when our welfare and protective agencies are most extensively developed, thousands of youth are becoming criminals; when society is providing the young



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 to be. Civilization can rise no higher than its source.

These articles have been prepared by Frank W. Hubbard, associate director of research, with the assistance of the staff of the Research Division of the National Education Association. Materials have been included which should be of great value to study groups of teachers and to units of parent-teacher associations. The articles should be of interest to older high school students and to students in colleges for the education of teachers. Classes in social science will find the problems for investigation suggestive of projects for study in connection with their own communities.—Joy Elmer Morgan.

with extended educational opportunities, our college and highschool graduates are unable to use their added skill in service to mankind; when youth are equipped both physically and mentally for useful work, they are unable to find jobs; when

social problems need to be attacked vigorously, the energy and the resourcefulness of youth are untapped; during a period of potential abundance many of the needs of youth must go unsatisfied. Youth today feels the pangs of Tantalus in the midst of abundance!

The situation has its dangers.

In Germany impatient youth has been easily led by demagogues. Fascism in Italy finds its most active supporters among the young. Would the youth of this country follow "a man on horseback" if the necessary combination of circumstances

should develop? Under a policy of drift the outlook is not promising. In the future will America offer youth fewer outlets in political, economic, and social aspects of life? If so, does anyone believe that young people will need no substitute opportunities?

The American way is to face social problems squarely and to promote frank public discussions. From this give-and-take there will evolve the steps which our people must take if our human resources are to be conserved. Difficulties cannot be solved by the federal government alone or by any other national agency. Every source of aid and expert guidance should be utilized, but practical working of any program will require the united effort of citizens in the metropolitan areas and in the crossroad villages. Young people must participate actively in working out the program. After all, the great need is not to do something for youth but to help youth do something for themselves.

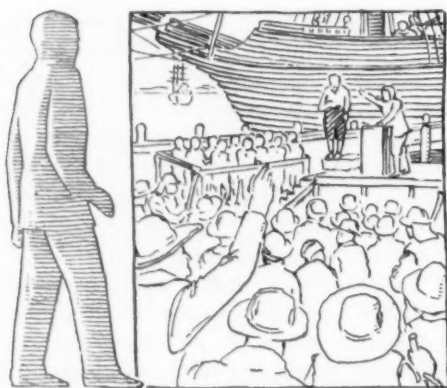
Of the seven ages into which Shakespeare has divided the life of man none has been more idealized than youth. It is a period, according to most adults, just prior to the *real* problems of life. Fathers and mothers in the midst of domestic difficulties remember the days "when all things pleased, for life itself was new, and the heart promised what the fancy drew."

So without much adult guidance youth often muddles thru some of the most important decisions of life with regard to getting an education, selecting a vocation, establishing leisuretime habits, building character, choosing a mate, and entering upon civic responsibilities. What are the possibilities of reducing the waste which muddling involves?

Part I. Footprints on the Sands of Time

NO CONTINUOUS RECORD of American youth has ever been made.

From colonial times to the turn of the present century their story must be constructed from scattered accounts. These illuminating flashes reveal the high points but of necessity cast little light upon details. Thousands who lived, worked, and died under ordinary circumstances have not crowded the pages either of fiction or of history. Yet in spite of the gaps in our account it is helpful to compare the past with the clearer pictures of more recent years.



INDENTURED SERVANTS

Leaving the Old World

The energy and the resourcefulness of youth were of major importance in the colonization of America—Most of the Pilgrim fathers were under forty years of age, and persons as young as sixteen years of age were stockholders in the Mayflower expedition. In 1620 an English committee obtained from justices of the peace the names of such youths above fifteen years of age as were burdens upon their communities in order to transport them to Virginia. Many of those who had been "appointed for transportation" were unwilling to go. However, the necessary authority for transportation was found in the apprentice laws of England; each boy's parish paid five pounds toward his equipment; the lads were duly apprenticed to the ship's company and summarily bundled off to Virginia. Upon landing each boy was sold for several thousand pounds of tobacco. In return for the passage he was "bound" to his master for seven years or until he was twenty-one years of age.

The importation of young women added to the stability of the new colonies—In 1619 ninety maidens "agreeable

persons, young and incorrupt" became the wives of those who paid their transportation. As a governor remarked, the plan filled Virginia homes with "honest laborers burdened with children." In the other colonies many young women arrived each year to find husbands and to bring their domestic skills to aid in civilizing the wilderness.

The demand of the colonists for the labor of young men and women made kidnapping such a profitable business that "spirits," as they were called, haunted the waterfronts. Many an English youth was "spirited away" and sold into bondage in some American port. A law was passed against kidnapping in England in 1664, but it is estimated that, in the ten years that followed, 10,000 persons were kidnapped annually and sent to America.

America beckoned to the daring and to the energy of youth—Some sold their services to pay their transportation; many were kidnapped; but still others came voluntarily. Peasants driven from the land by the sheep inclosures sought to reestablish themselves in the wilderness. The Pilgrims, dissatisfied with conditions in Holland, sought religious freedom for themselves and new opportunities for their children. Gentlemen adventurers hoped for sudden riches. England had an abundance of men and women who were ready to undertake the hardships of colonizing a new world.

Colonizing the New World

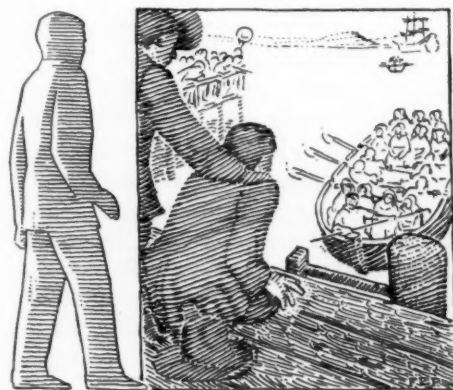
With the landing of the first group of youths at the Jamestown colony apprenticeship also arrived in this country—Apprenticeship and its close kin, indentured service, exerted a powerful influence upon large numbers of American youth for more than two hundred years. The practice was not limited to the children of the poor and the servant groups but included those in rather fortunate circumstances. Apprenticeship was a combination of education and industry. The young were taught a trade by one already a master in that field, and were bound to pay for their instruction by producing goods for the master's disposal. In some colonies apprenticeship readily degenerated into indentured servitude in which the young person merely exchanged his labor for some consideration—in the case of the immigrant, for his passage to America.

Half of the early immigrants to the

colonies came as indentured servants—

Most of these were young people, since the colonists preferred the young. Their terms of service were longer; they were more easily controlled; and by the time they were seventeen or eighteen years of age they were almost as strong and capable as adults. Parents could pay their own transportation by selling or trading their children.

It is easy to infer that youth would become restless under the burdens of indentured service. These young people had nothing they could call their own, no



WIVES FOR THE COLONISTS

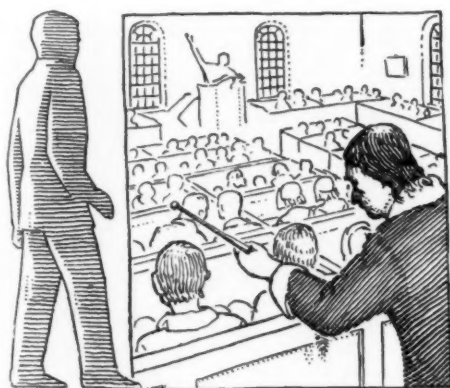
wage to receive and to spend for themselves. They were paying heavily for a debt contracted in the past for which their only compensation had been a miserable voyage across the Atlantic. They could not trade, make a contract, marry, or even leave home for more than a short distance without the consent of their master. In South Carolina if a servant were found more than two miles away from home without a "pass" he could be returned and whipped soundly by the constable of every town thru which he passed; when he arrived at home his master could fittingly climax the day by a final drubbing intended to cause the runaway to think twice before starting off again and also to be a lesson to the other "white slaves" on the plantation.

Girls as well as boys were apprentices and also indentured servants—Their conditions of service were harder than those of the boys. Their terms were usually longer and their opportunities more restricted. Their practical instruction was usually no more than performing ordinary household tasks under the eye of their mistress. They seldom learned a trade or any kind of skilled work other than sewing. They might be

—Footprints on the Sands

taught to read, especially in New England, but seldom to write. Arithmetic was considered unnecessary for them beyond the simple calculations of the household. Professions were practically out of the question for them. In a new country which placed physical strength at a premium they could not compete with men even in the humblest forms of agricultural work. Their wages were so low that it was practically impossible for them to earn their living. They were generally fortunate, however, in being able to marry at an early age and often above their accustomed station.

Organized religion cast a sombre influence over youth—The Puritans regarded man as naturally depraved and



COLONIAL CHURCH

youth as the time to inflict the suffering which should regenerate him. The elders of the colony seemed to take positive delight in devising new restrictions and new punishments. Jonathan Edwards denounced young persons as "infinitely more hateful than vipers unto God."

Accounts appear here and there of sensitive young people who hanged themselves, unable to endure longer interminable anxiety over their souls' salvation. Youths of sixteen confessed to their diaries the sin of whittling on the Sabbath day. Even running across the churchyard was apt to be magnified into a serious misdemeanor by these people who forbade a mother to kiss her child on the Sabbath and who considered death a fit subject of contemplation for the young. At the noon hour fathers took the children to the graveyard and read for them the epitaphs on the tombstones.

Many an old town record reveals the appointment of officials "to oversee youth" on Sunday. These Inspectors of Youth, as they were called, were in fact policemen paid by the town and sent to the meetinghouse every Sabbath to quell "the wretched boys." It was their duty "to sit convenient to inspect the youth



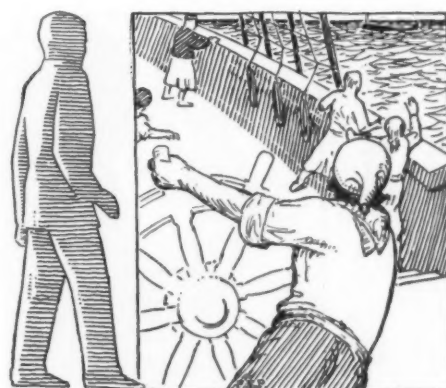
IMPORTANT DATES FOR AMERICAN YOUTH

- 1633—Founding of the first Latin Grammar School in Boston
- 1636—Harvard College established in Cambridge
- 1751—Franklin's academy founded in Philadelphia
- 1821—English Classical School (highschool) founded in Boston
- 1833—First coeducational college opened at Oberlin
- 1842—First child labor law passed in Massachusetts
- 1852—First compulsory attendance law in Massachusetts
- 1856—First coeducational high-school in Chicago
- 1862—Morrill Act passed by Congress extending the principles and practise of federal aid to education
- 1868—Hampton Institute established as first school of higher education for Negroes
- 1872—Decision in Kalamazoo case upheld taxation for secondary schools
- 1899—First juvenile court established in Chicago
- 1918—Seven cardinal principles of secondary education prepared by a committee of the National Education Association
- 1930—White House Conference on Child Health and Protection called by President Hoover
- 1933—Establishment of the Civilian Conservation Corps Camps and (in 1935) their educational program placed under the federal Office of Education
- 1935—Launching, under federal and private auspices, of several national agencies to study and to help youth

in the meetinghouse on days of Public Worship and keep them in order."

The popular notion that only the New England colonies had "blue laws" is not strictly in accordance with the facts. Virginia passed numerous statutes which severely condemned religious and social irregularities. The Quakers of Pennsylvania frowned upon music, drama, and dancing. Sects in other colonies limited their youth in accordance with various beliefs.

Education in the colonies was often the handmaid of religion—Children were taught to read that they might read the Bible for themselves. The Puritans' philosophy was basic to their administration of education for more than two centuries.



WHALING

Young people who showed unusual ability were selected as recruits for the ministry. At the age of ten or twelve they were set to studying Latin, Greek, and Hebrew, and entered college at twelve or fourteen.

Colleges were stern, forbidding places in those early days. At Harvard students could be publicly whipped by the president in the college halls. At Yale "freshmen were forbidden to wear their hats within ten rods of the president, eight rods of a professor, and five rods of a tutor unless the weather was stormy." An aristocratic system of classification, a tradition of Europe, was in force in the colleges, and freshmen were compelled to "fag" for upper classmen. Altogether the college environment was not inviting to a growing, active, restless boy.

In the South the planter often sent his children to Europe to school. The poorer classes generally had little or no opportunity for formal schooling. Teachers of the South were often indentured servants who were not otherwise useful on the farm or in the household. The education of George Washington was obtained mainly by his own efforts. His formal schooling was of the poorest sort.

Today's Youth Problems

The social opportunities of youth varied widely in the colonies—In New England a house-raising, a quilting party, or a cornhusking was seized upon for such enjoyment as it would yield. But one farmer gave this canny advice to his neighbors: "If you make a husking, keep an old man between every two boys; else your husking will turn out a losing." Funerals seem to have been regarded as social occasions by both old and young. Much food, cider, and home-brewed beer were served, and valuable gifts were made to participants.

Life for the young in the middle and southern colonies lacked much of the severity of the New England colonies. Young people of the mansions and of the

for life, for it was gained thru actual experiences with their environment; but opportunities for formal schooling were few. Books, schools, and teachers were scarce; furthermore, the incentive to learning could not have been great in such wild regions where little of its benefits could be observed.

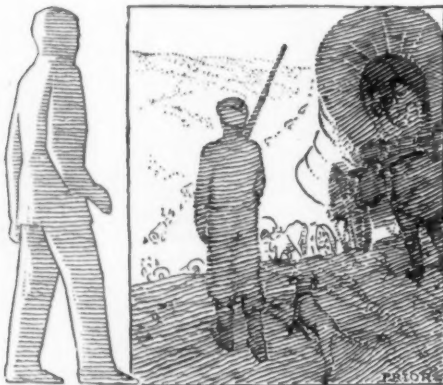
The latter half of the eighteenth century had new tasks for youth. Washington was but twenty-three when he saved the remnants of Braddock's army. Twenty years later he led a youthful army [some as young as twelve years] against the regulars of the Mother Country. Patrick Henry wrote the Virginia Resolutions when twenty-nine. "Light Horse Harry" Lee was twenty-three when he surprised the British at Paulus Hook. The former schoolmaster, Captain Nathan Hale, was but twenty-one when he was hanged. Lafayette was scarcely twenty when Congress made him a major-general. Hamilton was a lieutenant-general on Washington's staff at twenty and at twenty-three he was among the first to propose a constitutional convention. Chastellux, a well-known French traveler in America during the Revolution, reported that he met only two or three young men who had not heard the whistle of bullets.

Even before independence had been won the industrial factor began to take shape in our national life—Hitherto, we had been a group of colonies made up largely of farmers, skilled artisans, and common laborers engaged in the production of raw materials. Young men could look forward to farming or to apprenticeships and, in a few instances, to the professions. Young women might spend a few years in domestic service before the almost inevitable marriage. But with the spread of the industrial revolution there came many far-reaching changes.

New England, in particular, turned some of its energies from maritime pursuits and agriculture to manufacturing. Youth from the farms began to crowd to the cities. By 1810, according to one English traveler, there were eighty-seven cotton factories in New England. Manufacturing also spread to the Middle Atlantic states and west thru Pennsylvania to Ohio. New jobs were opened to young men and women for they could perform the simple factory tasks and they demanded less of the employer than did older persons. Young women in the cotton mills of Massachusetts in 1820 worked from daylight to dark with half an hour for breakfast and for dinner. For seventy hours a week they received a few

dollars and room and board. Under the factory system, the apprenticeship scheme which had supplied young men with systematic training and regular employment, began to break down.

By the beginning of the nineteenth century American seagoing vessels were increasing rapidly in number—By 1833 the American whaling fleet was employing 10,000 seamen whose most striking characteristic was their youth. As the whaling industry grew, young lads were recruited for the ships by the "suave deceit and shameless misrepresentation" of unscrupulous shipping agents. These organizers of the labor supply exploited their opportunities so that it was not uncommon for seamen to find themselves actually in debt



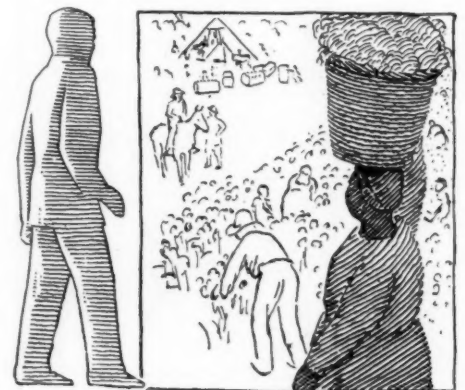
WESTWARD MOVEMENT

farmhouses invited groups of their friends to visit with them for days at a time. They might have the advantage of attending school in the city if the family resources permitted. The family life was gentler and more tolerant of young spirits.

Marching toward National Destiny

Under the hardship of colonization there developed in America an independence of spirit—The life of pioneer youth was much the same whether they came from the favored or from the poorer classes. In the wilderness, many of the traditions of an aristocratic past were lost and young Americans learned their first lessons in democracy. Life was hard but stimulating. The young frontiersman escaped the drudging routine of farm and shop but he also lost their security and comforts.

Great numbers of early Americans passed thru the hazards of the frontier. George Washington, John Marshall, Christopher Gist, and Daniel Boone were but a few of those who had first-hand experiences on the frontier. The wilderness was their teacher and they obtained a kind of education which fitted them



COTTON FIELDS

to the agents of the vessels on which they had worked for several years.

The expansion of the country westward took new impetus in the nineteenth century—Lewis and Clark in 1804 were still in their thirties when they began their explorations thru the Louisiana Territory to the Pacific. Restless youth, impeded by the growing industrialization of the East and agricultural difficulties of the South, sought new opportunities for themselves and their dependents. New territories were settled and added to the Union. Many a person born in the East could ponder, as John Swett once did on a New Hampshire hill, that all of the hamlets within his sight had contributed leaders to the development of the West.

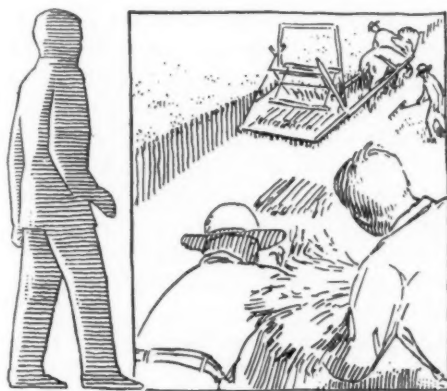
But with the westward expansion great social and economic forces became critical. Eventually Fort Sumter precipitated four years of bitter struggle in which youth led youth in heroic sacrifice. At the close of the war thousands of colored youths were faced with new opportunities and problems. From their ranks rose leaders such as Booker T. Washington, at twenty-five the first principal of Tuskegee, who taught his race that "We shall prosper in proportion as we learn to dig-

—Footprints on the Sands

nify and glorify labor and put brains into the common occupations of life."

With peace the industrial and the agricultural advances which began before the war entered a new era—The cotton gin, which had been invented in 1793 by twenty-eight-year-old Eli Whitney, after many improvements, shaped the economic life of the South for generations. The telegraph and the railroad—the latter developed rapidly after 1865 with federal aid—eventually pushed the frontier out of existence. The cast-iron plow, the reaper, the thresher, cultivators, and other machines revolutionized the agriculture of the West.

With the development of the national resources of the country, work engulfed



THE FIRST REAPER

both youth and adults among the native Americans and still there was room for more willing hands. Beginning in 1840, youthful Irish, Germans, and Scandinavians came in numbers for fifty years, and then the influx shifted to those of eastern and southern Europe. Between 1910 and 1914 one in every ten immigrants was less than sixteen years of age, while one in twenty was forty-five and older. The majority were young men and women seeking a new chance in the Land of Promise.

Native Americans and recent immigrants, displaced by the mechanization of the farms or attracted by factory wages swelled the cities to unheard-of proportions. Living and working conditions became congested and feverish. Youthful workers were often so exhausted by routine and monotony that they drifted from job to job or sought relief in cheap amusements. Yet with all of the wreckage left by the grinding of huge social and economic forces, modern civilization brought youth many real advantages.

Thru the years educational opportunities had been steadily improving—In 1805 in New York, DeWitt Clinton, then



Building the Bridge

An old man, going a lone highway,
Came, at the evening, cold and gray,
To a chasm, vast, and deep, and wide,
Thru which was flowing a sullen
tide.

The old man crossed in the twilight
dim:

The sullen stream had no fears for him;
But he turned, when safe on the other
side,

And built a bridge to span the tide.

"Old man," said a fellow pilgrim, near,
"You are wasting strength with build-
ing here;

Your journey will end with the ending
day;

You never again must pass this way;
You have crossed the chasm, deep and
wide—

Why build you the bridge at the even-
tide?"

The builder lifted his old gray head:

"Good friend, in the path I have come,"
he said,

"There followeth after me today

A youth, whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall
be.

He, too, must cross in the twilight dim;
Good friend, I am building the bridge
for him."

—WILL ALLEN DROMGOOLE

[The above version was included by Miss Dromgoole of Nashville, Tennessee, in her book, *Rare Old Chums*, published in 1898.]

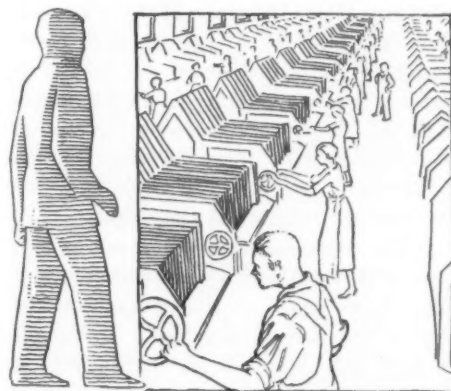
only thirty-five years of age, took an active part in the organization of the Free Public School Society. As early as 1817 philanthropic societies began to play an important part in the education of the poor. By 1842 real public schools were established. Massachusetts established the first state board of education in 1837, and Horace Mann, a young lawyer, began activities which were of nationwide significance for public education.

In 1800 not a single college in the United States admitted women as students. Emma Willard and Mary Lyon, who began teaching careers at the ages of sixteen and seventeen respectively, worked successfully for the opening of higher education to women. Today we owe much to these two and to others with similar purposes who convinced state legislatures of the desirability of educating girls at public expense.

In 1816 Gallaudet began the first

schools for deaf-mutes. By 1850 the movement to establish reform schools for youth began to replace the indiscriminate jailing of youthful and adult offenders. Chicago established the first juvenile court in 1899 and thereby introduced a new and a more intelligent method of dealing with young delinquents. When but twenty-nine years of age Jane Addams in 1889 opened Hull House to the underprivileged.

The most striking development has been the growth of secondary schools for youth. The academy idea initiated by Benjamin Franklin had spread by 1850 until there were 6000 academies enrolling 260,000 students. Highschools, which were first required by law in 1827 in



FACTORY LABOR

Massachusetts, had increased by 1895 to 2600 institutions with an enrolment of 210,000 students. Today there are 29,000 public highschools with a total enrolment of six million.

Youth in industry has been constantly benefited by the improvement of laboring conditions. By 1930, forty-four states limited the working day; sixteen states prohibited night work; and eighteen states required one day of rest in seven. A number of states have laws specifying the minimum age of employment and regulating the types of occupation in which youth may be employed. Supplementing these labor laws are compulsory school attendance laws in every state, which safeguard to some extent the educational opportunities of millions of youth.

Beginning with 1800 most of the states upon admission to the Union received land grants for the support of state universities and agricultural colleges. Today 293 publicly controlled universities, colleges, and professional schools offer opportunities to half a million young men and women.

Scientific fields have offered youth many opportunities for achievement—

Thomas A. Edison was only twenty-one years of age when he patented an electrical vote recorder. Ford completed his first gasoline motor car in 1892 at the age of twenty-nine. Luther Burbank achieved his first important success in the development of the Burbank potato when but twenty-three years old.

Aviation has given youth a chance for daring exploits. The first woman to cross the Atlantic in an airplane, Amelia Earhart, was then only thirty years of age. At twenty-five, Lindbergh flew to France and since that time has made notable contributions not only to aviation but to medical science.

One of the brightest pages today is being written by comparatively young men in the field of scientific crime detection. In 1924 J. Edgar Hoover became director of the U. S. Bureau of Investigation at the age of twenty-nine. About that same year Colonel C. H. Goddard, then but thirty-four, became director of a ballistics laboratory in New York. Keeler perfected the polygraph [so-called lie detector] when less than thirty.

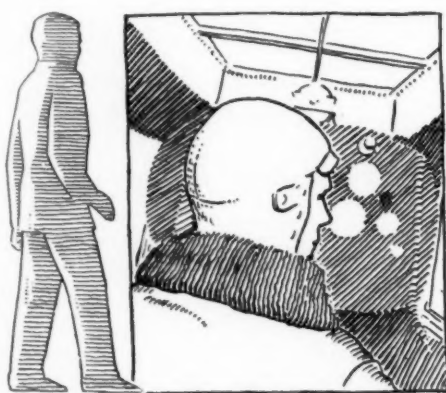
Altho age and experience are necessary to be outstanding in politics, there have been youthful contenders for the highest honors—Theodore Roosevelt entered the New York legislature at twenty-three years of age. When but thirty-one Franklin D. Roosevelt was assistant secretary of the navy.

At the time of his election to the Senate to fill the unexpired term of his father, Robert M. La Follette had but recently celebrated his thirtieth birthday. In 1931 Philip La Follette, then only thirty-four, was elected governor of Wisconsin. The recent disclosures regarding the munitions industry were made by a comparatively young man, Gerald P. Nye, who entered the Senate in 1925 at the age of thirty-three years.

Youth has also contributed much to the arts and letters in American life—So stark and sweeping have been the industrial and political changes in our country

that the cultural events are often submerged. When we hurriedly examine the accounts of our American poets and authors, their pictures, usually made late in life, often lead us to overlook the successes of their youth. Yet Washington Irving was only twenty-six in 1809 when he published his *Knickerbocker* history of New York. William Cullen Bryant wrote *Thanatopsis* when but a youth of seventeen years and Edgar Allan Poe was but a year older when *Tamerlane* was published.

Outstanding poetical contributions of more recent years have been made when their authors were comparatively young. Some of Edwin A. Robinson's poems



FLYING

were published when he was twenty-seven years of age. Edna St. Vincent Millay's poem, *Renascence*, was written when she was but nineteen. Stephen Vincent Benet had built up a reputation before his *John Brown's Body* won the Pulitzer prize for him at thirty years of age.

In other artistic fields youths have had brilliant successes. Marion Talley made her operatic debut at the age of twenty. At nineteen Katherine Cornell began her stage career in New York and in the next three years made successful appearances in London. In the motion picture field a large proportion of the players are youths in their twenties.

On the spiritual side youth has a record of achievements—The foreign Protestant missionary movement began, not with the church fathers, but with a few college boys. In 1806 Samuel J. Mills and four other students of Williams College formed a society which led to the spread of American foreign missions thruout the world. Mills also launched home missionary activities by his investigations and services in the frontier West.

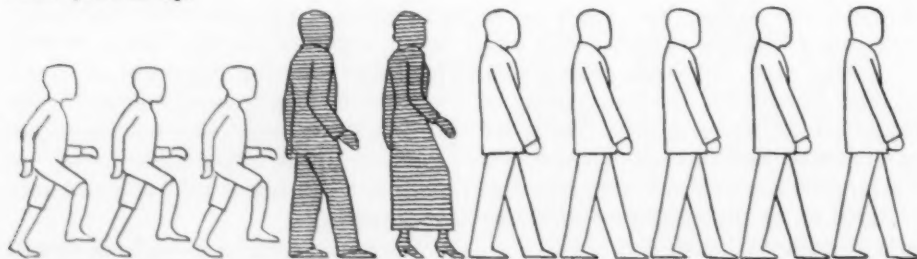
Between 1834 and 1843, Jason Lee, Daniel Lee, and Marcus Whitman, all young missionaries, opened the Oregon country to American settlers. The Young Men's Christian Association, begun in London in 1840 by a youth of twenty, spread to the United States in 1851. Today it offers thousands of youth opportunities for schooling, recreation, physical health, and spiritual guidance. The YWCA, which began with prayer circles about 1855, spread its services until today it reaches several hundred thousand girls and young women. Many youth are also making advances spiritually, culturally, and educationally, thru the following Catholic groups organized prior to 1931: Sodality Union, Catholic Students' Mission Crusade, Columbian Squires, and the Catholic Evidence Guild. Since 1931 under a call to action by Pius XI new organizations have developed for youth in such fields as the drama, poetry, and international relations.

Other youth are participating in the activities of the Young Men's and Women's Hebrew Association, and the Jewish community centers. Thru such agencies young people are not only cultivating their own spiritual lives but they are giving stability to the constructive forces of American civilization.

Social progress is at all times uneven—Great advances in the cultural progress of America are mocked by stubborn and lagging conditions which as yet resist solution. During the recent economic depression new problems have arisen and some hard-won advances have been temporarily lost. But the progress of American youth, as that of adults, must be evaluated in its sweep over a number of years. As we look back to the first settlement at Jamestown, we realize that "youth problems" have always been with us. Future generations will be critical not of the *existence* of such problems, but of the way in which we utilize our resources in helping youth to solve their difficulties. The next section of this feature reviews recent social events in greater detail and indicates some of the possibilities for future action.

TWO IN TEN ARE YOUTH

Youth includes those
14-24 years of age



Each figure represents 10 percent of total population in 1930.

Part II. Against Whatever Odds There Are

BE IT EVER SO HUMBLE

TWO GOALS confront youth with regard to the American home: [a] to help make the paternal home a place where each member shares both the responsibilities and the satisfactions of fellowship; and [b] to prepare both physically and mentally for the establishment and the maintenance of a happy home of his own.

The mobility of our population has seriously affected the American home—Each year millions of our rural residents move to the cities while many in the cities take up farm life. Only during the most serious depression years has the balance been favorable to the rural districts. Census studies show, also, that in every state a large proportion of the present residents were born in other states. With due respect to the advantages, to many individuals, of this shifting the result is to increase the instability and the insecurity of life in many homes.

Closely associated with mobility is the problem of proper housing—Families moving to the cities often take up residence in apartments. The proportion of dwellings built for more than one family increased from 24 percent in 1921 to 54 percent in 1928. The congestion of population in cities has resulted too in overcrowding and the utilization of dwellings unfit for proper home life. These conditions force youth into the streets and into places of cheap amusement for their leisuretime activities.

Both city and rural families have in many instances lost a sense of unity—Frequently both parents are employed, thereby leaving the home without adequate supervision. The increasing divorce rate, which advanced from 20 to 36 for every 10,000 married persons between 1900 and 1930, has contributed to the instability of home life. The automobile has increased the mobility of the young people. Adults, particularly recent immigrants, insist on adherence to outworn traditions, until the boys and girls feel that the home retards their social and economic success. During the depression home life often became unendurable.

Various suggestions have been made for improving existing homes and for fostering the establishment of successful new families—Under one scheme public financial aid would be given to relieve youth

of the burdens of home support which are not justly their own. Closely allied to this plan is the proposal now being put into effect by the National Youth Administration, whereby young people are given enough public aid to assist them to attend secondary schools and colleges.

The improvement of recreational facilities which would immeasurably improve many homes is discussed elsewhere in this unit, under leisuretime activities.

Instruction with regard to the problems of marriage and home life would be helpful to all youth. Courses in money management, cooking, housekeeping, gardening, and similar domestic activities, now characteristics of forward-looking school systems, could profitably be extended to many other communities.

One of the most promising movements of today is that of slum clearance and the improvement of housing conditions. The federal government has taken the lead and is making progress in areas where state and local authorities are co-operating. Under a properly planned program of this character there may be recreational facilities for youth and adults, hygienic quarters for sleeping and eating, and all of the conveniences necessary for satisfactory living in modern society. Under a forward-looking social plan these necessities can be placed within reach of even the modest income.

Problems for Investigation

[1] What important changes in population have taken place in your community in recent years? How have these developments influenced home life?

[2] What influences in your locality are detrimental to family life? What means are employed to minimize these harmful effects?

[3] What social and economic changes have contributed in recent years to the improvement of homes? How widespread are these benefits in your community?

[4] In what ways have home conditions been damaged by the recent economic depression? What efforts have been made to help youth offset these disadvantages?

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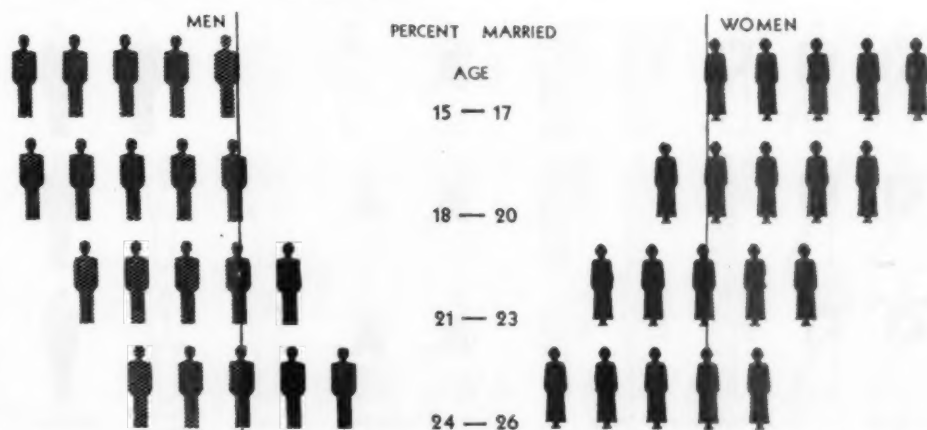
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MARRIAGES BY AGE GROUPS



Each symbol represents 20 percent of population in each age and sex group.

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UP AND DOING

AS YOUTH FACES the economic scene he discovers several problems: [a] that the number of jobs today is relatively smaller, [b] that industry has little or no place for the young workers, and [c] that the occupational distribution of our population is gradually shifting.

The shortage of jobs today is due in part at least to the decrease in production—With the general decline in purchasing power, many industries and businesses curtailed or even ceased their activities. But in addition to this temporary setback there has been a gradual replacement of men by machines, which has contributed its share to the shortage of employment. For example, in one study of 700 employees who lost out thru industrial improvements during the twelve months preceding September 1928, only 40 percent had obtained employment by 1929. With these experienced adult workers losing ground steadily, what may youth expect?

Youth is being displaced because industry needs fewer unskilled hands—The early demands for child labor and youth labor arose from the nature of the routine operations. It was cheaper to employ children and youth to do these monotonous tasks and at that time society raised little objection to the exploitation of young workers. Today state laws specify who may work and under what conditions, altho the protection of youth is still inadequate. Many employers prefer the more mature worker, particularly those applicants with a highschool education or even one or two years of technical college training. Excepting, then, as apprentices, there is little opportunity for youth to obtain employment.

The third perplexity for youth is the shifting of occupations—In 1800 we were predominantly an agricultural nation. The shifts were first to factories, then to mines and to other "productive" enterprises. Within the past twenty years there has been an increase of the number in executive and clerical occupations. Now the suggestion is made that in the future more and more persons will have to be directed into "service" activities. The new work will require architects, city planners, teachers, librarians, recreational directors, nurses, and social service workers. These trends, while confusing to the individual who is trying to get started, nevertheless suggest the possibility of occupational planning by the proper agencies of society.

It is conceivable that there could be a national occupational plan developed by a central statistical agency in Washington—Data would be available as to salaries, working conditions, needs, and opportunities of the occupations of the country [3]. Coordinated with this national program there should be community and state plans. The programs of vocational education in local school systems would need to be adjusted to the facts as made available from this national agency.

Back of every consideration of employment is what the people as a nation wish to bring about thru government. Do we want a large proportion of our people employed? Do we want these periodic spells of unemployment? Do we want to capitalize fully the talents of our youth as they set forth upon the road to vocational efficiency? If so, some national program, similar to the various apprenticeship plans of the national gov-

ernment, but based upon a more fundamental and forward-looking social policy, must be brought into action. While "finding a job" may be of first importance, the cultural, health, and educational aspects of the American Dream must not be neglected.

Problems for Investigation

[1] What occupations do the unemployed young people of our community wish to enter? What are the ambitions of those in senior highschool?

[2] What provisions do the local schools make to prepare young people for the careers in which they are interested?

[3] What nonschool agencies exist in the community for preparing youth for vocational efficiency?

[4] What have been the chief occupations of the locality at ten-year intervals during the past fifty years? Which vocations are likely to be in existence ten years from now? What provision exists for creating new opportunities for worthy youth?

[5] What are the salaries, hours of employment, and other working conditions associated with the occupations of the community?

[6] What machinery could be set up in the schools and on the outside to keep young people informed as to the vocational opportunities of the community, the state, and the nation?

[7] What provisions do and should exist for those youth now employed to improve their cultural and vocational efficiency?

[8] What provisions do and should exist for the rehabilitation of those who lose their jobs, fail to keep pace with new improvements, suffer injuries, or otherwise become maladjusted in their present occupations?

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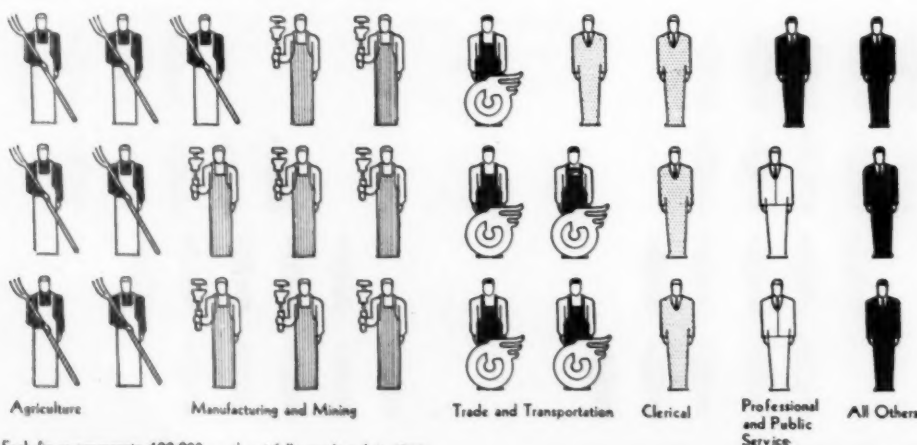
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OCCUPATIONAL DISTRIBUTION

(Age 14 - 24)

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Each figure represents 400,000 youth gainfully employed in 1930.

AT LEAST THREE tendencies in American economic life are operating to extend the leisure hours: [a] the development of machine processes has decreased the relative number of opportunities for youth to enter employment; [b] the depression has accelerated the tendency to employ adult workers who are not affected by school attendance and child labor legislation; and [c] the general shortening of hours in business and industry has increased the free time of those youths who are employed. For good or for evil, freedom from toil is on the increase. What will young people do with this leisure time?

Numerous investigations have shown the potential dangers of the misuse of leisure time—In 1925 a survey of 460 different individuals brought before the juvenile courts in St. Paul, Minnesota, revealed that “47 percent of the offenders belonged to gangs, while 40 percent of the activities engaged in were with the gang.” Other careful investigators have found that “bad companions” were contributory factors in more than 60 percent of the cases of delinquency. Further evidence of the effects of misspent leisure can be found in issues of the *Research Bulletin* of the National Education Association for September 1932 and March 1934.

Too many unoccupied hours may result in individual disintegration which is not necessarily criminal in character—Inactivity, particularly the enforced idleness of unemployment, may lead to mental stagnation, morbidity, or even suicide. Strenuous effort, even old-fashioned work, tends to preserve physical and mental health. In the first place, the activity centers attention on the present and lessens the tendency to daydream or to brood. In the second place, useful activity gives one a chance to achieve, which in turn strengthens the self-respect. Unhealthy thinking, which tends to destroy personality, can be greatly minimized by programs of organized play and wholesome recreation.

More leisure may also mean new opportunities for self-improvement and wholesome recreation—At the minimum level this would mean more time for the leisuretime activities now commonly participated in. A recent survey [4] of the leisure hours of 5000 adults—almost 50 percent of whom were under twenty-seven years of age—reveals that during the past year 64 percent increased their participation in “home” activities and 5 percent increased their participation in “outside” activities. These home activi-

ties mean an increase particularly in reading, listening to the radio, and other relatively passive forms of recreation.

The six activities in order of frequency of mention were: [a] reading newspapers and magazines, [b] listening to the radio, [c] attending the movies, [d] visiting or entertaining others, [e] reading fiction books, and [f] auto riding for pleasure. The recreational pursuits of young people, as contrasted with older adults, are characterized by greater frequency of participation and by the predominance of activities outside the home. In general, young men enjoy more leisuretime activities than do young women, but later in life the reverse is true.

Perhaps even more helpful for those persons in a community who are interested in the leisure hours of youth are the activities most frequently desired. This report indicates some of the unmet leisuretime needs. The items mentioned most frequently were in the following order: [a] tennis, [b] swimming, [c] boating, [d] playing golf, [e] camping, and [f] caring for a flower garden. It is interesting to compare these activities with those most frequently participated in. The desire to shift from relatively passive activities to those requiring physical activity suggests a possible emphasis for a community program.

Problems for Investigation

[1] What are the recreational activities most frequently participated in by the high-school students of your community? By the employed youth? By those young people not gainfully employed?

[2] How much money is appropriated locally from public funds for playgrounds, community centers, and other public recreational facilities?

[3] What are the commercialized amusements of your community?

[4] Has any organized effort been made in recent years to minimize the dangers associated with poolrooms, amusement parks, dance halls, and other places where young persons congregate?

[5] To what extent and in what way are the recreational interests and needs of youth inadequately provided for in your locality?

[6] Has any organized effort been made to offer your local young people a program of wholesome and interesting recreation? Would such a program be possible under the auspices of the schools, the playgrounds, the civic clubs, and of similar agencies?

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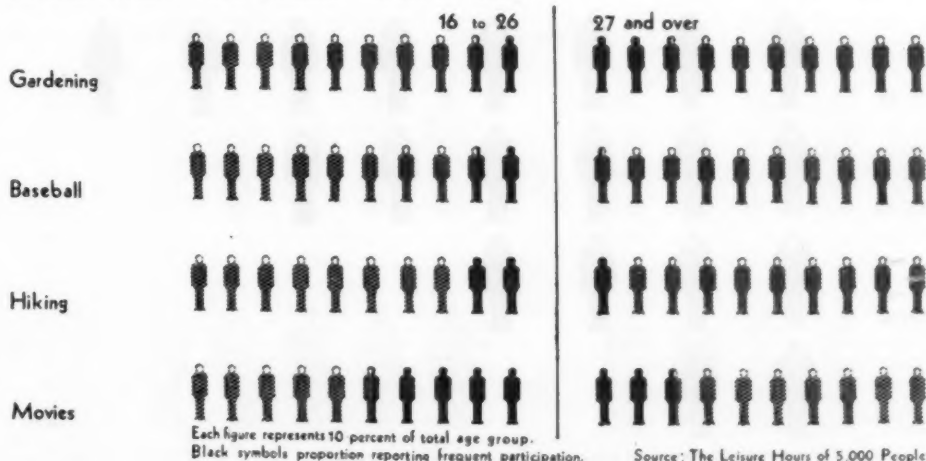
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RECREATION CHANGES WITH AGE



TO ERR IS HUMAN

ONE-THIRD of the cities, within which reside about 50 percent of the total population, send to the United States Bureau of Investigation the fingerprint records of every person arrested. The Bureau has about five million fingerprint records on file and receives about two thousand per day.

An analysis of the 343,582 records received during the calendar year of 1934 showed that the greatest number of arrests of persons under twenty-five years of age was in the nineteen-year age group—Fourteen hundred seventy children under fifteen years of age were fingerprinted chiefly for offenses of burglary and theft. For each of the ages from seventeen to twenty-four the average number of arrests reported was about 15,000. We are unable to say from existing data that the "typical" criminal of today is younger than the criminal of former years. But 56 percent of the arrests reported to the federal government in 1934 were for persons under thirty years of age and one in seven was a youth under twenty years of age. The twenty- to twenty-four-year-old persons, constituting 9 percent of the total population, contribute 18 percent of the total number of arrests [8].

The economic depression has introduced still another problem into the field of juvenile delinquency—namely, an army of transient youths—This group of wandering boys and girls has been estimated at 200,000. It may be smaller or larger than this figure—not even the Children's Bureau has hazarded an official estimate. Recent studies of the transients indicate [a] that one-fifth are less than twenty-one years of age, [b]

that they come from "substantial American families," and [c] that they are acquiring a workless, "getting by," and predelinquency attitude toward life [4].

Efforts to prevent crime must be guided by the nature of the most frequent offences and the influence of various social and economic factors. Crimes of passion, such as murder, have been until the last few years chiefly individual overt acts arising from anger, jealousy, and other sudden and transitory passions. In recent years the gangster and racketeer have organized crime for financial profit.

The majority of offences by youth are anti-social acts committed for personal or financial gain. Recently, these crimes have become particularly vicious in the form of organized racketeering.

Such crimes are the byproducts of an acquisitive and highly competitive society. Under any social theory of "every man for himself and the devil take the hindmost"—there will be thousands of daily situations where assault, robbery, theft, and deceit will be used by individuals to advance themselves at the expense of their fellows.

Many young people, particularly boy and girl tramps, are arrested for vagrancy. It is a flexible term used by the police to cover unemployed, wandering, or rowdy individuals who are removed from the streets or passed on to the next town. While transient bureaus and labor camps can alleviate the privations of the wanderers, the real need is to eliminate the economic difficulties which lead youth to "take to the road."

In the past ten years the development of visiting teacher services, the training

Today's Youth Problems

of teachers in child psychology, the addition of psychiatrists and guidance experts to school staffs, and the development of health and recreational activities are credited with keeping many potential delinquents out of the courts. What will happen in those communities where many of the so-called "fads and frills" have been dropped from the schools is a matter of gloomy speculation among experts in the field of juvenile delinquency.

Problems for Investigation

[1] How many young persons under twenty-one years of age are arrested each year in your community? What are the offences of these youth? Are the individuals first or second offenders?

[2] What are the family histories and school records of these maladjusted youth?

[3] What investigations will public officials make of the cases brought before them? Are the local police and court authorities trained for their special responsibilities? What are the possible effects of their treatment on the future behavior of these youth?

[4] How many young persons in your community may be classified as vagrants, transients, unemployed, incorrigible, insane, or feeble-minded? What should the community do for these individuals?

[5] What is the local school system doing in the way of physical welfare, mental hygiene, guidance, and vocational training to prevent the development of maladjustment in youth? What could the schools be doing?

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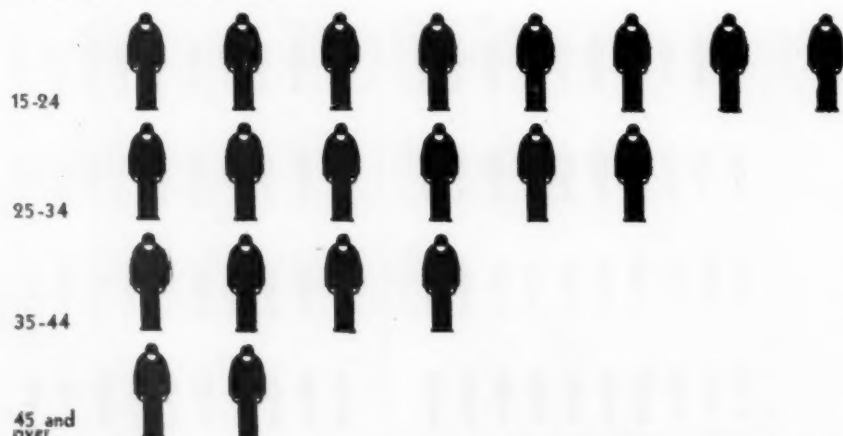
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ARRESTS BY AGE GROUPS



Each man represents 5 percent of arrests reported to federal government, 1934.

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AT ONE TIME in America, formal schooling beyond the elementary level was the privilege only of those who could afford to postpone their entrance into gainful employment and of those who were preparing for the professions. With the rise of the standard of living, the development of the country's resources, and the shift from agriculture to industry, the nation has been in position to extend educational opportunities at the secondary and collegiate levels.

There were in 1930 about twenty-five million young people in the United States between the ages of fourteen and twenty-four years of age—About eleven million were gainfully employed and not attending school, and eight million were enrolled in schools and colleges. Apparently nearly six million young people were drifting—unable to obtain regular employment and unable or unwilling to attend fulltime school. What does American society intend to do about these youth while they are waiting to be absorbed into the regular economic activities of life? Several suggestions have been made.

There are those who maintain that each community must establish, perhaps with federal aid, a new agency to provide for those youth who are not employed or not in school—This agency might include labor camps, vocational schools, and apprenticeship opportunities of types not associated with the present school system. As an expediency during times of great economic distress, this general plan has its advantages. But an examination of the recent practises of Germany, Italy, and other totalitarian states reveals that they have placed greater stress upon extra-school training than upon formal instruction [4]. They recognize that youth organizations and similar agencies are powerful forces of indoctrination and political conditioning. Separate institutions for the economically unfortunate might also be harmful by providing the opening wedge for a two-track, class-conscious system of schools.

It seems more economical and logical under our American form of government to broaden the program of secondary and collegiate education to provide for the needs of all youth—The first step is to recognize that the educational program in the past has not always been adequate. Many defects have arisen from the fact that a large number of communities have not been and never will be able to support a complete system of schools without state and federal aid. This fact, widely recognized by educators before

AS THE TWIG IS BENT

the depression, has been made even clearer in recent years by the elimination and neglect of some of the most useful and important aspects of modern education.

The broader highschool and college program must take into consideration a number of social trends. Schools must be organized and administered so as to be available when youth are free from employment. Young workers will find opportunities not only to improve their vocational skills but to deepen and to broaden their understanding of society. Unemployed youth will have the chance to occupy themselves profitably while waiting for a job. Those who are in circumstances in which employment is not an immediate necessity will find the schools open for the enrichment of their civic attitudes and the cultivation of leisuretime talents.

Under demands from many types of youth the curriculum will of necessity broaden. Practical courses in homemaking, buying and using goods, interior decoration, and a number of occupational skills will be popular. Art, literature, music, play, exercises, and similar areas will be planned with the needs of the students in mind. Classes in economics, history, sociology, and ethics will give opportunity for full and free discussion of current social problems. There will be sane guidance to help the individual to make the best use of his opportunities.

Problems for Investigation

- [1] What changes have taken place during the past ten years in the organization and in the curriculum of your local highschool and college? Have any of these

changes been based upon a systematic study of the progress of the graduates?

- [2] Where do the graduates of your highschool continue their education? What local influences are responsible?

- [3] What happens to the highschool graduate who neither takes a post-graduate course nor begins college?

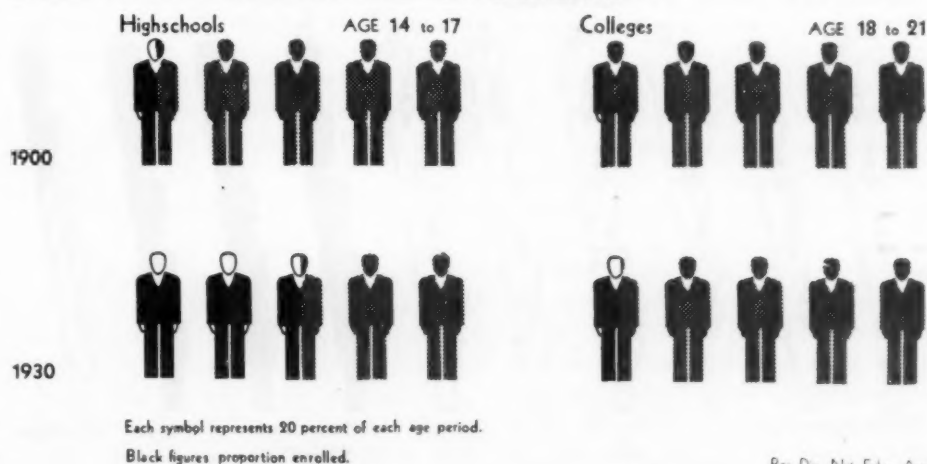
- [4] What opportunity exists in your highschool for vocational education? Consumer education? Occupational guidance and placement?

- [5] What services have been eliminated from your local school system by the depression which resulted in distinct losses to the youth of the community?

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GROWTH OF EDUCATIONAL ENROLMENTS



Res. Div., Nat. Educ. Assn.

MORE STATELY MANSIONS

WHO is the good citizen? At the present time in America two widely divergent answers are given to this question.

There are those who define the good citizen as one who accepts unquestioningly the form, principles, and practises of his government in the blind faith that it is the best of all possible governments—All attempts on the part of youth to analyze or to compare their government with other systems are frowned upon as evidence of disloyalty. This ideal of citizenship has been held in the past by the primitive tribes and is preached today by dictatorships. Its basis is largely emotional and little intelligence is required to reach its objective.

There are others who believe that the principles of democracy can best be perpetuated by the citizen who has an intelligent and a critical comprehension of his government—Such a citizen would see the weak points as well as the strong. He would question the effectiveness of government in meeting certain situations and would help to devise better ways of attacking social problems.

Much of our training for citizenship still consists of indoctrination leading to unthinking acceptance rather than of critical analysis leading to intelligent judgment—The press, the radio, the movies, voluntary patriotic organizations, and political parties are among the powerful agencies for inculcating citizenship. With most of these, coming into contact with youth at only short and irregular periods, the typical program appeals largely to the emotions.

In spite of much so-called "patriotic" training, youth often lack a "sense of

state" and have a tendency to lawlessness. The present economic breakdown has no doubt aggravated this condition. The young are inclined to place on the government the ultimate responsibility for their difficulties in finding a place for themselves in the world. Minehan says of the young wanderers whom he observed: "Of patriotism the boys appear to have not a shred. They do not have any more feeling of loyalty to America than they have to the South Pole. To them their country means nothing as an entity." Many of them look forward eagerly to a "revolution" in government which will give them a chance. [4] Their necessity and lack of experience make the young wanderers uncritical of the means employed or of the motives behind them.

Experience is as important in citizenship training as in other fields of education—The suggestion has been made [1] to organize on a large scale the leisure time of youth so as to include work in public services such as reforestation; road-building; flood control; conservation of wild life; building and maintaining aquariums and museums; the supervision of playgrounds, the "training of the youngest of the young"; and similar projects calculated to make youth conscious that they are vital parts of the group and, in a measure, responsible for its welfare. The young should be acquainted with our great social problems such as prison conditions and the power trust question; they should not be "walled off" from the big problems which constantly agitate society. The youth who has consciously experienced rendering valuable service to the group should

Today's Youth Problems

naturally be more inclined to respect its symbols and to obey its laws.

The school is the one agency which can most readily institute the longterm program of study and investigation essential to intelligent civic action. Its methods of preparing the young for citizenship include: [a] giving them a knowledge of the structure, principles, and processes of their government; [b] acquainting them with the advantages and disadvantages of their particular form of government as compared with other forms; and [c] most important of all, providing them with opportunities to take part in real civic and social activity.

Problems for Investigation

[1] What would you say is the typical attitude of youth toward law and government in your locality? Upon what concrete evidence is this conclusion based?

[2] Suggest public service projects which would give opportunity for citizenship training in your community. How could such projects be launched?

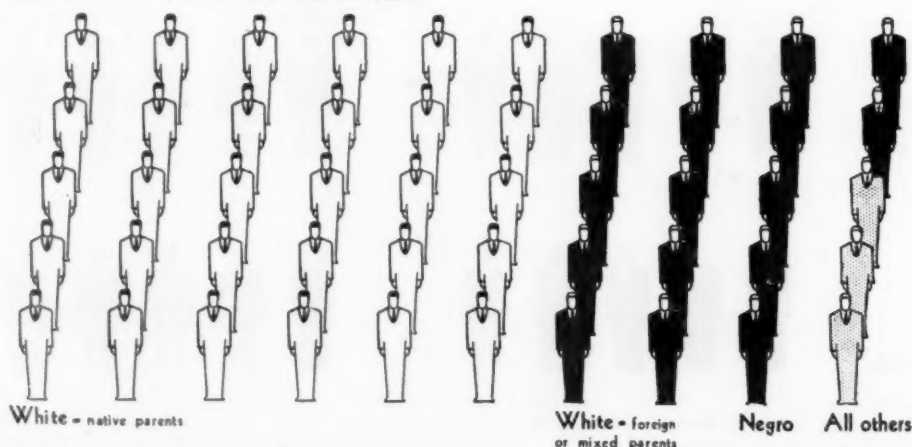
[3] What voluntary organizations in your localities have citizenship training as one of their chief objectives? What is the nature of the programs they sponsor? What steps can be taken to safeguard youth against the demagog?

[4] What opportunities are given to the youth in your locality to discuss community problems and to participate in civic activities?

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NATIVITY AND PARENTAGE



Each symbol represents 2 percent of youth 14 to 24 in 1930.

Part III. That Sees Beyond the Years

ONE OF THE major questions before the American people is what to do about the difficulties which confront youth. Some would look the other way hoping that the grind of social and economic forces will wear away the rough spots. Others enjoy talking about youth problems but dissipate their energies before anything is done. Still others hope for a national plan which will lead youth and eventually the nation into a modern Utopia.

There is still another possibility. It focuses attention upon the importance of attacking youth problems in the local communities and in the states. While utilizing national assistance when necessary, such an approach recognizes that anything permanent and effective must be developed from community needs.

What Is Our American Dream?

The point of view that the community and the state are the places for centering the attack on youth problems must of necessity recognize the goals of our American democracy. Obviously, all local efforts must fit in with the hopes and purposes of the people as a whole. These aspirations are found in the Declaration of Independence, the Constitution, and the vast array of state papers which have emerged as the nation has wrestled with its problems during the past century and a half. As concisely stated by Adams in his *The Epic of America*, the national wish is for "a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability and achievement."

Recently the Committee on Social-Economic Goals of America, sponsored by the National Education Association of the United States, stated that the things we covet in the highest degree for the largest possible number of individuals are: [a] hereditary strength; [b] physical security; [c] participation in an evolving culture; [d] an active, flexible personality; [e] suitable occupation; [f] economic security; [g] mental security; [h] equality of opportunity; [i] freedom; and [j] fair play. The reports issued to date and those planned for the future will be of exceptional value to local and state groups interested in the alleviation of youth problems.

What Are Our National Social Problems?

The American Dream represents what we hope to attain. Between that ideal and

actual conditions is a lag which gives rise to problems of national significance. These difficulties are social, economic, or political in character affecting both young and old. For our purposes here it is necessary to suggest only a few of these impediments to national progress, which are at present beyond the leadership and the resources of isolated communities:

[a] *Distribution of wealth*—In 1929 slightly more than 42 percent of the families of the United States received \$1500 or less in income for the entire year.

[b] *Ability to support education*—Within a single state the ability of the richest district to support education may be 300 percent greater than that of the poorest district. While state aid may partly overcome this inequality, in a number of states only thru federal aid will a reasonable educational program be possible.

[c] *Occupational opportunity*—There exist today marginal areas in which the American standard of living cannot be maintained. Some areas also are declining in the extent and variety of their occupations because of machine efficiency and the centralization of processes in metropolitan areas.

[d] *Crime*—The annual cost of organized crime and racketeering runs into millions of dollars. In metropolitan areas particularly, crime lays an unofficial tax upon many of the necessities of life.

The foregoing nationwide conditions are among those which aggravate and intensify most youth problems. If efforts to eliminate the effects of these difficulties are limited only to communities and to states, little progress may be expected. The encouraging thing is that the federal government, in cooperation with state authorities, has launched movements in most of these large areas of social maladjustment. As progress is made on a nationwide front it will be reasonable to expect that many aspects of our present youth problems will be so reduced in magnitude as to respond to local and state activity. Without immediate planning and preparation there is serious doubt that communities will be ready to support and to advance the national efforts.

What Are the Possibilities for Local Action?

At least ten steps are necessary locally if youth problems are to be dealt with intelligently: [a] develop leadership; [b] enlist the interest of youth; [c] prepare a plan; [d] organize the resources; [e] survey conditions; [f] decide immediate objectives; [g] cooperate with

state and national agencies; [h] evaluate progress; [i] readjust the program from time to time; and [j] keep up the good work.

Develop leadership—If the problems of youth, or, for that matter, other community problems, are to be solved someone must have the courage and the foresight to "start something." Communities are too frequently broken up into small groups which compete with and hamper each other. Each group has its aims which are often limited in scope, if not selfish in purpose. To break down this rivalry, or, better yet, to direct misspent energy of community groups toward common problems, is imperative.

Communities vary widely as to the nucleus around which may gather those who are interested in youth problems. In some places the council of social agencies can provide the machinery for action. Guidance and youth adjustment centers should be encouraged to expand their activities. In a few places local governmental officials in police, welfare, or recreational departments may supply the leadership necessary to launch the program.

Probably in most cases, if there is to be a joint community program, it will be up to the school officials to take the first steps. Much can be said for a program which is fully coordinated with the public-school system. Youths are, after all, only children grown up. Nothing could be more natural than a community program designed to carry on where the secondary school leaves off. In fact, it is in this twilight zone between school and successful establishment in adult life activities that strenuous efforts are now needed.

The opportunity exists for schoolboard members, superintendents, and principals to lead the way. A luncheon meeting of representatives of civic clubs, a conference in the mayor's office, or a mass meeting at the highschool are only a few of the occasions when school officials may present evidence of youth problems. Such conferences should not end until definite machinery, plans, and personnel have been set up for the immediate future.

Enlist the interest of youth—Early in the movement definite steps should be taken to enlist the interest, knowledge, and enthusiasm of youth. After all, the program should not be simply something done *for* youth, but rather a plan of action *with* and *thru* youth. Young

people are looking for activities in which they may play genuine and satisfying roles.

In the directive councils of the local youth program young persons of both sexes should be represented. The appraisal of plans at the time of their inception will save time and energy. Young men and women also may be asked to make surveys, to organize recreational programs, to keep records, to maintain buildings and grounds, and to distribute supplies. These are but a few of the "service" occupations in which youth may be expected to participate in increasing numbers.

Prepare a plan—With representative adults and youth interested in the problems of young people, the next step is to formulate a general plan. This step involves a great deal of exploratory thinking so as to build up a common background. Obviously the rights, privileges, and obligations of American democracy are fundamental. Other phases of this exploration include: the general nature of the social and the economic life of the community; the cultural and racial patterns of the people; recent social and economic trends of significance to vocational, recreational, and educational aspects of life; the general level of living which may be expected to predominate during the next few years; and the community advantages which should belong to every citizen.

With attention given to these and similar topics those who contemplate helping to eliminate and to alleviate youth problems are ready to consider specific questions: What opportunities and wholesome influences should this community offer to its youth? Which of these constructive forces are now in operation? Which forces must be developed or reconstructed? What agencies or organizations should participate in the program as finally laid out?

Organize the resources—With leadership aroused, with youth interest enlisted, and with a general plan in mind the next step is to find and to utilize the available community resources. Every community has some constructive forces at work with its youth—high schools, churches, athletic associations, private colleges, civic clubs, and others too numerous to mention. All of these need to be familiar with the general plan and should be encouraged to contribute in accordance with their interests.

Survey conditions—The key of the entire program is a survey of the local community and its youth problems. Additional suggestions are given in the next

main section. It is enough at this point to emphasize that the local program should not proceed too far before someone knows the specific conditions which are to be attacked. Without this knowledge there is danger of launching activities which will dissipate energy without permanent and satisfactory results.

Up to this point the outline of a program of action has suggested that the organization of resources and the development of an interest in youth problems do not need to wait upon a systematic survey. This assumption is true in communities where educators, social workers, recreational directors, and other public-minded citizens recognize the existence of youth problems. Preliminary plans may be laid by these experienced workers in terms of the known facts. The survey can follow along in time to direct the organized energies toward specific objectives.

In other communities, the collection of the facts may be almost the first step and necessary before many citizens will be aware that youth face serious difficulties. Under such circumstances the development of leadership and local resources to attack the problems may have to follow the survey.

Either approach should succeed with proper management. The important thing is that plans should not proceed too far before the survey data are available. Without reliable facts as to the specific needs of the locality the program is likely to be too idealistic or too foreign for success.

Decide immediate objectives—In taking the step "Prepare a plan," it is assumed that some effort has been made to outline the advantages the community holds out to its youth. Upon the completion of the survey, evidence should be available to show how far the community is falling short of its hopes.

The survey will probably reveal two types of problems. First will be those conditions such as unemployment, moral hazards, and physical dangers which imperil life itself and for that reason require immediate action.

The second type of problem will require longtime planning and administration. Illustrations of these problems are adult illiteracy; lack of libraries, community centers, and noncommercial recreational facilities; crime-producing slum areas; inadequate vocational guidance and training agencies; and ignorance of proper home management.

Cooperate with state and national agencies—There are at the present time a number of state and national agencies

at work upon youth problems. Many of these groups have been at work for years while others have but recently entered the field.

The emphasis in the present section has been upon local efforts to do something about youth problems. However, contacts with state and national groups may result in information, financial assistance, expert advisers, publications, record forms, and many other aids. Without such outside aid the community's program may be incomplete.

It is not necessary or advisable to attempt to report at this point the various national groups which are attempting to influence youth. Pendry and Hartshorne have recently listed the groups engaged in promoting various leisuretime and character building procedures [8]. Pierce has summarized the programs of the organizations with active interests in civic training [9].

Evaluate progress—Provision should be made in the local program for periodic surveys and examinations. Many procedures will break down completely and otherwise demonstrate their ineffectiveness. Other activities may become so established as to be carried along chiefly by their original momentum even though they are of little value to youth. These latter activities should be eliminated and the energy allotted to them directed into new channels.

One part of the periodic study of progress should be that of systematic records. If these are kept continuously in connection with each procedure of the youth plan, the periodic survey will be less difficult.

Readjust the program—With a constant tendency toward change in life today no program can hope to remain static. This statement, generally true as applied to socio-civic activities, is particularly true as applied to youth programs. Without provision for growth and new opportunities youth is bound to lose interest and to drift to those activities which appeal.

Keep up the good work—It is the "follow-thru" in golf and baseball which marks the superior player. Something of this same persistence is needed in connection with social welfare projects. Public life is strewn with the derelicts of past hopes which failed because someone was not hopeful long enough. Youth projects will be difficult to organize and even more difficult to manage. The tragedy will be for successful projects which appeal to youth to be abandoned because adult interest is not continuously rekindled.

Where May Help Be Obtained?

No one attacking the problems of youth should begin with the thought that nothing has been done. There are in existence a number of public and private agencies with resources which may be tapped. Libraries contain or may easily acquire dozens of publications on youth and related subjects. The following section indicates some of the information and guidance available.

National agencies in related fields—For years a number of organizations have been making progress in the general fields of education, recreation, health, labor conditions, and similar areas. The publications of these agencies are extensive and helpful. In some cases headquarters staffs are maintained for the purpose of assisting local groups with their problems. The table below lists some of the agencies which may be consulted.

National groups at work on youth problems—There are a number of groups organized primarily to serve youth. The history and activities of these have been summarized in the book by Pendry and Hartshorne cited in the selected references at the end of this section. Various

organizations with a special interest in the civic training of youth are discussed in the selected reference by Pierce.

Recently, there have been launched three promising national movements to study youth problems and to help in improving conditions. First, the Office of Education has formulated a plan for the collection of data on the status of youth and the compilation of descriptive statements of what communities are doing. At present a youth survey is being completed of sixteen cities, the results of which will be available early in 1936. In 1935 preliminary editions of three bulletins were issued entitled *Youth: How Can Communities Help?*; *Youth: Activities of Libraries and Museums*; and *Youth: A Contemporary Bibliography*. Other bulletins will be issued from time to time under such general topics as education, recreation, guidance, and health.

In June 1935 President Roosevelt established the National Youth Administration to do "something for the nation's unemployed youth, because we can ill afford to lose the skill and energy of these young men and women." Mimeographed statements and news releases issued from time to time indicate the activities and the plans of this agency of

the federal government. Directors in each state are in a number of instances working actively with local and state school authorities.

The American Youth Commission, sponsored by the American Council on Education, has been granted funds by the General Education Board to undertake an extended inquiry into, and formulate comprehensive plans for, the care and education of American youth. A director has been appointed to manage the program under the general supervision of an advisory board of prominent laymen and educators.

General community surveys—During the past few years numerous general social surveys have been made available. Two sociological studies of cities are *Middletown* and *Small Town Stuff* which are cited in the selected references at the end of this section. Examples of surveys made by persons associated with universities are represented by *Alamance County: Economic and Social* [John W. Harden; University of North Carolina Extension Bulletin, Vol. 7, No. 10, Feb. 1928; 95p.]; *The Changing Urban Neighborhood* [Bessie A. McClenahan; University of Southern California Social Science Series, No. 1, 1929; 140p.]; *Trends of Country Neighborhoods* [J. H. Kolb; University of Wisconsin Agricultural Experiment Station, Research Bulletin 120, Nov. 1933; 56p.]; *An Economic and Social Survey of Spotsylvania County* [L. R. Coleman and F. D. Trice; University of Virginia Record Extension Series, Vol. 19, No. 4, Nov. 1934; 84p.]; and *The Madison Community* [K. Young, J. L. Gillin, and C. L. Dedrick; University of Wisconsin Studies in the Social Sciences and History, No. 21, 1934; 229p.].

While one may obtain ideas from the preceding reports of actual surveys immediate help may be obtained from publications dealing directly with survey technics. Among these are the following: *How Good Is Your Town?* [Aubrey Williams, ed.; Madison: Wisconsin Conference of Social Work, 1931; mimeo., 125p.]; *Surveying Your Community* [Edmund deS. Brunner; New York: Institute of Social and Religious Research, 1925; 109p.] and *Outline for a Master Community Survey* [Chamber of Commerce of the United States, Washington, D. C.; mimeo., 54p.].

Examples of score cards for general evaluation of communities are *The Country Life Score Card* [West Virginia University and U. S. Dept. of



SOME NATIONAL SOURCES OF INFORMATION ON COMMUNITY PROBLEMS

Type of Problem	Name of Agency	Address
Child Labor	National Child Labor Committee	419 Fourth Avenue, New York, New York
	U. S. Department of Labor: Children's Bureau	Washington, D. C.
Delinquency and Crime	National Probation Association	50 W. Fiftieth St., New York, New York
	U. S. Department of Justice, Bureau of Investigation	Washington, D. C.
Education	National Education Association	1201 16th St., N. W., Washington, D. C.
	U. S. Office of Education	Washington, D. C.
Health	National Health Council	50 W. Fiftieth St., New York, New York
	U. S. Public Health Service	Washington, D. C.
Labor	U. S. Department of Labor: Bureau of Labor Statistics, Women's Bureau	Washington, D. C.
Mental Health	National Committee for Mental Hygiene	50 W. Fiftieth St., New York, New York
Recreation	National Recreation Association	315 Fourth Avenue, New York, New York
Surveys	Russell Sage Foundation: Depart- ment of Surveys and Exhibits	130 E. 22nd St., New York, New York

Agriculture, Cooperative Extension Work in Agriculture and Home Economics, Circular 255, Jan. 1932; 15p.] and the *Community Appraisal Card* [J. B. Edmonson and Charles A. Fisher; University of Michigan Extension Division, 1933; 2p.].

A review of the type of facts which are needed by those interested in community study is found in *What Social Workers Should Know About Their Own Communities* [Margaret F. Byington; New York: Russell Sage Foundation, 1929; 71p.].

Community surveys of vocational opportunities—Surveys of the occupational possibilities of the local community may be illustrated by *A Study of Vocational Conditions in the City of Fresno* [University of California and State Board of Education, Division of Vocational Education, Bulletin No. 20, 1926; 260p.] and by *An Industrial and Occupational Survey of Yuba and Sutter Counties, California* [F. L. Tibbetts, director; Marysville, California: Yuba County Junior College, 1931; mimeo., 80p.].

A survey of the vocational guidance and training services of both public and private agencies may be illustrated by *Vocational Guidance and Placement Work for Juniors in New York City* [Josette Frank; New York: Children's Welfare Federation, 1923; 55p.], and by the *Survey of Adult Technical Education in the New York Industrial Area* [O. W. Eshbach, director; New York: Chamber of Commerce of the State of New York, 1933; 179p.].

Studies of highschool and college graduates—Both local and state school officials in recent years have collected data with regard to highschool graduates. A few of the local surveys located in the preparation of these articles were from the following cities: Pittsburgh, Pa., [1929-30]; Long Beach Calif. [1929]; Milwaukee, Wis. [1934] and White Plains, N. Y. [1934]. Houston, Texas, made a general survey of youth who were not in school in 1934. In November 1934 the state department of education in Minnesota reported on the status of the highschool graduates of June 1933. Followup studies have also been made by college authorities of the status of recent graduates. An example of these is the one published by Purdue University entitled: *Occupational Opportunities and the Economic Status of Recent Graduates [1928-1934] of Purdue University*, [Edward C. Elliott and others; Lafayette, Ind.: Purdue University, 1935; 24p.].

The reports of these surveys have been issued in mimeographed or in printed form. In many instances from a study of the data it is possible to determine the questions which formed the basis of each inquiry. Among the types of questions asked either in interviews or by questionnaires are the following: Are you attending college? Are you employed on a fulltime or on a parttime basis? If employed what is the nature of your work?

The list of questions could be extended almost indefinitely. Most of the examples given above require subordinate questions, check lists, and spaces for comment in order to bring out significant details. The preparation of proper schedules, interview blanks, and questionnaires is a task requiring skill and knowledge of statistics. In most instances such work should be guided by someone who is familiar with the rules and safeguards which must be taken into account. Some idea of the use of the questionnaire and other technics in social surveys may be obtained from the books by Lundberg, and Odum and Jocher cited at the end of this section.

Youth-adult hearings—One very significant type of approach to the study of youth problems has been the conferences or hearings of young people and adults. At these meetings representatives of both sexes have discussed their difficulties without fear and without favor. A national conference called by the 1934 Mobilization for Human Needs has issued its proceedings under the title *Youth Today* [New York: Community Chests and Councils, Inc., 1934; 34p.]. The testimony of the meeting was given by a panel of twenty young persons between seventeen and twenty-three years of age. After the panel discussion under Chairman Harry A. Overstreet, a jury of prominent adults including Mrs. Franklin D. Roosevelt, Newton D. Baker, Daniel A. Poling, and Ida M. Tarbell summarized and commented upon the presentation. The questions discussed were classified under five major topics: [a] preparing for and finding the right job; [b] preparing for the best use of spare time; [c] establishing group associations and friendships; [d] developing and following an acceptable philosophy of conduct; and [e] finding opportunity to bear responsibility as citizens now.

That similar youth conferences and hearings may be useful in local communities has been demonstrated in Michigan according to *A Synopsis of a Coordinated Plan for Community Action*

[J. B. Edmonson, chairman; Michigan Council on Education; mimeo., 17p.].

There are available also proceedings of youth conferences sponsored by churches. The reports of these meetings indicate that the younger generation is seriously interested in the solution of major social questions as well as their own unique difficulties.

Youth publications—The steadily advancing and improving field of publications prepared by young people is another source of information about youth activities and interests. The sponsors of these include highschools, colleges, commercial groups, and youth organizations.

One of these publications of particular interest to educators is entitled *Student Leader*, issued under the general supervision of the National Education Association. This monthly periodical is an outlet for three groups of highschool students: National Association of Student Editors, National Association of Student Government Officers, and the Student Graphic Arts Society.

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- [7] Odum, Howard W., and Jocher, Katherine C. *An Introduction to Social Research*. New York: Henry Holt and Co., 1929. 488p.
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- [11] U. S. Government, *Report of the Mississippi Valley Committee of the Public Works Administration*. Washington, D. C. Govt. Printing Office, 1934. 234p.

Platform of the National Education Association

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

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

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

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

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

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

Moving pictures and radio—The moving picture and the radio are im-



SPECIAL NOTE—This platform represents many years of experience and study on the part of the teaching profession of the United States. Since 1857 the National Education Association has been the clearinghouse for educational ideas and ideals. The teachers in the various states have counseled together in the Association to set up standards to guide their thinking and action. Each year a new committee has studied the resolutions of former years, has taken account of new needs and new problems. This platform is based upon a special study of all past resolutions. Each year it is revised and re-adopted as the working policy of the Association. It may well be the subject of study and discussion by every school faculty and by every class in teachers colleges. It should be a part of the personal library of every candidate for teaching.

portant means of education today. The National Education Association insists on moving pictures and radio programs of high standard for the boys and girls of America.

Initiative—Children should be taught how to think more than what to think. Education should prepare the rising generation to meet the social and economic problems of an ever-changing world.

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

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

Democracy in the profession—Teachers, regardless of position or title, are workers in a common cause. Efforts to capitalize the talents of all teachers thru curriculum committees and other shared responsibilities should be encouraged and extended. Teachers of equiva-

lent training and experience doing the same kind of work should receive equal pay regardless of sex. Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

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

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

Ethics—As individuals and as groups, teachers should observe the principles of conduct set forth in the code of ethics adopted by the Association. [This code will be found in the March 1935 issue of *THE JOURNAL*. For a more complete discussion see *Research Bulletin*, Volume IX, Number 1, January 1931, entitled "Ethics in the Teaching Profession."]

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

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

Financial support—A modern program of education requires generous sup-

port from public revenues. Local districts should add to state and national sources of income the funds necessary to provide a complete program of education.

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

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

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

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

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

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

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

PART IV. THE STATE AND EDUCATION—The National Education Association



For Faculty Meetings

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

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

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

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

[4] Who should prepare the school budget?

[5] Why is educational interpretation emphasized?

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

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

tion believes that the control and the organization of education are state functions. Upon the state fall the major responsibilities of organizing a system of schools, preparing the teachers, providing adequate financial support, and maintaining the necessary educational standards. The quality of future citizenship depends largely upon the effectiveness of the state in discharging these functions.

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

Equalization of educational opportunity—The National Education Association reaffirms its belief in such a combination of national, state, and local support of public schools as will provide adequate educational opportunities in all sections of a state.

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

Rural education—Schools for chil-

dren in rural communities should be recognized as integral parts of the state public school system, and children in rural communities should be provided with an education as generously supported as that given to urban children. State and national school authorities are urged to study curriculum and supervisory needs and administrative reorganizations, particularly as these affect rural education.

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

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

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

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

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

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

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

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

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

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

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

Federal aid—Funds should be provided by the federal government to assist the states in making an adequate education available to every child and adult. Special funds should be available to prevent the interruption of education in

areas devastated by floods or other widespread disasters. The several states should use these funds for the foregoing purposes without federal dictation.

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

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

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

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

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

Illiteracy—The number of persons who are illiterate, or who use the funda-

mental skills with great uncertainty, presents an insistent challenge to laymen and teachers alike. Illiteracy defeats the purposes and practises of democracy, and hinders the development of world understanding. The Association commends local, state, and national efforts to eradicate this menace to national progress.

PART VI. INTERNATIONAL RELATIONS IN EDUCATION—The National Education Association believes that improvement in communication, international business relations, and social intercourse have established many common international interests. In view of these actualities, education should prepare children and adults for cooperative living in a community of nations. Children should be taught the truth about war and its costs in human life and ideals and in material wealth.

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

Curriculums—A modern program of education should include the study of the history, the interests, and the problems of other nations. History should be taught in such a manner that, while at all times presenting accurate statements of fact, it will emphasize the virtues and the achievements of all nations and increase international goodwill. This study should include such instruments of world understanding as the organization for international cooperation, the courts for arbitration, and the treaties of peace.

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

Resolutions of the Denver Convention

FEDERAL AID TO EDUCATION—Program—The National Education Association reaffirms its stand that adequate federal aid should be made available to the states to the end that every child and unemployed youth should be enabled to enjoy his right to formal education, and to the end that adult education may be financed, provided always that the expenditure of such funds and

the shaping of educational policies shall be matters of state and local control.

Careful research studies have revealed that a minimum of \$500,000,000 annually is needed adequately to carry out such a program. The National Education Association therefore pledges itself to renewed effort to secure legislation providing for such appropriations.

The National Education Association

strongly urges that all federal appropriations for educational purposes, especially those of an emergency nature and those for adult education, be administered thru existing national, state, and local educational agencies.

National Youth Administration—The National Education Association commends President Roosevelt for creating the National Youth Administration,

and for allocating \$50,000,000 to assist needy youths, and records its wish that the money allocated be expended under the direction of the United States Commissioner of Education.

Civilian Conservation Corps—The National Education Association commends the establishment and continuance of the Civilian Conservation Corps, and recognizes as a forward step the recent assignment by the President of the United States of the educational functions of the Corps to the United States Commissioner of Education.

Academic freedom—The National Education Association believes that administrators, teachers, and schools should have full opportunity to present differing points of view on any and all controversial questions in order to aid students to adjust themselves to their environment and to changing social conditions. The National Education Association is instructed to appoint a Committee on Academic Freedom of five members, three of whom shall be classroom teachers. The duties of this committee shall be as follows:

[a] To make known to teachers and other friends of education any proposed legislation against freedom in teaching and to take the necessary steps to combat such legislation.

[b] To investigate and to report upon cases of discharge of teachers in violation of the principle of academic freedom.

[c] To seek public support for the right of teachers to academic freedom.

[d] To assist in every way efficient teachers deprived of their positions in violation of the National Education Association principle of academic freedom as embodied in part II of the platform.

[e] To cooperate with other reputable and recognized national organizations which are actively engaged in maintaining the principle of academic freedom.

American democracy—The National Education Association believes that the fundamental principles of American democracy are the best so far devised by the mind of man to govern a free people, and pledges itself so to teach the youth of this land.

Teacher tenure—Because teachers over the nation, in these times of financial depression, are subjected to threats against the security of their positions, more insistent and unjust than ever before, the National Education Association reaffirms with emphasis its stand in full support of tenure of position for teachers as a means of insuring to the children of the land the best possible instruction.



THE RESOLUTIONS COMMITTEE is one of the most important policy-determining bodies within the National Education Association. Each state delegation selects one representative for this committee, which elects its own officers. It is selected one year in advance of the convention at which its report is to be made. This allows time for study and deliberation. Open meetings of the committee are held at times announced in the official program. The proposed resolutions are brought to the Representative Assembly in printed form, where they are further discussed and amended before being adopted. The chairman of the Resolutions Committee for 1934-35 was George T. Avery, Colorado Agricultural College, Fort Collins, Colorado. The chairman of this committee for 1935-36 is Amy H. Hinrichs, principal, Audubon School, New Orleans, Louisiana.

The Division of Research and the editor of **THE JOURNAL** are instructed to continue gathering and publishing information concerning tenure. The National Education Association endorses the work and the program of the Committee on Tenure, and instructs the Board of Directors to appropriate the sum of ten thousand dollars when and as needed by the Committee on Tenure.

Curriculum considerations—**Kindergarten-primary emergency**—In view of decreased offering of kindergarten training, and reduced efficiency of primary instruction in great numbers of school systems, the National Education Association urges as a necessary form of federal aid to the schools provision thruout the nation for complete restoration and extension of kindergarten training and for adequate primary instruction, in the hands of adequately trained kindergarten and primary teachers.

Compulsory military training—The National Education Association is opposed to compulsory military training in the public schools. The National Education Association further urges that, where military training is included in the school curriculum, it be under the direction and administration of regular school authorities.

Social legislation—**Recreational programs**—The National Education Association favors an extension of constructive recreational programs thruout the nation.

Child labor—The National Education Association reaffirms the statement made

in its platform concerning child labor, and again urges the educational profession actively to work for the passage of the Child Labor Amendment by states.

William Torrey Harris Centennial—In this year of the centennial of the birth of William Torrey Harris, great educational philosopher, superintendent of the schools of St. Louis, president in 1875 of the National Education Association, and United States Commissioner of Education for seventeen years, the National Education Association pays special tribute to his memory and to the influence of his life.

National Education Association administration—**Committee on Amending Charter**—The National Education Association commends the efforts of the Committee on Amending Charter and hereby directs the continuance of the committee and authorizes it to take immediate steps to secure necessary federal legislation for the simplified charter.

Committee of Seven on Reorganization of the NEA—The National Education Association commends the work of the Committee of Seven on Reorganization and hereby directs the continuance of this committee.

Representative Assembly—It is essential for the welfare of the National Education Association that the adoption of policies by the Representative Assembly be binding on the administrative officers. The National Education Association therefore reaffirms with emphasis the importance of the powers and functions of the Representative Assembly.

Appreciation—The National Education Association expresses its great appreciation of the generous hospitality and unfailing courtesy of the city of Denver and the state of Colorado. It extends special thanks to Superintendent A. L. Threlkeld of Denver and Mrs. Inez Johnson Lewis, state superintendent of public instruction of Colorado, to state and local teachers associations, to the teachers of Denver and Colorado, to the institutions of higher learning, to the Denver Chamber of Commerce and the Denver Convention Bureau, to pupils who assisted in arrangements, to all who contributed to the musical programs of the convention, to the press, to the National Broadcasting Company and the Columbia Broadcasting System, and to all others who in any way contributed to the success and pleasure of the convention. Special thanks are tendered for the exceptionally generous Official Recreation Day trips and for the outstanding courtesy of the citizens in general.

Notes and Announcements

"Our American Schools" comes to you each Saturday morning at 11:00 o'clock, EST, and each Wednesday evening at 7:30, EST, on the WEA (Red) network of the National Broadcasting Company. The Saturday morning programs are conducted by past-president Florence Hale, for four years director of radio for the National Education Association. Miss Hale's program is devoted largely to classroom problems of the teacher and to those educational problems in which parents are interested. This program is known as a radio column because Miss Hale answers questions sent to her by teachers and others interested in education.

The Wednesday evening programs are broadcast by the members of the Association's headquarters staff under the direction of Belmont Farley. The purpose of this program is to interpret to the general public the activities, needs, and objectives of the schools. Teachers are invited to make suggestions for broadcasts on subjects of more than usual importance in their own communities and which are likely to be of interest over a wide area. The calendar of topics for the mid-week program for the next few weeks has been revised as follows:

January 8—A Toast to the Teacher—Tributes of outstanding Americans to the teacher who helped them most.

January 15—When Teaching Days Are Over—The need for teacher retirement and illustrations of good retirement legislation.

January 22—Pedagogs and Purse Strings—The economic status of the teacher and ways to improve it.

February 5—Schools and Taxes—What the school offers for the tax dollar; budgeting for the school in the future.

February 12—Equality of Educational Opportunity—The need for federal aid to schools; history of the movement; social mobility; the school and the citizen.

February 19—Uncle Sam and His Nephew's School—The provisions of the federal aid bill before Congress.

February 26—School Leaders at St. Louis—Reports of the 66th Annual Convention of the Department of Superintendence.

Education in lay magazines—Comments, criticisms, and warnings are addressed to the schools in the following articles in recent magazines:

Place for Youth, by Beulah Amidon. Dec. *Survey Graphic*.

Child Artists Interpret Their America, by Eunice Fuller Barnard. Nov. 3 *New York Times Magazine*.

What Am I Bid? by Dana X. Bible. Nov. *Country Gentleman*. [Refers to students who seek athletic "scholarships."]

Red Rule in Mexico's Schools, by V. F. Calverton. Dec. *Current History*.

Painless Education, by E. A. Cross. Dec. *Atlantic Monthly*.

Our Army of Outsiders, by Maxine Davis. Nov. *McCall's*.

Leningraduates, by J. C. Furnas. Oct. 26 and Nov. 9 *Saturday Evening Post*.

Why Don't College Graduates Stay Educated? by Christian Gauss. Dec. 7 *Saturday Evening Post*.

America's Child Artists: Gay and Realistic. Nov. 16 *Literary Digest*.

Drumbeats, by Webb Waldron. Nov. *American Magazine*. [Tells of school orchestras and bands.]

"Today's Youth Problems" [p13-28 of this issue] is so valuable to parents, pastors, editors, and other leading citizens that you may wish to order a small supply of reprints for personal distribution. Reprints may be secured from the NEA, 1201-16th St., N. W., Washington, D. C., at 15¢ a copy. Discounts for quantities: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more copies, 33 1/3 percent. Funds must accompany all orders for \$1 or less.

Child labor increases—According to the annual report of the National Child Labor Committee of New York City, there has been such an increase in the employment of children in industry



Along the Columbia River Highway—a treat in store for those who attend the Portland convention of the NEA, June 28-July 3, 1936

since the Supreme Court's overruling of the NRA that child labor is back to where it was three years ago, before the NRA was adopted.

We need instructional leadership of a high order if we are to capitalize the thinking and experimenting of the last two decades and the opportunities now open in many school districts to start rebuilding. That leadership must be aware of the changing times and their educational implications; it must see the school's place in the total educational program; it must have the technical skill to implement its purposes.—From *Leadership in Instruction*, a leaflet prepared by the Department of Supervisors and Directors of Instruction, NEA. Paul T. Rankin is chairman of the Commission on Instructional Leadership which prepared the leaflet.

NEA membership receipts received for the month of November 1935 were 10 percent above the same date 1934. Twenty-four new life memberships were received during November. The annual membership count will be reported in detail in the March 1936 JOURNAL.

"Cooperation with Youth" is the theme that will draw deans of women to St. Louis for the twentieth annual meeting of the National Association of Deans of Women, to be held at the Hotel Statler, February 18-22, preceding the meeting of the Department of Superintendence:

At the first morning session youth, in the person of a college senior and a graduate student, will present its case and a dean of men and a dean of women will accept the challenge. "Secondary School Administrators Look at Youth" is the subject for one general session; another is "Recent Experiments in Education"; Howard Oxley will present the CCC program; the TVA program will be shown by a film; Elmer West will present the "Occupational Guidance Program at Stoneleigh College," Rye, N. H., and Dean Marion Brown will describe the experiment in Oakland, Calif. Dr. Marie Bentivoglio, professor of Geography at the University of Australia, will speak at the banquet, which will be followed by a joint reception for personnel groups. Forums and seminars are being arranged and several joint sessions will be held with the American Council of Guidance and Personnel Associations.

America Plans for Better Homes—The material on housing in the December 1935 JOURNAL [pages 285-300] is proving of great interest to members of the American Association of University Women, the National League of Women Voters, the General Federation of Women's Clubs, and of the parent-teacher movement, all of whom have a deep interest in the development of the home. If you are not using your copy of the December JOURNAL, you may wish to pass it on to a local leader in one of these groups.

Salaries restored in Pittsburgh—The salary schedule of the Pittsburgh, Pa., public schools was fully restored January 1, 1936. This provides an increase of about \$1,000,000 annually for the Pittsburgh school staff.

The compilation of current folk rhymes of children in this country has been undertaken by Mrs. Dorothy G. Howard, a teacher in the East Orange, N. J., schools.

Teachers in all parts of the country are invited to send in such rhymes recited or sung by children while bouncing the ball, skipping rope, counting out; rhymes for autograph albums, etc., with brief notes as to their use and origin. Contributions will be credited when the collection is published. They should be sent to Mrs. Howard, 130 North 19th Street, East Orange, N. J.

An interesting exchange of principalships is that between E. S. Holbeck, principal of the Woodrow Wilson Intermediate Grade School at Passaic, N. J., and George Hetzel, principal of the John Marshall Junior Highschool, Pasadena, Calif. Mr. Holbeck and Mr. Hetzel have exchanged school and home for the year.

The following is quoted from The School Review:

Last year THE JOURNAL of the National Education Association sponsored the organization of the National Association of Student Editors and the monthly publication, *Vitalized School Journalism*. The project was received with such enthusiasm that decision was made to enlarge its scope under the broader title, *Student Leader*. The new publication serves as the official organ not only of the National Association of Student Editors but also of the National Association of Student Government Officers and the National Student Graphic Arts Society. The periodical and the associated organizations can give . . . tangible aid in . . . fostering a deeper interest on the part of pupils in social, economic, and political affairs.

Subscription price to *Student Leader* is \$1 per year. Sample copy and complete information about the organizations it represents sent upon request. Address: *Student Leader*, National Education Association, 1201-16th St., N. W., Washington, D. C.

Ten outstanding articles in recent magazines which readers will enjoy:

What You Should Know About Cancer, by Davis Riesman. Dec. *Hygeia* [Journal of the American Medical Association].

Man's Last Specter [mental disease], by Inis Weed Jones. Dec. *Scribner's Magazine*.

National Significance of Recent Trends in Farm Population, by Rexford G. Tugwell. Oct. *Social Forces* [quarterly, University of North Carolina Press].

After the Houses Are Built, by Albert Mayer. [Managers of public housing projects will be needed.] Dec. *Survey Graphic*.

Liberalism and Adult Civic Education, by John W. Studebaker. Nov. *Annals of the*

American Academy of Political and Social Science, *Education for Social Control*.

New Things in Aviation by Howard Mingos. Dec. *Review of Reviews*.

The Place of Economics in Social Philosophy, by John R. Commons. Oct. *Journal of Social Philosophy* [quarterly, College of the City of New York].

Football: Hope of American Education, by "Left Wing." Nov. 27 *Nation*. "It is not secret to anyone who can read that football teams all over the country are composed of boys subsidized thru college in various ways."

Regulation by Taxation, by Irving Brant. Dec. 4 *New Republic*.

The European Paradox by Frank H. Simonds. Dec. *Atlantic Monthly*.

The Journal's Annual Roll Call will appear in the March 1936 JOURNAL. Publication of this feature, which has formerly appeared in January, is set for a later date in order that the latter part of the year may be better covered. This is the fourteenth consecutive year in which THE JOURNAL has charted the educational progress of the nation.

American education has come a long way in a short time. To preserve its standing and to elevate it correspondingly within the next few years will require more than passive acquiescence, more than individual and diffused effort. Concerted and integrated action alone can and will insure achievement. The National Education Association works for every superintendent, principal, and teacher. Is it asking too much that every superintendent, principal, and teacher support the National Education Association?—Executive Secretary Willard E. Givens.

Films of interest to teachers—The approaching release of a number of new films of outstanding literary merit has led the Motion Picture Committee of the Department of Secondary Education of the National Education Association to recommend the preparation of additional photoplay study guides of the type that has become increasingly popular with highschool teachers and students.

On the basis of the Department's recommendations, Educational and Recreational Guides, Inc., of 125 Lincoln Avenue, Newark, N. J., plans shortly to publish study guides for the following pictures, under the general editorship of Max J. Herzberg, of the Weequahic Highschool of Newark: *Romeo and Juliet*, *A Tale of Two Cities*, *Mutiny on the Bounty*, *Ivanhoe*, *Captains Courageous*, *Knights of the Round Table*, *Mary of Scotland*, *Marie Antoinette*, *Little Lord Fauntleroy*, *Quality Street*, and *The Good Earth*.

These study guides are made available to highschool students and teachers thru-

[Cont. on page A-6.]

Honor Roll of the NEA

WOULD YOU HAVE faith in your family doctor if he were not a member of the American Medical Association?" asked the assistant principal of the Albuquerque, New Mexico, Highschool.

I saw the point, and my check for the National Education Association was forthcoming. And somehow, since then, with an awakened consciousness of my place among professional men, the necessary amount has always been forthcoming, not only for NEA but also for my own New Mexico Education Association.

I am proud of my membership in the NEA and in the NMEA. It stands for union in a concerted effort to make American schools what they should be—schools for American children, of which American people can be proud.

This membership in state and national education associations has made me able to say to a group of doctors, "I consider myself as much a professional man as you are."

Yes, they were surprised; but the truth of the matter impressed them. *For I am a professional man.*—Allen B. Williams, teacher, Highschool, Albuquerque, New Mexico.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on December 1 was 5500. The following life members have been reported since the list was published in the December JOURNAL.

ARIZONA—Allan Cree.
CALIFORNIA—Dr. Edna W. Bailey, Edward Branson Couch.
GEORGIA—Allen C. Smith.
ILLINOIS—Anna M. Johnson, Dr. William H. Johnson, I. W. Juergensmeyer, Emma Reinhardt, Paul Ross.
INDIANA—William R. Gorton.
IOWA—E. L. Schroeder.
KANSAS—G. L. Cleland.
LOUISIANA—Rose Ferran.
MAINE—William B. Woodbury.
MICHIGAN—L. Keith Cheney.
MINNESOTA—Hugh L. Demmer.
MISSISSIPPI—M. C. McDaniel.
MISSOURI—Margaret Buchanan, J. N. Hanthorn.
NEBRASKA—William H. Zeigle, Jr.
NEW JERSEY—Daniel Carter Frost.
NEW YORK—H. H. Crumb, Donald F. Rahtjen, Edgar A. Rose, Vera L. Simon.
NORTH CAROLINA—C. D. Killian.
NORTH DAKOTA—C. W. Wood.
OHIO—Elizabeth Suter.
PENNSYLVANIA—Robert L. Adams, Ruth A. Cunningham, Dr. Charlotte C. Fleischmann, Ruth Knowles, Mrs. Anna B. Meyer, Arthur D. Wilson.
TEXAS—Nan C. Bruce, Arthur W. Harris, Fulton F. Sumrall, Lorine White.
WISCONSIN—H. C. Ahnsbrab.

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the December JOURNAL.

Eighteen Years

COLORADO—Pueblo, Danforth.

Seventeen Years

GEORGIA—Americus, Americus High.
IOWA—Keokuk, Elementary Teachers Club; Sioux City, Hopkins.
MISSOURI—Sedalia, Horace Mann, Mark Twain.
OHIO—Elyria, Allen, Garford, Gates, Hamilton, McKinley, Roosevelt.

Sixteen Years

CALIFORNIA—Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, Piedmont High, Wildwood.

COLORADO—Colorado Springs, Buena Vista, Washington.
MAINE—Castle Hill, Castle Hill Public Schools; Chapman, Chapman Public Schools; Mapleton, Mapleton Public Schools, Mapleton High.
MASSACHUSETTS—Brookline, J. Elliot Cabot, Pierce.
MISSOURI—Sedalia, Sedalia Public Schools, Broadway, Jefferson, Smith-Cotton High, Washington, Whittier.
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Whittier Junior High, Willard.
NEW JERSEY—Bridgeton, Vine Street.
OHIO—Marietta, Marion, Norwood.
VIRGINIA—Norfolk, Henry Clay.
WISCONSIN—Fond du Lac, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, Senior High.

Fifteen Years

ARIZONA—Prescott, Prescott Public schools, Prescott Junior-Senior High, Washington; Tucson, Drachman, Dunbar Junior High & Elementary, Miles, Ochoa, Roosevelt.
CALIFORNIA—San Francisco, Madison.
COLORADO—La Junta, Junior High.
ILLINOIS—Maywood, Lincoln, Washington; Waukegan, Waukegan Township High.
INDIANA—Hammond, Edison, Kenwood.
IOWA—Sioux City, Floyd.
LOUISIANA—Grand Cane, Grand Cane High.
MAINE—Portland, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Peaks Island, Saunders, Shailer, Rosa E. True.
MASSACHUSETTS—Brookline, John D. Runkle.
NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Normal, Park, Randolph, Saratoga.
NEW YORK—Schenectady, Horace Mann.
OHIO—Lorain, Brownell, Harrison, Lowell; Scienceville, Scienceville Public Schools, Buckeye, Coitsville Center Grade, Geography Hall, Grade, High, Junior High, Warren Richey Grade, Thorn Hill, Thorn Hill Avenue Grade, John White Grade.
VIRGINIA—Lynchburg, Floyd.

Fourteen Years

ARIZONA—Tucson, Mansfield Junior High, Mission View, Pascua, Roskrige Elementary, Roskrige Junior High, Tucson Senior High, University Heights.
COLORADO—Boulder, Highland.
CONNECTICUT—East Hartford, Meadow, Union; Stamford, Weaver.
INDIANA—Wabash, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
IOWA—Sioux City, Bryant, Crescent Park, Emerson, Franklin, Hunt, Lowell McKinley, Washington.
NEW YORK—Lockport, Clinton, Charlotte Cross, Hawley, Walnut, Williams Street.
OHIO—Bellefontaine, Bellefontaine Public Schools, Central, Mary Fulton, High, Hubbard, Lincoln, McBeth, North, Special Teachers & Supervisors; Cincinnati, Pleasant Ridge; Lorain, Hawthorne Junior High, Whittier Junior High; Oberlin, Oberlin Public Schools, Centennial, High, Pleasant Street, Prospect Street; Wooster, Bowman Street.
VIRGINIA—Lynchburg, Frank Roane.
WISCONSIN—Kenosha, Durkee, Lincoln Elementary.

Thirteen Years

COLORADO—Boulder, Whittier; Colorado Springs, Whittier.
DELAWARE—Wilmington, Public Number 13, Public Number 21.
ILLINOIS—Maywood, Irving; Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Washington.
INDIANA—Fort Wayne, Jefferson, Washington; Huntington, Huntington Public Schools, Central, High, Lincoln, Horace Mann, Riley, State Street, John Tipton.
IOWA—Council Bluffs, Henry W. Longfellow; Sioux City, Riverview, Whittier.
MAINE—Portland, Morrill, Oakdale, Vaughan Street.
MICHIGAN—Grand Rapids, Finney.
MISSOURI—Kansas City, Milton Moore.
NEBRASKA—Lincoln, Lake View, Prescott.
NEW JERSEY—Hammononton, Magnolia.
OHIO—Columbus, Eight Avenue; Lorain, Irving Elementary, Irving Junior High, Longfellow Elementary, Longfellow Junior High; Wooster, Beall Avenue; Zanesville, Zanesville Public Schools, Grover Cleveland Junior High, Garfield, Grant, Hancock Junior High, Jackson, Lash High, Lincoln, McIntire, Madison, Monroe, Munson, Norval Park, Pioneer, Sheridan, Theodore Roosevelt Junior High, Westview, Wilson.
PENNSYLVANIA—Erie, Burns; Upper Darby District, Cardington-Stonehurst.
SOUTH DAKOTA—Mitchell, Eugene Field, Longfellow.
TEXAS—Beaumont, Averill.
VIRGINIA—Lynchburg, Biggers.
WYOMING—Worland, Worland Grade Schools.

Twelve Years

ARIZONA—Flagstaff, Flagstaff Public Schools, Brannen, Emerson, Flagstaff High.
COLORADO—Colorado Springs, Midland, Steele; Denver, Bromwell, Montclair, Steele, Twenty-fourth Street, Wyatt.
DELAWARE—Wilmington, Public Number 22, Evan G. Shortlidge Number 30.
ILLINOIS—Carpentersville, Dundee-Carpentersville; Jacksonville, Franklin, Jefferson, Lafayette, David Prince Junior High, Washington.
INDIANA—Fort Wayne, Hamilton, Lakeside, Riverside; Hammond, Franklin; Indianapolis, George W. Julian Number 57; La Porte, La Porte Public Schools, Central Junior High, High, Lincoln, Maple, Park, Riley, Washington; Michigan City, Benjamin Harrison, Jefferson; South Bend, Elder, Lincoln, Linden, Muessel, Oliver, Henry Studebaker, Washington.
KANSAS—Cherryvale, Cherryvale Public Schools, Central, Junior-Senior High, Lincoln, McKinley; Leavenworth, Lincoln.
MAINE—Portland, Isabella Garvin, Libby, Lincoln Junior High, McLellan, North, Presumpscot, Roosevelt, Sherman Kindergarten, Walker Manual Training, West, Willard.
MASSACHUSETTS—Belmont, Winthrop L. Cheney.
MICHIGAN—Adrian, Old McKinley Primary; Grand Haven, Grand Haven Public Schools, Central, Ferry, Junior High, Senior High.
MINNESOTA—Minneapolis, Hiawatha, Simmons.
MISSOURI—Clayton, Clayton Public Schools, Bellevue, Clayton High, DeMun, Glenridge, Maryland.
NEBRASKA—Lincoln, Lincoln Public Schools, Bethany, Clinton, Huntington, Irving, Jackson High, Lincoln High, Riley, Sheridan, Special Teachers & Supervisors, Twenty-sixth & "O" Street, VanFleet; Omaha, Beals, Jackson.
NEVADA—Clark County, Mesquite, Moapa Elementary, Moapa Valley High, Virgin Valley High.
NEW JERSEY—Bernards Township, Bernards High, Special Teachers & Supervisors; Englewood, Franklin; Hackensack, First Street Number 5, Longview Avenue Number 7, Union Street Number 2; Ruthersford, Lincoln, Sylvan; Summit, Roosevelt, Trenton, Girard.
OHIO—Columbus, Medary Avenue; Findlay, Detwiler, Firmin, Glenwood Junior High, Huber; Lorain, Lorain Public Schools, Fairhome, Garden Avenue, Garfield, Lincoln, Lorain High, Special Teachers & Supervisors, Oakwood.
PENNSYLVANIA—Munhall, Munhall Public Schools, Ravine Street, Senior High, Twelfth Avenue; Upper Darby District, Garrettsford, Keystone.
VERMONT—Brattleboro, Canal Street.
VIRGINIA—Lynchburg, Ruffner.
WEST VIRGINIA—Sistersville, Main Street.
WYOMING—Casper, McKinley; Midwest, Midwest Grade; Sheridan, Central.

Eleven Years

ARIZONA—Winslow, Winslow Public Schools, Junior-Senior High, Lincoln, Roosevelt, Washington.
CALIFORNIA—Anderson, Anderson Union High.
COLORADO—Colorado Springs, Garfield, Helen Hunt, Ivywild; Denver, Alameda, Cole Junior High.
DELAWARE—Hollyville, Hollymount.
DISTRICT OF COLUMBIA—Washington, Langdon.
IDAHO—Idaho Falls, High.
ILLINOIS—Evanston, Dewey, Lincolnwood, Orrington; Jerseyville, Jersey Township High; Waukegan, North Side, South Side.
INDIANA—Fort Wayne, Harmar, McCulloch; South Bend, Central Junior High, Colfax, James Whitcomb Riley.
KANSAS—Eureka, Franklin Grade.
KENTUCKY—Louisville, Emmet Field.
MAINE—Portland, Allen, Staples, Summit Street; Presque Isle, Aroostook State Normal.
MASSACHUSETTS—Gloucester, Hovey; Newton, Elliot, Stearns; Plymouth, Cornish.
MICHIGAN—Adrian, Garfield; Grand Rapids, Auxiliary.
NEW JERSEY—Maywood, Maywood Public Schools; Bernards Township, Bernardsville Grammar; Bridgeton, South Avenue; Camden, J. S. Read.
NEW YORK—Kenmore, Washington Elementary; Lockport, Belknap; Schenectady, S. B. Howe.
OHIO—Ashtabula, Ashtabula Harbor Public Schools, High, Jackson, Washington; Cincinnati, Girls Commercial Vocational High; Cleveland, Landon; Columbus, Avondale, Second Avenue; Lancaster, High; Logan, Junior High; Lorain, Clearview; Mansfield, Bushnell; Marietta, Washington; Rossford, Eagle Point, Walnut Street.
OREGON—North Bend, North Bend Public Schools, Central, High, Roosevelt, Westside.
PENNSYLVANIA—Berks County, Douglass Township, Colebrookdale, Pine Forge, Heidelberg Township, Kutztown Borough, Maiden Creek Township, Strausstown Borough; Kane, Central, Clay Street, Sub-High, Welsh Street, West Side; Montgomery County, Abington Township Public Schools, Glen-side-Weldon, Highland, Junior High, McKinley, North Hills, Overlook, Park, Roslyn, Senior High; Muehlenberg Township, Muehlenberg Township

Public Schools, Hyde Park, Rosedale, Senior High, N. C. Shaffer, Temple; *Slippery Rock*, State Teachers College; *Upper Darby District*, Bywood, Drexel Hill, Fernwood, Highland Park, Primos, Stonehurst Hills; *York*, York Public Schools, Burrows, Central, Franklin, Garfield, Hartley, Aquila Howard, Jackson, Jefferson, Madison, McKinley, Noell, Hannah Penn Annex, Hannah Penn Junior High, William Penn Annex, William Penn Senior High, Pine Street, Princess Street, Ridge Avenue, Betsy Ross, Smallwood, Stevens, Wilson.

SOUTH DAKOTA—*Nisland*, Nisland Public Schools.

TEXAS—*Houston*, Woodrow Wilson.

WISCONSIN—*Madison*, Hawthorne; *New London*, New London Public Schools; *Wauwatosa*, Longfellow Junior High.

Ten Years

ARIZONA—*Clarkdale*, Clarkdale Public Schools, Clarkdale Elementary, Clarkdale High; *Tucson*, Tucson Public Schools, Elizabeth Borton, Davidson, Davis, Sam Hughes, Menlo Park, Safford Junior High.

CALIFORNIA—*Anaheim*, George Washington; *Atascadero*, Atascadero Elementary.

COLORADO—*Denver*, Asbury, University Park; *Frederick*, Frederick.

ILLINOIS—*Maywood*, Garfield.

INDIANA—*Fort Wayne*, Nebraska Elementary; *Michigan City*, Central, Eastport, Elston, Garfield.

KANSAS—*Norton*, Norton; *Paola*, Senior High.

MAINE—*Portland*, Thomas B. Reed.

MICHIGAN—*Coldwater*, Coldwater Public Schools, First, Fourth, Lincoln Junior High, Second, Senior High, Third; *Detroit*, Coolidge.

MINNESOTA—*Minneapolis*, Cavell, Margaret Fuller, Washington.

NEW JERSEY—*Atlantic County*, Mill Road; *Bridgeton*, Bridgeton High, Irving Avenue, Monroe Street; *Corney's Point*, John Pershing.

NEW MEXICO—*Roswell*, Missouri Avenue.

OHIO—*Ashtabula*, Columbus Grade, Pacific Grade; *Columbus*, Crestview Junior High, West Broad; *Lancaster*, Lancaster Public Schools, East, Maple Grove, North, South, Utica, West; *Logan*, East, Senior High, West; *Marietta*, Junior-Senior High; *McDonald*, McDonald Public Schools, Grade, High; *Youngstown*, Bancroft.

PENNSYLVANIA—*Clairton*, Clairton Public Schools, Fifth Street Grade, Fifth Street Junior High, Miller Avenue, Senior High, Shaw Avenue, Short, Walnut Avenue Grade, Walnut Avenue Junior High; *Wayne*, Wayne Elementary.

UTAH—*Alpine District*, Alpine District Public Schools, Alpine, American Fork Grammar, American Fork High, American Fork Junior High, Cedar Valley, Lakeview, Lehi Grammar, Lehi High, Lehi Junior High, Lehi Primary, Lincoln Grammar, Lincoln High, Lincoln Junior High, Lindon, Page, Pleasant Grove Grammar, Pleasant Grove High, Pleasant Grove Junior High, Sharon, Spencer, Vineyard; *Salt Lake City*, Garfield.

WASHINGTON—*Centralia*, Washington.

Nine Years

ARIZONA—*Prescott*, Jefferson, Lincoln, Miller Valley.

CALIFORNIA—*Alameda*, Mastick, Washington; *Needles*, Needles Public Schools; *Pomona*, Washington.

COLORADO—*Canon City*, Harrison; *Colorado Springs*, Columbia, Lowell, South Junior High; *Denver*, Adams, Bryant-Webster, Evans, Grant Junior High, Stedman.

FLORIDA—*Palm Beach County*, Lake Worth South Grade.

GEORGIA—*Atlanta*, Lee Street.

ILLINOIS—*Evanston*, Larimer.

INDIANA—*Fort Wayne*, Franklin, Justin N. Study; *Hammond*, Irving, Washington.

IOWA—*West Liberty*, West Liberty Public Schools, Grade, High.

MAINE—*Portland*, Long Island.

MASSACHUSETTS—*Melrose*, Calvin Coolidge, Ripley.

MINNESOTA—*Minneapolis*, Cooper.

MISSOURI—*Kansas City*, William A. Knotts.

NEW JERSEY—*Atlantic County*, Mount Vernon Avenue; *Bernards Township*, Olcott Primary; *Livingston*, Roosevelt; *Plainfield*, Evergreen.

NEW MEXICO—*Albuquerque*, Eugene Field.

NEW YORK—*Lockport*, Pound.

OHIO—*Ashtabula*, Columbus Junior High, West Avenue Grade, West Junior High; *Cincinnati*, Kennedy; *Columbus*, Hubbard Avenue; *Goshen*, Goshen Township Centralized; *Marietta*, Harmer, Willard; *Ravenna*, Ravenna Public Schools, Chestnut, High, Highland Avenue, West Main.

UTAH—*Wasatch County*, Wasatch County Public Schools, Central, Charleston, Daniel, Wasatch High, Wasatch Junior High, Midway, North, Soldier Summit, Wallburg.

WISCONSIN—*Shorewood*, Shorewood Public Schools, Atwater, High, Lake Bluff; *Whitefish Bay*, Cumberland, Richards, Whitefish Bay High.

Eight Years

ALABAMA—*Birmingham*, Martin.

ARIZONA—*Casa Grande*, Union High.

COLORADO—*Denver*, Cheltenham, Colfax.

ILLINOIS—*Cicero*, McKinley; *Evanston*, Foster.

INDIANA—*Fort Wayne*, Bloomingdale; *Indianapolis*, Frances Willard Number 80; *South Bend*, Benjamin Harrison, Madison.

IOWA—*Council Bluffs*, Walnut Grove.

KANSAS—*Merriam*, Shawnee Mission Rural High; *Wichita*, Carleton.

MAINE—*Portland*, Pearl Street Kindergarten.

MASSACHUSETTS—*Worcester*, Thorndyke Road.

MICHIGAN—*Flint*, W. C. Durant.

MISSOURI—*Kansas City*, J. C. Nichols; *Webster Groves*, Lockwood.

NEBRASKA—*Omaha*, Monmouth Park, Walnut Hill.

NEW JERSEY—*Bradley Beach*, Bradley Beach Grammar; *Livingston*, Central, Squirtown; *Montclair*, George Inness Junior High; *Trenton*, Skelton.

NEW YORK—*Ithaca*, Central, East Hill, Fall Creek, Open Air, Reconstruction Home, Henry St. John, Belle Sherman, South Hill, West Hill; *Kenmore*, Roosevelt Elementary; *Westchester County*, Hartsdale (Greenburgh Number 7).

OHIO—*Columbus*, Chicago Avenue; *Lakewood*, Taft; *Steubenville*, Jefferson; *West Carrollton*, West Carrollton Public Schools.

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

Seven Years

ALABAMA—*Valley Head*, Valley Head High.

ARIZONA—*Clifton*, Chase Creek, Clifton High; *Phoenix*, Madison, Phoenix Junior College.

CALIFORNIA—*Alameda*, Versailles; *Monrovia*, Ivy Avenue; *Pismo Beach*, Pismo Grammar; *San Francisco*, Garfield; *South Pasadena*, Las Flores.

COLORADO—*Denver*, McKinley, Smedley; *Gunnison*, Gunnison Public Schools, High, Junior High.

CONNECTICUT—*East Hartford*, Center.

DELAWARE—*Eastern New Castle County*, Marshallton Junior High; *Wilmington*, Public Number 29.

DISTRICT OF COLUMBIA—*Washington*, Blake.

GEORGIA—*Atlanta*, Capitol View, S. M. Inman.

ILLINOIS—*Maywood*, Roosevelt.

INDIANA—*Indianapolis*, Thomas D. Gregg Number 15; *Michigan City*, Riley; *South Bend*, Benjamin Franklin, Girls Pre-Vocational, Marquette.

KANSAS—*Manhattan*, Eugene Field.

MAINE—*Portland*, Open Window.

MICHIGAN—*Detroit*, Clippert; *Jackson*, Pleasant; *Lansing*, West Junior High.

MINNESOTA—*Minneapolis*, Garfield, McKinley.

MISSISSIPPI—*Yazoo City*, Yazoo City Public Schools, High, Junior High, Main Street.

MONTANA—*Glendive*, Lincoln (District Number 1).

NEBRASKA—*Lincoln*, College View High, College View South; *Omaha*, Columbian.

NEW JERSEY—*Bernards Township*, Bernards Township Public Schools, Basking Ridge, Bonnie Brae, Liberty Corner; *Bridgeton*, Bank Street; *Camden*, Cassidy; *Highland Park*, Hamilton; *Livingston*, Livingston Public Schools, Amos W. Harrison; *Summit*, Summit High.

NEW YORK—*Lockport*, Lockport High, Special Teachers & Supervisors.

OHIO—*Ashtabula*, Ashtabula Public Schools, Arthur, Grant, High, Lincoln, Osborn, Pleasant; *Clinton County*, Clinton County Public Schools, Adams Township, Blanchester, Chester Township, Clarks-ville-Vernon, Cuba, Jefferson Township, Liberty Township, Martinsville, Mount Pleasant, New Antioch, New Vienna, Reesville, Sabina, Wayne Township; *Columbus*, Everett Junior High, Open Air; *Kent*, Central, DePeyster, South Grade; *Marietta*, Marietta Public Schools, Fairview Heights, Terberg; *Nelsonville*, High; *Wooster*, Walnut Street.

PENNSYLVANIA—*Hanover*, Eichelberger Elementary, Hanover, High Street, Junior High; *Mount Lebanon*, Mount Lebanon Public Schools, High, Julia Ward Howe, Lincoln, Edwin Markham, Washington; *Munhall*, Franklin, Homestead Park, Nineteenth Street.

WASHINGTON—*Bellingham*, Columbia.

Six Years

ARIZONA—*Tucson*, Carrillo, Safford.

CALIFORNIA—*Alameda*, Sudler.

COLORADO—*Denver*, Ashley, Fairview, Garfield.

DELAWARE—*Eastern New Castle County*, Delaware City Elementary.

CONNECTICUT—*East Hartford*, Woodland.

GEORGIA—*Americus*, Wheatley; *Atlanta*, Davis Street, Inman Park; *Macon*, Fort Hawkins.

ILLINOIS—*Hillsboro*, Edison; *Springfield*, Hay-Edwards.

INDIANA—*Indianapolis*, Jefferson Number 7, Public Number 71, Public Number 90; *South Bend*, Kaley, John F. Nuner.

MASSACHUSETTS—*Greenfield*, Abercrombie; *North Andover*, Union; *Stoneham*, Dean; *Southwick*, Southwick Consolidated; *Springfield*, White Street.

MICHIGAN—*Flint*, Roosevelt.

MISSOURI—*Webster Groves*, Bristol, Goodall.

NEBRASKA—*Grand Island*, Lincoln; *Omaha*, South Lincoln.

NEVADA—*Clark County*, North Las Vegas, Westside; *White Pine County*, Ely Public Schools, McGill, Ruth, White Pine County High Number 2.

NEW JERSEY—*Bergenfield*, Franklin; *Trenton*, Mott.

NEW YORK—*Clinton*, Clinton Central Public Schools, Clark Mills Grammar, Clinton Grammar, Junior-Senior High, Rural Schools (Districts 1-16); *Cornwall*, Cornwall High; *Ithaca*, Ithaca Public Schools, Frank David Boynton Junior High, Senior High, Wyckoff; *Johnson City*, Theodore Roosevelt; *Lockport*, Washington Hunt; *Westchester County*,

North White Plains Elementary [Mount Pleasant Number 5], Valhalla Junior High [Mount Pleasant Number 5].

NORTH DAKOTA—*Park River*, Welsh County Agricultural & Training; *Valley City*, Valley City Junior High.

OHIO—*Chillicothe*, Central, Southern, Western; *Lancaster*, Cedar Heights; *Nelsonville*, Nelsonville Public Schools, Central, East, West; *Sandusky County*, Green Springs, Washington Township; *Warren*, Central Junior High; *Worthington*, Worthington Public Schools, Grade, High.

OREGON—*Rainier*, Rainier Grade.

PENNSYLVANIA—*Beaver Falls*, Beaver Falls Public Schools, Beaver Falls Junior High, Beaver Falls Senior High, College Hill Junior High, Eighth Avenue, Eleventh, Fifth Avenue, Fifth, Seventeenth, Thirty-third, Thirty-eighth; *Berwick*, Fairview Avenue, Fourteenth Street; *Montgomery County*, Cedar Road [Abington Township]; *Morrisville*, Morrisville Public Schools, Robert Morris High, William E. Case, Manor Park, Capitol View, Summerseat; *Red Lion*, Red Lion Public Schools, Grade, Junior & Senior High; *York*, Arch Street.

VIRGINIA—*Norfolk*, Bay View.

WISCONSIN—*Wauwatosa*, McKinley, Roosevelt.

Five Years

ARIZONA—*Clifton*, Clifton Public Schools, South Clifton; *Tucson*, Government Heights.

CALIFORNIA—*South San Francisco*, South San Francisco Junior & Senior High.

COLORADO—*Canon City*, Madison; *Denver*, Ashland, Edison, Rosedale.

ILLINOIS—*Du Page County*, Public School [District Number 7]; *Ravinia*, Ravinia.

INDIANA—*Crawfordsville*, Crawfordsville Public Schools, Horace Mann, Mills, Senior-Junior High, Tuttle, Willson; *Fort Wayne*, Adams Junior High; *Howe*, Scott High; *South Bend*, James Monroe; *Tell City*, Junior High.

IOWA—*Council Bluffs*, Bloomer Junior High.

KANSAS—*Arlington*, Arlington Rural High; *Hutchinson*, Central, Grandview.

KENTUCKY—*Louisville*, George Rogers Clark.

MAINE—*Portland*, Bethel Kindergarten, Peary.

MASSACHUSETTS—*Arlington*, Brackett; *Waltham*, North Junior High; *Winchester*, Highland.

MICHIGAN—*Battle Creek*, Lakeview Consolidated, Prairieview; *Flint*, Washington.

MINNESOTA—*Minneapolis*, Lyndale.

MISSOURI—*Kansas City*, Benjamin Harrison, St. Joseph's Home, Mark Twain.

NEBRASKA—*Grand Island*, Wasmer; *Lincoln*, Havelock Central, Norwood Park; *Omaha*, Pickard.

NEW HAMPSHIRE—*Portsmouth*, Farragut Training.

NEW JERSEY—*Camden*, Liberty, Starr; *Highland Park*, Franklin Junior High, Lafayette; *Summit*, Jefferson.

NEW YORK—*Elmira*, Public Number 9, Public Number 10; *Geneva*, High Street; *Irondequoit*, Laurelton Grammar; *Ithaca*, Atypical; *Kenmore*, Special Teachers & Supervisors; *Monticello*, Monticello Grammar, Monticello High; *Westchester County*, Hawthorne [Mount Pleasant Number 7].

OHIO—*Ashtabula*, Central Grade; *Warren*, Dickey Avenue; *Zanesville*, McKinley, Special Teachers.

PENNSYLVANIA—*Berks County*, Bern Township; *Berwick*, Berwick Public Schools, Berwick High, Chestnut, Ferris Heights, Orange, Orchard; *Hanover*, Special Teachers & Supervisors; *Mount Lebanon*, Special Teachers & Supervisors; *York*, Phineas Davis Junior High, Duke Street, Theodore Roosevelt, Edgar Fahs Smith Junior High.

VIRGINIA—*Norfolk*, Coleman Place, Patrick Henry; *Portsmouth*, Thomas Jefferson.

WEST VIRGINIA—*Owings*, Owings Grade.

WISCONSIN—*Kenosha*, Grant.

Four Years

ARIZONA—*Marana*, Union High; *Patagonia*, Patagonia Grammar.

CALIFORNIA—*San Gabriel*, Potrero Heights.

COLORADO—*Colorado Springs*, West Junior High; *Denver*, Albion, Central, Columbian, Milton, Reynolds.

GEORGIA—*Atlanta*, Calhoun.

ILLINOIS—*Elgin*, Edward H. Abbott; *Freeport*, Junior High, Lincoln; *Lake Bluff*, Lake Bluff; *Lebanon*, Lebanon Grade; *Melrose Park*, Melrose Park; *Peoria*, Greeley; *Riverside*, Riverside-Brookfield High; *West Brooklyn*, High.

INDIANA—*Fort Wayne*, Miner, L. C. Ward; *South Bend*, Thomas Jefferson.

IOWA—*Council Bluffs*, Gunn, James B. Rue.

KENTUCKY—*Louisville*, Dolfinger.

MAINE—*Portland*, Cliff Island.

MARYLAND—*Baltimore County*, Fifth District Consolidated.

MASSACHUSETTS—*Acushnet*, Marie S. Howard; *Holden*, Jefferson; *Lexington*, Franklin; *Wellesley*, Gamaliel Bradford Senior High.

MICHIGAN—*Flint*, Hazelton Elementary.

MISSISSIPPI—*Clarksdale*, Clarksdale Public Schools, Bobo High, Eliza Clark Elementary, Elizabeth G. Door Junior High, Oakhurst Elementary.

MISSOURI—*Kansas City*, Hamilton; *Springfield*, Boyd.

NEBRASKA—*Lincoln*, Havelock Senior High; *Omaha*, Park, Saunders.

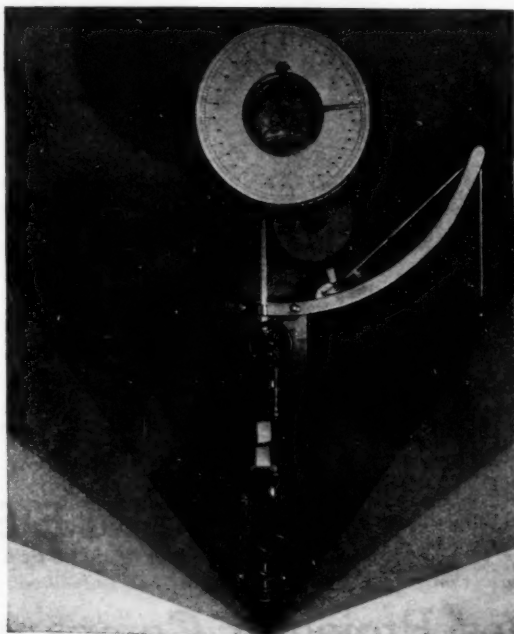
NEVADA—*Clark County*, Boulder City Public Schools.

NEW JERSEY—*Camden*, Henry H. Davis; *Elizabeth*, William Livingston Number 10; *Leonia*, Leonia

[Cont. on page A-9]

MEN AND MACHINES

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CHICAGO

[Cont. from page 34]

out the country on a subscription basis. Similar study guides have already been completed for four current photoplays, *Les Miserables*, *A Midsummer Night's Dream*, *The Last Days of Pompeii*, and *The Three Musketeers*.

The Motion Picture Committee of the Department of Secondary Education plans also to publish an appraisal of the educational value of these and other photoplays in current issues of *Secondary Education*, the official organ of the Department.

The Tenth Yearbook of the Department of Classroom Teachers will be prepared jointly with the American Educational Research Association. A committee, representing these two departments of the National Education Association, will review some of the findings of research that may be made useful to the teacher and will also indicate how teachers may participate in conducting research activities.

President Mary C. Ralls of the Department of Classroom Teachers has appointed the following teachers as members of the Committee: Mrs. Myrtle Hooper Dahl, Minneapolis, Minn., *chairman*; Robert W. Clark, Philadelphia, Pa.; Miriam D. Eisner, San Francisco,

Calif.; Edna Greene, Kansas City, Mo.; Hilda Maehling, Terre Haute, Ind.

President Philip A. Boyer has appointed the following research specialists from the American Educational Research Association to serve on the Joint Committee: Prudence Cutright, Minneapolis, Minn.; William S. Gray, Chicago, Ill.; Paul T. Rankin, Detroit, Mich.

What are the ten greatest books written in America? Make up your list. Discuss it with your classes if you wish. Then attach your name, position, and address and send it to the JOURNAL editor.

An all-school program with a good book as the admission price netted the highschool at Cassleton, N. Dak., 150 books and the grade library 300 books. Principals H. M. Klein, Anne Nowatski, and Sarah Alme were in charge.—*North Dakota Teacher*.

Improvement in state magazines—There is a movement among the periodicals of the state education associations toward uniform standards. Eight of the magazines have made changes to this larger size. It is the hope of the leaders of the movement that by September all state associations will have taken this important and desirable step. Every improvement in the quality of the periodicals

which serve teachers helps to advance the quality of teaching itself.

The board of education of the Pontiac, Michigan, schools, before fixing a salary schedule for 1935-36, invited in a representative group of teachers, of the teachers' own selection, to talk the whole situation over.

The board of education received a first-hand and studied, yet courteous, presentation of the views and claims of the teaching body. The teachers, for their part, received a direct and clear-cut picture of the problems and difficulties confronting the board in doing all it would like to do in the way of salary increases. The final result was a compromise, agreeable to and accepted by each party to the issue.

The most significant thing about the whole procedure, however, was not so much the material result of the conference, as the enhanced goodwill and morale which followed.—James H. Harris, superintendent of schools, Pontiac, Mich.

An Experience Curriculum in English [D. Appleton-Century Co.] is the title of the recently published report of the Curriculum Commission appointed five years ago by the National Council of Teachers of English. It contains in-

formation about the content and method of instruction in literature, reading, and expression. The National Education Association was one of the seven organizations whose representatives served on the commission.

Home architecture—The Pennsylvania State Teachers College at Edinboro, which specializes in the preparation of teachers for art, has a course in "The Architecture of the Small House" taught by Aimé H. Doucette. Grant W. Bliss has taught a course in home architecture in the Blodgett Vocational Highschool of Syracuse, N. Y., since 1918. The Morgantown, W. Va., Junior Highschool is carrying a landscaping program, under the direction of Carolyn Alcott. THE JOURNAL is eager to have the names of other schools and instructors offering courses in home architecture or landscaping.

William H. Kilpatrick in the third of his admirable series of articles, which appears in this issue, answers the question, "Do we need a new curriculum?" See pages 1 and 2.

Not so bad—Men, most of 'em, regard receptions as something to be shunned along with teas and other functions invented by women to make 'em dress up when they don't want to. But when the Little Rock Classroom Teachers Association gave a reception in honor of the 3000 Arkansas teachers in annual convention at Little Rock, it wasn't an exclusively feminine affair. One hardy male visitor even said he wished the convention had more receptions and fewer speeches. "I tell you," he enthused, balancing a punch cup in his blackboard hand and eyeing the crowd, "the teaching profession's not so bad, after all. The new crop of school teachers gets better-looking every year. I know now why the poet wrote 'make me a child again'."—*Arkansas Gazette*.

Commencement packets—The new 1935-36 commencement packets are now

[Cont. on page A-8]



—will stretch out to you in time of need if you join T.C.U. NOW!

Are you apt to think of sickness, accident or quarantine as something that will only come to someone else? Many teachers make that mistake. That is why unexpected misfortune finds them unprepared to meet the burden of added expense. What a "sea of worry" looms up before you when you are suddenly disabled. What a hopeless feeling comes over you as you say to yourself, "Where can I turn to find help?" Then suddenly you recall that you are enrolled in this great organization of teachers for teachers and you see stretched out toward you the helping hand of T.C.U.

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[Cont. from page A-7]

ready for distribution. As usual, they will sell for the cost price of 50¢ each. These packets will contain new and valuable material for schools planning to use the vitalized type of graduation program. Order from the National Education Association, 1201-16th St., N. W., Washington, D. C. Cash must accompany all orders for \$1 or less.

"News and Views of the NEA" is the title of a fifteen-minute broadcast on the first Sunday of each month. President Agnes Samuelson is the speaker on these programs, which are broadcast thru the courtesy of station WHO, Des Moines. The time is 10:45 P. M., Central Standard Time; station WHO operates on 1000 kilocycles.

Toward world understanding—One of the best ways to make a worthy contribution to world understanding is to support actively the work of the World Federation of Education Associations. This can be done by sending the annual membership dues of \$1 to the WFEA, 1201-16th St., N. W., Washington, D. C. There is no better way to invest a dollar.

The St. Louis Elementary Principals Association will be hosts to all elementary principals attending the St.

Louis convention at a tea in Room 106, first floor, Statler Hotel, Sunday, February 23, 1936—from 4 to 6. The semi-annual banquet of the Department of Elementary School Principals, which is usually held on Tuesday, has been changed to Monday, February 24, 1936. This banquet will be in the Ballroom, Statler Hotel.

Humor in the classroom—Readers are invited to send to *THE JOURNAL* notes on amusing incidents, happenings, and sayings of the schoolroom. *THE JOURNAL* would appreciate hearing from teachers who have systematically sought to develop a wholesome sense of humor among young children.

Educational interpretation—With the purpose of performing the same service for educational interpretation which the American Educational Research Association performs for educational research, directors of educational publicity, and those in charge of various projects interpreting education, will meet at St. Louis in connection with the 66th annual convention of the Department of Superintendence. Those who are responsible for the public relations programs of city or county schools, for state departments of education, for state education associa-

tions, for local teachers associations, and for teachers colleges are invited to attend the sessions of this group which will be held Tuesday and Thursday afternoons and at a Wednesday noon luncheon.

The first business of the meeting will be the adoption of a name for the organization, constitution, bylaws, and a program of action. Preliminary meetings looking forward to the organization of an association were held by directors of educational interpretation at the Washington and Denver meetings of the National Education Association and the Atlantic City meeting of the Department of Superintendence. Increased interest has been shown at each of these preliminary meetings. A substantial number of charter members is assured.

The function of the new organization will be to develop the technics of various types of contacts with the public including the newspaper, the radio, American Education Week, school exhibits, school publications, and messages to the home. All those who would like to attend the St. Louis meetings of the new association are invited to send their names and addresses to Miss A. Helen Anderson, supervisor of publications, Denver Public Schools, and president of the group.

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A record of loyalty—For the tenth consecutive year 100 percent of the York, Pa., teachers have enrolled in the York Education Association, the Pennsylvania State Education Association, and the National Education Association.

[Continued from page 36]

Elementary; Palmyra, Spring Garden Street; Princeton, Elementary; Westfield, Benjamin Franklin, Grant.
NEW YORK—Amsterdam, New East Main, McCleary; Mechanicville, Public Number 4; Oneonta, Mitchell Street; Port Jervis, West End.
NORTH DAKOTA—Fargo, Hawthorne.
OHIO—Chillicothe, Eastern, Mt. Logan; Cleveland Heights, Taylor; Columbus, John Burroughs, Michigan Avenue; Lake County, Perry Rural; Wooster, Pittsburgh Avenue.
PENNSYLVANIA—Bucks County, Bensalem Township High, Hulmeville-Middletown Township, Langhorne-Middletown District Schools, Elementary, High, Sellersville Borough Elementary, Solebury Township, Wycombe Independent; Hanover, Walnut Street; Kane, Kane Public Schools, High; Lansdale, Lansdale Public Schools; Montgomery County, Ardsley (Abington Township); Munhall, Woodlawn; Pittsburgh, Fulton; Westmoreland County, Rostraver Township Public Schools, Collinsburg, Darr, Junior-Senior High, Kerr Junior High, La Grange, Lebanon, Webster; Whitehall Township, Whitehall Township District Public Schools, Cementon, Egypt, Fullerton, Hokendauqua, West Catasauqua, West Coplay, Whitehall High, Whitehall Junior High.
TENNESSEE—Bristol, Bristol Public Schools, Anderson, Central, Fairmount, Haynesfield, High, Holston Heights, Rosemont, Special Teachers & Supervisors.
TEXAS—Beaumont, Amelia.
VIRGINIA—Petersburg, J. E. B. Stuart; Portsmouth, Truxtun.
WEST VIRGINIA—Pine Bluff, Pine Bluff.
WISCONSIN—Milwaukee, U. S. Grant, Mary Hill, Manitoba, Mound; Wauwatosa, Hawthorne Junior High.

Three Years

ARIZONA—Florence, Florence Grammar; Maricopa County, Murphy District Number 21; Miami, Bullion Plaza, Inspiration Addition, Lower Miami; Phoenix, Balsz.
CALIFORNIA—Alameda, Longfellow; Newport Beach, Newport Harbor Union High; Riverside, Bryant.
COLORADO—Canon City, Garfield; Denver, Berkeley, Washington Park; Greeley, Central Platoon; Pueblo, Bessemer, Central Grade, Columbian, Edison, Lake View; Sterling, Franklin.
CONNECTICUT—Greenwich, Riverside; Plainfield, Central Grammar; Waterbury, Bunker Hill Elementary.
DISTRICT OF COLUMBIA—Washington, Henry, Seaton.
FLORIDA—Miami, Highland Park Elementary; Pensacola, J. B. Lockey.
GEORGIA—Macon, Alexander IV.
ILLINOIS—Aurora, East Aurora High; Elmwood Park, Elmwood Park Public Schools, Elmwood, John Mills; Freeport, Center; Naperville, Granger [District Number 90]; North Chicago, Central, Lindbergh; Peoria, Lincoln; Saint Clair County, Public School [District Number 190].
INDIANA—Danville, Central Normal College; Elwood, Edgewood; Indianapolis, George Rogers Clark, Public Number 67; Mongo, Springfield Township High; South Bend, South Bend Public Schools, Administration Building, Central Senior High, McKinley, Perley, Pulaski.
IOWA—Council Bluffs, Grenville M. Dodge, Benjamin Franklin, Washington.
KANSAS—Hutchinson, Allen.
KENTUCKY—Lexington, Arlington.
LOUISIANA—Longstreet, Bethel.
MAINE—Dexter, Cedar Street; Houlton, Houlton Public Schools, Bowdoin, Fair, Junior High, Longfellow, Niles Consolidated, Pleasant, Senior High; Portland, Cummings, Jackson, Leland, Monument, Riverside, Woolson.
MASSACHUSETTS—Beverly, McKay; Braintree, Hollis, Monaquot, Penniman; Brookline, Sewall; Gloucester, Mount Vernon; Winchester, Noonan; Worcester, Adams Square.
MICHIGAN—Detroit, Ruthruff; River Rouge, Ann Visger.
MISSISSIPPI—Greenville, Central Elementary; Vicksburg, Vicksburg Public Schools, Car Central High, Clay, Speed.
MISSOURI—Kirkwood, W. W. Keyser; Nevada, Nevada Public Schools, Benton, Blair, Bryan, Franklin, Jefferson, Nevada Junior & Senior High.
NEBRASKA—Grand Island, Platt; Omaha, Central Park.
NEVADA—Clark County, Las Vegas; White Pine County, Consolidated Number 1, White Pine County High Number 3.
NEW JERSEY—Atlantic City, Girls' Vocational, Pennsylvania Avenue, Special Class Department [Texas Avenue], Texas Avenue; Montclair, Watchung; New Brunswick, Nathan Hale; Palmyra, Cinna-

[Continued on page A-10]

Is not measurement inherent in effective education?

Ability to do school work:

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Dearborn Tests

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Reading Readiness

Non-Verbal Scale

Unit Scales of Aptitude

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or in Mental Ages; in
Percent of Average De-
velopment or in I. Q.?*

Attainment:

Unit Scales of Attainment

Analytical Scales of Attainment

Subject tests

Analysis of Units and of Recitations

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[Continued from page A-9]

minson Avenue; Summit, Franklin; Tenafly, J. Hull Browning.
 NEW YORK—*Iliou*, West Hill; *Mechanicville*, Mechanicville Public Schools, Junior High, Public Number 1, Public Number 2, Saratoga Number 3, Senior High; *Pine Plains*, Pine Plains Central; *Syracuse*, William Howard Taft; *West Nyack*, Clarkstown Number 7.
 NORTH DAKOTA—*Valley City*, Valley City Public Schools, Lincoln, Ritchie, Valley City Senior High.
 OHIO—*Akron*, Allen, John R. Buchtel High, Henry, Lincoln, Pfeiffer, Ferdinand Schumacher; *Chillicothe*, Chillicothe Public Schools, High, West Fifth Street; *Clark County*, Cross Roads; *Columbus*, Pilgrim Junior High; *Delphos*, Franklin, Jefferson; *Greenford*, Greenford High; *Lake County*, Wickliffe Village; *Logan*, Logan Public Schools, Central; *Toronto*, Central, Franklin, Lincoln, Roosevelt; *Van Wert County*, Jennings Centralized; *Warren*, East Junior High; *Wooster*, Wooster Public Schools, Junior High, Senior High.
 OKLAHOMA—*El Reno*, Irving; *Pawnee*, Pawnee Public Schools, Lincoln, Pawnee Grade, Pawnee High.
 OREGON—*Oregon City*, Barclay, Eastham, Mt. Pleasant, Oregon City Senior High; *Portland*, Woodmere.
 PENNSYLVANIA—*Allegheny County*, Edgeworth Borough; *Bucks County*, South Langhorne Borough; *Hanover*, Hanover Public Schools, Eichelberger High; *Johnstown*, Park Avenue; *Lemoine*, Lemoine Public Schools, Market High; *Nanticoke*, Nanticoke Public Schools, Centennial, Garfield, Hanover, High, Junior High, Lincoln, McKinley, Pulaski, State, Washington, West Main.
 SOUTH DAKOTA—*Mitchell*, Mitchell Public Schools, Central, Junior High, Litchfield, Senior High, Whittier.
 UTAH—*Salt Lake City*, Onequa.
 VIRGINIA—*Lynchburg*, Thomas C. Miller.
 WISCONSIN—*Beloit*, Hackett Elementary; *Fond du Lac*, Fond du Lac Public Schools, McKinley, Roosevelt Junior High, Vocational, Washington, Wilson; *Kenosha*, McKinley Junior High; *Milwaukee*, Longfellow, Silver Spring; *Sheboygan*, Sheridan.

Two Years

ARIZONA—*Tucson*, Mary J. Platte.
 CALIFORNIA—*Alameda*, Haight, Lincoln, Porter; *Cardiff*, Cardiff Elementary; *Pomona*, Garey; *Sacramento*, John Muir; *San Mateo County*, Jefferson Union High; *Weaverville*, Trinity County High.
 COLORADO—*Boulder*, Boulder Public Schools, Lincoln, Mapleton, Special Teachers and Supervisors, State Preparatory, University Hill, Washington; *Canon City*, Wilson Junior High; *Denver*, Alcott, Emerson; *Hayden*, Public School District Number 2.

CONNECTICUT—*Stratford*, Stony Brook.
 DISTRICT OF COLUMBIA—*Washington*, Bennine, Force, Gales, Military Road, Rossell, Shepherd, Taylor, Woodridge.
 FLORIDA—*Babson*, Babson Park; *Cedar Key*, Cedar Key Public Schools; *Mulberry*, Mulberry.
 GEORGIA—*Atlanta*, Faith, Joel Chandler Harris.
 HAWAII—*Laupahoehoe*, Laupahoehoe.
 IDAHO—*Pocatello*, Roosevelt, Tyhee, Whittier.
 ILLINOIS—*Antioch*, Antioch Grade; *Aurora*, Bardwell, Beaupre; *Freeport*, Senior High; *Melrose Park*, Stevenson; *Payson*, Payson Grade, Seymour Community High; *Woodstock*, Clay.
 INDIANA—*Bloomington*, D. Eckley Hunter; *Evansville*, Highland; *Hammond*, George Rogers Clark; *Howe*, Lime Township; *Indianapolis*, Ben Davis High, Horace Mann Number 13, Public Number 6, Public Number 16, Public Number 44, Public Number 45, William Penn Number 49; *Terre Haute*, Collett, Deming, Thornton.
 IOWA—*Council Bluffs*, Avenue B, Madison, Theodore Roosevelt; *Sioux City*, Bancroft Elementary, Grant, Irving.
 KANSAS—*Anthony*, Lincoln Junior High, Washington; *Blue Rapids*, Blue Rapids High; *Hutchinson*, Fourth Avenue; *Oil Hill*, Oil Hill; *Valley Falls*, Valley Falls.
 KENTUCKY—*Owensboro*, Owensboro Public Schools, Emerson, Franklin, Junior High, Robert E. Lee, Abraham Lincoln, Longfellow, Senior High, Trade High, Washington, Wilson.
 MAINE—*Bath*, Mitchell.
 MASSACHUSETTS—*Athol*, Lyman Ward; *Belmont*, Mary Lee Burbank; *Brookline*, Baldwin; *Gloicester*, Lane, Sawyer; *North Adams*, Houghton; *Waltham*, S. D. Warren; *Wellesley*, Isaac Sprague; *Winchester*, Mystic.
 MICHIGAN—*Adrian*, New McKinley; *Bay City*, Wenona; *Detroit*, Berry, Fairbanks, Monnier, Moore Elementary, Wilkins; *Flint*, Civic Park; *Marshall*, Shearman.
 MINNESOTA—*Minneapolis*, Harrison, Hawthorne, Julia Ward Howe, Pierce.
 MISSISSIPPI—*McComb*, McComb Public Schools, East McComb, Grammar, High, North McComb, South McComb.
 MISSOURI—*Kansas City*, Ashland, James, Yeager; *Little Blue*, Jackson County Industrial Home; *Maplewood*, West Richmond.
 MONTANA—*Glendive*, Glendive Public Schools, Washington.
 NEVADA—*Douglas County*, Consolidated B. District; *White Pine County*, White Pine County High Number 1.
 NEBRASKA—*Kearney*, Nebraska State Teachers College; *Omaha*, Druid Hill.
 NEW HAMPSHIRE—*Portsmouth*, New Franklin.
 NEW JERSEY—*Burlington*, Shedaker; *Camden*, Gar-

field, Mount Vernon; *Fieldsboro*, Fieldsboro; *Highland Park*, Irving; *Lincoln Park*, Lincoln Park; *Merchantville*, Hinchman; *Montclair*, High; *Summit*, Hamilton.
 NEW YORK—*Batavia*, Robert Morris, Pringle, Washington; *Elmira*, Public Number 11; *Hudson Falls*, Hudson Falls Public Schools, Hudson Falls High, Junior High, Public Number 2; *Olean*, Public Number 3; *Rochester*, Indian Landing; *Schenectady*, Edison, Riverside.
 OHIO—*Akron*, Administrative Building; *Canton*, Cedar; *Cuyahoga County*, Coe; *Delphos*, Lincoln; *Galion*, West; *Lamartine*, Perry Rural; *Miamisburg*, Miamisburg Public Schools, Auditorium, Miamisburg High, Miamisburg Intermediate; *Pemberville*, Pemberville; *Randolph*, Randolph Rural; *Sylvania*, Central, Hillview, Maplewood; *Toledo*, Glendale; *Toronto*, Toronto Public Schools, High; *West Alexandria*, Lanier Township Rural; *Williamsfield*, Wayne Centralized; *Youngstown*, Hillman, Myrtle.
 OREGON—*Oregon City*, Oregon City Public Schools, Oregon City Junior High; *Portland*, Terwilliger.
 PENNSYLVANIA—*Berks County*, Amity Township, Bally Borough, Bethel Township, Exeter Township, Greenwisch Township, Longswamp Township, Lower Alsace Township, Pike Township, Shillington Borough, South Heidelberg Township, Upper Tulpehocken Township; *Chambersburg*, Chambersburg High; *DuBois*, DuBois Public Schools, Central, DuBois High, Hubert, Olive, Second, South; *Fayette County*, Franklin Township; *Lewistown*, Fifth Ward, Logan, Sixth Ward, Wayne; *Munhall*, Andrew; *Snyder County*, Snyder County Public Schools, Beavertown, Beaver Vocational High, Freeburg, Fremont, Kreamer, Middleburg, Paxtonville, Port Trevorton, Selinsgrove High, Shamokin Dam, Spring Township Consolidated, Troxelville, West Beaver Township Consolidated; *Sunbury*, Eighth, Seventh, Sixth, Third; *Westmoreland County*, North Belle Vernon Borough, Washington Township.
 SOUTH DAKOTA—*Madison*, Washington.
 TENNESSEE—*Davidson County*, Jordonia.
 UTAH—*Huntington*, North Emery High; *Salt Lake City*, Highland Park.
 VIRGINIA—*Richmond*, John Smith.
 WASHINGTON—*Chehalis*, West Side; *Seattle*, Dunlap.
 WEST VIRGINIA—*Arista*, Arista-Modoc Graded; *Bridgeport*, Bridgeport Grade; *Clarksburg*, Carlisle; *Kanawha County*, Chesapeake; *Salem*, East End Grade.
 WISCONSIN—*Eau Claire*, Day School for Deaf, Eighth, Fourth, Junior High, Ninth, Second, Seventh, Tenth, Third, Vocational; *Milwaukee*, Peckham Junior High, West Dakota Street; *Waukesha*, Junior High, Senior High.

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JOURNAL OF THE N.E.A.

- PART I. Footprints on the Sands of Time
PART II. Against Whatever Odds There Are
PART III. That Sees Beyond the Years

These articles have been prepared by Frank W. Hubbard, associate director of research, with the assistance of the staff of the Research Division of the National Education Association. Materials have been included which should be of great value to study groups of teachers and to units of parent-teacher associations. The articles should be of interest to older high school students and to students in colleges for the education of teachers. Classes in social science will find the problems for investigation suggestive of projects for study in connection with their own communities.

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Current Year

ALABAMA—Birmingham, Fairview, Henley, Parental.
ARIZONA—Florence, Florence Union High; Miami, Miami Public Schools, Benjamin Franklin, Miami High; Phoenix, Creighton; Tucson, College of Education.
CALIFORNIA—Chatsworth Park, Chatsworth Park; Los Angeles, Sunland; Oakland, Franklin, Highland, Toler Heights; Pasadena, John Muir Technical High; San Francisco, Lafayette, Commodore Stockton; Santa Ana, Jefferson; Susanville, Susanville Elementary; Turlock, Hawthorne, Lowell; Williams, Union High.
COLORADO—Canon City, Lincoln; Colorado Springs, Colorado Springs High, North Junior High; Fleming, Logan County High.
DELAWARE—Eastern New Castle County, Delaware City High; Magnolia, Magnolia; Wilmington, David W. Harlan, Palmer, Public Number 24.
GEORGIA—Atlanta, Formwalt, Sylvan Hills.
HAWAII—Honolulu, Manoa.
IDAHO—Pocatello, Washington.
ILLINOIS—Barrington, Barrington High, Barrington Junior High; Chicago, Chicago Normal College, Norwood; Danville, Washington; Dolton, Dolton-Riverdale Public Schools, Franklin, Lincoln, Roosevelt, Washington; Hillsboro, Junior High; North Chicago, South; Palestine, Palestine Elementary; Roselle, Roselle; Springfield, Matheny Elementary; Warrenville, Warrenville.
INDIANA—Crawfordsville, John Beard; Hammond, Harding; Hemlock, Hemlock; Indianapolis, Public Number 2, Public Number 22, Public Number 23, Public Number 34, Public Number 36, Thomas A. Edison Number 47, Public Number 51, Public Number 77; Marion, Franklin Township Consolidated; Mishawaka, Roosevelt; Noblesville, First Ward; Tipton, Junior High; Wolcottville, Wolcottville.
IOWA—Estherville, Estherville Public Schools, Estherville High, Jackson, Lincoln, McKinley, Roosevelt Elementary, Roosevelt Junior High; Iowa City, Longfellow; Sioux City, Everett, Hawthorne, Hobson, Joy, Longfellow, Roosevelt.
KANSAS—Blue Rapids, Blue Rapids Public Schools, Blue Rapids Grade; Effingham, Atchison County Community High; Coffeyville, Coffeyville Public Schools, Cleveland, Coffeyville Junior College, Douglass, Field Kindley Memorial High, Garfield, Longfellow, Lowell, McKinley, Roosevelt Junior High, Whittier; Eureka, Eureka Public Schools, Franklin Junior High, Lincoln, Roosevelt, Union; Kansas City, Prairie Grade; Manhattan, Roosevelt; Paola, Paola Public Schools, North.
KENTUCKY—Louisville, Alex G. Barret Junior High.
LOUISIANA—Concordia Parish, Ferriday; New Orleans, Edwin T. Merrick.

MAINE—Bangor, Bangor High; Portland, Longfellow; South Portland, Pleasant; Westbrook, Rocky Hill.
MARYLAND—Cumberland, Columbia.
MASSACHUSETTS—Gloucester, Haskell; Lexington, Hancock; Newton, Lincoln; Orange, Orange High; Plymouth, Manomet; West Medford, Brooks.
MICHIGAN—Detroit, Velal; River Rouge, Northrup; Saginaw, Hoyt Elementary.
MINNESOTA—Minneapolis, Adams, Alcott, Clara Barton, Blaine, Lowell, Horace Mann, Morris Park, Sidney Pratt, Webster, Wenonah; St. Paul, Sheridan.
MISSISSIPPI—Redwood, Redwood.
MISSOURI—St. Louis, Richmond Heights; Webster Groves, Avery.
NEBRASKA—Grand Island, Jefferson; Omaha, Garfield, Highland, Monroe.
NEVADA—Clark County, Clark County Public Schools, Educational District Number 1, Dry Lake, Logandale; Elko County, Elko Grammar; White Pine County, White Pine County Public Schools, East Ely.
NEW JERSEY—Atlantic City, Chelsea Heights, Richmond; Bridgeton, Pearl; Elizabeth, Madison, Monroe Number 16; Hawthorne, Lincoln; Long Branch, West End; Neptune Township, Neptune Township Public Schools, Bradley Park, Neptune High, Ocean Grove Grammar, Ridge Avenue, Summerfield, Whitesville; New Brunswick, Washington; Palmyra, Delaware, High; Pemberton, Pemberton Borough Schools, Pemberton Township; Ridgewood, Benjamin Franklin Junior High; Scotch Plains, Scotch Plains High; Upper Montclair, Bradford; Wanaque, Haskell; Westfield, Woodrow Wilson.
NEW YORK—Corning, Northside Primary; Elmira, Riverside; Gloversville, Central Elementary, Columbia, Kingsboro, Lexington, Oakland, Park; Hampton Bays, Hampton Bays High; Port Chester, George Washington, Theodore Roosevelt; Warrensburg, High; Westchester County, Rye Neck Public Schools, Barry, Frederick E. Bellows High, Daniel Warren; White Plains, Ferris.
NORTH CAROLINA—Goldsboro, Casey's Chapel.
OHIO—Akron, Forest Hill, Mason, McEbright, Miller, Portage Path, Rimer, Springfield Township Elementary; Bloomingdale, Wayne Township; Bluffton, Bluffton-Richland Exempted Village Schools, Grade, High; Canton, Cherry, Theodore Roosevelt; Cincinnati, Mary Dill; Cleveland, Kentucky; Cleveland Heights, Boulevard, Coventry; Columbus, Milo, Reeb, Siebert, Stewart; East Liberty, East Liberty Elementary; Elyria, Edison, Franklin; Findlay, J. C. Donnell Junior High, Howard; Grand River, Merrick Hutchinson; Greensburg, Greensburg Elementary; Lakemore, Lakemore; Mansfield, John Simpson Junior High;

Sandusky County, Helena, Rollersville, Woodville; Sawyerwood, Sawyerwood Grade; Steubenville, Lincoln; Toledo, Clay Coy Elementary, Wynn Elementary; Wood County, Portage Township, Troy Township; Youngstown, Woodrow Wilson Junior High.
OKLAHOMA—Tulsa, Washington.
OREGON—Bend, Bend Public Schools, Allen Platoon, Kenwood Platoon, Reid; Coos County, Allegany, Bandon Grammar, Bridge, Bunker Hill, Central, Eastside, Englewood, Fairview, Flagstaff, Myrtle Point Union High, Powers Grammar; Forest Grove, Forest Grove Elementary; Milwaukie, Ardenwald, Wichita; Oregon City, Canemah; Willamette, Willamette Grade.
PENNSYLVANIA—Allegheny County, Findley Vocational, Lincoln; Allensville, Allensville High; Alum Bank, Pleasantville Joint High; Berks County, Alsace Township, Bechtelsville Borough, Earl Township, Hamburg Borough, Lower Heidelberg Township, Penn Township, Robesonia Borough, Sinking Spring Borough, Tiden Township Consolidated, Wernersville Borough; Haverford Township, Oakmont; Johnstown, Meadowdale, Village, Lewistown, Lewistown Public Schools, Junior High, Senior High; Nottingham, Barnsley Consolidated.
SOUTH DAKOTA—Huron, McKinley; Sioux Falls, Hawthorne, Lowell.
TENNESSEE—Bristol, Lincoln, Slater.
TEXAS—Addison, Addison Elementary; Houston, David Crockett; Quanah, North Groesbeck; Whittsett, Tom.
UTAH—Granite District, Granite Junior High, Sherman; Randolph, Randolph Elementary.
VERMONT—Brattleboro, Oak Grove.
VIRGINIA—Fairfax County, Fairfax County Public Schools, Annandale, Baileys, Burke, Centreville, Clifton, Fairfax Elementary, Fairfax High, Floris, Forestville, Fort Belvoir, Groveton, Herndon High & Elementary, Lee Jackson High, Lorton, McLean, Oakton High, Vienna, Woodlawn; Hopewell, Hopewell Public Schools, Hopewell High; Lynchburg, Fairview; Newport News, John Marshall; Norfolk, Ingleside; Prince George, Prince George Elementary; Roanoke, Highland Park Junior High; Sandy Hook, Sandy Hook Graded.
WASHINGTON—Bellingham, Bellingham Administrative Unit; Seattle, John B. Allen, Crown Hill; Walla Walla, Baker, Sharpstein.
WEST VIRGINIA—Beckley, Skelton; Charleston, Littlepage; Madam Creek, Brooklyn; Mallory, Greenville; Meadow Bridge, Lane; Pettus, Pettus Consolidated; Sistersville, Junior High.
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