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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

•
St. Louis Program
of the Department
of Superintendence

•
Vitalizing the Col-
lege Library

B. Lamar Johnson

•
The Socialized Edu-
cation of the Future
Charles A. Ellwood

•
Student Leader-
ship Enriching the
Schools

•
The Schools and the
Consumer

Ray G. Price

•
A Glimpse of
School Life in Eng-
land

Alice Mary Connor

•
See Page A-17 for
Complete Table of
Contents



St. Louis Art Museum. See convention program, pages 66-67.

FEBRUARY

VOLUME 25

• **1936**

NUMBER 2

ENGLISH ACTIVITIES

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Between Editor and Reader—

FEBRUARY is a good month to read a biography of Washington or Lincoln or Susan B. Anthony. It is a good month to talk with young people about their country and about the men and women whose lives have added honor to its name. It is a time to consider the real meaning of patriotism as contrasted with the shallowness of the patrioteers. It is a time to take the long forward look.

Vision is the mark of true leadership. The heroic men and women who laid the foundations for American greatness were no stand-patters. They had imagination, with faith in right and justice. The vision of a self-governing people which inspired them is but half realized. The Torch they carried still waits for the ready hand to take it up.

Self-government is first a personal and family problem. Then it is a problem of education. And finally it becomes a political problem. No people will long govern themselves who so lack self-respect that they allow their individual lives to degenerate; or who are so careless of the race that they neglect the family; or who fail in the task of free and universal education; or who take so lightly their civic responsibilities that they permit inferior men to rule the state. Eternal vigilance is always the price of liberty and if we conquer the foes within we need not fear the foes without.

Let us teach youth the dynamic character of patriotism as exemplified in the lives of Lincoln and Washington and Susan B. Anthony, whose birthdays we cherish and honor. Were they here today, they would be among the most progressive of our leading citizens.

In This Issue—

THE FUTURE OF AMERICAN YOUTH	Editorial	37
VITALIZING THE COLLEGE LIBRARY	B. Lamar Johnson	39
OFFICE OF EDUCATION TO HEAD NEW PROJECTS		42
THE NEED FOR TENURE	Donald DuShane	42
THE SOCIALIZED EDUCATION OF THE FUTURE	Charles A. Ellwood	43
A FATHER'S WISH	W. N. Malony	46
THE MASSACHUSETTS COMMISSIONERSHIP		47
THE SCHOOLS AND THE CONSUMER	Ray G. Price	48
A GLIMPSE OF SCHOOL LIFE IN ENGLAND	Alice Mary Connor	51
MY CHILD AND HIS SCHOOL	Joseph Burton Vasché	53
WORLD GOODWILL DAY		54
THE CURRICULUM AS A PROCESS OF LIVING	William H. Kilpatrick	55
MAKING THE MOST OF SCHOOL TIME AND TAXES	Arthur Maberry	57
A TRIBUTE TO TEACHERS	Ray Murphy	58
TRADITIONAL PROGRAMS AND NEW PHILOSOPHIES	Philip W. L. Cox	59
STUDENT LEADERSHIP ENRICHING THE SCHOOLS		61
STUDENT LEADERSHIP ORGANIZATIONS		62
OUR PRODUCTION CAPACITY		63
"OL' MAN RIVER"	Belmont Farley	64
THE DEPARTMENT OF SUPERINTENDENCE ANNOUNCES ITS ST. LOUIS PROGRAM		66
MEMBERSHIP IN DEPARTMENTS OF THE NATIONAL EDUCATION ASSOCIATION, 1935		68
THE HONOR ROLL OF THE NEA		69
NOTES AND ANNOUNCEMENTS		70

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M I M E O G R A P H



The Future of American Youth

THE WORLD TODAY is on the threshold of a mass civilization—language understood by all; schools and libraries for all; music sung by all; automobiles for all; scenic treasures shared by all; electric power for all; games played by all; beautiful homes for all; science in the service of all; security for all.

The mere enumeration of these areas of widening opportunity in mass civilization suggests the call for a new leadership and new forms of service. What people most need is a greater selfrespect, a higher aspiration, a more discriminating sense of values, and a will to self-discipline. The discipline of ignorance, drudgery, and circumstance must yield to high purpose, to careful planning, to skilful performance, to abiding idealism, to that sustained personal cultivation which fills the whole life with the true, the good, and the beautiful.

In attempting to foresee the future of American youth it would be a mistake to think in the limited terms of today's confusion and weakness. The world has faced confusion and disaster before and we can see now that salvation lay in refusing to accept them. People moved on because they wanted something better, and because they had the ambition and the courage to plan and labor.

The development of our free public schools illustrates this point. The greatest educational revival in American history began during a year of panic and depression. In 1837 when Horace Mann came onto the scene, the schools were poor and ineffective—buildings wretched, teachers untrained, terms short, curriculums stupid, public support pitiful. Others had been disheartened by the task but Horace Mann saw that people needed good schools. That vision created not only a position for himself but it has created a task for millions of young people in the improvement of their own lives, and it has created a vocation for millions of our best young men and women who have served as teachers during the years since Horace Mann carried his idealism and his vision to the citizens of a continent.

This power to arouse the people to a new sense of their own worth—a power which was strong in Franklin and Washington, in Mary Lyon, in Horace Mann, and in Susan B. Anthony—is needed today.

The future of youth is in their own

hands. Needs are everywhere. Each need is an opportunity. It can be turned into employment for someone who will meet that need. The young people who are willing to set high standards in their own lives and to give leadership to others will be the first to find themselves. Their power will grow with use. This new leadership is needed in every vocation and area of life. Teachers and others who work with young people can perform no greater service than to guide them to a fuller understanding of their own gifts and to help them to visualize the needs which exist around them.

A few points are fundamental:

[1] Personal excellence and attractiveness are important as a foundation for employment of any kind.

[2] Acquaintances and friendships play a large part in obtaining employment. Everyone should learn to make and keep worthy friends.

[3] Unemployment must be taken up largely by expansion in services such as teaching, health, recreation, and the fine arts, rather than in material production where science is reducing the labor factor.

[4] Those individuals will be surest of employment who develop the power to create new types of work by persistent planning combined with the power to lead others to cooperate in worthy new undertakings.

[5] This is an age of high specialization requiring the individual who takes up a special line to be almost perfect in it. For example, the airplane mechanic must guarantee the perfect operation of every airplane he sends into the skies or run the risk of causing death.

[6] Occupations that seem to be overcrowded are not really so, especially on their higher levels and there is almost no occupation where exceptional excellence and skill will not win a place.

[7] The individual, particularly during his early years, should attach more importance to his personal growth on the job than to the wages received.

[8] Parasitic employments—such as liquor, gambling, unwholesome recreation—destroy character and lead to eventual unhappiness no matter how much money they may yield for a time.

[9] The individual who does not find employment can turn that fact, regardless of age, into an asset by using it to build up his knowledge and skill. Schooling today should end only with satisfactory employment.

[10] Both young men and women on taking up employment should work out a savings program which will later help in the establishment of a home.

[11] The quality of one's life is more important than any particular occupation or place of residence. Everyone should seek to live where he can be his best and can do most for his family. A low income in a worthy community may mean much more than a high income in a locality where family life would be seriously handicapped.

[12] In both life and work a positive, happy, and hopeful attitude is a most important factor in achievement.

The United States Census divides occupations into 10 groups. Those employed in 1930 in these occupations in round numbers were:

- Manufacturing and mechanical industries, over 14 million
- Agriculture, over 10 million
- Trade, over 6 million
- Domestic and personal service, nearly 5 million
- Clerical occupations, 4 million
- Transportation, nearly 4 million
- Professional services, 3¼ million
- Extraction of minerals, nearly a million
- Public services, nearly a million
- Forestry and fishing, quarter of a million.

These can be subdivided into literally thousands of special jobs. In the end everyone who does not wish to depend upon the uncertainties of chance must decide what use he will make of himself, what preparation he will make for his career, and how he will go about getting started. There are great opportunities today in almost every worthy walk of life. Let youth consider a few of the more important occupations having in mind especially the factors of pioneering and leadership.

Consider teaching. Education is expanding and must expand, for people need light. There is no oversupply of really cultivated teachers who know how to awaken and guide youth and there never will be. Literally thousands of school executives are on the lookout for teachers or assistants who can develop effectively important new lines of work—people who are flexible and resourceful. Often jobs go unfilled for years because no one can be found who has fully prepared himself for that particular work.

The free public library movement calls for young people who have sufficient faith in the miracle of reading to go out and awaken communities which are literally starved for intellectual life but have never been brought to see it. Were it possible to find thousands of men and

women who would make themselves masters of the library arts and who at the same time would develop the capacity to arouse communities to want and pay for libraries, a whole new field of inspiring employment would open up.

Or take politics. This word has been degraded thru its association with corruption and special privilege but it is really a noble word and in a democracy politics is the duty and privilege of every citizen. The experts report that there are 182,439 political units in the United States. That is too many and the number will be reduced by the movement for government by fewer and better men, but there will always be opportunities in the United States for tens of thousands of able politicians in the best sense. Sit in with any committee that is working for civic betterment in a city, in a state, or in the nation, and you will hear a discussion of the men in the legislature, a patient canvass searching for leadership, searching for men of integrity, ability, and courage who are willing to take the trouble to make themselves masters of some civic problem and to give a leadership toward its solution. A single generation of highminded men and women could lift politics to one of the noblest and most appreciated callings.

Or take the civil service. The functions of government are expanding and will expand. They call for the highest types of clerical and executive service in nation, state, and locality. A Commission of Inquiry on Public Service Personnel has recently made a report urging thoro training for public service. An endowment has been set up for a Graduate School of Public Administration at Harvard University.

There are plenty of people who can pass civil service examinations but there are not enough people who have made a special study of government and its needs, who can take the lead in civil service reform, who can demand public employment on the basis of merit, who can take a government position with a determination to cut red tape, to drive out corruption and favoritism, and to maintain the highest standards of public service.

Or take journalism. The world is suffering just now from an epidemic of absentee-owned, chain-managed, advertising-dominated newspapers. Editorial and reportorial service on such papers is often one of the most degrading of employments. But a new journalism is being born today. It is free from advertising or at least refuses to traffic with dishonest advertising. It is dedicated to

community service and inspired by high ideals. The very growth of parasitic journalism calls for a new type devoted to the public good. There is hardly a state or a city in the nation today where an editor who had dedicated his life to community well-being, and who knew how to put his influence back of home life, religious awakening, school and library expansion, efficient government, and decent recreation, would not be welcomed and supported. These are not easy standards to meet but they are within the reach of average young men and women who are willing to make sufficient preparation.

Or take the arts of leisure. Here is a whole new field of the most delightful, inspiring employment—delightful because it is associated with the freer and more spontaneous aspect of human life. Are you willing to leave the management of leisure to people who degrade life for the sake of profit? Or do you believe that the play life, which is but another name for the art life, should be organized either as a public service or as a wholesome and honorable private enterprise? Some day it will be so organized.

A hundred thousand recreation directors working under boards of education in cooperation with the schools and adult organizations would give an entirely new tone to our national life.

Outside of the professions there are countless opportunities for leadership. *Take the building arts and industries.* The home is the fundamental institution of civilized beings and the house is its temple. Here are occupations by the hundreds appealing to every sort of gift and skill ranging from the broad vision and organizing genius of the man who plans whole regions to the precise skills of workers in wood and metal.

People who ought to know say that here is a field that is understaffed, that our building mechanics are fast reaching the age of retirement, that immigration restrictions have shut out craftsmen who formerly came from other countries, that young people have been overlooking this field for less wholesome white-collar occupations.

Here again there is need not only for skills but for that broader development of personality and imagination which can help to interpret need and to meet the aspiration of the consumer. The teaching of homemaking today is creating a demand for an entirely new quality in housing. Most real-estate men have gone into housing to make money with no real preparation. Yet housing, like teaching, is an occupation calling for the most

thoro preparation. Where are the pioneers who will give to consumers this new kind of housing service?

Or take agriculture. There will be great opportunities in the field of agriculture for people who can operate farms and at the same time give leadership in the growth of the cooperative movement, wherein people associate themselves together in groups for mutual service and helpfulness. The cooperative movement has already gone far, including 60 million members of 200,000 cooperative societies in 40 countries.

Or take automobile care. Our 26 million automobiles are underserved. They are works of art but most of them are not kept clean. They are valuable pieces of property but the great cities do not provide parking. They are fine mechanisms but the care of these mechanisms is too often a matter of chance. A genius for organizing automobile service so that the owner would have complete, thoro dependable service at low cost could provide jobs for hundreds of thousands and save the owners enough to pay the bill.

Or take home service. As standards in living and human relations are improved, employment about the home has many attractions. Proper organization, preparation, and certification could dignify and lift the quality of this service into an occupation that might employ millions. It has the advantage of lending itself easily to parttime employment for women who could not afford to be away from their own homes for fulltime occupations.

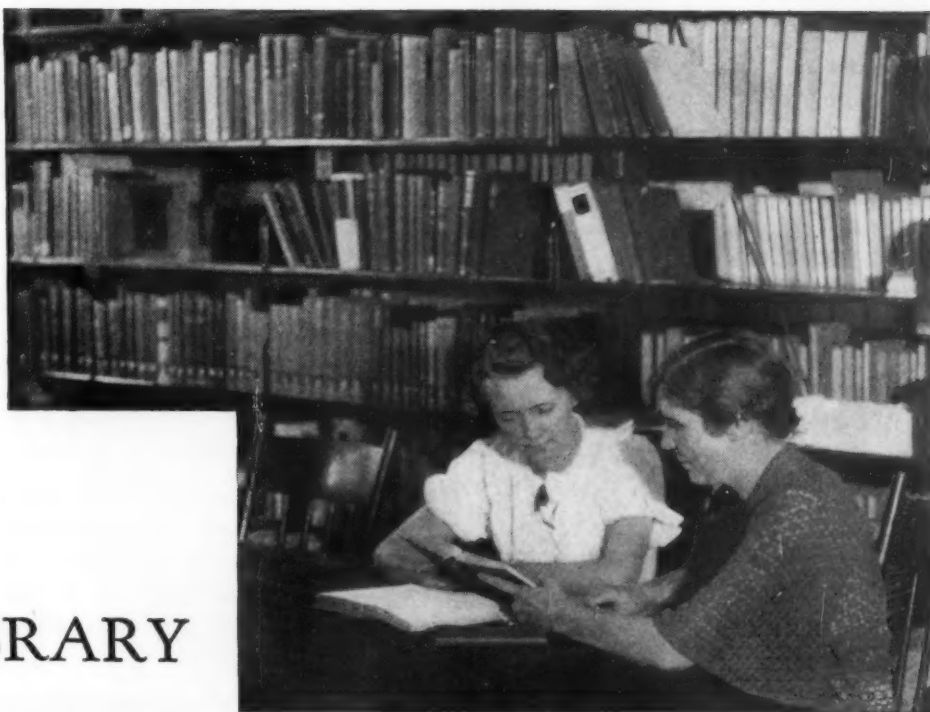
But perhaps youth will say, "Where is one to get these higher types of preparation for the new jobs that a higher standard of living demands?" The answer is another question: "Where have pioneers always gotten their training?" Where did Benjamin Franklin get his training? Where did Horace Mann get his? Where did Lindbergh get his? In each case there was selfdiscipline, a lively imagination, and the courage to lead out.

That courage of the pioneer is what America needs now. The future of American youth depends on the willingness of today's leadership to awaken and arouse youth. It is not resources we lack, either material or human. It is the will to be and the will to lead. Let the youth who aspires to a great future for himself and his country prepare himself in the spirit of Abraham Lincoln and of Benjamin Franklin and his day will come. The weaklings who cannot meet the higher standard will fall by the way but real leadership will make its place.—
Joy Elmer Morgan.

B. LAMAR JOHNSON

librarian and dean of instruction, Stephens College, Columbia, Missouri, describes the steps this school has taken toward

Vitalizing the COLLEGE LIBRARY



A teacher-student conference in the presence of books—the stacks of the general library

FOR THE PAST three years Stephens College—a junior college for women, with an enrolment of 750—has been engaged in an experimental library program built around the following three objectives, each of which is applicable to the elementary school or the high-school:

[1] To guide and encourage the recreational reading of students.

[2] To teach students how to use books effectively.

[3] To make the library the center of the instructional program.

That these objectives strikingly parallel those of the library in the elementary and the secondary school will be seen by examining the following discussions of school library objectives:

Johnson, B. Lamar, *The Secondary School Library*. National Survey of Secondary Education, U. S. Office of Education Bulletin 1932, No. 17, Monograph No. 17, p6-7.

Fargo, Lucille, *The Library in the School*. American Library Association, 1933, p19-24.

Working toward these objectives in a college raises some problems which are quite different from those in the elementary or the secondary school. On the other hand, there are many aspects of the college situation which are applicable, in principle at least, to the public schools.

Give the students convenient access to books! Place books where students live and work! Give students every opportunity to browse among books during leisure moments! Because Stephens College is convinced of the importance of these policies as means to attain the objectives outlined above, there has been set up in each of the college's six residence halls, a library for recreational reading. Books, magazines, and newspapers in these libraries are selected specifically for pleasure reading, largely on the basis of student suggestion. Having students participate in book selection is valuable not only in the actual selection of books, but also in encouraging students to take an interest in the library and to feel that it belongs to them. In order that dormitory libraries may have a maximum influence on the reading of students, rules for these libraries are kept at a minimum. No fines are charged, nor is any specific period of time set as a limit for which books may be kept.

Every six weeks the books in each dormitory are transferred to a neighboring residence hall. This plan permits the students in a given dormitory to have access at some time during the school year to the entire group of books purchased for dormitory libraries. Placing a new collection of books in a dormitory does, of course, stimulate inter-

est in books and reading, for students come to the library to become acquainted with the new books.

The principle of giving students ready access to books applies equally as well in the highschool or elementary school as in the college. Homeroom [or grade room] collections of books for pleasure reading [selected on the basis of pupil suggestion] and study hall libraries for recreational reading are obvious adaptations to the public-school situation. The combination library-study hall likewise provides a natural and effective setting for breaking down barriers between pupils and books.

The particular device to be used in giving pupils continual and immediate access to books is not as important as the acceptance of the principle that such access must be given. If the principle is accepted in any school, means can be found for applying it to the local situation—either in the homeroom, the classroom, the study hall, or some other location regularly frequented by pupils.

These methods, or similar ones, of making books accessible must be used in addition to such devices as booklists, book exhibits, and the posting of book jackets.

IF books and libraries are to make their optimum contribution to the educational program of the school, pupils must know how to use books effectively. Such ability includes, not only a knowledge of how to use libraries—the card catalog, encyclopedias, and the like—and the mechanical features of books—index, table of contents, and the like—but it also includes effective habits of silent reading.

At Stephens College all aspects of instruction in the use of books are regarded as integral parts of regular class work and are cared for by the regular classroom teacher. Accordingly, the ability to use books is not considered an end in itself but rather an aid to the solution of problems which the student faces in preparing regular class work. In accordance with this philosophy, students are not, for example, told that they will study the *Reader's Guide*, the card catalog, or encyclopedias, as such. Rather the teacher makes a regular assignment which may involve, for example, the preparation of a bibliography, and discusses with the class the value and the use of specific library tools in preparing this assignment.

Altho the above concept of instruction in the use of books functionalizes this important objective of the library, it also raises a problem, that of instructing the teacher in how to teach his students the effective use of books.

A cooperative method is used in meeting this difficulty: faculty committees, faculty meetings, and department meetings are devoted to planning specific teaching procedures. At such meetings faculty members exchange ideas on devices which are proving successful in teaching students how to use books. Likewise the faculty constantly draws upon the experiences of other institutions as they are reported in books and educational journals.

In addition to regular class instruction in the use of books, remedial groups are organized for those students who have difficulties which are not corrected by regular class instruction.

As new books are added to the departmental libraries, teacher-student conferences take on new interest

Standard reading tests and objective tests in the use of the library reveal during the past three years a notable improvement in reading ability and in knowledge of how to use the library.

The Stephens College plan for teaching students how to use books can be adopted in its entirety by any elementary or secondary school in which the faculty will give its wholehearted cooperation in attacking one of the most significant educational problems which any school can face.

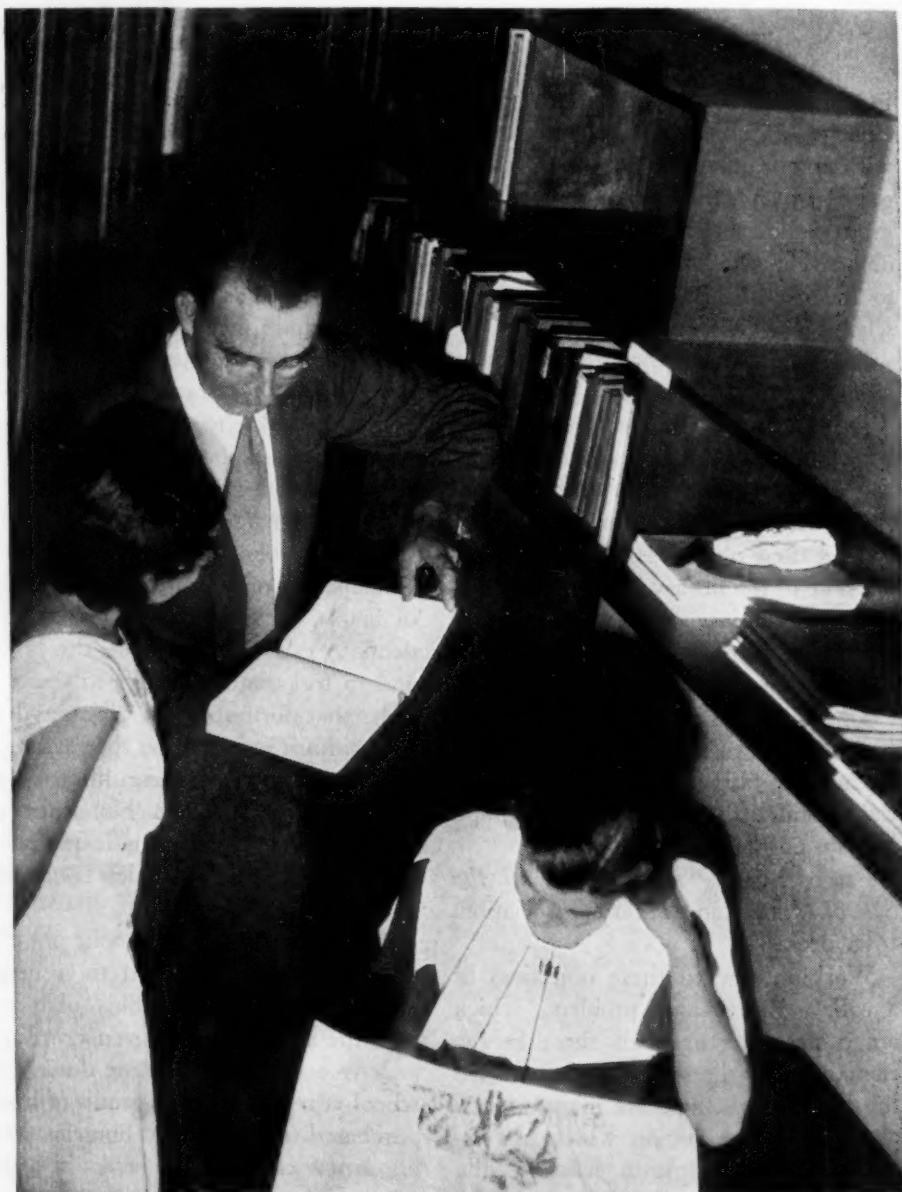
LIBRARY AND INSTRUCTIONAL PROGRAM

IN attempting to make the library function most effectively in instruction, Stephens College follows no single pattern of library administration. Rather every effort is made to individualize

library administration to accommodate the needs of each teacher and of each course in the curriculum.

The librarian has a dual position—librarian and dean of instruction. As librarian, he must know what is in the library; as dean of instruction, he must be familiar with classroom instruction. This dual position of the librarian places him in a strategic position to assist instructors to develop and execute individual plans for the effective utilization of library facilities in their teaching.

The concept of the librarian as an agent of instructional supervision is one which merits experimentation in our public schools, for the library can be a most significant aid to supervision. The principal or any other supervisor who spends several hours a week at the cir-



culatation desk in the library of his school, observes an aspect of teaching which is seldom observable thru class visiting, thru conferences with instructors, or thru study of the results of standard tests. As he observes students come to the library for study, he sees the results of teaching; he detects vague assignments; he discovers purposeless assignments; in short, he comes to an understanding of the assignments in his school in relation to their effect upon individual pupils.

Since Stephens College accepts the principle of individualizing library service in accordance with the needs of each teacher and of each course, the instructional staff is using a number of varied devices and procedures.

[1] Division libraries adjacent to the offices and classrooms of the divisions are being used in the natural science and in the social science divisions. These libraries are in charge of librarians—trained not as librarians but in the fields of the natural and social sciences—who visit classes, participate in meetings of the division faculties, hold instructional conferences with students, and teach one section of the survey course of the division. The location of the division libraries adjoining offices and classrooms makes it possible for teachers and students to work together in the presence of books.

[2] The classroom libraries used in the science, foreign language, and English departments permit professors to work with their students with stimulating and serviceable books immediately at hand. The French department finds, for example, that the classroom library permits the teacher to take a vital part in the guidance of student reading.

[3] A departmental office library is used in the department of speech and dramatic arts. Comfortable easy chairs invite the student to browse and study in the informal atmosphere of this library—here again instructors find ample opportunity to work with their students in the presence of books.

[4] Library reading hours [classes spending class periods in the library studying under the direction of their professors] provide a means of library

instructional integration which teachers in science, English, art, psychology, and sociology are finding suited to their needs.



Attractive reading nooks in each residence hall offer a continual invitation to improve leisure time with worthwhile reading

[5] Office hours are held in the college library by several teachers. One member of the English staff, for example, spends more than thirty hours each week in scheduled conferences in the stacks of the library adjacent to the books relating to her courses.

Implied in the above individualized procedures is a tendency for members of the teaching staff to become members of the library staff. In the classroom library, in the departmental office library, during library reading hours, and during office hours held in the library—certainly in these situations instructors are cooperating librarians; in fact, they become most effective members of the library staff.

Thus we see that the library staff and the teaching staff merge in a unified instructional staff.

The division library, the classroom library, the departmental office library, the library reading hour, and library office hours are devices which might well be used in the elementary or sec-

ondary school interested in making the library function most effectively in the instructional program of the school. The device is not, however, in and of itself, important. Most important is the principle underlying the device, namely, the principle of individualizing library administration to the needs of the individual course and teacher. This principle can be applied effectively at any level of our educational system, provided only that the librarian and supervisor—perhaps one and the same person—cooperate with instructors in planning a type of library service that is suited to the needs of their individual courses.

A vitalized library in a college, a high-school, or an elementary school requires cooperative effort on the part of administrators, teachers, and librarians. Such effort is, however, most worthwhile. For in what other way can any school bring within its walls as effective teachers, the best minds of this and of past ages?

Office of Education to Head New Projects

PRESIDENT ROOSEVELT has approved the allocation from federal emergency relief funds of \$1,983,000 for financing five new educational projects. The United States Office of Education has been designated to carry out these projects under the direction of Commissioner John W. Studebaker. All of the projects, which will employ more than 3400 emergency workers, will be under the management of state and local educational officials, the Office of Education acting as coordinator.

A university research project will give employment to needy graduates of universities and colleges in a variety of co-operative research studies, all of which will fall in the broad general field of education. The success of this plan will accomplish a coordination of university graduate research work which has long been desired by educators. For example, six graduates at six different universities may work on various aspects of the same problem. When the individual studies are completed the entire work may be edited in the United States Office of Education. The sum of \$500,000 has been authorized for this project. Ben W. Frazier of the Division of Higher Education will head the Office of Education specialists who are in charge of the university research project.

A public affairs forum project will give the nation a further demonstration of the Des Moines plan of adult study of the problems of democracy by applying it in ten localities. Various sections of the United States and different types of communities will be represented in the experiment. The principal objective of the



THE ALLOCATION of funds for educational purposes to be administered by the United States Office of Education is here announced. This is encouraging recognition of the agency which was created by the federal government in 1867 to conduct its relationships with school authorities in the states.—Willard E. Givens, executive secretary, National Education Association.

forum method is education for good citizenship. "There will be no set program dictated to the local communities," says Commissioner Studebaker. "We are making this experiment partly in order to find out how adult civic education can best be carried out in various kinds of communities under local control and management. Each center promotes its program not alone for all the people in its own vicinity but as a demonstration of the American way of approaching public affairs." For this project \$330,000 is authorized.

A project for the study of opportunities for vocational education and guidance among negroes will be undertaken in 150 communities of thirty-four states under the direction of Ambrose Caliver, Office of Education specialist in the education of negroes. H. L. Trigg, state supervisor of negro schools in North Carolina, has been selected as assistant director. Approximately 400 research workers will be engaged in this project. A study will be made of evening and continuation schools; the vocational opportunities in

school and nonschool agencies; the training of vocational teachers; student personnel enrolled in various types of schools; the careers of graduates and of those who drop out of school before their courses are completed. The amount authorized for the negro education project is \$234,000.

An educational radio project will provide one of the first major attempts to develop the potentialities which radio holds for education. This project calls for the establishment in or near Washington of an educational radio workshop, staffed by talented workers from relief groups. The workshop will prepare and present educational radio programs under the direction of William D. Boutwell, editor-in-chief of the Office of Education and director of "Education in the News," a coast-to-coast weekly broadcast. For this project \$75,000 will be available.

The fifth project will enable the state departments of education in approximately ten states to employ emergency workers in collecting information which will provide a sound basis for more economical and efficient school administration. Such problems as size of attendance areas, the financial ability of districts to support their schools, the revision of school finance, and the adequacy of school buildings will be studied. H. F. Alves, Office of Education specialist in state school administration, will be in immediate charge of this project, for which \$844,000 has been authorized.

Assistant Commissioner of Education Bess Goodykoontz will give general supervision to the university research project, negro education project, and study of administration of local school units.

The Need for Tenure

THE EFFICIENCY and quality of a school system are determined, not so much by the size and costliness of its buildings and equipment, as by the efficiency, morale, and freedom of its classroom teachers. The chief function of schoolboards should be to create favorable teaching conditions in the classroom, by providing living salaries, by protecting teachers from injustice and unnecessary restrictions . . . and by freeing them from intimidation, to the end that they may devote themselves fully to understanding, training, and inspiring the children.

Unfortunately such conditions do not prevail in all school systems in the U. S.

During the past two years the Tenure Committee of the NEA has received reports of the unjust discharge of thousands of competent, experienced teachers, principals, and superintendents.

If you desire better classroom conditions for your children . . . I invite you to join the education association of your state in seeking "legislation to protect members of the teaching profession from discharge for political, religious, personal, or other unjust reason." . . . The first state to pass such legislation was New Jersey in 1909. Fourteen states have since passed tenure laws, and in at least twelve states tenure bills will be introduced in the next legislative session.

Tenure seeks to keep the schools free from political, personal, or commercial domination. Tenure protects competent teachers from unjust discharge and permits them to devote themselves whole-heartedly to their profession. Tenure discourages school management based on fear, and encourages leadership based on confidence and understanding. Tenure provides a reasonable personal and academic freedom for teachers. Tenure encourages competent public spirited teachers to stay in the schools.

If you want better schools, let me urge you to support the National Education Association in its efforts to secure tenure for the teaching profession of America.—From an address by **Donald DuShane** on NEA radio program.

The Socialized Education of the Future

CHARLES A. ELLWOOD

THE FUNCTION of education is nothing less than the building of our human world. If the development of culture is thru the process of learning, then education is the method of controlling this process. As Ward proclaimed, it should be directed toward collective telesis.

The very fact that education plays such a key part in all future social development shows us, however, that our social progress is not inevitable and automatic. What sort of progress we shall be able to show in the immediate future largely, if not wholly, depends upon the sort of education given to the mass of the people. If it is an education which looks backward, then little progress can be expected. If it is an education that studies and stresses chiefly the material side of culture, then only an ill-balanced civilization can result. If narrow and partisan propaganda dominates our schools, our churches, and our public press, then seeds of error and dissension are liable to be sown which are almost certain to result in future social conflicts and social instability. No doubt, thru experience, if in no other way, some people somewhere will learn sometime that the schools and other educational agencies are not for partisanship or the promotion of special interests; that their work is the production of a balanced civilization, of a humanity adjusted to the requirements of its existence, and of corresponding individual intelligence and character. But whether we have learned this and whether our schools are moving in this direction may easily be doubted.

If we continue to progress, then we must discover that the next step is the humanizing and socializing of education, just as in science the next step is the development of the human and social sciences. For in the building of our human world the fundamental adjustments to be made are those of individuals and groups to one another, even more than adjustments of individuals to physical nature. Gradually this truth is becoming evident, for we are now beginning to see that our boasted conquest of physical nature will avail us little if we cannot harmonize human relations. The education of the future must be a socialized education if we wish even stability

in our civilization, to say nothing of progress.

But few of our educators seem to understand all that is implied in a socialized education. At first, socialized education was confused with vocational education. But it is now generally recognized that vocational training is at most only a phase of a socialized education; that a socialized education aims primarily not at producing efficient engineers, physicians, lawyers, or teachers, but intelligent citizens. But the words "citizens" and "citizenship" may be interpreted in too narrowly a political way; whereas, of course, the fully social man, the man who can function intelligently and helpfully in every social group of which he is a part from the family to humanity, is the aim and object of socialized education. It aims, as we have already said, to produce the fully rational and social man who can help to build a culture which embodies in the highest degree the true, the good, and the beautiful. Such an education, besides the special training for a socially useful occupation or vocation which should complete it, involves at least three other fundamental objectives.

The first of these is the freeing and the training of the mind of the individual. The mind is the chief organ of adaptation in man, and unless it is free and trained to do well its work, that work cannot be done. This may be said to be the Greek ideal of education, and the future cannot afford to forget it. If the intelligence of man is that on which we must rely in culture building, then we should free it not only from ignorance and superstition, but from mere traditionalism and group prejudices. Only thus can we build a civilization that is not custom-bound and not controlled by narrow special interests.

If we wish a human world that is plastic, adaptable, and progressive—and no other human world is safe to live in—then we must have an education which is liberalizing and liberating of the human mind. Language will always have a fundamental place in such education, not only because language is the vehicle of all culture, but because language is the key which unlocks to us the mental life of peoples. The proper study of foreign language is, therefore, liberalizing and should help to fit us for world citizenship. So, too, the study of mathematics

and the physical sciences is a necessary part of a liberal education, because nothing frees the mind more than a knowledge of our physical universe, including the physical evolution of the forms of life. Possibly, of course, even more emancipatory is the critical study of the customs and institutions of different peoples and ages; but this brings us to the second fundamental objective of a socialized education.

This second objective is the imparting of definite social information and getting the student acquainted with our human world. One great source of the difficulties of the present is that every little group in our world is generally ignorant of how every other group lives. This ignorance leads to isolation, suspicion, misunderstandings, and hatred. Such social ignorance is as dangerous as dynamite in our complex civilization and must be replaced by knowledge of our human world. We now see that the old educational dogma of the nineteenth century, that education can be given regardless of content, is about as dangerous a doctrine as our schools have ever sponsored. For we are now seeing that social ignorance is the most dangerous and costly of all forms of ignorance; and future education will rightly be directed to the overcoming of this ignorance.

We cannot live rightly in our complex world without a great deal of social intelligence, and we cannot have social intelligence without information about other groups than our own and the conditions under which they live. The urban dweller, for example, cannot be just to the farmer if he does not know something about the conditions under which the farmer lives. The white man cannot be just to the colored man if he knows little or nothing of the conditions under which the colored man lives.

But all this imparting of social information, as a basis for social intelligence, goes back to the question of the curriculum in our schools. A socialized education means that the studies—history, anthropology, sociology, politics, economics, and ethics—shall be given the central place in the curriculum of our schools, flanked on the one side by language, on the other by the natural sciences. The social studies represent the problems with which the citizen must deal; and the citizen in our free societies

is more and more called upon to help solve these problems. If democracy is not to be the rule of ignorance, we must educate the sovereigns of democracy—that is, the mass of the people. This does not mean that the mass of the people are to be fitted to solve themselves difficult problems of politics, economics, and social organization. That would doubtless be absurd. But it does mean that they should have sufficient social and political education to be able to appreciate the expert in these lines and to be able to discriminate the expert from the demagog. This is especially important in a democracy.

This means that our educational system should provide for the education of social and political leaders not less than of leaders in the material arts of life. It is not simply democratic government that is threatened with failure thru the woeful social and political ignorance of our masses, but practically every group and every institution. Our family life, for example, is threatened by our social ignorance. Our economic life abounds with examples of such ignorance. The church is menaced by the same ignorance. Religion has a practical stake in social education, not only because social education is closely akin to religion and moral education, but because our whole civilization is suffering from lack of competent spiritual leadership, leadership along nonmaterial lines. The lack of an adequate number of trained social leaders along nonmaterial lines is at the bottom of many of our social perplexities. The education of leaders should be the special work of our higher institutions of learning; and if they fail in the future to produce the spiritual leaders needed by our civilization, we cannot reasonably expect that it can meet the crises which growing numbers, conflicting interests, and increasing complexity of life will inevitably bring. But there is little use to train leaders for a democratic world if we leave the masses socially ignorant. The problem of the education of the future will be not how to produce great men, but great societies, which will respond to intelligent leadership. How can social education accomplish this?

Imagination is the basis of all culture—of religion, art, science, and even of good citizenship. Unless we can imagine our fellow human beings, and the conditions under which they live, we cannot possibly adjust ourselves to them. This is the psychological basis for giving students in our schools fundamental information concerning our human world. The education of the future should con-

cern itself with developing social imagination in the young, if it wishes them to be able to adjust themselves to our complex world and to carry forward civilization. It should teach the young to identify themselves in their imagination with all men everywhere. I venture to predict that the education of the future will teach the young even that they are educated just in proportion as they can, thru their imaginations, identify themselves with the life of all humanity; that their social imagination is the gateway not only to good citizenship, but to all the higher culture. While more is involved in the development of an efficient social imagination than mere knowledge, social knowledge or information is the material with which it works. Whether we agree or not with the late Professor Lester F. Ward that the wide diffusion of social information will lead spontaneously to progressive social action, we must admit that right social information is necessary for right social action, and so for true progress. This is one way in which education may produce great societies.

But socialized education will not stop with the giving of mere information about our human world. It will inculcate correct social values. This is its third task and the heart of the matter. After all, the whole task of education, as we have said, is to help the individual to discover the true values of life; and so the task of social education is to help him to discover true social values. This is why educators should object to a social science which divorces itself from all social values. If the scientific spirit is to guide our schools, it must be the scientific spirit in the sense of the open-minded love of truth and not the scientific spirit in the sense of weighing and measuring. The open-minded love of truth compels us to see not only that there are social values, but that some have an adequate foundation in the facts of life, and that others are merely traditional, have no such foundation in facts, and have probably been built upon erroneous observations or apprehensions.

When we study thoroly, for example, the use of narcotics in human society, we are in position to see what a reasonable social standard regarding their use should be, despite the fact that the actual social standard may be very different. This illustration is sufficient to show that our value-judgments are, and should be, closely correlated with our fact-judgments. The social education of the future will recognize this and build upon the social sciences a social ethics; or rather

the approach of education to social ethics will be thru the social sciences.

If it be said that ordinary school education can take no account of social values because the school has no instrument to distinguish between rival systems of ethics and to decide which is correct and which incorrect, the reply is that it is the duty of the school to present all systems, just as it is to present all systems of government, and that, just as the examination of social facts and principles will serve to evaluate the different systems of government, so the study of social facts will serve to evaluate the various systems of morals. The inadequacy of power or pleasure as a standard of right may not be evident, for example, from the facts of human psychology; but it becomes almost immediately evident when we examine social facts. The inadequacies of service as a standard also become clearly evident if the service is to a narrow group, such as an economic class or a nation. The study of social facts shows clearly enough that the development of all humanity must be the basis of the standard of social values; and that, if this is so, the service of all humanity is the practical standard of right for the individual.

In many other ways also, of course, the value of altruism, of public spirit, of the service of mankind can easily be taught in all our schools. In fact, it is just as easy to teach moral excellence in our schools, if we make up our minds to do so, as it is to teach vocational skill. The main impediment is that our culture outside of the schools is still relatively nonmoral, and that we still have the educational tradition that moral instruction should be dogmatic, preceptual, and based upon definite philosophical and religious beliefs. All educational science, however, has shown that instruction in morals, like any other form of practical education, must be thru the facts of life. When we approach moral education thru the door of the social sciences, we find that we have an experimental and factual basis for it; that it is not insuperable or dangerous, and that it need not be more dogmatic than other forms of practical education. The education of the future will probably recognize this and make social education the approach to moral education in our schools. However, the education of the future will also probably recognize that the public school is not the best place for moral education; that the home and the church are also fundamental institutions peculiarly fitted to give moral education to the young, and that a wise public policy will work

for the strengthening and upbuilding of these institutions rather than to unload everything upon the school.

One reason why the public school is inadequate as an agency of moral education is that it fails to touch the emotions of the young in the way that the home and the church can readily do. Perhaps the school is needlessly deficient here, and might do much more than it does for the proper education of the emotions. We must always remember that, in education, "instruction does much, but inspiration does everything." This educational specialists sometimes forget. Certainly the conception of the work of the school as concerned only with the education of the critical intelligence belongs to ages gone by. We now see that the school as an agency for the transmission and enhancement of culture is concerned with all of life, and that it dare not neglect the education of the emotions so far as it is able successfully to undertake it. This has been implied in what has been said about education as a process of discovering the values of life. The relative values which the school inculcates, whether they be truth, beauty, goodness, public spirit, or the service of mankind, will hardly be sensed as values by the students unless they are given an emotional setting. The education of the future will say that a school which does not arouse some enthusiasm for these fundamental values of civilization is hardly worthy of the name.

The school of the future undoubtedly should pay more attention to the education of the emotions, and particularly of the nobler emotions, as these emotions are quite as important in the transmission and safeguarding of culture as is the critical intelligence. It is just at this point that our schools have probably made their biggest failure. But the social studies show the way out. Nothing so stirs emotion as the fate and destiny of communities, nations, and civilizations. The social studies, in other words, not only train the imagination, but awaken emotion. There is the chance of the teacher to awaken and train the sympathetic emotions in his students, the emotions which furnish a basis for altruistic actions, public spirit, and human service. The student, indeed, cannot be taught to identify himself in imagination with all humanity unless sympathy is awakened. A sympathetic imagination is a socially efficient imagination. It is also the moral imagination. The final task of social education, therefore, is the education, the socialization, of the emotions.

And this is still another way in which it may produce great societies.

It is hardly necessary to say that an education which socializes the intelligence and character, the emotions and values, of individuals is not far from a religious education. "The higher social culture," Professor Cooley rightly informs us, "is of a kindred spirit with religion." Professor Whitehead tells us that all education that awakens and elevates the soul of man is essentially religious. Surely an education that fails to awaken the higher powers of the mind is far from efficient. A socialized education, as we have seen, should generate in some degree an "enthusiasm for humanity," which was the distinctive quality of Christ, according to Professor J. R. Seeley. An education into the appreciation of human values and of human service is therefore in the broad sense religious; and in this sense the public schools do not need to be "Godless institutions."

Nevertheless, many educators as well as religious workers feel that our schools should do more than this for religious education. The public schools, however, for reasons which we have seen, cannot give denominational religious instruction and preserve their scientific impartiality. Indeed, it is just the demand that religious instruction be denominational or sectarian which has hitherto excluded religious education from our public schools. Admitting to the full the value of religious education, with our separation of church and state, the public school has no way out except thru the study of religion as a phase of culture in the same scientific spirit that any other phase of culture is studied.

I think that the future will recognize that such scientific study of religions, just like the scientific study of governments, has great educational value. Such study will show how the quality of a civilization depends upon the quality of the religion prevailing and will give the student a background of facts by which he can evaluate for himself the various religions. The student will discover also that all positive religions emphasize certain beliefs which are social values infinitely precious to mankind, such as the belief in the reality of the spiritual, the faith in its ultimate triumph over brute forces, the kinship of man and the universe, the faith in the possibilities of human life and in the power of man to come into touch with and receive help from the divine.

These lay a foundation, to be sure, for the development of the religious life; but here we shall discover that the relation

of the public school to religious education is necessarily like that of government to morality. Just as government cannot enforce the maximum of morality, but only the minimum which the community will tolerate, so the public school cannot impart the maximum of religious education, but only the minimum which the community demands. But we need the maximum of religious education, hence the need of the church and the church school in addition to the public school. Those who believe in religious education, as I do, should seek not to put one more burden upon the public school, but to develop the church as an educational institution to the maximum of its efficiency.

Here, then, we see that the state should seek no monopoly of the education of the young. Such monopoly is especially inconsistent with the principle of true democracy, which, as we have already pointed out, will give liberty to minorities, so far as it is not inconsistent with the general welfare. The tolerant spirit of democracy will welcome the competition of private schools and universities. Such competition is necessary for freedom in education. The public school will no more fear such competition than it will fear the work of the church, the public press, and the public assembly as educational institutions. The school is not the only educational institution of society, and our complex culture requires for the proper education of the masses the cooperation of all available agencies. Properly equipped private schools of every sort should, therefore, be encouraged in a society which values the freedom of the school. This is, of course, not saying that the state should not set minimum standards of efficiency and scholarship for private schools, especially where they duplicate the work of the public schools, but it is saying that certain phases of education can probably best be carried out in private institutions, and that religious education is one of these.

Universal education of all the people is probably the best test of high civilization, just as universal illiteracy is the sure mark that even the lower rungs of civilization in the strict sense have not been reached. No nation has as yet, however, even reached the stage of the perfect universal literacy of its adult citizens. It seems idle under such circumstances to ask whether such an ideal system of education for the masses as we have sketched is realizable in the near future. No nation that even pretends to high civilization dares longer to leave its

citizens uneducated. Probably in the near future no such nation will dare leave its citizens without a minimum of the social and political education which we have sketched. The problem of crime and the demoralization of the home make it equally imperative that moral education no longer be neglected by our public schools. Not only dare the nations no longer leave the masses of their citizens brutal and uneducated, but they must strive to educate them for a higher social culture.

There are many signs, of course, that the leading nations are awakening to the urgent need of better schools and better education for the masses. But as yet

only a few communities, and no nations, have recognized that the chief cost of government should be the support of the public-school system. Our schools still remain lost in materialism, their revenues being devoted chiefly to physical science and vocational training. Adequate social, political, and moral education for all the pupils of our schools still remains largely a program on paper. The schools still remain inadequate as socially selective agencies, especially for the selection and training of sound scholarship and of capable leadership. Education is too much of a fad and a fashion and is not taken enough as the most serious business of life. Finally, it is pros-

tituted still, to all sorts of partisan, personal, and commercial ends. For all these reasons and many more the fully rational and social man which our educational system should produce is not yet much in evidence.

But history is an accumulation of experience, and it is possible that we may learn from this experience—or if not we, then some other people—just the sort of education which is needed for the safeguarding and enhancement of culture—This is the second JOURNAL article by Dr. Ellwood on "The Socialized Education of the Future." The first appeared in January 1936. Dr. Ellwood is professor of sociology, Duke University.

A Father's Wish

WHAT DO I, a father, want my children to get from their high-school course?

First and last I want them to get something that is useful. Too many boys and girls leave highschool with little that is "honest to goodness" useful. As an observer, I'm afraid that the average high-school graduate does not even have a decent mastery of direct, forceful English. Slang and more slang, misused verbs, and only intimations of thoughts are too often expressed. It seems to be polite and quite the thing to "murder" the English language nowadays.

To me, the average American high-school graduate has a muddled, evaporating, topsy-turvy haze of algebraic symbols, Latin endings, and an impossible conception of the attainments concerning vocations.

I want my boy to be taught how to repair water faucets and screen doors, to hang pictures, to plant a garden, to care

for a lawn, to be able, at least, to sew a button on his underwear, to be able to pick out a good wife, and to know the value of a dime.

I want my daughter to know how to make good biscuits, fry eggs, mend, care for the sick, and to use good judgment in selecting a husband. Dear reader, I hear you saying that her mother should teach her to make biscuits. No, she can't possibly do it for she took Latin and as far as I know doesn't even know how to make Latin biscuits.

The American highschool should teach my boy and girl that *the greatest factor in human efficiency is health*. I want them to have actual classroom work in subjects that pertain to health and sex. I am a bit dubious about the lasting benefits derived from mere ball tossing or toe dancing gymnastics, known as physical education.

I am very anxious to have my children trained in citizenship. I want them, thru the school as well as thru the church and thru the home, to know that *the goal of life is happiness*.

Boys and girls get their adjustment to the social order during their highschool days. Their ideals change again and again and again. During these days they will decide their attitudes toward people, institutions, standards, and life in general. Only mature, experienced teachers with well-balanced lives can help boys and girls to attain right ideals. I prefer married teachers for my children.

I want the school to provide business training based on local and actual commercial processes and to teach my children to think for themselves and be independent. I don't want my boy, for instance, to take the "snap course" offered in vocations instead of junior

business practise just because Sketter Jones, Pug Brown, Hank Howell, and Spike Smith are taking it. I want the school to see to it that my daughter takes household arts whether she wants it or not.

I am convinced that too much work at school these days is copy work. You work this problem for me and I'll do so and so for you. Children must grow up and do things for themselves and do them well. By so doing, they won't have to learn so many of life's little lessons while earning their own bread and butter.

Highschools as yet, seem to me, to be academic and bookish. They are improving little by little as best they can and by the time my children attain highschool age I hope, as a taxpayer, to get the best training that it is possible to get for them in health, home responsibilities, economic efficiency, and good citizenship.—**W. N. Malony**, highschool teacher, Council Bluffs, Iowa.



... a garden



... to cook

The Massachusetts Commissionership

THE REPLACING of Payson Smith, state commissioner of education for Massachusetts since July 1, 1916, and one of the most outstanding educational leaders of this generation, comes as a shock to educational and civic workers thruout the country. The story of the change and the reaction of the public to it are given in the newspapers thruout Massachusetts from which the following quotations are taken.

The Governor and the Children—The James M. Curley of old would have bluntly told the public that he was not going to reappoint his commissioner of education, Payson Smith. But for some reason, Governor Curley avoided candor. Instead he said he would send Smith's name to the council. Before he sent it, however, the Governor had a little talk with the Democratic members of the council. When the Governor submitted Smith's name for reappointment, the council rejected the nomination. The Governor then named a man whose executive training had reached its peak as superintendent of schools at Adams, Mass. And that is Governor Curley's Christmas gift to the school children of Massachusetts.—*Boston Traveler*.

Political Chess—The "political chess-playing" of Governor Curley in his latest behind-the-scenes action at the State House proves that Dr. Payson Smith never had a chance to retain his post as state commissioner of education.

Governor Curley, for nearly three weeks, stalled off his action in ousting Dr. Smith and handing his \$9000-a-year job to James G. Reardon, superintendent of schools in Adams, Boston College graduate, and member of the Knights of Columbus.

While the Governor was withholding action he gave indications that he favored retention of Dr. Smith, who is considered an outstanding leader in his field. Even to close friends he presented that intimation.

Curley's Strategy—Governor Curley may believe his strategy yesterday cloaked his action so that the man in the street was made to believe he tried to appoint Dr. Smith but the council blocked him. But it would be difficult to find any man in the street who today accepts this ingenuous view.

The Governor, himself, brazenly gave it away, when he said, "If the council refuses to confirm Dr. Smith, I will appoint Mr. Reardon."

This statement, coming only a minute or two after Curley had been closeted with the six Democratic council members for nearly an hour and a half, made the situation obvious. Governor Curley's packed council had its instructions and carried them out. . . .

Teachers Federation—Another angle on the Reardon situation came early, when the board of directors of the Massachusetts Teachers Federation [the education association of this state] voted 12 to 8 in favor of Mr. Reardon as commissioner of education, in place of Dr. Smith. This vote came on the heels of votes in other educational organizations favoring Dr. Smith.

The story, heard about the State House, is that Governor Curley told Mr. Reardon that if

he obtained the indorsement of the Federation he would be appointed. He got it and the appointment.

The vote of the board of directors, while official, does not necessarily mean, however, that the entire teachers federation, or even a majority of it, approves of Mr. Reardon as the education commissioner.

Opposition Grows—It is doubtful whether the Governor's little plan aided him politically. The move caters to a certain powerful religious group, which has been after Dr. Smith's scalp, a group which has invariably supported Curley in the past. . . .

Labor Watches—Labor is certain to watch Mr. Reardon's every move. The Massachusetts State Federation of Labor is eager to win their fight this year to increase the compulsory school age from 14 to 16 years. With Payson Smith's support they gained several points during the 1935 session, altho in the end they were again defeated. . . . Robert J. Watt, the federation secretary, declared Dr. Smith was . . . a high type public official, the very kind of person needed for the job. Mr. Watt pointed out that Dr. Smith has not favored all labor's proposals, but that under him the Massachusetts school system has progressed steadily.—*Edgar M. Mills in the Christian Science Monitor, Boston*.

Brutality on Beacon Hill—The whole community will be shocked by the heartless ousting of Dr. Payson Smith. . . . We lose a liberal, highminded, conscientious, capable gentleman, who has served us admirably for twenty years without any thought of race, religion, partisan politics, or anything except the good of the commonwealth. Practically all the school superintendents in Massachusetts, with the conspicuous exception of the Adams man who replaces him, not only indorsed him but pleaded that he should have another term. Our own superintendent of schools, Patrick T. Campbell, was foremost in the vain effort to persuade the Governor to go the way of decency.—*Boston Herald*.

Low Political Maneuver—Here is a post which, above all, should stand free from politics. The children of Massachusetts should not be taught that political wiles entangle the appointment even of the state commissioner sworn to protect the good interests of the schools against just such influences. If a lower standard is now to be recognized, no one need wonder if many more scandals occur, such as the "school racket," now being investigated by the district attorney for Suffolk county. Fortunately, the people of Massachusetts will recognize this trick as the brutal political maneuver which it is. . . . It represents the lowest water mark of a low administration.—*Boston Transcript*.

The Bid for Support—Apparently the hard hand of public criticism has been felt by Governor Curley. His underhanded method of removing Commissioner of Education Payson Smith was so completely un-Massachusetts in principle that the reaction was speedy and most impressive. Therefore, overnight, the governor presents a plan to do away with real estate taxes. . . . That real estate bid for support is another smoke screen behind which the gov-

ernor hopes to escape. He disgusted the whole state by his action.—*Lawrence Telegram*.

It Is Happening Here—A short time ago, when Massachusetts was said to be following in the wake of Louisiana, a large group of people protested indignantly that "Such a thing can't happen in Massachusetts." The fact remains that it is happening. The Governor has gained control of the council; has caused \$13,000,000 to be placed at his disposal for patronage purposes; has so far held almost complete control of the Legislature. In this light, the ousting of Dr. Smith, in itself an injury to the schools and in its manner an insult to the intelligence of citizens, is also a step along the path to dictatorship in Massachusetts.—*Christian Science Monitor, Boston*.

A Brutal Exhibition—The reward of Payson Smith, for 20 years the faithful and efficient commissioner of public education, is to be booted out into the street to make way for a Curley appointee. Aside from politics, there was no occasion for ousting Dr. Smith. His administration has been exceedingly able, completely free from partisanship, always enlightened and progressive.—*Lowell Courier Citizen*.

A Blow at Education—Governor Curley has already struck a blow at the judiciary. He now undermines the whole educational system of Massachusetts. . . . One might expect a Governor to have a deep feeling of responsibility for the educational system of the commonwealth. Mr. Curley used this position as he did a judgeship to build up his own political machine and control more state appointments. . . . This last contemptible act of the Governor should mean the end of Curleyism.—*Newburyport News-Herald*.

Educational Leaders Disappointed by Ousting of Dr. Payson Smith—Leaders of many civic and educational organizations, which for several months had been urging the reappointment of Dr. Payson Smith as commissioner of education, last night expressed disappointment that Dr. Smith had been dropped. Some of the comments follow:

Willard Atwell, president of the Mass. School Superintendents' Association—"I believe it was a serious mistake not to retain the present commissioner of education."

Joseph Lee, president, Mass. Civic League—"The injury to the people of Massachusetts from the loss of his position by Dr. Payson Smith is a matter greatly to be deplored."

Mrs. Paul H. Kelsey, president, Mass. Parent-Teacher Association, said: "Terrible, terrible. The 22,000 members of our association have for the past two months been sending hundreds of letters and telegrams to Curley, begging him to reappoint Dr. Smith. He was the perfect man for the job. But that other man on Beacon Hill doesn't mean to do the right thing. He's only looking for votes and looking out for himself. His failure to reappoint Dr. Smith is the silliest thing I ever heard of. There stands one man against all the people who have spent their entire lives fighting and working for better education in Massachusetts, one man for himself."—*Boston Herald*.

The Schools and the Consumer

RAY G. PRICE

Gary Public Schools, Gary, Indiana

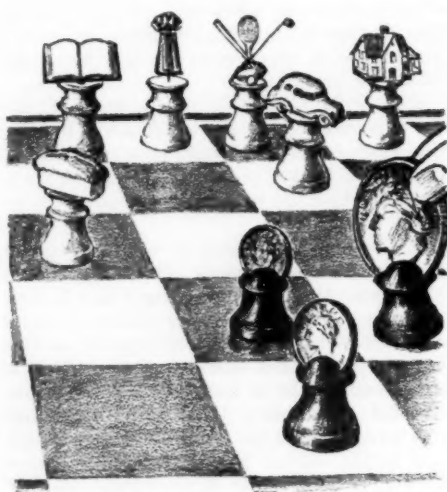
DURING RECENT YEARS the problem of educating the consumer has been discussed rather freely among teachers, government agencies, and various women's organizations with a view to assisting the buyer of goods and services.

As a result of these discussions and pressure brought to bear by those vitally interested in the welfare of the consumer, certain recognition has been obtained from the administration at Washington. There have been set up several bureaus within the government which are specifically concerned with consumer problems. The Consumers' Counsel of the Agricultural Adjustment Administration and the Consumers' Advisory Board of the National Recovery Administration have served as consumer representatives in government affairs where consumer interests are affected. Much more no doubt will be done by the government when consumers understand their needs and potential strength.

The school is the proper place to impart information and instill desirable attitudes with respect to the consumer and his place in our social-economic order. The schools have been and still are partial to the "earning a living" aim of education. The consideration of the important aspect of education which concerns individual and family participation in evaluating, selecting, utilizing, and buying the goods and services which largely determines comfort, happiness, and security has gone almost unrecognized. The approach in most courses has been from the standpoint of greater income rather than from the standpoint of more efficient management or use of income. In order that our coming generation may live a fuller, more secure life it would seem that education might well consider some means of devising a curriculum, course, or courses which would directly aid the consumer in his efforts to achieve a more effective living.

While the government has certain legislation in effect to protect the consumer, and bureaus which act in an advisory capacity in behalf of the consumer, the schools have done little in developing consumer concepts, knowledges, and attitudes regarding spending.

Consumer education may be defined as that training which enables the indi-



vidual to become a more rational user and buyer of the business services and economic goods and instills socially desirable attitudes regarding the business economic system as it relates to the individual, family, and community. The very breadth of this definition is indicative of the contributions which might be made by the various courses in our present educational program. Science, social studies, home economics, commerce, industrial arts, and physical education departments should all participate in this consumer training for a fuller life in the home and in the community.

There are those, no doubt, who will say that education is training for a fuller life. Such is the aim of education. But this training is general and incidental with no specific instruction in such phases of "buying" a fuller life as buying food, drugs and cosmetics, clothing, household equipment and utensils, recreation, insurance, investments, buying by cash, credit, and instalment, and similar actual life situations. Dr. Judd, dean, School of Education, University of Chicago, in an address at the University of Chicago Conference on Business Education made this comment: "If one regards education as a preparation for efficient living, it seems imperative that somewhere along the line there should be a vigorous attack on the difficult problem of teaching people something about money and about how to use it."

What is being done by the schools today to teach the pupils something

about the art of efficient living—the science of intelligent consuming? There are at the present time very few studies which have been made regarding the extent to which consumer education is being carried on in our schools. One study recently made to determine the nature and extent of consumer education to be found in the curriculum at the secondary level, was made by Professor Leonard V. Koos, of the University of Chicago. Professor Koos used the analysis of text method to detect evidence of consumer education. A study by Richard Niehoff was used to determine the extent to which consumer education received recognition in the social studies department. Niehoff examined sixteen textbooks in the social studies field to find how many of the consumer topics listed below were mentioned or discussed.

- [1] Increase in money income and purchasing power
- [2] Expansion of consumer credit
- [3] Increased availability of consumers' goods
- [4] Wide range of choice offered to the consumer
- [5] Increased pressure on the consumer to buy
- [6] Size of family and home conditions influence the consumption of goods
- [7] Increased social importance given to material goods
- [8] Changing proportion of consumer expenditures in relation to income
- [9] Aids to improvement of consumer literacy
- [10] Need for more organized and directed consumer aid

The remarks of Professor Koos clearly indicate the extent to which these items are included as a part of the instruction of the social studies department. "The evidence prompts the conclusion that there is little recognition of these important items in consumer education in the social studies and that there has been no notable tendency in very recent years to increase that recognition. The situation is the more deplorable because these social studies may be regarded as an appropriate avenue of consumer education, especially those aspects of it represented by the topics considered."

Professor Koos compiled a list of twelve consumer topics and proceeded to analyze textbooks in the subject fields of business, home economics, mathematics, geography, general science, biol-

ogy, chemistry, and physics for recognition of the items listed.

- [1] National and family income and expenditures
- [2] Food
- [3] Housing and housing materials
- [4] Automobiles
- [5] Clothing and fabrics
- [6] Savings, investments, and banking service
- [7] Insurance
- [8] General personal business relationships
- [9] Travel, transportation, and communication
- [10] Maintenance of health
- [11] Leisure and consumption
- [12] Protection of the consumer and improvement of "consumer literacy"

Professor Koos makes these statements regarding his findings: "It is apparent that, except in a few subjects, the extent of recognition of consumer interests is meager. This important aspect of education is in need of vigorous expansion."

"The items and the various divisions represented recommend themselves as essential elements of education. They are so essential that they must be regarded as a part of general and universal education."

The department of home economics is doing more than any other department in the public schools to assist the consumer. In some schools instruction in consumer problems is provided for the boys as well as the girls by home economics teachers.

Other departments of the school must accept their responsibility and give the consumer a "break" in our educational system. Everyone is a consumer and our curriculum might well be organized on the basis of consumer activities as well as producer or income activities.

The chemistry classes might profitably spend some time analyzing such articles as face creams, toothpastes, hair preparations, soaps, shoe polishes, varnishes, ink, floor and furniture polishes, leather and rubber goods, and other everyday products used by the home, that fall within the scope of the subject. These analyses would disclose not only the contents but also the quality, defects, and dangers of such articles. The subject of chemistry, it seems, could just as well be taught by using some of the wellknown products of the home for experiments, rather than the abstract unreal concoctions of many laboratories. Such everyday useful knowledge of the removal of stains and ink spots from linens and clothing would not only teach chemical reactions but would no doubt save each member of the class considerable money

during his lifetime in being able to salvage a dress, suit, shirt, or tablecloth which otherwise might have had to be replaced with a new one.

Wood shop classes might well occupy some of their time in teaching the student how to select furniture. Being able to determine if a piece of furniture is veneered or solid is an invaluable aid. The ability to judge furniture construction, to detect sturdy wellmade durable construction from frail, poorly constructed furniture should be another aim of wood shop instruction. How to judge a house from the standpoint of advantages and disadvantages of different types of construction materials could advantageously be a part of consumer knowledge gained from a course in wood shop.

Testing of household electrical appliances such as irons, mixers, sweepers, and fans, should certainly be a part of the work of electric shop classes.

Every home economics department should have a course designed to teach wise and efficient selection and use of food and clothing. Many progressive home economics departments have gone much further in their training for intelligent consumption.

The social studies and commercial departments have a splendid opportunity to share in the training of the consumer to live an effective economic life. The wise use of money as it relates to savings, investments, and insurance should be a part of business education. Business education ought to be concerned with such business problems of the individual and family as instalment and credit buying, budgets, advertising, prices, and marketing. Some information regarding the economic status of the consumer, an understanding of our social-economic system, some facts regarding the business cycle and its effect upon the consumer, protection of the consumer, and consumer organization should indeed be included as a part of the curriculum thru the commercial and social science departments.

Classes in physics, arithmetic, geography, and others can give equally valuable assistance to the worthy cause of consumer education.

In addition to this infused program of consumer education, there is a need for a course in consumer economics, which will integrate consumption knowledge and appreciations gained from social science, business, home economics, science, and industrial arts courses. This course would serve as a means of establishing in the student's mind the consumer relationships gained from several courses.

The writer recently made a study of the opinion of secondary-school teachers, university and college professors, principals, and superintendents on the question of objectives of consumer education. More than fifty participated in the study. These authorities ranked consumer education objectives in the following order of importance.

- [1] Appreciation of need for better management of income
- [2] Understanding of consumption and its social and economic significance
- [3] Some ability to judge values
- [4] Understanding of thrift as an aspect of consumption
- [5] Knowledge of where and how to obtain information regarding values
- [6] Ability to set up and use a budget plan
- [7] Understanding of how to evaluate salesmanship

These same contributors listed these topics of consumer education in the order of importance as listed below.

- [1] Buying goods and services
- [2] Significance of personal finance
- [3] Wastes in consumption
- [4] How to make efficient household purchases
- [5] Influence of advertising, salesmanship, propaganda, and slogans on buying
- [6] Frauds and misrepresentation
- [7] Budgeting income
- [8] Protection for the consumer
- [9] Who are ultimate consumers?
- [10] Information for investors and buyers of securities
- [11] How to buy life insurance
- [12] Organization of the consumer
- [13] Recreation as a form of consumption
- [14] Standardization and its significance
- [15] How to purchase real estate

If the schools are to train pupils "how to do better those socially desirable things which they will do anyway," the curriculum must provide specific training which will prepare youths and adults to be wise buyers and users of the goods and services of our economic society.

MATERIALS FOR SCHOOL USE

Five years ago very little material existed on consumer problems. The great increase in "consumer literature" in the past few years has yielded much usable material for courses in consumer education.

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A Glimpse of School Life in England

OF ALL THE PEOPLE with whom I have conversed since my return to this country after a year's teaching in England, by far the most interested have been the classroom teachers. It is a pleasure, with this thought in mind, to respond to the Editor's invitation to write briefly of my experiences in England for the classroom teachers of the nation.

My exchange, brought about thru the English-Speaking Union of the United States, arranged for my teaching English in the George Spicer Central Girls' School in Enfield, England, from September 4, 1934 to July 26, 1935. Enfield, the most northerly parish in the metropolitan county of Middlesex, is rich in royal, historical, and literary associations, a fact undoubtedly due in no small measure to its proximity to the capital. A flagstone in the footway opposite the Market Place bears the inscription "Enfield Parish, London 10 miles."

In the list of important personages that have at one time or another resided in Enfield we find Queen Elizabeth, Sir Walter Raleigh, Charles and Mary Lamb, Walter Pater, William Pitt, and John Keats. In a letter written to Wordsworth by Charles Lamb seven years before Queen Victoria's accession to the throne we find a glimpse of early Victorian Enfield: "But to have a little teasing image of a town about one; country folks that do not look like country folks; shops two yards square; half-a-dozen apples, and two penny 'orth of overlooked gingerbread. . . . a circulating library that stands still . . . to have a new-plastered church."

That was Enfield in early Victorian days, and in some ways that atmosphere still clings to the old town. However, with amazing disregard for antiquity it has been modernized. Queen Elizabeth's castle was torn down in 1928 to make room for a department store; shops many and modern are crowded along the main street; orchards and meadows have given way to ribbon development—an evil so much deplored by people who love the sleepy, rambling villages of ancient England. The very life in school reminds one constantly that hustle and bustle; the noisy, blustering way, is not the English way. The quiet, reflective life is always to be preferred. The dignity of the thinker must be everywhere apparent.

The George Spicer Girl's School is under the same roof as the George Spicer

Boys' School, but there is no connection between the two. The headmaster with his staff of school masters holds forth in the Boys' School and the headmistress and mistresses in the Girls'.

All who come from the elementary schools must be recommended for promotion and must be twelve years of age, but before entering the Central School each candidate must present herself for oral and written examinations in the fundamentals. If a pupil fails to measure up to the standard set by the headmistress of the Central School that pupil is rejected, and as a consequence must remain in the elementary school until the school leaving age has been attained [14 years in 1934].

These girls or boys who enter the Central Schools are usually those who are not recommended for the local County High-school, or those whose parents are sure they cannot afford to continue the education of their sons and daughters beyond the age of fifteen years.

At the end of the fourth year, their final year in school, these Central School students take the same intermediate examinations as do those of the County Highschool, and their records show a high standard of achievement.

A course of study in the Girl's Central School includes Bible instruction, English [including literature, composition, and verse speaking], French, mathematics, history, geography, science, typing and stenography, art, music, dancing and physical education, domestic economy [including sewing, cooking, laundry, care of the home and of the baby].

The course in English literature is of a high order. During the first year selections from Dickens, Tennyson, Kingsley, Browning, and Hawthorne are read. In the second year Scott, Wordsworth,



Learning to look after "baby"—a photograph from "The Schools at Work," published by the National Union of Teachers, the national organization of teachers in England

Coleridge, Keats, and Shelley are introduced. The third year is devoted to Chaucer, Spenser, Shakespeare, Bunyan, Milton, Goldsmith, Herrick, Suckling, Lovelace, and Dekker. This is followed in the fourth year with a course in novel reading. The girls at this time read George Eliot, Jane Austen, Mrs. Gaskell, and Robert Louis Stevenson, with another Shakespearean play as well as the more modern writers, Barrie, Masfield, Drinkwater, and De La Mare.

To teach English composition to these girls whose native tongue is English, and who have been taught, from the nursery school on, to speak carefully, without slang, is one of the delightful experiences of my year in England. To see real authorship developing in these bright young people, and to find them eager, willing, and even begging to be allowed to write compositions is an incomparable joy to a teacher who has struggled with and combated the English language, [as we so frequently find it along the Atlantic coast] tangled with all kinds and conditions of foreign elements.

Verse speaking is beautifully developed in England. If I were asked what in the educational world of England we could copy with the greatest assurance that it would bring lasting profit to great numbers of our students, I should reply without hesitation, "Let us adopt verse speaking as it is carried on in the English schools." That means that we teachers in the classrooms of the United States would be called upon at once to acquire a deeper respect for our language. When we teachers have fully discovered the exquisite beauty of English well-spoken we shall no longer be satisfied with the appalling murder of the King's English that daily goes on about us. A few scattered enthusiasts here and there will hardly do. Better English must be stressed in our teachers colleges before appreciable headway will be made in our public schools. I can think of nothing more badly needed at present than a stirring campaign for the improvement of our American speech. With the excellent examples set by our radio announcers and many of our distinguished radio speakers this should be the acceptable time to launch a nationwide drive for good and effective English expressed in tones properly placed and in syllables phonetically correct. Let's do it!

Our day began at nine o'clock with brief morning exercises. Two hundred



Courtesy, National Union of Teachers

Learning how to vote: The pupils of this British school hold an annual election of prefects, when the complete procedure of a Parliamentary election is observed, including speeches by the candidates.

girls in brown uniforms quietly [all must wear soft-soled shoes in the classroom] assembling for morning prayers gave a pleasant and orderly start for the busy day. At ten forty-five the morning break of fifteen minutes gave time for a drink of warm milk for the girls, and a welcome cup of coffee for each teacher. Usually we gathered around the fire on the hearth in the staff-room, but no matter where one happened to be at that hour, some courteous little girl came with coffee. At twelve o'clock we stopped for a two-hour luncheon period. Many girls remained at school for luncheon, but more than half had ample time to eat dinner at home. It was at noon that I found it convenient to eat dinner, and daily did I fare forth to eat sumptuously of the joint, the potato, and the green cabbage that never failed me thru the dull drab months of November, December, January, and February. Had someone told me before I sailed for England that I should be condemned to a diet of cabbage daily for four months I should have anticipated dire and dreadful days of starvation, but there seems to be an affinity between the penetrating dampness of the English winter and the steaming, delectable green cabbage that makes life incomplete without at least one serving per day.

At two o'clock we came together again, refreshed and ready for the afternoon session. At three-fifteen the afternoon recess found us drinking tea around the staff-room hearth. Altho the school is heated by means of oil, the staff-room was not completely furnished without the fire. In England one turns to the fire in winter and to the garden in summer with the same avidity and fidelity as do the lovely flowers of that country seek the April sun. At four-thirty came closing time. Apparently that is a long day, but upon counting the minutes you will find

that the actual working time is five hours with three refreshing rest periods intervening. During those periods of rest the teachers were not supervising the children's play. We were relaxing in the genial glow of a cheerful fire at tea-time.

Not all secondary schools in England maintain a strictly non-coeducational regime. I have a most pleasant recollection of an afternoon spent at a Central School in West Ham. I journeyed across London by means of the underground, and as I stepped out of the station I found a student in blue uniform waiting for me. We chatted about school as we walked, and the enthusiasm of that pupil for all that life held for her, and all that school could give her, made it quite plain to me why she had been selected to meet me.

She chattered so abundantly of school life I was not surprised when she spoke in respectful praise of the staff and the headmaster. "We *do* like Mr. Truelove," she remarked, and I thought, "How significant it is that this child can say, 'We *do* like him!'"

In this school the headmaster has the responsibility for both boys and girls. Men and women work together as in our secondary schools. I met the headmaster in his office. Again I met him at tea-time in the staff-room. He is not so aloof that he cannot mingle with the members of the staff; neither is he so formal that he kills all spontaneity when he appears. Later I met him in a classroom where he had time to admire some flowers that happened to be artistically arrayed on the bookcase. He remained to hear one boy recite—then he left—but the classroom was sunnier for his having come, and the teacher more enthusiastic because he had found something good in that boy's recitation. Indeed we do like that type of principal—the happy, human, capable, scholarly gentleman.

It was the assistant mistress that laid aside all school work for the afternoon to entertain me and to show me the school. I was not left to meander from room to room. I was escorted by this alert and bright-eyed woman whose soul and intellect shone forth in a glorious personality of ease and grace. To each teacher I was introduced, and in no one did I find elements of half-hearted friendliness. Each extended his or her hand and each had something pleasant, witty, or congenial to remark. Each was taking life seriously but every teacher was working cheerfully to a purpose. The school is very well equipped, as are our junior highschoools, with all that modern ingenuity has provided for modern youth.

We walked from room to room, sometimes inside the building; sometimes outside along the cloister walk. Built around a courtyard, as this school is, there is the charm of exclusiveness about the grounds. There is a quiet and meditative atmosphere in a room that opens upon a well-kept lawn of velvety green-grass. The jail-like school buildings are being replaced with structures comfortable and attractive. The monks of old England knew the peace of the cloister, and the children of modern England are being reminded of those days in the modern developments in school architecture. It is a good sign that England is thinking of the nerves of the younger generation. War is being waged against useless noise in London. The schools are being built for quiet—for above and beyond everything in English education is the great goal, "Learn to think."

There is a tidiness about England that is refreshing. Every blade of grass in the country seems to be numbered; every grain of wheat is under supervision. So it is in education—every inch of the way is charted; every motion is deliberately and economically planned; every endeavor is discussed and weighed thoroly before being put into practise.

England may do a deal of muddling, but it is only after a careful survey of a given situation that contemplated action becomes reality. If muddling is characteristic of that great nation it is because the nation's leaders are busy thinking one hundred years ahead, and looking so far into the future they stumble a bit as they attempt to achieve the goals of the present. But does it matter what clods of earth are kicked aside, if a nation is forging ahead to gain the splendors of Truth for the coming generations?—**Alice Mary Connor**, teacher of English, Commercial Highschool, New Haven, Connecticut.

My Child and His School

JOSEPH BURTON VASCHÉ

Counselor, Union Highschool, Oakdale, California

That the parent and the teacher must combine efforts for the maximum good of the child is the principle basic to this evaluation chart. Copies have been distributed to parent-teacher groups in California with the added suggestion that the analysis be a strictly confidential venture upon the part of the individual parent. Parents have expressed the opinion that the inventory has helped them develop sounder understandings of their own child and of the variety of problems which face him in his school experiences.

A Confidential Checklist for Parents



I. MY CHILD AND HIS GENERAL ATTITUDE TOWARD SCHOOL:

☆ **W**HAT is my child's general attitude toward school? Does he seem to enjoy going to school? Does he understand the purposes of education and does he see definite value in his attendance? Have I talked to him, in a "heart-to-heart" way, regarding this highschool attendance problem, and have I given him every possible encouragement to continue on at least thru highschool?

II. MY CHILD'S PHYSICAL CONDITION:

☆ **H**ow is my child's physical condition? Is his health generally good? Does his health permit him to go to school nearly every day in the year? Is he average for his age as far as height and weight are concerned? Is he able to hear and to see as he should? Are his teeth in good shape? Does he eat well? Is his diet balanced? Are his sleep hours carefully and correctly provided for? How much rest does he have before 12 o'clock midnight, as a rule? Does he possess an average amount of vitality?

III. MY CHILD AND HIS SCHOOL ACCOMPLISHMENTS:

☆ **W**HAT does my child believe he is learning in highschool? What is my attitude along the same line? Have I ever discussed these things with him? How does he believe he could gain more from his highschool study?

IV. MY CHILD AND HIS STUDY TECHNIC:

☆ **H**ow does my child study? What is his program for this semester? Do I know about how much studying is required for each course now being

taken? Does he spend this much time, or does he spend more, or does he spend less? When he studies does he seem to follow the correct conditions and procedures for study? Does he seem to do his best work in preparing his assignments, or does he seem to have the "get-by" attitude? Am I satisfied with his report card? Do I discuss his marks with him and endeavor to encourage and assist him in improving these marks?

V. MY CHILD AND HIS ATTENDANCE:

☆ **I**s my child out of school frequently for reasons other than illness? Do I encourage him to be present every day, and to be on time? When he is absent does my child endeavor to make up the work he missed? Do I see that he takes an excuse to school the day he returns after his absence?

VI. MY CHILD AND HIS KNOWLEDGE OF SCHOOL REQUIREMENTS:

☆ **H**ow much does my child understand about the school's requirements for graduation? Has he, or have I, ever studied them? Have we ever discussed them together? Is my child aware of junior college, university, trade and technical school admission requirements? Is he taking the right courses in highschool to enable him to proceed later on to higher institutions, if he wishes, without loss of time or money?

VII. MY CHILD AND HIS SCHOOL COURSES:

☆ **H**ow much does my child know about the various courses in his school's program of studies? Does he understand the factors well enough to select his courses intelligently? Does he avoid the poor habit of taking a certain course just because his best friend does or because it is easy? Have I ever discussed the contents and values of these various course offerings with my child?

VIII. MY CHILD AND HIS RECREATION:

☆ **I**N what wholesome recreational activities is my child interested? Do I encourage him in these interests? Does he take part in the various school activities? Do I exhibit an enthusiastic interest in these activities and thus lead him on to a wider and more varied participation? Have I attempted to balance his play program as carefully as I have his work program? Is there any family "hobby" or recreational activity by means of which all family members are able to play together?

IX. MY CHILD AND HIS LIFE-WORK:

☆ **H**AS my child selected a life work yet? Has he expressed desires along certain lines? Does he possess the ability and the other qualifications necessary for success in his fields of interest? Are the interests his own, or have they been given him by us, his parents, by other relatives, or by some other source? Has he, and have I, studied everything possible regarding his possible life-work selections? Is he following these interests in his choice of school subjects?

X. MY CHILD'S SCHOOL AND MY RELATIONSHIP TO IT:

☆ **H**ow many of my child's teachers do I know personally? Have I ever discussed my child's work or his possibilities with any or all of his teachers? Have I ever visited school in session to see what is being done there? How many school activities have I attended? Have I taken an active part in the school's parent-teacher organization? Have I carefully followed school activities and school plans by reading the school paper, the local newspapers, or the school annual, and by discussing these various activities and plans with my child? If my child were to ask me for advice or suggestions about his school problems could I be of real service?

World Goodwill Day

MAY 18, 1936

IN THE picturesque "House of the Woods" near the Hague, in the Netherlands, the first gathering in time of peace to settle international differences by peaceful methods was held on May 18, 1899. In 1923 the World Federation of Education Associations recommended to all nations that the anniversary of this date be set apart as World Goodwill Day. The movement has grown steadily.

The World Federation of Education Associations is stressing the observance this year more than ever before. The unsettled condition of world affairs today calls for thoughtful consideration and action on the part of every peace-loving citizen of the world.

The National Education Association, as a member of the World Federation of Education Associations, has a special responsibility for promoting World Goodwill Day in America. Executive Secretary Willard E. Givens of the National Education Association, recently wrote the officers of the World Federation of Education Associations:

Please accept my congratulations upon your splendid effort to inspire every school in the nation to hold appropriate exercises on World Goodwill Day, May 18, 1936.

Your program to promote Goodwill Day thruout the world is excellent. Such exercises as you plan will not only create the right attitude of mind on the part of children for the next generation of citizens, but will inspire presentday citizens to make more of an effort to get along with each other without the use of poisonous gases.

I am confident that you will have the fullest cooperation of the membership of state associations thruout the United States. The National Education Association will do all within its power to make your plan a success.

Let every school in the United States join in this observance. Let there be concerted effort on World Goodwill Day to help create in the minds of American youth an attitude of goodwill toward all nations that

will be carried over into adult life. If all nations will work honestly at this problem, the next generation of citizens will reflect a finer type of relationship than the world has yet known.

But meanwhile adults control the policies of the nations. Let us, therefore, also make World Goodwill Day the occasion for mobilizing the adult population generally in behalf of world goodwill. Every teacher and citizen is urged to join in this movement. Community organizations including churches, civic clubs, and parent-teacher associations will wish to join in the observance.

In some schools each room will have a program. In others, several grades will have a combined program. In still others there will be but one program for the entire school.

No other nation can mean to us what our nation means. Here are the roots of our heritage, and here our central loyalties belong. But because we feel so deeply about our own land, we understand how other people feel about their lands, and using our patriotism to interpret theirs, we grow, not in bitterness but in understanding and sympathy. So all fine internationalism must be rooted back in the noble significances of nationalism.

—Harry Emerson Fosdick.



Friendship with Japan began in 1854 with Commodore Perry's Goodwill Mission. The World Federation will hold its biennial convention in Tokyo in 1937.

Primary grades and kindergarten—[1] A tea party at which the children will be dressed to represent the various nations [2] A doll party, having dolls of the different nations, appropriately dressed [3] Readings from children's stories of other countries [4] Patriotic songs of various countries.

Elementary school—[1] School singing—"America" or some patriotic song [2] Play—"The Melting Pot" [Included in World Goodwill Day booklet mentioned below] [3] Map study—large map for pointing out what comes to us from each land; also what we send to other countries [4] Brief talk on what World Goodwill Day means.

Highschool—[1] Orchestra—strains of national airs of many countries [2] Address: "The Good Neighbor Policy among Nations" [3] Essay: "World Goodwill Day" [4] Address: "Contributions of Immigrants to Our Country" [5] A pageant depicting goodwill or the contribution of the various nations to civilization.

College—Colleges will be able to plan and carry out effective programs of the type desired by the local committee. They may consist of addresses, drama, music, or combinations of these types.

The observance of World Goodwill Day need not be confined to special exercises such as assemblies. Wherever possible in the classes of the day, the theme of world goodwill should be stressed. There is hardly a class where this cannot be done easily. For example, in mathematics

stress contribution of scholars of other lands.

To assist schools and other agencies in the observance of World Goodwill Day, the World Federation of Education Associations, 1201-16th St. N. W., Washington, D. C., has prepared an attractive 32-page *Goodwill Booklet*. This booklet contains suggested programs; two pageants entitled *The Melting Pot* and *Goodwill, the Magician*; plans for A Goodwill Party; and other materials. It may be secured at the special price of 10c per copy.

See page 70 for a list of the officers of the World Federation.

The Curriculum as a Process of Living

SOME who still think of the curriculum as specified content will be troubled at seeing it here called a process of living. This shift from the static outlook of content to the dynamic outlook of process is but part of a very inclusive modern tendency permeating the development of thought for now nearly three centuries. It is the fault, not the virtue of education that it has adhered so tenaciously to static conceptions. The shift to the dynamic is long overdue.

We begin accordingly with life as an on-going and developing interaction between the organism and its environment. For us here there are two sides to the process: on the one hand, a child growing up; on the other, the surrounding group and cultural life amid which the child thus develops and in which he is increasingly to share. We who are interested from both angles wish, as regards the child, that as he lives and grows he may live fully and happily; and, in behalf of the group, that he may ever share more responsibly and helpfully in carrying forward the common social life.

The curriculum becomes then all of the child's life for which the school carries responsibility. In our democratic society certain aims immediately emerge for guiding the work of the school. We aim that our children, as they grow up, shall increase in intelligent self-direction and in richness of personality. We wish them to share ever more fully in the group life on a basis of ever more adequate and responsible consideration of all concerned. As regards the culture of the surrounding life, our youth must (as we saw in the preceding article) learn it as they share ever more fully in that life. They must, however, so learn this culture as, on the one hand, to escape ever better from its mere domination and, on the other hand, be ever more able and disposed to share in the continuous process of remaking it as the need shall continually arise. The task of the curriculum is to help each child so to live and grow that these several aims may be progressively realized.

From our organismic conception the unit element of such a curriculum becomes, not a specified lesson of subject-matter to be learned as was formerly held, but a person facing an actual situation. That is, the unit is an actual instance of child living—this, for the

teacher, to be educatively conceived and educatively directed. That this conception demands the thoroughgoing reconstruction of any remaining traditional type of school practise is here consciously intended. It is hardly possible to over-emphasize the radical character of the transformation sought. Many elementary schools, especially for the early years, have already gone far with this transformation. Few secondary schools, however, have, so far as this writer knows, been able as yet to see beyond specified separate subjects. Most still think in the old terms.

Let us examine more closely how the educative process is carried on in such a curriculum unit. More specifically how study and learning go on when a child faces an actual situation to deal effectively with it. The effort at this point is to see the educative process going on in and thru an instance of actual child-directed living.

[1] Suppose a child faces a situation. First of all there is in him that which makes this a situation for him, and second there is in the environment something that so stirs him that he is moved to act. Only as these things happen together does a child face an actual situation.

So stated many will properly see the old doctrine of interest presented in new dress. The aim here is to reaffirm that doctrine. By interest in any full or desirable sense we mean that the child as he faces an actual situation is so unified within that he is, as we say, centered on the thing at hand. Positively he is stirred to act zealously; negatively he is not so divided within as to be unable or unwilling to give himself intently and determinedly to what he is doing. Admittedly there are degrees of such interest; we wish it as wholehearted as possible. Some will at once ask, "But suppose the children are not interested?" For answer we say that unless children are ill or have been mis-educated, they are eager to be actively engaged. Their active interests may of course not be what we should prefer. In such case we have to do the best we can. But we must start where the child's interests now are, help him to choose the best among them, and then help these to grow into something better. Many teachers, wilfully, will not have it so. They still insist on beginning with subjectmatter. Their danger is that by

suppressing the child they develop the bad instead of the better. Children used to the old dictation-of-subjectmatter-from-above, like pathologic cases everywhere, require careful treatment; but tact and wisdom along better lines will usually pay in increased dividends.

[2] Facing thus an actual life situation, the second step is to analyze it, partly to set up or clarify ends, partly to get materials for the planning that comes next.

[3] The third step is to make one or more plans and choose from among them, for dealing with the situation. In a developing situation the plan will be in process of making from step to step as the situation develops. Planning is clearly an imaginative and creative step, but the imagination is checked and molded by the hard facts of the situation.

[4] Then comes the step of putting the plan into operation, watching meanwhile to see how it works, so that if need arise revision may be made.

[5] If the plan succeeds, a final stage is the backward look to see what has been done and how it might be done better another time.

We are to think of the foregoing not so much as separate chronological steps, tho they may so be, but rather logical phases that enter into any instance of dealing with an actual situation, whether it be building a camp fire or writing a play. The thing most to be valued is how the child, or the group, is active, dynamic, thinking, feeling, pushing ahead, moving forward physically—all these are taking place at each step and phase. And note that the process is self-directed, and in general contains its own inherent testing. The children run it; and learn by the practise. The camp fire has to burn. The play has to go as a play. The children have to learn as they go.

It is easy to see that study enters at each of these stages, most definitely perhaps after the first. In fact, study takes on new meaning when, as here, we see it as the effort to grapple intelligently with an on-going process that may stall or run away from us if we do not give to it the best thought of which we are capable.

Learning also enters at every stage and phase whenever we undertake to deal with a developing process. Life presents continual novelty. In relation to each such novel element and moment

two things result: [1] in each succeeding new phase the mind has to do new and creative thinking, slight tho it often may be; and [2] in each such phase the organism as-a-whole has to choose, either to accept or to reject, what it will do. These two elements exactly constitute learning, as we saw in the second article of this series (December 1935 JOURNAL, p277-8).

In learning, then, the organism first contrives (creates) for itself something new; a new response. It may be a new idea, a new feeling in this relation, a new fact in relation, a new move in such a connection. Of course, neither thinking nor feeling nor moving ever goes simply alone. Always the other aspects of the whole organism are also involved in spite of our choosing to name one for especial consideration. Then comes the second aspect or phase of learning. In a novelly developing experience continual choices are necessary. Rival possible significances present themselves, rival hypotheses as to what are the facts, rival plans for dealing with the case, rival tendencies toward feeling or acting. We must choose. We accept one (at least to act on), we reject the others (at least for the time). Then occurs what we should call a miracle if it happened only rarely: whatever one accepts to act on is *by that very fact* built into one's very being, and there it abides on substantially equal terms with what was therein before times included. Learning has taken place. The creation (first phase) and the incorporation (second phase) together constitute learning.

And all that was consciously weighed in making the choice is learned in the sense and degree that it was accepted or rejected, each along with the peculiar limitations and emphases that entered into the decision. And the decision there made is somehow registered in the nervous system to determine, unless later experience shall change the verdict, one's subsequent attitude towards using it together with the selective conditions on which it will be used. And in this verdict thinking, feeling, impulse, bodily action, and all the rest concur. The learning is effected by, and is registered in, the whole of the organism.

These considerations show both the practical and the moral advantage of learning in situations that do in fact connect thinking properly with doing. What is thus learned, whether of idea or distinction, was accepted in and for action and so is learned (stored up) also for future action. To keep thought and

action joined thus effectually together—the thought guiding the act and the act testing the thought—is precisely the way to build effectual character, both moral and prudential or practical. It is from such considerations that the proponents of this general position start with *a person facing a situation* and base their procedure on *acting on thinking*.

So far we have followed the learner side of this curriculum as living- and-learning process. It is now time to consider the teacher-and-guidance side.

Some critics of "progressive education" profess fear that there will be motion and commotion and little more, that in particular there will be little satisfactory advance in all those desirable social and moral elements set forth earlier in this article. We accordingly must ask what if any provision there is, in the process of learning just outlined, whether inherent in the process or otherwise, for steering that process toward fruitful and constructive outcomes.

First of all there is a certain guidance, not of itself always sufficient but still highly effective, that comes from the inherent operation of the surrounding cultural life. The child (if normal) must live in that life, and this entails much actual learning. He cannot take part in that life on self-satisfying terms unless, for example, he learns to talk, both to understand and to make himself understood. Similarly, he will, to be respectable in the eyes of his fellows, learn to manage the ordinary tools and forms of life. The urge to win approval will make many work assiduously to excel. This creates standards of respectability which the less ambitious will ignore only at the peril of their social standing. Few countries surpass this one in the power that society thus exerts over its members, both young and old, to mold them to its model. The result is not an unmixed good, but the powerful effect is undeniable.

Parental care of course undertakes to guide this inherent process. Certain lines of conduct are forbidden and certain favorable opportunities are opened up—both with intent to guard against undesirable tendencies. Properly used such care is clearly beneficial; but we must not deceive ourselves. It is the inherent working of the process that most and best educates. Our part is to help steer the inherent process along somewhat better lines.

The teacher stands *in loco parentis*, but takes a more active part. And the newer teacher is far more active, crea-

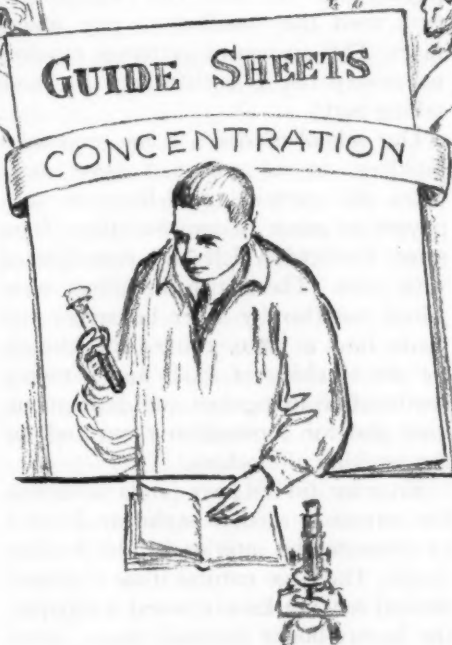
tively and actually, than was the old teacher, tho the effort is likely to be more indirect. The old teacher had no fear of imposing his ideas; that was what he was there to do. The newer teacher is trying always to build up a process more adequately creative and self-directing from within. He therefore does fear lest he impose hurtfully. He works always that his pupils and students may grow as best possible in *acting on thinking*. Moreover, he must think always of *the whole child* which is always involved. The older teacher thought first of his subjectmatter, that it get learned. He would accordingly bend, if need be, and even break the spirit of the pupil in order to get the assigned tasks learned. The good teacher of the newer view well understands how it is the process itself, especially as socially conditioned, that educates; and he makes every effort to get and keep the process going on such terms as will cause it to gain in ever more certain and intelligently-directed momentum. This is his chief aim. That attained, the rest follows.

Such a teacher, while he pursues this chief aim, is much concerned with each succeeding new venture which his class undertakes; concerned that the venture reach fruitfully into new territory, and not simply repeat ground already covered; concerned that, in relation to what has gone before, the long-run program be sufficiently varied as it develops to care for all the significant sides and aspects of life suitable for pupils of this age; concerned that the new project and venture be sufficiently difficult to stretch out his group to their reasonable best, yet not too difficult for reasonable success. And he is analogously concerned as this project-venture is pursued thru each of its unfolding stages; concerned that each pupil find a task suited to his peculiar needs; concerned that all think thru the many significant thought or action problems that arise, always keeping thought and action properly joined together. These things constitute the teacher's secondary aims.

How subjectmatter is adequately cared for, and an effectual consecutiveness of learning results maintained; how the more foreseeable needs of such things as reading, writing, arithmetic, and the like, are met; and how at the same time the pupils learn to face an uncertain and developing future—these are matters that must wait until the fifth installment of this series.—William H. Kilpatrick.

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Making the Most of School Time and Taxes



THE VILLAGE of Bangs, Texas, is slightly more than 700 in population; the school enrolment is approximately 450 pupils, drawn from a school district area of 55.5 square miles. The village is located near the geographical center of Texas in a fine farming section.

Last year the Bangs school put into effect a program to determine whether school children by careful conservation of time and effort could do their work thoroly in the seven or eight hours spent in school instead of having to do it at home after they were already fatigued from a day's work.

Study hall periods seemed to be little more than contests between teachers and students to see whether the students would study, and too many of these contests were decided victories for the students. We decided to divide the school day, so there would be longer class periods and no study halls. This eliminated a great waste of time, but what were the teachers and students to do with more time in the classrooms?

Our next goal was to eliminate the waste of time in the classrooms. At the opening of school in 1934, each teacher was asked to prepare a brief statement of what she expected to teach her students during the year. Some of the statements were good and some were not so good, but the teachers did begin thinking more definitely about what they had really been employed to teach. All of them began planning their work so that definite things would be achieved during the school term. The teachers saw that they would not accomplish very much by merely assigning and hearing lessons for nine months. They had to visualize the accomplishments they expected their students to make. The teachers were also requested to make definite plans or study sheets to guide the students in their pursuit of the achievements they were expected to make.

The teacher's next "job" was to introduce each phase of work in such a way that each student would be so inspired and interested that he would be eager to get his guide sheet and start to work.

By ARTHUR MABERRY

Teachers were to do enough teaching and to require enough learning during the day, so that there would be no homework.

This new idea in our school of not requiring homework gave the students a better attitude toward their school work. There was an increased interest and a much better type of student work was done.

The students did not seem to want to waste time in school when they had definite study-guide plans to work by and an instructor to help them when they needed information. The atmosphere was conducive to study since these students were working in classes where others were doing the same kind of work that they were; the lighting was correct; the temperature was right; and there were no distractions.

Our classrooms became genuine workshops for students and teachers and the school was like a large factory of many busy workers, supervised by efficient foremen. The students now felt that the teachers were their friends; the teachers knew that the students were trying to learn, so there was a genuine



understanding and cooperation that led to real learning. The students came to classes willing and ready to work because home conditions of the previous evening had not interfered with the learning of lessons.

Students were happy in their work and parents were more friendly toward the school because they felt that the teachers were teaching their children instead of assigning lessons for the parents to teach, or, at least, for the students to study at home.

The teachers were better pleased because they knew definitely what they expected students to learn, and at the same time they were working with children who were interested in learning.

The school-work-in-school-hours idea has proved successful in our school. We had only two students in highschool who did not complete satisfactorily enough work to earn credit in the subjects studied and only seven in the grades who did not complete their work. We hope to get even better results thru further experiments and by means of worthwhile suggestions, given from time to time by interested observers who visit the school.

The homework that our students do is all very much voluntary and of the highest type. The students are given extra credit for additional work above the required amount, so naturally there is quite a bit of pleasant home-project work done by those who wish to obtain higher standards than mere passing marks. This individual work provides opportunities for special talents and abilities to be developed.

A broader and more practical curriculum has been prepared for Bangs School. All work required for college entrance is offered but, in addition, Bangs' students may take work in band and orchestra, choral singing, vocational agriculture and home economics, manual training, and such commercial courses as typing, shorthand, business arithmetic, and bookkeeping.

The savings that we have been able to make by giving the students more efficient classroom instruction and thereby lowering the number of failures have

been most helpful in aiding us to make other improvements. We have improved our teaching equipment. Our textbooks, for example, have been used but not abused in the classrooms, so there will eventually be a great saving from that source.

One of the first additions in the way of better equipment and more economy was the water system of our school. We were paying money for water and often the city supply was too low to permit us to use as much as we wished. The economic depression was on, and people could not pay taxes to provide an adequate water supply.

During the late summer of 1934 we called for men, who were unable to pay their school taxes in cash, to come to the school and work them out. We got a sufficient number of laborers to dig a well, finish it for watering purposes, erect the water tower and a windmill, and lay the pipe for the system. The windmill tower was made from used pipe, donated to the school by a friend; the welding was donated by another friend. The water supply tank was practically donated by a friend who wanted to secure a smaller tank for home use.

In this way we put into operation our own water system for only about \$100 in actual cash from the school funds. This system does not cost a cent for operation, and we have plenty of water for all purposes at all times.

We have used taxpaying labor to build up and sod our football field, clay our tennis courts, build sidewalks, fill in the

low places in our school grounds, repair buildings, and beautify school grounds in general. Some of the teachers have collected salaries by trading vouchers for things that they need which the taxpayers have for sale. The taxpayers in turn used the vouchers to pay school taxes. This system of exchange requires no money but is satisfactory to those taking part.

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We expect to continue the motion picture programs after our machines are paid for, and in this way we hope to secure funds for building up a fine library that will serve the people of our community as well as the school.

Our adults are organizing a forum that will meet at the school about six times each year to learn thru study, lectures, and motion pictures about the major political, economic, and social problems of the present. These meetings will probably be crudely begun, but we hope to see some genuine results before the year is finished.

A Tribute to Teachers

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A finer body of citizens does not exist. In the darkest days of the economic depression, thousands of them worked for months at a time without any pay, while many thousands more stood firm by their post of duty in the face of cruel salary reductions, all in order that the light of knowledge should not be dimmed or ex-

tinguished altogether, in order that your children and my children should not be deprived of their constitutional guarantee of a sound education in the most formative periods of their lives. We, the parents of this nation, owe these gallant men and women a deep debt of gratitude which we can repay by maintaining vigilance with them over the future welfare of our schools.

Our American school system must not stand still. It must progress, it must continue to light the way toward liberty and freedom for all civilization. Some day you and I proudly will deliver into the keeping of our children the stewardship of this great republic. The time to prepare them for that high public service is now, thus assuring that the principles and institutions of government we have established will not fall into decay, but ever will lead the progress of mankind to

a full enjoyment of the fruits of good government.

I appeal to every Legionnaire, I appeal to every citizen of this nation, to visit your schools, to understand their problems, and, in cooperating with the teachers and the properly authorized officers of instruction in your community, to work loyally toward a yet greater expansion of education and knowledge. The American Legion is not trying to dictate the curriculums of our schools. We are trying only to give our earnest cooperation and support to those faithful guardians, our schools and our teachers, who hold high the ideals of justice, freedom, and democracy. With the same support from all our people enlightened progress is certain.—**Ray Murphy**, national commander of the American Legion, in a radio address on "Our American Schools" program.

Traditional Programs and New Philosophies

THE TRADITIONAL FUNCTION of the European elementary school has been to teach the youths of the common people those tools of practical efficiency and those attitudes and behaviors of social conformity that have seemed necessary for national solidarity and economic progress. The school arts, health, and reverence for national, religious, and linguistic traditions and practices, have been the goals. The *status quo* has dominated the elementary schools.

Under the prewar regimes docility was directly imposed on youths. It was right to be honest, to learn one's lessons, to support the monarchy, to engage in religious worship, to learn a trade, to look forward to glorious death on the battlefield fighting for king and country, to accept the existence of "superior" classes, to aspire to marry and rear children to populate the fatherland, and the like. To act or think otherwise was to assure disapprobation of the teacher, of other adults, and of one's fellows. It stamped one as a trouble maker, an agitator, an outcast.

Upon this tradition both the postwar Fascist states and the Soviet Republics have built. But they have added their characteristic methods and contents. Docility *per se* no longer characterizes their elementary schools. In these countries youths lead vigorous, propulsive lives. The schools are counterparts of the vivid social extra-school conditions. But their major purpose of indoctrination for "good" citizenship remains uppermost and inescapable.

Within the elementary schools of each of these countries, stages are set, and teachers are consciously trained and supervised to the end that pupils will be self-indoctrinated thru their successful participation. They initiate and carry thru projects that are emotionally exhilarating and that conform to the patterns of outcomes and behaviors desired by the dominant groups. In other words, the elementary schools of these countries are instruments of revolutions; hence they are so controled as to promote the forms of action and attitudes that it seems desirable for the masses of people to exemplify while the revolutions are being achieved. Such behaviors and attitudes are quite different from those that might characterize the people of politically and socially static societies such as prewar Prussia and France strove to be.

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Elementary education under Communism—When the Bolshevik party took control of the Russian Revolution, all educational, cultural, and governmental posts were held by persons who had received appointment under the old regime. The first need, from the party's point of view, was the control of such institutions, first, to prevent them from interfering with the success of the new policies and, second, to enlist their support for these new programs. Hence, the first step was the appointment to all posts of power of loyal party men, necessarily with little regard for their professional or technical qualifications. With the help of these new responsible officers, the party set out to capture these institutions so that they would serve the immediate needs for propaganda and "enlightenment."

United "labor schools" were organized for the masses—children aged eight to twelve—and dedicated to "social education"—activity in behalf of the school and its community. It was an emotionalized vigorous school dominated by the Communist party, the Young Communists, and the pupils rather than by the teachers—since the teachers, it was felt, could not for the present be trusted to lead children towards the acceptance of Communist ideas and practises. "Our task in the school world," said Lenin, "is to overthrow the bourgeoisie, and we declare openly that the school, apart from life, apart from politics, is a lie and a hypocrisy."

At the center of this new education stood socially useful labor, both in and out of school; not the learning of trades but the knowledge of the meaning of labor, historically and socially, and the conditions of success in work. Hence the "complex" involving nature, labor, and society, integrated pupil participation in useful work, in study, and in propaganda. Thus, pupils actually helped with road building or field cultivation. They studied about roads, history, trade routes, structure, and materials newly important to the Soviet Union. They learned about farming, its place in Russian and world life, soils, fertilizers, labor conditions, and the like. They explained to their parents and to other adults what they learned in school about seed selection, insecticides, manures, drainage, and the economic significance of farms or the economic and cultural loss from defective roads. The enthusiasm of youth was aroused to a high pitch, and it was the resulting self-confidence and religious zeal for their mission more than the knowledge or skills which they did or did not learn that have

made Russian youth so significant an agency in carrying much of the burden of work and the spirit of the Communist Revolution.



THE GERMAN LANDJAHR: After extending the school-leaving age from 14 to 15, and after a successful year's experiment in Prussia, the whole Reich is introducing the Landjahr as a new departure in the practical training of German youth of both sexes. The extra year of school life, the "ninth school-year" as it is called, is not to be spent in conventional schooling in the classroom, but in the new country homes (Landjahrheime), where the students will live a practical, open-air country life as members of small communities.

The main objective of the Landjahr is to build into the young people valuable habits, skills, and character traits so durably that no adverse forces can subsequently destroy them. The Landjahrheime are not dude ranches or picnic grounds: the boys and girls meet face to face the stern laws and demands of daily life, the work in the fields in sun and rain—experiences that foster self-reliance and nurture social virtues. —Werner Fritsche in *International Education Review*.

Elementary education in democratic Scandinavia—Elementary education was established in the Scandinavian countries somewhat more than a century ago under the dominance of the Lutheran Church. It was somewhat pietistic and mechanical, but it had resulted in almost universal literacy by the middle of the century.

It thus provided a basis in the school arts for the folk highschoools which developed rapidly after 1864 and which attracted youths of eighteen to twenty-five to consider under competent and highly respected teachers the meanings of life for themselves, their neighbors, their nation, and the world. Out of these schools came many young men and young women fired by a purpose of examining the institutions among which they found themselves, to modify those that were not satisfactory, and to create new ones if necessary.

Nothing escaped the impact of these enlivened and enlightened young people. The church, the government, agriculture, home economy, and recreational and cultural activities, and even commerce and industry were all modified by their intelli-

gent criticism and cooperative attacks.

The village elementary schools dominated by the church and by government inspectors at first resisted change; whereupon the folk highschoool "alumni" organized "free schools" emphasizing handicrafts, music, art, gymnastics, as well as the school arts, for the little folks, and these "free schools" became centers of adult community culture as well. To obtain teachers better equipped than those youths who brought only zeal and personality to their task as free-school teachers, a teacher-preparatory folk highschoool was established.

The reform of American elementary education—Is there a lesson for American leaders of elementary education to draw from European experience? Or are our problems so different from those of Europe that our frontal attack on school practises can be successful? Perhaps, both questions deserve an affirmative answer.

Certainly, popular desire for improved elementary education is potentially far in advance of the ultra-conservative attitude of the majority of our teachers and administrators. But could these conservatives maintain their positions if they did not find among our ignorant bourgeois adults, so powerful in schoolboards and in city finance committees, support for outmoded school curriculums? And is not such progress as we are now making attributable to pressures from enlightened adults?

If these questions are answered affirmatively, we must recognize that our own elementary schools, like those of Europe, reflect both traditional programs of education and the philosophies of potent political-economic-social groups. It would then follow, that the major attack of reformers must be directed not so much to the schools themselves as to the adult community. Thru magazines, public forums, church pulpits, popularly written books, circular letters, the radio, the motion pictures, and the legitimate stage, and especially thru our own adult education centers, colleges, and high schools—including CCC camps, YMCA, and the rest—one must direct the attention of our young adult population to a positive program of social reconstruction.

If America should go fascist or communist, such campaigns of adult education would become paramount as a support to the changing schools. If America is to achieve democracy, similar educational enthusiasm must be engendered among adults for effective democratic elementary schools.—Philip W. L. Cox, New York University.

Student Leadership Enriching the Schools

THE PROJECTS in student leadership sponsored by THE JOURNAL of the National Education Association have been developed over a period of years to meet specific needs. They began in 1927 with the vitalized commencement movement and the nationwide school printing project.

The annual nationwide school printing project has the twofold aim of improving the quality of printing first in the schools and then in printshops generally by having students set up in beautiful form some statement about education which would be of widespread interest. Under this plan Scott's "Dedicating the School," van Dyke's "Unknown Teacher," and similar statements have been beautifully printed by hundreds of schools and distributed in their communities. It is estimated that in 1935 over a million leaflets were printed in school printshops to be sent into the homes. The widespread interest in this project led to the formation in 1935 of the National Student Graphic Arts Society.

The cartoon project was begun in 1930. Its aim was to open a way by which the art departments of the schools could share in the interpretation of education and in the development of material for use dur-

ing American Education Week. The project is repeated each year and the best cartoons are used in the publications of the National Education Association and in other periodicals.

The editorial project was begun in 1932 to encourage the editors of school papers to study educational problems and to write about them in the school press particularly during American Education Week and the Tercentenary of Secondary Education. The growth of this project has shown clearly that the students in the schools are interested in the broader aspects of educational history, purpose, and policy.

The American Education Week student writers project began in 1933. Students were asked to write on the subject "What the American School Means to Me." In 1934 the subject was "What Is Best in My School." In 1935 the theme was "Democracy Means Self-discipline."

The National Association of Student Editors was organized in the fall of 1934 to serve as a clearinghouse for the schools interested in student journalism and in closer contacts between home, school, and community. During the first year the project made a remarkable growth, giving

service to schools in every state in the Union. This project included the publication of a periodical known as *Vitalized School Journalism*.

In 1931 Superintendent Willis A. Sutton of Atlanta, Georgia, who has long been a leader in the field of student participation, held a conference of student government officers at the Los Angeles convention of the National Education Association. As president of the Association, Dr. Sutton included student speakers on the program and sponsored the development of the National Association of Student Government Officers. During 1935 this movement was reorganized and coordinated with other movements thru the publication of the periodical, *Student Leader*, which took the place of the earlier periodical, *Vitalized School Journalism*.

All of these projects are closely coordinated with American Education Week and vitalized commencements. They are helping to lay the foundation for the celebration of the Horace Mann Centennial in 1937. Approximately 300 schools have issued special numbers of their school periodical in connection with American Education Week and other educational anniversaries and celebrations.

TO THE PRINCIPAL OR TEACHER—In your school there are young men and women who have the possibility of bringing to that school a new kind of influence. Student leadership with a proper sense of its opportunity and responsibility can become one of the most powerful educative agencies. It can demonstrate thru action the value of high ideals, self-discipline, initiative, and the purpose to make the school a rich center of intellectual, social, and spiritual life.

The power to lead comes only thru practise in leading. If there is to be community leadership—the one hope of preserving democracy—there must be leadership in the school among the students daily in all matters that make the school a place of growth and cultivation.

THE JOURNAL of the National Education Association has sponsored many projects in student participation. Today these projects are carried out in thousands of highschools thruout the country. Three of them are projects which continue thruout the year on a membership basis, including subscriptions to *Student Leader*. They aim to encourage student growth and participation; to improve the quality of all school activities; to acquaint the student with the history and significance of the school itself; and to give him a part in the interpretation of education to the public. These projects are described on the next page.

Will you not bring this announcement to the attention of student leaders in your school and extend to them our invitation to take part in this important nationwide movement?

TO THE STUDENT—If one is really to count for something in the world, he must determine to assume responsibility for the quality of his own life; to maintain the habit of personal growth; and to do his part in the improvement of the common life. Everyone has an influence on someone else and that influence grows thru use. If the school—which exists for the improvement of individual and community life—is to be a really good school, every student must have his part.

Student leadership emerges whenever a student is selected by his fellows to be an officer in a club, a class, or in the school government. It arises in the school printshop which serves the whole school. It is associated with student publications which exist to improve the common life. Students who feel that a public office is a public trust are not content merely to hold that office. They wish to perform useful services.

By joining in one of the three student organizations sponsored by THE JOURNAL of the National Education Association, you will keep in touch with what other students are doing and you will receive regularly *Student Leader*. You will have the advice and help of national leaders in education and civic life. There is no better way to build up your own power to think, to do, and to be.

Select today from the groups described on the next page the one that corresponds to your place in the school and send in your membership at once. The earlier in your school career you can take this step, the more it will mean to your growth.

Student Leadership Organizations

See reverse side of this page for general discussion of the history and growth of student projects sponsored by THE JOURNAL of the National Education Association.

MEMBERSHIP APPLICATION FORMS

THE ORGANIZATIONS AND THEIR WORK

----- Clip Here -----

To THE JOURNAL of the National Education Association
1201 Sixteenth Street N. W.
Washington, D. C.

I wish to take part in the national student leadership movement. I hereby apply for membership in the organization indicated below and enclose the required dues.

NATIONAL ASSOCIATION OF STUDENT EDITORS

(Annual fee \$1 including *Student Leader* for one year)
(Either individuals or papers may join)

Name _____
Mailing address—street: _____
City _____ State _____
Name of school paper _____
Name of school _____



NATIONAL ASSOCIATION OF STUDENT GOVERNMENT OFFICERS

(Annual fee \$1.50 including *Student Leader* for one year)

Name _____
Mailing address—street: _____
City _____ State _____
Name of school _____
School offices held by applicant: _____



NATIONAL STUDENT GRAPHIC ARTS SOCIETY

Club Membership

(Annual fee \$3 including 3 subscriptions to *Student Leader* for one year)

Name of club _____
Name of school _____
Mailing address of club—street: _____
City _____ State _____

Individual Membership

(Annual fee \$1 including *Student Leader* for one year)

Name _____
Mailing address—street: _____
City _____ State _____

Clip and return the entire half of this sheet when using any section of it.

The National Association of Student Editors

Purpose—To help students who have assumed journalistic responsibility to achieve the maximum personal growth and to perform the fullest service for the school and community. **Projects**—It sponsors the American Education Week student writers project, special American Education Week numbers of school publications, nationwide editorial, cartoon, book-review, and commencement projects. It supplies information and materials which are invaluable to student editors in making their school publications serve school and community better. It gives appropriate recognition to both editors and school publications for excellence and for outstanding achievement. **Membership**—Open to individual members of staffs of school publications or a membership may be taken out by a school paper. The annual membership is \$1 in either case and includes a year's subscription to *Student Leader*.

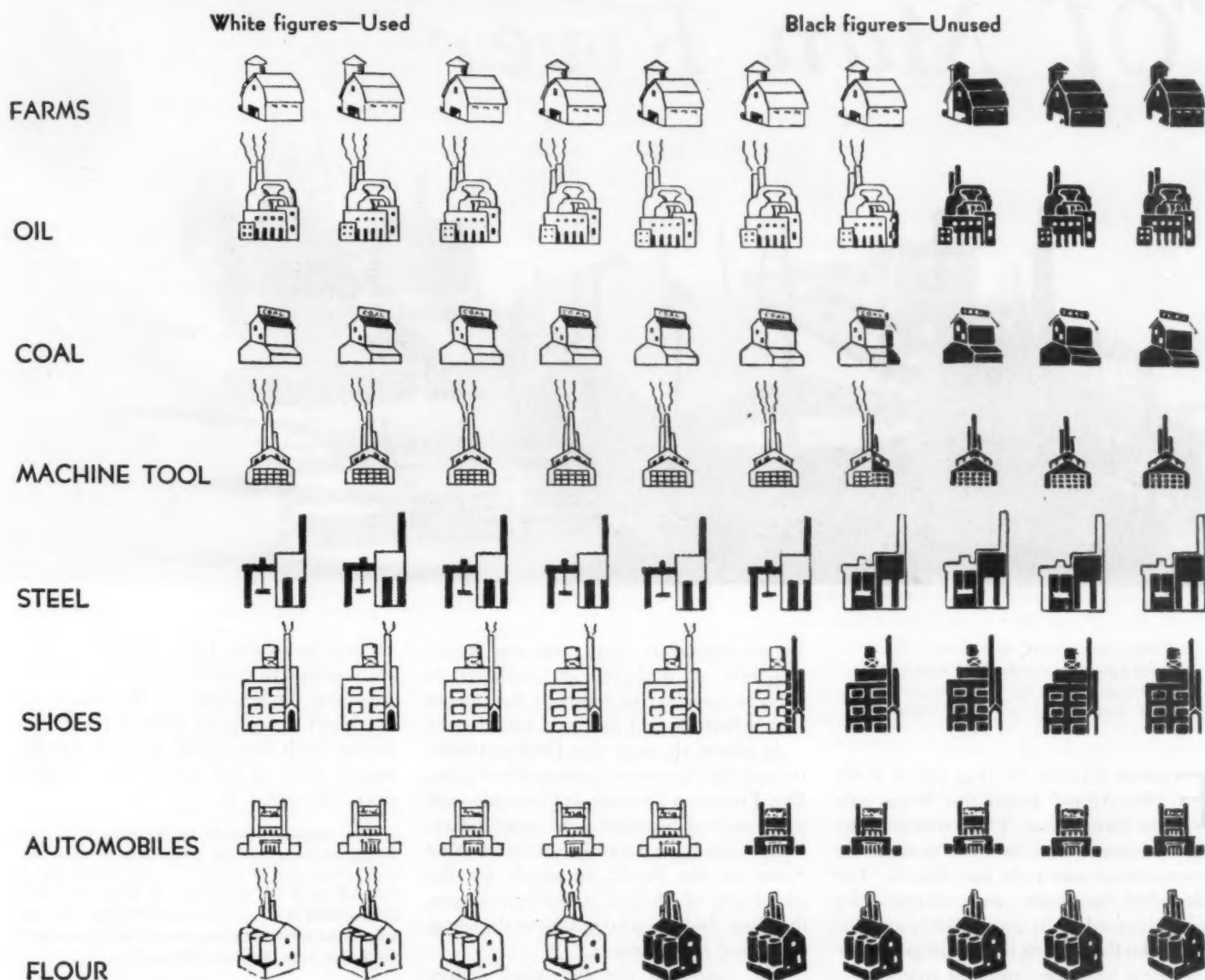
The National Association of Student Government Officers

Purpose—To help the student who has assumed the responsibility of a school office to give the best possible service and leadership. The student who joins in supporting the program of this group is helping to lay the foundation for personal and civic responsibility. **Projects**—It is a clearinghouse for the best ideas and information on student government. It holds an annual convention in connection with the summer meeting of the National Education Association and conducts projects which keep student officers in touch with what other student leaders are doing. **Membership**—Open to officers of student councils, homerooms, classes, and recognized clubs. The annual membership fee of \$1.50 includes a year's subscription to *Student Leader*.

The National Student Graphic Arts Society

Purpose—To unite students and instructors in the graphic arts field, to coordinate the graphic arts studies with the entire cultural life of the school, to emphasize appreciation for the graphic arts as an instrument of personal and social betterment. **Projects**—It sponsors a series of nationwide school printing projects and gives appropriate recognition for excellence and outstanding achievements in graphic arts education. It carries on a systematic exchange of ideas among clubs. **Membership**—May be either by club or by student. When a club becomes a member of the Society it is known as a chapter. Provision is also made for individual membership. The fee for club membership is \$3 per year which includes three subscriptions to *Student Leader*. Individual memberships are \$1 per year and include one year's subscription to *Student Leader*.

OUR PRODUCTION CAPACITY



OUR COUNTRY is the richest in the world. It is rich not only in terms of dollars and cents, but in all those things that are necessary for the making of dollars and cents—coal and oil and forests and fields of cotton and corn and wheat. But the latter are not of any use to people until they are changed into heat and light, houses and clothing, and food. So there must be factories where all this work can be done. How many factories do we have? Thousands of them. Enough? More than enough.

Here is a picture showing some of our factories and how many of them we actually used in 1929. We have never had all of our factories working fulltime, so it is hard to know just how many loaves of bread, yards of cloth, pairs of shoes, or pieces of furniture we could make if we tried. One man says that in 1929 we had a capacity to produce 5000 billion pounds of goods, that we actually produced 3800 billion pounds, and only used 3000 billion pounds.

The material on this page is from a book entitled Rich Man, Poor Man (Price, \$1) by Ryllis Alexander Goslin and Omar Pancoast Goslin, published by Harper & Brothers, 49 East 33d Street, New York, N. Y. This material is reproduced thru the courteous permission of the publishers.

Use this page on your bulletin board

"Ol' Man River"



*Ol' man river, dat ol' man river,
He don't plant 'taters, he don't plant cotton,
An' dem dat plants 'em is soon forgotten
But ol' man river, he jes' keeps rollin' along*

FATHER ALLOUEZ in 1634 called it the "Messi-Sipi." Before that, it was only the Great River. There was no more need to name it than there was to name the moon—there was only one like it. The astonished voyageurs and coureurs des bois exclaimed at its great width, and Indians who lived on its banks did not know whether it had a beginning or an end.

Ol' Man River has played a part in every great American odyssey from Conquistador De Soto to Anthony Adverse. Today its inanimate, ceaseless motion intrigues the imagination of composer, poet, and dreamer as it laps and laughs at a thousand levees on its way from Itasca to its five-mouthed delta in the Gulf of Mexico.

History was written in the Mississippi Valley nearly a century before the Pilgrims set foot on Plymouth Rock and a full two generations before Captain John Smith struggled with his refractory colonists at Jamestown. Hernando De Soto unfurled the gorgeous banner of Spain and invited the Casquins to join him in Christian worship before a gigantic cypress cross near Chickasaw Bluffs, Arkansas, in 1542. Even then, Pineda and Narvaez had seen the Father of Waters before him. De Soto had time to join the Casquins against a well-fortified city of the Capahas before

he succumbed to fever and was buried stealthily at nighttime in midriver to prevent violation of his body by Indians with whom he had not been too friendly.

At almost the time that De Soto turned toward the Mississippi country from Cuba, Don Francesco Vasquez de Coronado with 250 mounted Spaniards and 3000 Indians started from the faraway shores of New Spain on the Pacific to search for the fabled city of Quiriva somewhere among the Osage Indians who inhabited the Great River and its tributaries.

The Spaniards did not quail before death and fruitless search. They were indefatigable explorers. Beguiled by dreams of marvelous wealth and splendor they blazed trails back and forth across the great Valley for a century and a half. Where they did not find gold they heard of it, and pressed on, restless, fascinated by the alluring murmur of the Great Water, but never tarrying on its banks.

The Valley was still anybody's country in 1650. The birch bark canoes of free lance explorers plied the strong currents and rippled gracefully among the bayous. Among the boldest and most daring coureurs were Radisson and Groseilliers, who traveled together from 1652 to 1664 on as many as four distinct voyages. Part of the time they were in the employ of England; at other times serving France. Radisson kept a diary of his adventures which makes interesting reading to those who can be patient with his English—or lack of it.

He was no scholar, but a careful observer. He was first to consider that the Missouri River was the headwater of the Mississippi—a resort many years later of those who like to claim that North America has the longest river in the world. The "forked river," he called it.

"We weare 4 moneths in our voyage without doeing anything but goe from river to river. We mett several sorts of people. . . . By persuasion of some of them we went into ye great river that divides itself in 2. . . . It has 2 branches, the one toward the west, the other toward the south, wch we believ runs towards Mexico."

Like Caesar among the Germans, Radisson found his potential enemies of notorious size and strange habits.

"We weare informed of that nation that live in the other river. These weare men of extraordinary height and bigness. . . . They lived onely upon Corne and Citrullus, [pumpkins] wch are mighty bigg. . . . They have fruit as big as the heart of an Oriniok [Elk] wch grows on vast trees. . . . They have a kind of drink that makes them mad for a whole day."

Unlike Herodotus who always bore himself handsomely if not always accurately thru his historical narratives, Radisson ends this particular passage of his journal with the modest statement,

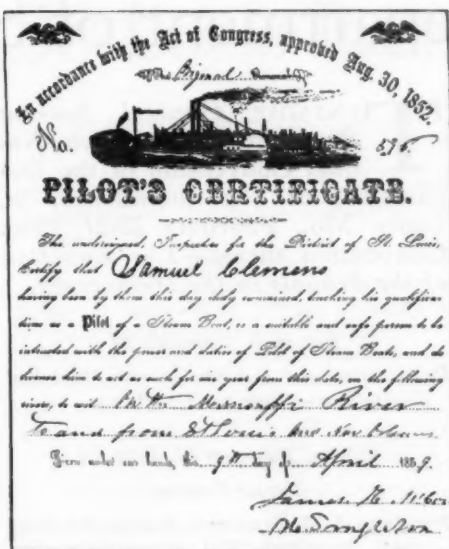
"This I have not seen, therefore you may believ as you please."

In 1672 Father Marquette and Joliet carried the Cross, and the banner of France down the mighty current as far as the mouth of the Arkansas. Five years later

the intrepid LaSalle with authority from the French King "to labor at the discovery of the western part of New France," began the string of French forts which was the first decisive step in the major struggle of France and England for the New World.

The French wasted no time in dreams of gold—tho they were first to find mineral wealth in the Valley. Diggings at celebrated Mine La Motte in Madison County, Missouri, still a source of superior "native" lead, began between 1700 and 1723. The Mine à Breton is at the head of the oldest wagon road in Missouri—the first ruts of which were cut by the lead laden two-wheeled charrettes of the French. Before that time lead was molded in the shape of collars, hung across the necks of horses, and taken to Ste. Genevieve where it was loaded on boats. The lead found its way to the South and up the Ohio to midwestern forts, and the story that lead from Mine La Motte was used in the guns of Revolutionary soldiers is likely true.

However, furs and skins were the wealth coveted by the French, and the early Missouri towns were Indian trading posts. In 1762 or 1763 Pierre LaClède and Antoine Maxent, merchants of New Orleans, were granted exclusive right to Indian trade in the Missouri River Valley and all of the country west of the Mississippi River as far north as the St. Peters River. For their trading post they chose the site of St. Louis. To this place from all the western tributaries of the Mississippi came pirougues and birch barks laden with the ermine, buckskin, marten, otter, beaver, and sable pelts that laid the foundation in St. Louis of the greatest fur market in the world. Before LaClède had built his first stockade, his trading territory, as a result of Montcalm's defeat on the Plains of Abraham at Quebec, was again under the Spanish flag. After fifteen years of prosperous trading, on his return from a business trip to New Orleans, LaClède died at the mouth of the Arkansas River and was buried in a common graveyard on the river shore. The insidious currents of the Father of Waters on whose banks he founded one of the great cities of the con-



A souvenir of Mark Twain, pilot, humorist, philosopher, writer, who immortalized the steamboat days of Ol' Man River.

continent, washed his bones into that stream to join the remains of its Spanish discoverer.

The mantle of LaClède fell upon the Chouteaus, the Labadies, Delassus, and others whose labors were to make St. Louis eventually one of the most important commercial centers of the world.

The flags of Spain, of France, of Spain, and then of France again had waved majestically over the Father of Waters when the ever-bankrupt Napoleon in 1803 negotiated the sale of the entire Louisiana Territory for \$15,000,000.

The dramatic spectacles of war and flood and poverty have stalked the Great River's shores. Some of the fiercest battles of the Civil War were fought for this waterhighway. Its angry, swollen torrent has scores of times ruthlessly swept away homes and towns and inundated hundreds of thousands of acres of farms. Its dank bayous and cypress swamps have harbored pest and pestilence and human misery.

Left: The last resting-place of the Conquistador; right, wooding up for the run (a Currier and Ives print).

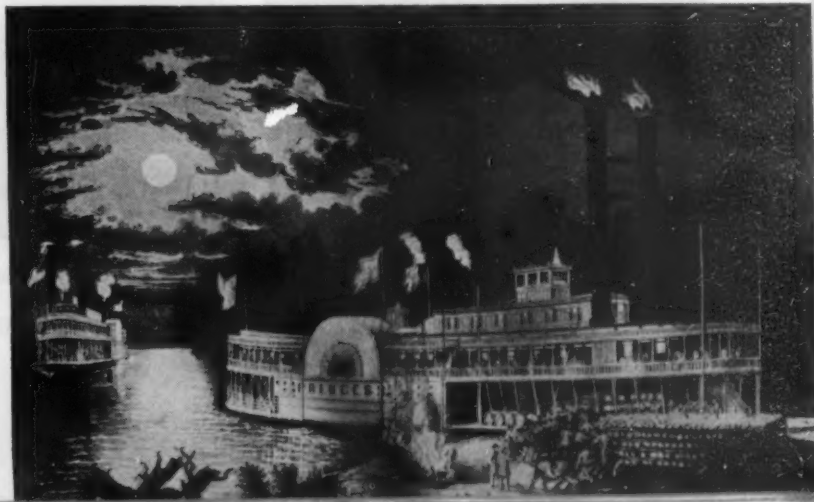
One of the most astounding earthquakes of seismologic history disturbed its shores in 1811-12. Centered at the river town of New Madrid, the quakes were felt from New Orleans to Chicago and Detroit, in Washington and Charleston in the East and as far westward as Southern California. During disturbances the river banks caved in at various places, the current changed its course now and then, and there are legends that river islands sank beneath the current. Oscillations occurred from about December 16, 1811, to February 1, 1812.

As its great Valley grew prosperous in the wake of the pioneers, the Father of Waters flowed past endless fields of corn and cane and cotton and the smoking chimneys of cities. Canoes gave way to rafts, rafts to treadmill-powered barges. Fire boats with gay banners raced on its bosom. Man attacked the fury of its flood and controled the caprice of its treacherous currents. Levees restrain the periodic overflows; fleets of engineering boats dredge its channels; the weather prophet marks the rise and fall of its waters. The bridge builder has spanned its width with concrete and steel—there are eleven bridges from St. Louis to New Orleans. When the educators from the east, on their way to the 66th annual convention of the Department of Superintendence to be held in St. Louis, February 22-27, cross the swirling stream they will not even be aware of it unless, perhaps, their attention is drawn from well-heated coaches by the flapping of canvas on a winter-bound showboat at the levee, or by crunching ice floes as they grind against a stone pier.

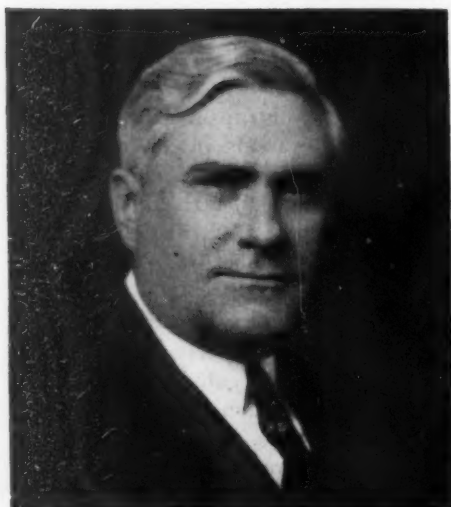
The mighty Mississippi that floated the dugouts of mound builders, that called to the Conquistadors of a gallant race, that tempted the paddles of daring coureurs, that was once the life blood of a new civilization, is beaten at last. Students of geography learn that it bounds ten states . . . but Ol' Man River has his legends . . . a past, and

He must know sumpin', but don't say nothin'—He jes' keeps rollin'; he keeps on rollin' along.

—Belmont Farley.



The Department of Superintendence



Blackstone Studios, New York

Superintendent A. J. Stoddard, Providence, President, Department of Superintendence of the National Education Association



Alexander Plaget, St. Louis
St. Louis—silhouette at sunset

TENTATIVE General Session Program for the 66th Annual Convention of the Department of Superintendence, St. Louis, Mo., February 22-27, 1936. Convention theme—*The Function of the Schools in the Democracy.*

Saturday, February 22

Registration and Exhibits in the Municipal Auditorium—Open until 9:00 PM

Sunday, February 23, 4:00 PM

Vesper Service

Presiding—A. J. Stoddard, superintendent of schools, Providence, R. I., and president, Department of Superintendence

Address of welcome—Henry J. Gerling, superintendent of schools, St. Louis, Mo.

Honor to whom honor is due—Frank P. Graves, state commissioner of education, Albany, N. Y.

Address—Glenn Frank, president, University of Wisconsin

Sunday, February 23, 8:00 PM

Part I—Combined chorus of six hundred negro voices from church and school choirs of St. Louis

Heart songs of long ago

Negro spirituals

Modern songs by negro composers

Part II—An evening at Seth Parker's home, presented by the National Broadcasting Company

Monday, February 24, 9:30 AM

Greetings from St. Louis—Honorable Bernard F. Dickmann, Mayor of St. Louis

A tribute to William T. Harris—John W. Withers, dean, School of Education, New York University

Government in education—J. W. Studebaker, United States commissioner of education.

The issues of secondary education—Thomas H. Briggs, Teachers College, Columbia University

Address—Payson Smith, Boston, Mass.

Monday, February 24, 2:15 PM

Directed group debates, 36 in number

Monday, February 24, 8:00 PM

Symposium on Federal Support of Public Education

Paul R. Mort, Teachers College, Columbia University

Lotus D. Coffman, president, University of Minnesota

Charles H. Judd, head, Department of Education, University of Chicago

Tuesday, February 25, 9:30 AM

"The Social Studies Curriculum"—the 1936 Yearbook

The scholar in the midst of conflicts—Charles A. Beard, author and historian

Jury panel discussion by members of the Yearbook Commission and two superintendents of schools representing the audience

Yearbook Commission members: Charles

B. Glenn, superintendent of schools, Birmingham, Ala., chairman; Charles A. Beard, author and historian, New Milford, Conn.;

Herbert B. Bruner, Teachers College; Columbia University; Leslie A. Butler, superintendent of schools, Grand Rapids, Mich.;

George S. Counts, Teachers College, Columbia University; Frank N. Freeman, University of Chicago; Leonard V. Koos, University of Chicago; Paul T. Rankin, supervising director of instruction, Detroit Public Schools;

Virgil Stinebaugh, director of junior high-schools and curriculum revision, Indianapolis Public Schools; Ralph W. Tyler, Ohio State University; Howard E. Wilson, Harvard University.

Representing the audience: Frederick H. Bair, superintendent of schools, Shaker Heights, Ohio; and Worcester Warren, superintendent of schools, Bridgeport, Conn.

First business session—Nomination of officers from the floor



Elias Michael School for Crippled Children, St. Louis

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Announces Its St. Louis Program

Tuesday, February 25, 2:15 PM

A Longer Planned Program for the Department of Superintendence

Second business session, executive meeting, for members only

Presiding—A. J. Stoddard, president, Department of Superintendence

Some of the issues for discussion, as proposed by the Committee on a Longer Planned Program, Paul C. Stetson, chairman:

- [1] What revisions should be made in the constitution of the Department of Superintendence?
- [2] Shall a new name be adopted?
- [3] Shall a new procedure for electing the president be adopted?
- [4] Shall the dates for the convention be changed?
- [5] Shall the publication of the Yearbook be discontinued?

Tuesday, February 25, 8:00 PM

Symposium on current national issues by speakers representing the major political parties

Wednesday, February 26, 9:30 AM

Teaching Controversial Subjects in the Classroom

Demonstration class of St. Louis highschool seniors in "Problems of Democracy"—Conducted by Roy W. Hatch, State Teachers College, Upper Montclair, N. J.

Evaluation from the standpoint of the educator—Louis P. Benezet, superintendent of schools, Manchester, N. H.

Evaluation from the standpoint of the layman—Rabbi Abba Hillel Silver, Ansel Road Temple, Cleveland, Ohio

Summary by Dr. Hatch

Wednesday, February 26, 2:15 PM

Directed group discussions, 36 in number

Wednesday, February 26, 6:00 PM

College Dinners

Wednesday, February 26, 8:30 PM

The Arts in Education

Physical education—Carl L. Schrader, state supervisor of physical education, Boston, Mass.

Music—Howard Hanson, director, Eastman School of Music, University of Rochester

Group of songs—Elda Vettori, dramatic soprano, Metropolitan Opera Company

Art—John L. Tildsley, associate superintendent of schools, New York, N. Y.

Thursday, February 27, 9:30 AM

Next Steps in Educational Progress

America must choose—Arthur G. Crane, president, University of Wyoming

Adult education—Kirtley F. Mather, professor of geology, Harvard University

Rural education and the national welfare—Agnes Samuelson, state superintendent of public instruction, Des Moines, Iowa, and president, National Education Association

The promise of the democracy and the performance of the politicians—George D. Strayer, Teachers College, Columbia University

Thursday, February 27, 2:15 PM

Special Feature Program

Arrangements for a special program are now under way. Details will be announced when completed.

Final business session

Hotel Reservations—Write to Philip J. Hickey, chairman, Housing Bureau, 911 Locust Street, St. Louis, Mo.

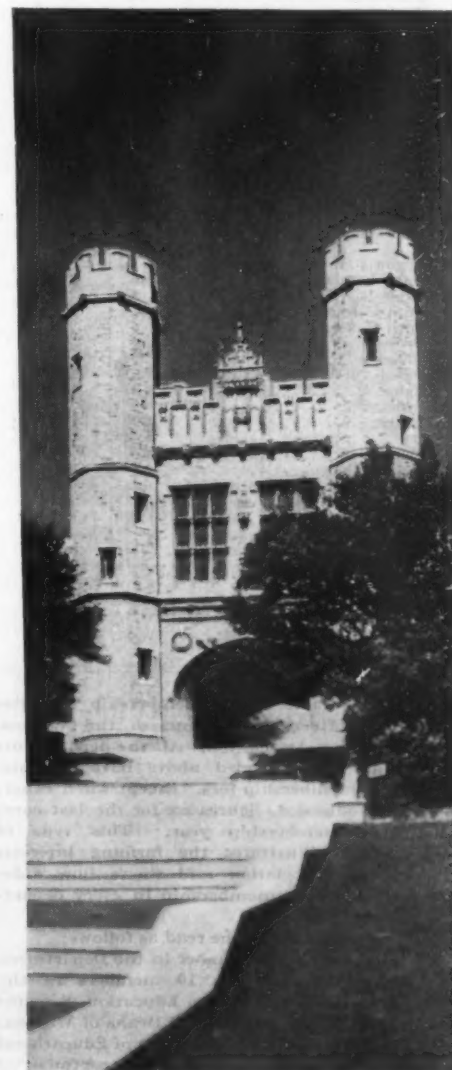
Convention headquarters, registration, post-office, and exhibits are located in the St. Louis Municipal Auditorium.

Railroad Rates—One and one-third fare for the round trip. Railroad identification certificates 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.



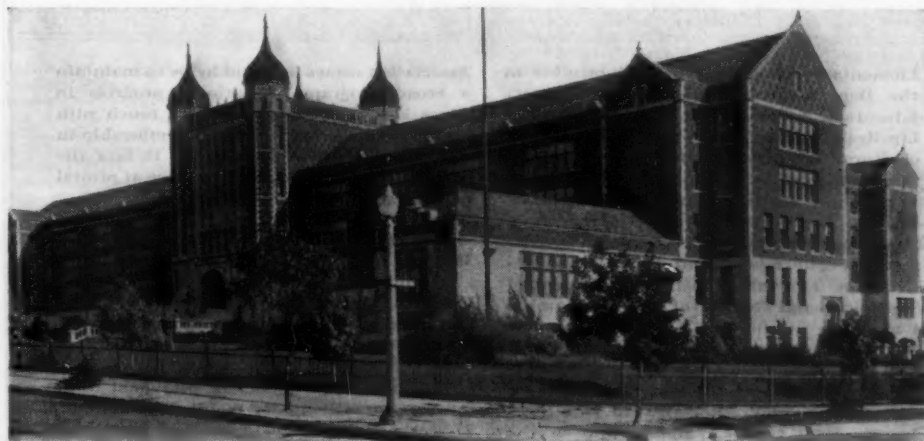
Jules Pierlon

Superintendent Henry J. Gerling, St. Louis, host to the sixty-sixth annual convention of the Department of Superintendence



Alexander Ploger, St. Louis

Towers of Learning—Washington University



Roosevelt Highschool in St. Louis

Membership in Departments of the National Education Association, 1935

Prepared by the Division of Research

States	Adult education	Business education	Deans of women	Educational research	Elementary school principals	Kindergarten primary education	Lip reading	Rural education	Science instruction	Secondary school principals	Social studies	Superintendence	Supervisors and directors of instruction	Supervisors and teachers of home economics	Teachers colleges
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total.....	526	1,031a	947b	415	3,824	633	105	248	2,515	5,705	926c	3,375d	955	241	201
Alabama.....	1	10	8	5	29	1	2	6		104	5	32	15	2	4
Arizona.....		24	6	2	14				63	12	3	18	2		2
Arkansas.....		3	2	1	9				32	5	5	23	6		2
California.....	25	121	43	32	544	220	11	22	476	533	53	100	80	29	6
Colorado.....	1	19	19	3	63	125	2		116	83	4	36	14	6	3
Connecticut.....	31	12	29	6	55		1	3		134	18	77	25	1	6
Delaware.....	38		1	2	7				22	10		22	3	2	
District of Columbia.....	19	9	24	22	58	2			212	66	13	47	32	20	2
Florida.....	1	3	4	2	54			1		34	6	18	4		
Georgia.....	1	11	10	2	60	185	1	4		18	3	41	8	18	2
Idaho.....		8		1	8					7	2	7	1		2
Illinois.....	4	62	55	36	212	50	2	6	640	543	82	226	45	7	9
Indiana.....	87	76	31	7	139	22	1	2	121	108	18	88	17	8	3
Iowa.....	2	21	23	12	37		2	11		110	16	73	12	2	1
Kansas.....		36	10	7	78		2	2	89	312	12	55	13	1	4
Kentucky.....		19	20	3	26			20		85	12	47	20	1	6
Louisiana.....	2	11	9	2	33	1		5		16	6	18	14		2
Maine.....	2	11	14	1	4	2	16			263	2	22	2		2
Maryland.....	1	10	11	7	77	2			38	32	8	54	16	1	3
Massachusetts.....	48	29	47	13	149		15	2		188	64	162	56	11	6
Michigan.....	2	39	35	29	239	1	3	12	65	204	37	118	42	22	5
Minnesota.....	9	10	25	16	47		4	7	38	188	32	77	45	1	6
Mississippi.....	1	4	8		27			1		9	1	30	10		2
Missouri.....	3	11	25	5	136	2	1	10	33	134	40	87	18	2	8
Montana.....		10	1	1	13					19	9	13	4	2	1
Nebraska.....	2	10	10	5	58	4		1	33	31	11	40	15	4	4
Nevada.....		18	1		1					3	1	3			
New Hampshire.....			7		6		1			14	4	32			
New Jersey.....	10	132	28	11	209		4			199	46	248	65	13	5
New Mexico.....		9	2	1	8			1		15	2	9	8	1	2
New York.....	199	73	102	78	372		22	28	88	608	138	394	91	16	13
North Carolina.....		5	17	4	27		1	3		32	5	29	6		4
North Dakota.....		2	5		15	3		3	38	19	7	11	5		5
Ohio.....	11	37	78	36	181	1	2	3	44	293	47	168	41	16	12
Oklahoma.....		6	13	2	44			1	15	93	5	42	5	3	6
Oregon.....	1	5	4		23			1		41	1	13	4	1	3
Pennsylvania.....	9	46	81	18	205		4	3	1	434	96	308	51	32	14
Rhode Island.....	2	8	8		12		1			14	3	48	7	2	1
South Carolina.....	2	1	8	1	6			4		63	3	20	4		
South Dakota.....		6	7		25		1				4	18	5	1	4
Tennessee.....	2	9	9	8	22	1		30	1	31	6	43	14	1	5
Texas.....	2	5	20	6	131	3		4	24	80	28	201	26	1	7
Utah.....	2	4	4		26		1		42	17	4	13	8	2	1
Vermont.....		5	5		3			2		127	3	21	4		2
Virginia.....	2	39	17	5	59	2		1	1	28	6	49	14	2	4
Washington.....		15	9	3	77	1	4	2		36	10	13	10	2	3
West Virginia.....		5	12	3	17	4		4		134	4	35	4	2	6
Wisconsin.....	3	13	17	14	115	1		12	336	92	27	94	32	1	10
Wyoming.....		2	2	1	13					14		10	1	1	
Outlying possessions															
Alaska.....		1			2					2		1	1		
Canal Zone.....										1					
Hawaii.....		1			34		1	1		12	3	3	3		1
Philippine Islands.....					4					3	1	3	9		
Puerto Rico.....		1	1		4					7	4	6	3		
Foreign.....		4	7	1	7			1		18	5	9	14		

THIS table shows membership by states in fifteen departments of the National Education Association. All the departments which are included above have separate, extra membership fees. Except when otherwise footnoted, figures are for the last complete membership year. This type of material illustrates the farflung interests of the Association and shows how widespread is the membership in every department.

The table should be read as follows:

Alabama has 1 member in the Department of Adult Education, 10 members in the Department of Business Education, 8 members in the Department of Deans of Women, 5 members in the Department of Educational Research, 29 members in the Department of

Elementary School Principals, 1 member in the Department of Kindergarten Primary Education, 2 members in the Department of Lip Reading, 6 members in the Department of Rural Education, 104 members in the Department of Secondary School Principals, 5 members in the Department of Social Studies, 32 members in the Department of Superintendence, 15 members in the Department of Supervisors and Directors of Instruction, 2 members in the Department of Supervisors and Teachers of Home Economics, 4 members in the Department of Teachers Colleges.

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

Encourage your associates to join these departmental groups. Membership in the

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

a Membership from August 1 to November 30, 1935.

b Membership as of December 10, 1935 and includes 13 members not distributed by states because their addresses are unknown.

c Members in good standing as of November 1, 1935.

d Includes 3,189 members who paid dues for the year, 4 honorary members, 176 life or 25-year members, and 6 six-year members.

The Honor Roll of the NEA

I ASSURE you it is with a great deal of satisfaction and pleasure that I report 100 percent membership in our National Education Association. I have never found it necessary to exert any pressure on our teachers to secure full membership, because the program of the Association, THE JOURNAL, and the opportunity to help the organization serve the best interests of pupils and teachers, have made it easy to enroll all teachers.

The Districts I have served in California have not been financially able to pay the teachers high salaries, but we are proud of the fact that each year we have had 100 percent membership in the NEA.—Guy A. Weakley, superintendent, El Centro School Dist., El Centro, California.

New Life Enlistments

THE FOLLOWING LIFE MEMBERS have been reported since the list was published in the January JOURNAL.

CALIFORNIA—Grayson N. Kefauver, Stuart Mitchell.
DISTRICT OF COLUMBIA—Paul A. Toneman, John B. Whitelaw.
ILLINOIS—Edythe Marie Lynch.
MASSACHUSETTS—Claude C. Neet.
MICHIGAN—Lola Maclean, Nettie Bly Smith, Roy W. Stevens.
MINNESOTA—Edna I. Murphy.
MISSOURI—Dr. J. D. Hull.
NEW MEXICO—Odie E. Ludlow.
OHIO—R. W. Edmiston, A. E. Wagner.
OKLAHOMA—John W. Patterson.
OREGON—H. J. Kramer.
PENNSYLVANIA—Willis P. Schwietering.
TEXAS—Virgil C. Jones, Ivan P. Oliver.
VIRGINIA—C. C. Shelburne.
WEST VIRGINIA—Ashford Ayers.

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

Eighteen Years

CALIFORNIA—Stockton, Lafayette.
NEW JERSEY—Morris Township, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, South Street.

Seventeen Years

COLORADO—Denver, Perry.

Sixteen Years

ILLINOIS—Moline, Lincoln, Willard; Rock Island, Washington Junior High.
MINNESOTA—Minneapolis, John Hay.
NEW YORK—Mount Vernon, William Penn.
PENNSYLVANIA—Pittsburgh, Knoxville Junior High.
WYOMING—Cheyenne, Converse.

Fifteen Years

CALIFORNIA—Santa Barbara, Garfield, Lincoln, McKinley, Wilson.
COLORADO—Arvada, Grade; La Junta, La Junta Public Schools, Columbian, Gardens, La Junta Boys' Club, Lincoln, North La Junta, Park, Senior High.
ILLINOIS—Chicago, Pullman; East St. Louis, Hawthorne; Elgin, Columbia; Moline, Logan.
MASSACHUSETTS—Springfield, Homer Street.
OHIO—Bedford, Bedford Public Schools, Bedford High, Central, Ellenwood, Glendale, Interstate.
PENNSYLVANIA—Altoona, Washington.
WYOMING—Cheyenne, Churchill, Gibson Clark.

Fourteen Years

ARIZONA—Phoenix, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Special Teachers & Supervisors, Stevenson, Booker T. Washington, Washington.
CALIFORNIA—Bakersfield, McKinley; Berkeley, Washington.
ILLINOIS—Elgin, Franklin, Garfield, Lowrie; Moline, Central Junior High, John Deere Junior High, Garfield, Grennell.
IOWA—Sioux City, Cooper Elementary.

MASSACHUSETTS—Beverly, Farms.
MICHIGAN—Grand Rapids, Sibley; South Haven, South Haven Public Schools, Hartman, Indiana, Junior High, Senior High.
NEW JERSEY—New Brunswick, Lord Stirling.
WISCONSIN—Kenosha, Lincoln Junior High.

Thirteen Years

ARIZONA—Phoenix, Wilson.
CALIFORNIA—San Jose, Gardner, Hawthorne; Santa Monica, Jefferson, Roosevelt.
COLORADO—Teller County, Teller County Public Schools [District Number 1], Cripple Creek Elementary, Cripple Creek High, Victor Elementary, Victor High.
ILLINOIS—Elgin, Grant, Lincoln; Moline, Ericsson, Irving, McKinley, Roosevelt, Senior High.
MASSACHUSETTS—Beverly, Brown.
MICHIGAN—St. Joseph, St. Joseph Public Schools, Garfield, Jefferson, Lincoln, Washington.
NEW YORK—Binghamton, Jefferson, Laurel, Nightingale Number 4, Woodrow Wilson; New Rochelle, Stephenson.
PENNSYLVANIA—Pittsburg, Friendship.

Twelve Years

CALIFORNIA—San Jose, Grant.
COLORADO—Denver, Barnum, Ebert, Fairmont, Globeville, Stevens, Wyman; Pueblo, Bradford, Hinsdale, Irving, Park View, Riverside, Somerliid, Thatcher Junior High.
DELAWARE—Delmar, Delmar.
IDAHO—Idaho Falls, Eagle Rock, Eastside, Riverside.
ILLINOIS—Elgin, Elgin Public Schools, High, Lord, McKinley, Sheridan, Washington, Wing; Moline, Moline Public Schools, William Carr, Grant, Manual Arts; Naperville, Naperville Public Schools, Ellsworth, High, Naper, Special Teachers & Supervisors; Princeton, Princeton Township High; Rock Island, Edison, Grant, Hawthorne, Irving.
INDIANA—Fort Wayne, Forest Park.
KANSAS—Kansas City, Kansas City Public Schools, Abbott, L. M. Alcott, Argentine High, Attucks, Bancroft, Clara Barton, Bryant, Central, Central Junior High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, Major Hudson, John J. Ingalls, Irving, Kealing, Library Building, Lincoln, Longfellow, Lowell, Maccochaque, Horace Mann, McKinley, Morse, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Noble Prentiss, Prescott, Quindaro, Riverview, Roosevelt, Rosedale High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, B. T. Washington, Westwood View, Whitmore, Whittier, Frances Willard, Wyandotte High & Junior College.
MARYLAND—Queen Annes County, Queen Annes County Public Schools, Barclay, Centreville, Centreville High, Chester, Church Hill, Church Hill High, Crumpton, Grasonville, Price, Queen Anne, Queenstown, Stevensville, Stevensville High, Suddlersville, Suddlersville High, Tri-County High.
MASSACHUSETTS—Beverly, Prospect; Everett, Edward Everett Hale; Melrose, Roosevelt, Whittier.
MICHIGAN—Adrian, Jefferson, Lincoln.
NEBRASKA—Omaha, Howard Kennedy.
NEW JERSEY—New Brunswick, Livingston.
NEW MEXICO—Albuquerque, Lew Wallace.
NEW YORK—Binghamton, Columbus Number 5, Edison Number 3, Lincoln, Longfellow, George Washington Number 1; Yonkers, Public Number 14.
OHIO—Columbus, Fairwood, Fourth Street; Cuyahoga County, Beechwood, Bratenahl, Fairview High, Garnett, North Royalton, Olmsted Falls, Solon; Logan County, Logan County Public Schools, Belle Center, Bokesreek, De Graft, Harrison, Huntsville, Iron City, Lake, Monroe, Perry, Quincy, Rushcreek, Stokes, Washington, West Liberty, Zane, Zanesfield; Marion, Greenwood; Wilmington, Public Number 9.
PENNSYLVANIA—Clearfield, Fourth Ward; Lehigh, Lehigh Public Schools, First Ward, High, Third Ward.
UTAH—Jordan District, Jordan District Public Schools, Bingham Central, Bingham Junior & Senior High, Bluffdale, Butler, Copperton, Crescent, Draper Junior High & Elementary, Granite, Harriman, Highland Boy, Jordan Senior High, Lark, Midvale Junior High & Elementary, Riverton Junior High & Elementary, Sandy Junior High & Elementary, South Jordan, Union Junior High & Elementary, Upper Bingham, West Jordan Junior High & Elementary.
VIRGINIA—Lynchburg, John W. Wyatt; Millboro, Millboro High; Newport News, Eighteenth Street.

Eleven Years

ALABAMA—Birmingham, Avondale.
CALIFORNIA—Davis, Davis Joint Grammar, Davis Joint Union High; Los Angeles, Amelia Street, Commonwealth Avenue, Garvanza; San Jose, Woodrow Wilson Junior High; South Pasadena, Lincoln Park.
COLORADO—Pueblo, Pueblo Public Schools [District Number 1], Centennial High, Fountain, Park Hill Junior High.
GEORGIA—Atlanta, Whiteford.

IDAHO—Idaho Falls, Idaho Falls Public Schools, Central, Emerson Elementary, Emerson Primary, Junior High.
ILLINOIS—Evanston, Willard; Rock Island, Franklin Junior High, Lincoln Junior High; Watseka, Watseka Public Schools, North Side, South Side, Watseka Community High.
KENTUCKY—Louisville, John B. McFerran.
MASSACHUSETTS—Beverly, Cove.
MICHIGAN—Adrian, Adrian Public Schools, Junior High, Senior High.
MISSOURI—Kansas City, Central Junior High, Greenwood, Sanford B. Ladd.
NEW JERSEY—Atlantic City, Boys' Vocational; Camden, Northeast; East Orange, Washington.
NEW YORK—Binghamton, Central High, Continuation Number 2, Dickinson, Directors' Office, East Junior High, Eldredge Park, Franklin Number 7, Hamilton, Health Education, Jarvis, Open Air, Roosevelt Number 11, West Junior High; Rye, Rye Grammar; Westchester County, Ardsley High [Greenburgh Number 5].
OHIO—Ashtabula, Park Junior High; Lima, Central High, Emerson, Faurst, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, Washington, Whittier.
PENNSYLVANIA—Berks County, Boyertown Borough, Mohnton Borough, Spring Township, Wyomissing Hills Borough; Carbon County, Junior High [Packerton Independent]; Indiana, State Teachers College; New Kensington, New Kensington Public Schools, First, Junior & Senior High, Second, Third; Reading, Tenth & Green Streets; Warren, Jefferson.
TEXAS—Dallas, North Dallas High.
WASHINGTON—Spokane, John Rogers High.
WISCONSIN—Kenosha, Frank.

Ten Years

CALIFORNIA—Dinuba, Dinuba Public Schools, Jefferson, Lincoln, Roosevelt, Washington; Los Angeles, Clifford Street; Modesto, Washington.
COLORADO—Denver, Byers Junior High, South High.
ILLINOIS—East St. Louis, Jefferson, Signal High.
INDIANA—Fort Wayne, Hanna; Michigan City, Isaac C. Elston Junior High, Isaac C. Elston Senior High, Marsh, Park.
KANSAS—Hutchinson, Lincoln.
MASSACHUSETTS—Beverly, Junior Manual Training; Springfield, Thomas M. Balliet; Winchester, George Washington.
MINNESOTA—Minneapolis, Willard.
MISSOURI—Kansas City, George B. Longan.
NEW JERSEY—Dunellen, Lincoln, Whittier; Hightstown, Grammar, Primary.
OHIO—Cincinnati, Westwood; Lakewood, Hayes; Lima, Lima Public Schools, South Junior High, South Senior High.
PENNSYLVANIA—Clearfield, Clearfield Public Schools, Junior High, Market Street, Senior High, Third Ward; Collingdale, Collingdale Public Schools, Bartram, Pusey Avenue; Delaware County, Crozer, Crozer [Aston Township], Village Green [Aston Township], Booth's Corner [Bethel Township], Chelsea [Bethel Township], Franklin [Chester Township], Clifton Heights Public Schools, Clifton Heights Grade, Clifton Heights Junior & Senior High, Darby Township Schools, Junior High, Lincoln, McKinley, East Lansdowne Borough, Edgemont Township, Glen-Nor High, Glenolden Borough, Lower Chichester Township, Elementary [Marcus Hook Boro], Marple Township, Marple-Newton Joint High, Media Borough, Elementary, High, Lima [Middletown Township], Roosevelt [Middletown Township], Parkmount [Middletown Township], Phyllis Wheatley [Morton Boro], Elementary [Nether Providence Township], Wallingford [Nether Providence Township], Norwood Borough, Parkside Borough, Prospect Park Borough, Junior & Senior High, Lincoln, Washington, Ridley Park Borough, High, Tome, Sharon Hill Borough, Elementary, Junior-Senior High, Springfield Township, Central, Junior & Senior High, Tinicum Township, Essington, Lester, Trainer Borough, Upland Borough, Lower Bank [Upper Providence Township], Sandy Bank [Upper Providence Township].
RHODE ISLAND—Westerly, Bradford.
VIRGINIA—Lynchburg, West End; Richmond, Oak Grove.
WISCONSIN—Ashland, Ashland County Normal.
WYOMING—Cheyenne, Johnson, Park Addition.

Nine Years

CALIFORNIA—Anaheim, La Palma; Los Angeles, Cheremoya Avenue, Fletcher Drive, Los Feliz; San Diego, Central; Santa Barbara, Harding.
COLORADO—Arvada, Arvada Public Schools, High; Denver, Baker Junior High, Lake Junior High, Henry M. Teller.
DELAWARE—Western New Castle County, Townsend.
GEORGIA—Atlanta, Georgia Avenue, Sylvan Hills.
ILLINOIS—River Forest, Lincoln, Theodore Roosevelt, Washington.

[Continued on page A-27]

Notes and Announcements

He was impatient in his youth,
All compromise seemed cowardly;
He sought alone relentless Truth,
And scoffed at man's stupidity.
But he's grown gentler with the years,
To imperfection reconciled;
In human treacheries and fears
He sees the gropings of a child.
Nothing of rage or scorn remains;
No lost cause stirs him bitterly;
For failures seem but growing pains
In man's immortal destiny.
—DOROTHY LOUISE SMITH,
Principal, Walteria School, Los Angeles.

Convention cities—The Executive Committee of the National Education Association has taken action by which the convention authorities of cities interested in entertaining the Association in annual convention are requested to give advance notice of their intentions. This notice should reach the Association headquarters before May 1; otherwise, the invitation presented at the convention will not be acted upon. It is hoped that by this plan directors may have complete information regarding convention conditions before they are called upon to cast preferential votes. This action will also make it possible to complete contracts very promptly after the preferential vote.

Total membership receipts—June 1-Dec. 31, 1935—were approximately 5 percent ahead of the corresponding figure for 1934.

"Our American Schools" which has been broadcast since last September on the WEAf network of the National Broadcasting Company every Wednesday evening at 7:30 PM Eastern Standard Time, will go on the air the same day at 7:45 PM beginning January 29. The program at the new period will follow a broadcast by the commentator Edwin C. Hill, and will take the place on the network formerly occupied by "City Voices." The change places "Our American Schools" at a more favorable position on the time schedule. New stations which will be made available to "Our American Schools" beginning in January will extend the audience, particularly in the West and South. The Saturday morning program will continue at 11:00 o'clock EST, under the direction of Florence Hale, as usual. If the NBC station which serves your community is not now broadcasting these programs, the revised schedule will give them an opportunity to do so. A postcard addressed by you to the manager of the station will call this to his attention.

Teachers of reading in the elementary grades will find the November issue of the *Research Bulletin* of unusual interest. It is a practical handbook on reading methods, entitled "Better Reading Instruction: A Survey of Research and Successful Practice." It gives an over-



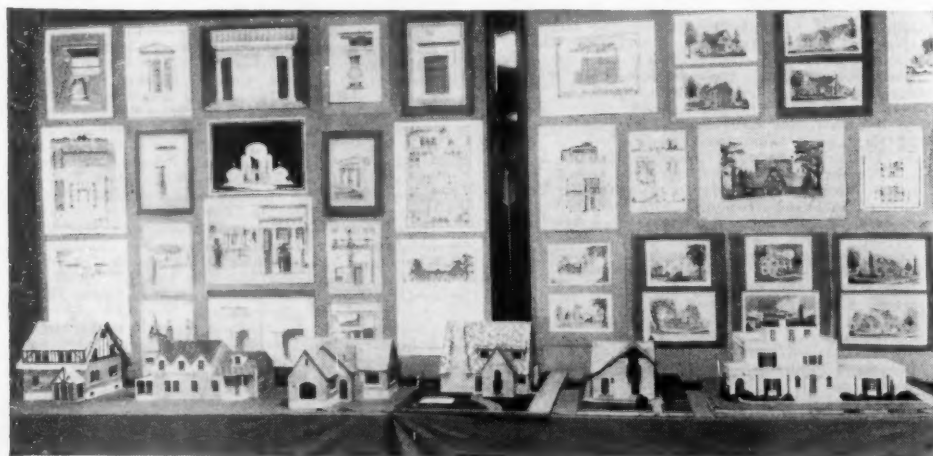
To those planning breakfasts or dinners in connection with the Portland convention, President Samuelson wishes to emphasize that the hour set for the opening of the morning sessions is 9:30 and for the evening sessions, 8:00. Breakfasts and dinners should be so arranged as not to conflict with these hours or to delay members in getting to the regular meetings.

view of the classroom procedures of a group of 1527 unusually successful teachers and brings together important teaching suggestions gleaned from 1356 books and articles on reading instruction. It is filled with helpful suggestions on how to plan a reading program, where to find materials, and how to carry on the work from day to day.

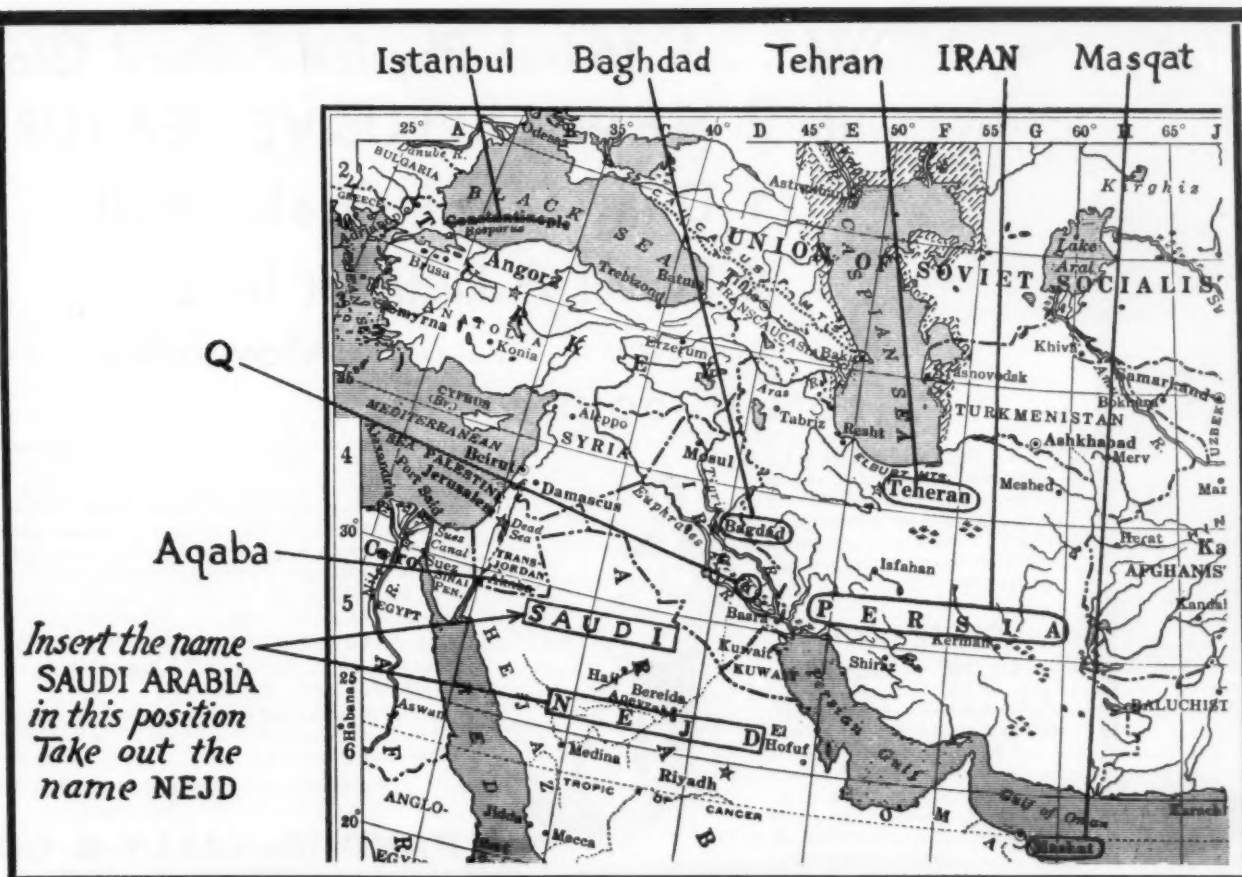
The officers of the World Federation of Education Associations are: *President*—Paul Monroe, Columbia University, New York, N. Y.; *Secretary-General*—Uel W. Lamkin, 1201 16th St., N. W., Washington, D. C.; *in charge of membership*—J. W. Crabtree, 1201-16th St., N. W., Washington, D. C.

The Department of Public Instruction of Hawaii and the headquarters staff of the National Education Association are cooperating in an exchange of workers January thru June 1936. Mrs. Edith F. Dias, of the Hawaiian office, is on exchange with Miss Gertrude Bliss, of the NEA staff.

The Department of Classroom Teachers will maintain headquarters at the Statler Hotel thruout the week of the St. Louis convention. The activities will begin with a conference of presidents of local organizations on Sunday afternoon, February 23, followed by a tea. A conference will be held Tuesday afternoon built around the topic, "What classroom teachers organizations can do to meet the new demand in education." This will be discussed from the standpoint of rural, town, city, state, and national organizations. Other topics to be discussed are the Portland convention, League College, and the Ninth and Tenth Yearbooks of the Department. At the luncheon on Wednesday, George W. Frasier, president of the Colorado State College of Education, will be the principal speaker. Mary Calvert Ralls, president of the Department, will preside over the sessions. [Cont. on page A-22]



An exhibit on housing which was prepared by highschool industrial arts classes of St. Louis and displayed at the Missouri State Teachers Association convention. St. Louis highschools offer a course called Architectural Drawing in which emphasis is placed on better housing. The purposes and activities of this course are in accord with the material on housing ("America Plans for Better Homes," p285-300) in the December 1935 JOURNAL. Each student in the classes plans the home that he should like to live in. He learns about city building ordinances, examines heating equipment, studies ventilation and sanitation, plans for the future needs of the family, estimates the cost of the home, makes quarter scale drawings of the plans, prepares a perspective of the building on the lot, and then constructs a miniature home. G. H. Hargitt is supervisor of manual arts in the St. Louis public schools. THE JOURNAL is interested in receiving information as to ways in which other school systems are teaching housing in the schools.



A part of a map brought up to date for Atwood-Thomas: "Nations Beyond the Seas"

The Business of Keeping Textbooks UP TO DATE

And so the book was published But with many textbooks, unlike novels, this is not the end of the story.

Significant things happen in politics and science, boundaries change, spellings change, new figures are collected, laws change What of the textbook? Ginn and Company maintain a large Editorial Department with specialists in various important elementary and secondary school subjects. Their function is not only to see that Ginn and Company textbooks, when published, are as accurate as possible but to see that they are *kept so*.

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[Continued from page 70]

During the St. Louis convention of the Department of Superintendence, among the organizations which will also meet are the following:

Wednesday-Saturday, February 19-22

National Association of Deans of Women
American Council of Guidance and Personnel Associations
National Vocational Guidance Association
Southern Woman's Educational Alliance

Friday-Saturday, February 21-22

American Association of Teachers Colleges
National Council of Education

Saturday, February 22

National Society for the Study of Education
During Convention Week, February 22-27
American Educational Research Association
Department of Elementary School Principals
Department of Rural Education
Department of Secondary School Principals
Department of Supervisors and Directors of Instruction
Department of Vocational Education
National Association of High School Supervisors and Directors
National Council of Childhood Education
National Council of State Superintendents and Commissioners of Education
National Society of College Teachers of Education
National Conference on Research in Elementary School English

National Association for Research in Science Teaching
National Council of Supervisors of Elementary Science
National Conference on Supervised Correspondence Study
Department of Kindergarten-Primary Education
Supervisors of Student Teaching
National Platoon School Association
Department of Classroom Teachers
Department of Supervisors and Teachers of Home Economics
National Council of Teachers Retirement Systems
Department of Secondary Education
National Congress of Parents and Teachers
Society for Curriculum Study
National Council for the Social Studies
American Association of Visiting Teachers
Department of Visual Instruction

Notices regarding payment of dues are sent to individual members early in September, January, and March. Sometimes these notices reach members whose dues have been paid. This is usually due to the fact that we are carrying duplicate membership plates—one in the paid and one in the unpaid file—which differ in name or address so that we cannot identify them as duplicates. If you receive such a notice, will you return the notice with information to enable us to eliminate the duplicate plate?

The responsibility of educators is surely clear: we must stand four-square

for reason against quackery, for tolerance against persecution, for skepticism against dogmatism, for equality against privilege, for peace against war.—Edward G. Olsen in *The Social Frontier*.

A reaction—I have been intensely interested in the articles by Mr. Benezet. [See Nov., Dec., and Jan. JOURNALS]. I feel they are a step in the right direction. The following registers my reaction.—Helen R. Oden, Los Angeles.

About that pole that's stuck in the mud,
Well, who cares how long it is.
I couldn't figure it out. Anyway I've lived
Forty years and more and never yet
Have I seen a pole stuck in the mud
Where I needed to know how long it was,
And I'm not going to worry about it
Anymore. Yes, Mr. Benezet,
There's much too much arithmetic in the grades,
And I'm for you, which makes me think
Of a true story I told my pupils,
How when I was a little girl,
My big brother, who knew fractions,
Said to me: "Mother says we must
Pump the tub full of water
For the washing. You pump it three-thirds full
And I'll pump the rest." I agreed that
Was fair. I pumped and pumped
But I had to pump it full before it
Was my share, and I thought
My brother was mean. The point is
My children didn't laugh.
They agreed with me that most
Brothers were just that way.
And all the time I thought I'd taught them
fractions.

For the first time in the history of West Virginia, every county superintendent holds a college degree. Many have had years of experience in administrative work. Under the direction of these men of experience, preparation, and training, the state is assured a leadership that will lift the school system to a higher level.—W. W. Trent, state superintendent of free schools, West Virginia.

To some worthy young friend give the editorial, "The Future of American Youth" (p37-38), or give it to a pastor who takes special interest in youth, or pass it on to the editor who may wish to print it as a feature of the local paper, or include it in the school periodical.

Elementary Principals' Conference—The committee for the Department of Elementary School Principals is making arrangements for the Principals' Conference, which will take place July 6-17. The University of Oregon at Eugene will be the place of meeting.

"Today's Youth Problems," a 16-page feature printed in the January JOURNAL, has received favorable comment. Superintendent C. B. Glenn of Birmingham, Alabama, writes: "May I congratulate you on this piece of work. Your presentation of a problem of such current interest will prove of much serv-

ice. In order that each of our principals may have a copy, kindly send me fifty reprints." This 16-page feature includes three main sections: [1] a brief history of youth in America; [2] an analysis of six current youth problems; and [3] a proposed program of action, with appropriate sources and bibliographies. Reprints may be obtained 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.

The Nebraska State Teachers Association purchased a headquarters building in Lincoln in May 1931, and in December 1935 completed payment for its professional home. Executive Secretary Charles A. Bowers says: "The successful results of this cooperative effort will challenge us as we face the problems of the future."

Have you ordered your 1936 vitalized commencement packet?—This packet is now available and contains a wealth of helpful material for planning the commencement program. Last year 2500 secondary schools used this packet. Plans for vitalized commencement programs should be made early in order to

[Continued on page A-24]

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2. A course in Printing motivates and coordinates with all academic work. It is a course in Applied English, Applied Art, Applied History and Geography. It requires clear and orderly thinking in the preparation of forceful composition.
3. It deals with information and therefore has unusual informational value.
4. The Printing activity is especially strong in habit-forming values such as accuracy, neatness, correctness in English construction, honesty and truthfulness, all of which are leadership qualities.
5. Through the working of hand and brain, it forms a sense of proportion, an appreciation of lines and curves, a balance of perspective, an appreciation of the fine arts as exemplified by the greatest of fine arts.
6. The widely varied activities in the School Printing Laboratory, such as presswork, composition, proof-reading and art, provide for many individual differences.
7. In the organization and preparation of the school paper, each pupil becomes vitally interested in a civic enterprise by and for all concerned. This group interest provides for the development of cooperative values.
8. In the Printing Laboratory is developed an appreciation of one of the most important of our major industries. This is a consumer value, and all of us are consumers of Printing.
9. Good printing requires foresight in planning, initiative, stick-to-it-iveness, and an understanding of human reactions to the printed page. It develops the complete personality.
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RESEARCH BULLETIN VOL. XIII NO. 5 NOVEMBER 1935

This study seeks to encourage wider use of effective classroom procedures. It examines the problems which teachers find most troublesome and when possible offers help in their solution. It draws upon two sources of information. First, it reviews the practises of a group of unusually successful teachers, not on the assumption that these practises are faultless, but because they represent a high type of reading instruction whose practical value has been demonstrated in actual classroom situations. Second, to support and supplement this summary of progressive practise, the bulletin brings together important research findings, and recommendations from the general literature on reading instruction.

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[Continued from page A-23]

give the various students taking part an opportunity for thoro preparation. Send 50¢ to the NEA, 1201-16th St., N. W., Washington, D. C., to cover cost.

Education in lay magazines—Several recent magazine articles lay emphasis on the relationship of the schools to governmental problems. This topic appears in several of the following articles:

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

Teachers' Oaths, by Carl Joachim Friedrich. Jan. *Harper's*.

Recipes for Living with Children, by Katharine Herring. Jan. *Good Housekeeping*.

Loyalty Oaths: Pro and Con. Jan. 4 *Literary Digest*.

Soviet Education Turns Right, by Adolph E. Meyer. Jan. *American Mercury*.

Straws from Alberta, by William F. Russell. Jan. *Atlantic Monthly*. (Education as a defense against the modern socio-economic politician.)

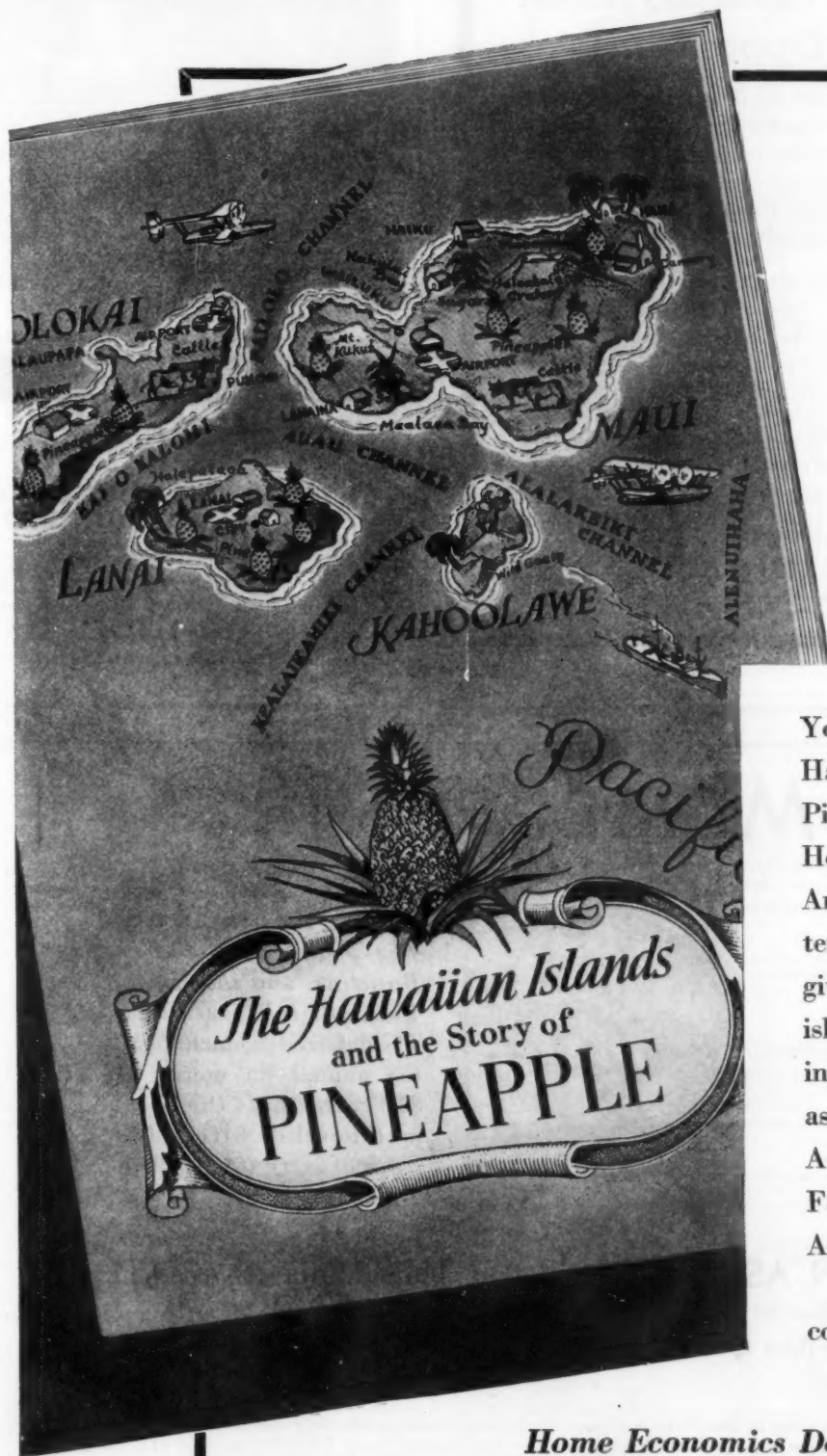
Political Realism in Our Public Schools, by Howard E. Wilson. Dec. *Scribner's*.

The Massachusetts Commission is discussed elsewhere in this issue. Payson Smith, who was formerly commissioner, is one of the outstanding educational orators of America. It would be fine if his freedom from other responsibility could mean that he would be called upon to lecture before teachers colleges, state and local education associations, highschools, and at commencement exercises. That would bring to the young people who are coming upon the scene of action the vision and inspiration of one of our leading educators.

Vitalized group study—Stafford, Kansas, a small city school system, has adopted a new procedure in holding teachers meetings. Teachers participate in policy making. A central committee was selected to create a permanent organization, to draw up a calendar, and to arrange for study topics. The organization is called "The Stafford City Teachers Association" and meets two evenings each month. A one-mill assessment on the wages of each teacher is matched by the schoolboard to finance research, outoftown speakers, and incidental expenses. Committees will carry on research work on such educational problems as: The validity and degree of reliance upon objective tests, a sound extracurriculum program for our school, practical use of radio and visual education in our school, grades and promotions, a fair and professional manner for the selection of teachers, a salary schedule. The purpose of the Stafford Teachers Association is to encourage cooperation in the school system, develop professional growth and research, and promote social activity among its members.

—Ruth Mershon, sixth-grade Teacher.

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City and State

[Continued from page 69]

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IOWA—Dubuque, Bryant.
MASSACHUSETTS—Brookline, Michael Driscoll; Everett, Hancock; Melrose, Winthrop; Pittsfield, Briggs.
NEBRASKA—Omaha, Long, Mason.
NEW JERSEY—Absecon, Absecon Public Schools; Alloway, Alloway.
NEW YORK—Kenmore, Harding Elementary.
OHIO—Alliance, Alliance Public Schools, Franklin Number 2, High, Mahoning Number 7, North Lincoln Number 10, North Park Number 1, Park & Broadway Number 5, Part-Time Continuation, Riverside Number 11, Seneca Number 3, South Freedom Number 9, South Liberty Number 12, South Lincoln Number 8, State Street Junior High Number 6; Ashtabula, Chestnut Avenue; Columbus, Champion Avenue Junior High; Marion, Forest Lawn, Oak, Olney, Pearl.
PENNSYLVANIA—Bradford, Hobson Place; Dormont, Hillsdale, Kelton; Hollidaysburg, Hollidaysburg Junior & Senior High.
SOUTH DAKOTA—Doland, Doland Public Schools, Grade, High.
TENNESSEE—Knoxville, Lincoln Park.
UTAH—Logan, Logan Public Schools, Benson, Ellis, Senior High, Webster, Wilson, Woodruff.
VIRGINIA—Newport News, Newport News High.
WYOMING—Casper, Roosevelt.

Eight Years

CALIFORNIA—Los Angeles, Aldama, Hoover Street; San Jose, Hester, M. R. Trace; West Whittier District, West Whittier.
COLORADO—Denver, Sherman, Smiley Junior High.
HAWAII—Heeia, Oahu, Kaaawa.
ILLINOIS—Gurnee, Warren Township High; Rock Island, Frances Willard.
KANSAS—Topeka, Quincy; Wichita, Kellogg, Lowell, Park, Skinner, Washington.
NEVADA—Lander County, Battle Mountain High.
NEW JERSEY—Pitman, Elwood Kindel, Walls.
OHIO—Lake County, Browning, Willoughby District Public Schools, Lincoln, Memorial Junior High, Union High; Lakewood, Madison; Marion, North Main Street, Oakland Heights.
OREGON—Ashland, Lincoln.
PENNSYLVANIA—Montgomery County, Hatfield Joint Consolidated.
TENNESSEE—Hamilton County, Shady Grove.
UTAH—Box Elder County, Bothwell, Collinston, Corinne, Elwood, Fielding, Garland, Honeyville, Howell, Perry, Plymouth, Portage, Tremonton, Washakie, Willard.
VIRGINIA—Newport News, Bankhead Magruder, George Washington, Woodrow Wilson.
WYOMING—Casper, Willard.

Seven Years

ARIZONA—Phoenix, Whittier.
CALIFORNIA—Coronado, Coronado Elementary; Inglewood, Centinela; San Diego, Benjamin Franklin, Andrew Jackson.
COLORADO—Denver, Beach Court, Dora M. Moore, Swansea; Walsenburg, Huerfano Co. High.
CONNECTICUT—East Hartford, Silver Lane, South Grammar.
DELAWARE—Eastern New Castle County, Commodore MacDonough Number 53, Minquadale Number 47, Odesa; Elsmere, Oak Grove.
GEORGIA—Atlanta, Atlanta Opportunity.
HAWAII—Hilo, Kaumana.
ILLINOIS—Bellwood, Bellwood Public Schools, Grant, Lincoln, McKinley, Roosevelt; Harvey, Harvey Public Schools, Bryant, Holmes, Lowell, Longfellow, Whittier; Lombard, Lombard Public Schools; River Forest, River Forest Public Schools, Frances Willard.
KANSAS—Wichita, College Hill, Lincoln, Sunnyside, Waco, Woodland.
MASSACHUSETTS—Whitman, Dyer.
NEBRASKA—Omaha, Train.
NEW JERSEY—Ventnor City, Ventnor Avenue.
NEW YORK—Mount Vernon, Nathan Hale.
OHIO—Columbus, Highland Avenue; Kent, Kent Public Schools, Roosevelt Senior & Junior High.
OKLAHOMA—Tulsa, Franklin.
PENNSYLVANIA—Arnold, Arnold Public Schools, Fourth, Leishman, Senior High, Victoria Platoon.
SOUTH DAKOTA—Aberdeen, Garfield, Lincoln, Monroe.
VIRGINIA—Newport News, Thomas Jefferson, Walter Reed.

Six Years

CALIFORNIA—Claremont, Claremont Elementary; Elsinore, Elsinore Union Grammar; Encinitas, Encinitas Elementary; Los Angeles, Yorkdale; National City, National City Public Schools, Central Highland Avenue, Lincoln Acres, Sixteenth Street, Sixth Avenue; Riverside, Independence; Siskiyou Union High School District, Mount Shasta High; South Pasadena, Onocenta; Stockton, Jackson; West Whittier District, Guirado.
COLORADO—Denver, Ellsworth, Garden Place, Lawrence.
DELAWARE—Eastern New Castle County, Alfred I. DuPont, Eden.
ILLINOIS—Cicero, Cicero, Drexel; Evanston, Evanston Township High; Glen Ellyn, Hawthorne, Main Street; Rock Island, Denkmann.

[Continued on page 28]

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[Continued from page A-27]

INDIANA—Bloomington, Department Special Education (Central).
 KANSAS—Wichita, Fairmount.
 MASSACHUSETTS—Beverly, Ryal Side.
 MICHIGAN—Saginaw, Otto Roeser.
 MISSISSIPPI—Drew, Drew Public Schools.
 NEBRASKA—Omaha, Harrison.
 NEVADA—Lander County, Austin High & Elementary.
 NEW JERSEY—Hightstown, Hightstown Public Schools, High; Morris Township, Alfred Vail Junior High.
 NEW YORK—Callicoon, Callicoon High; New Rochelle, Daniel Webster.
 NORTH DAKOTA—Fargo, Lincoln Platoon, Roosevelt Junior High.
 OHIO—Akron, Firestone Park; Dayton, Fairview Avenue; Lakewood, Lincoln.
 PENNSYLVANIA—Bloomsburg, State Teachers College; Carbon County, Beaver Meadow Borough, Bowmanstown Borough; Mauch Chunk Township Public Schools, East End, Hauto, Junior-Senior High, New Columbus, West End; New Kensington, Martin, Valley Heights; Summit Hill, Summit Hill Public Schools, Philip Ginter Junior High, Grade, Senior.
 SOUTH DAKOTA—Aberdeen, Aberdeen Public Schools, Adams, Central Senior High, McKinley, Henry Neill, Roosevelt Junior High, Simmons Elementary, Simmons Junior High.
 UTAH—Salt Lake City, Hawthorne.
 VIRGINIA—Newport News, John W. Daniel, Stonewall Jackson.
 WEST VIRGINIA—Crab Orchard, Crab Orchard.

Five Years

CALIFORNIA—Los Angeles, Annandale; Riverside, Magnolia; San Diego, Alice Birney, John Muir; San Jose, Horace Mann; Santa Barbara, Jefferson; Siskiyou Union High School District, Happy Camp High; Ventura, Mount.
 COLORADO—Denver, Boulevard, W. H. Eagleton, Elyria; Fort Collins, Laurel.
 HAWAII—Puunene, Maui, Puunene.
 ILLINOIS—Elgin, Special Teachers & Supervisors; Highland, Highland Public Schools, Grade, High; Moline, Special Teachers & Supervisors.
 INDIANA—Seymour, Seymour Public Schools, Shields Junior High, Shields Senior High, Special Teachers & Supervisors.
 KANSAS—Hays, Lincoln, Washington.
 MASSACHUSETTS—Williamstown, Broad Brook, Walter G. Mitchell, Williamstown High.
 MINNESOTA—Minneapolis, Riley.
 MISSOURI—Kansas City, Franklin, Garfield.
 NEBRASKA—Omaha, Fairfax.

NEW MEXICO—Albuquerque, Longfellow.
 NEW YORK—Endicott, George F. Johnson; Irondequoit, Seneca; Poughkeepsie, Lincoln; Solway, Boyd; Upper Nyack, Upper Nyack.
 OHIO—Alliance, Parkway Number 13, Special Teachers & Supervisors; Columbus, Douglas; Dayton, Fort McKinley; Lake County, Homer N. Kimball, McKinley (Willoughby District).
 OKLAHOMA—Tulsa, John Ross.
 PENNSYLVANIA—Benton, Benton Joint; Ford City, Ford City Public Schools; Montgomery County, West Norriton Township; New Kensington, Fifth, Fourth, Mount Vernon, Parnassus Junior High; Reading, Fifth & Spring Street; Tioga County, Knoxville High, Lawrenceville.
 VIRGINIA—Hot Springs, Valley High; Norfolk, Norview High; Richmond, Bellevue, Chimborazo, Ruffner.
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 WYOMING—Cheyenne, Administration Building.

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ARIZONA—Casa Grande, Casa Grande Grammar.
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 FLORIDA—Barberville, Barberville.
 ILLINOIS—Bellwood, Wilson; Lebanon, Lebanon Community High; Rock Island, Rock Island Public Schools, Audubon, Eugene Field, Longfellow, Horace Mann, Senior High; Springfield, Enos.
 INDIANA—Fort Wayne, Hoagland.
 MICHIGAN—Flint, Doyle.
 MISSOURI—Kansas City, Border Star, Martin Norman.
 NEW YORK—Endicott, Broad Street, Henry B. Endicott, North Side; Glens Falls, Big Cross Street; Penn Yan, Chestnut Street; Rome, Columbus, East Rome.
 OHIO—Canton, Allen; Columbus, Bellows Avenue; East Cleveland, Prospect; Marion, George Washington; Youngstown, East High.
 PENNSYLVANIA—Allegheny County, Mifflin Township; Arnold, Junior High; Montgomery County, Ambler, Grade, High, Green Lane-Marlboro Consolidated, Limerick, Lower Gwynedd, Lower Moreland, Lower Providence, Plymouth, Red Hill, Schwenksville, Trappe, Upper Gwynedd, Northern, West Point, Upper Salford; Reading, Buttonwood & Pear, Continuation, Douglass & Weiser Junior High, Eleventh & Pike, Elm & Moss, Park, Schuylkill & West Elm, Seventeenth & Cotton, Sixteenth & Hask, Spring & Moss, Twelfth & Windsor, Washington & Ross; Tioga County, Covington High, Mansfield Senior High.
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TEXAS—Amarillo, San Jacinto.
 WISCONSIN—Milwaukee, Morgandale, Sixty-eighth.

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 ARIZONA—Globe, Globe Public Schools, Central, Hill Street, Junior-Senior High; Ray, Ray Public Schools, High, Lincoln, Washington.
 CALIFORNIA—Alhambra, Ramona; Gardena, Gardena Elementary; Inglewood, William H. Kelso; La Crescenta, Lincoln Elementary; Livingston, Livingston High; Los Angeles, Griffin Avenue; Oakdale, Oakdale Union, Durant; Riverside, Lowell, Palm; San Luis Obispo, Emerson.
 COLORADO—Denver, Aaron Grove Junior High, Lincoln; Englewood, Englewood Junior & Senior High.
 FLORIDA—Miami, Riverside Elementary.
 ILLINOIS—Canton, John Dean, McCall, Wright.
 INDIANA—Indianapolis, Public Number 68, Public Number 87, Whittier Number 33; Rushville, Belle Gregg; Sullivan, Central.
 IOWA—Council Bluffs, Eighth Street.
 KANSAS—Wichita, Finn, Irving, Longfellow, Robinson, Willard.
 KENTUCKY—Richmond, Eastern Kentucky State Teachers College.
 MARYLAND—Cecil County, George Biddle High.
 MASSACHUSETTS—Clinton, Greeley; Malden, Belmont, Converse; Stoneham, Stoneham Junior High.
 MICHIGAN—Grand Rapids, Coldbrook.
 MISSOURI—Boonville, Boonville Public Schools, Junior High; Kansas City, Fairmount, Madison.
 NEBRASKA—Omaha, Florence, Washington.
 NEW JERSEY—Atlantic City, Brighton Avenue; Camden, Fettes, W. F. Powell; Glen Rock, Richard E. Byrd; Madison, Central Avenue; Manasquan, Manasquan Public Schools, Grade, High; Pitman, Pitman Public Schools, High, Special Teachers, Summit Avenue; Trenton, Hamilton.
 NEW YORK—New Rochelle, Trinity; Wellsville, Martin Street.
 OHIO—Bucyrus, Homes-Liberty Rural; Cuyahoga, Butternut Ridge (North Olmsted); Marion, Glenwood, Mark, Silver, Special Teachers & Supervisors; Newark, Newark Public Schools, Central, Cherry Valley, Conrad, Franklin, Hartzler, Hazlewood, Hudson Avenue, Keller, Lincoln Junior High & Elementary, Maholm, Mound, Riverside, Roosevelt Junior High, Senior High, Texas, Woodrow Wilson Junior High, Woodside; St. Bernard, St. Bernard High; Venedocia, York Township Centralized; Youngstown, Haselton.
 OREGON—Portland, Woodmere.

[Continued on page A-30]

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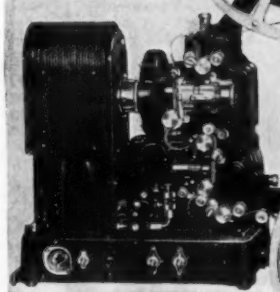
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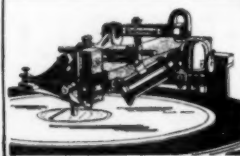
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[Continued from page A-28]

PENNSYLVANIA—Pittsburgh, Glenwood, Larimer, Perry High, Roosevelt; Tioga County, Millerton High, Wellsboro Junior & Senior High.
SOUTH DAKOTA—Aberdeen, Northern Normal & Industrial; Sioux Falls, Bancroft, General Beadle, Lincoln, Longfellow, Whittier.
TEXAS—Houston, Cooley.
UTAH—Box Elder County, Clear Creek, Kelton Lakeside, Lucin, Riverside, Stanrod; Provo, Farrer Junior High, Parker.
WASHINGTON—Everett, Jefferson; Spokane, Cooper, Field.
WISCONSIN—Milwaukee, Fernwood; Superior Franklin.

Two Years

ARIZONA—Ash Fork, Ash Fork; Somerton, Somerton Grammar; Tolleson, Tolleson Union High.
CALIFORNIA—El Centro, East Side, Lincoln, McKinley, Wilson; La Jolla, La Jolla Elementary; Los Angeles, Eighty-seventh, Gravois, Ninety-ninth, South Park; San Diego, Balboa, Brooklyn; Santa Monica, Washington; South Pasadena, South Pasadena Junior High.
COLORADO—Cheyenne, Cheyenne County High; Fort Collins, Franklin, LaPorte Avenue, Rockwood, Washington.
DISTRICT OF COLUMBIA—Washington, Buchanan, N. P. Gage, Garfield.
FLORIDA—Miami, Buena Vista Elementary; Tampa, Grover Cleveland.
HAWAII—Makaweli, Kaula, Makaweli.
ILLINOIS—Canton, Ingersoll; Charleston, Eastern Illinois State Teachers College; Chicago, Gompers, Van Vliet; Sterling, Central, Lincoln; Venice, Venice Grade; West Harvey, Garfield, McKinley.
INDIANA—Bloomington, Banneker; Rushville, Graham Annex; Tell City, Troy Township Consol.
KANSAS—Anthony, Anthony Public Schools, Anthony High, Lincoln Junior High, Washington; Hays, Hays Public Schools; Pittsburg, Eugene Field; Wichita, Wichita Public Schools, Samuel Adams, Alcott, Allison, Central, Douglass, Dunbar, East High, Emerson, Eugene Field, Franklin, Gardiner, Alexander Hamilton, Harry Street, A. A. Hyde, Ingalls, Linwood, L'Ouverture, Horace Mann, Martinson, McCormick, Meridian, Riverside, Roosevelt Intermediate, Stanley, Webster, Wichita High North.
MARYLAND—Cecil County, North East High.
MASSACHUSETTS—North Adams, Johnson; Wellesley, Wellesley Public Schools; Worcester, Edgeworth Street.
MICHIGAN—Flint, Kearsley Street.
MINNESOTA—Minneapolis, Bancroft.
MISSOURI—Kansas City, Bancroft, Kensington, Linwood, Manchester.
NEBRASKA—Grand Island, Senior High; Omaha, Hawthorne.
NEVADA—Elko County, Wells County High; Reno, B. D. Billingshurst Junior High, McKinley Park, Mount Rose, Northside Junior High, Southside; Washoe, Mary Lee Nichols.
NEW JERSEY—Atlantic City, High; Camden, Mulford; Red Bank, Red Bank Public Schools, Junior High, Mechanic, Oakland, Red Bank Senior High, River; Salem, Salem Junior High.
NEW YORK—Schenectady, Euclid Avenue; Tuckahoe, Tuckahoe High.
NORTH CAROLINA—Durham, Lakewood.
OHIO—Canton, Market; Cuyahoga County, Parkview High [Bay Village], North Olmsted High; Marion, Marion Public Schools, Central Junior High, Thomas A. Edison Junior High, Harding High, Vernon Heights Junior High; Ringgold, Ringgold Senior High; Steubenville, Washington.
OKLAHOMA—Okmulgee, Okmulgee Public Schools, Checotah, Emerson, Franklin, Horace Mann, McKinley, Okmulgee High, Roosevelt, Webster, Wilson.
OREGON—Salem, Richmond.
PENNSYLVANIA—Berks County, Tulpehocken Township, Mt. Aetna, Rehersburg, West Reading Borough; Pittsburgh, Belmar, Clayton, Greenfield, Penn, Regent Square; Port Allegany, Port Allegany Public Schools, Grade, Junior High, Senior High; Reading, Mulberry & Green, Open Air.
TENNESSEE—Memphis, State Teachers College.
UTAH—Box Elder County, Bear River, Central, Junction; Emery County, South Emery High & Ferron Elementary; Provo, Provo Public Schools, Central, Dixon Junior High, Franklin, Maeser, Provo Senior High, Timpanogos.
VIRGINIA—Richmond, Springfield.
WASHINGTON—Everett, Jackson; Spokane, Lewis & Clarke High.
WEST VIRGINIA—Barboursville, Barboursville Elementary; Mill Creek, Adolph High.
WISCONSIN—Milwaukee, Paul Binner, Story; Superior, Howe.

Current Year

ALASKA—Seward, Bay View Territorial.
ARIZONA—Gilbert, Gilbert Public Schools; Littlefield, Littlefield.
CALIFORNIA—Big Creek, Big Creek; Burbank, Ralph Waldo Emerson, Theodore Roosevelt; Chula Vista, Chula Vista Union Grammar; El Centro, El Centro Public Schools, Harding; El Modena, Lincoln; Encanto, Encanto; La Habra, Lincoln; Loma Portal, Loma Portal; Los Angeles, Amestoy Avenue, Cahuenga, Canoga Park Elementary, Cienega, McKinley Home, Ninety-sixth

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COLORADO—Colorado Springs, Cheyenne Mountain; Denver, East High, Horace Mann Junior High, Manual Training High, North High; Fort Collins, Fort Collins Public Schools, Junior High, Lincoln, Remington, Senior High; Fort Morgan, Central Platoon; Fowler, Fowler High, Fowler Park; Washington County, High Prairie High, Platner High.

DELAWARE—Western New Castle County, Christiana, Newport, Stanton, Yorklyn; Wilmington, Henry C. Conrad High Number 131, Charles B. Lore, Mount Pleasant.

DISTRICT OF COLUMBIA—Washington, Paul Jr. High. FLORIDA—Kendall, Kendall Elementary; St. Petersburg, Childs Park.

GEORGIA—Glynn County, Glynn County Public Schools.

IDAHO—Albion, Albion Normal; Culesac, Culesac High; Pierce, Pierce.

ILLINOIS—Bloomington, Edwards; Chicago, Schneider, Yale; East St. Louis, Bluff View, Edgemont, Eighty-first, Froebel; Maywood, Maywood Public Schools, Melrose Park, Stevenson; Medora, Medora Township High; North Chicago, North Chicago Public Schools, Commonwealth, North; Winnetka, Winnetka Public Schools, Greeley, Horace Mann, Skokie, Hubbard Woods; Winthrop Harbor, Winthrop Harbor.

INDIANA—Indianapolis, Emerson Number 58, Calvin Fletcher Junior High, Oliver Perry Morton Number 29; Martinsville, Central, North; Michigan City, Michigan City Public Schools; Rushville, Webb Consolidated.

IOWA—Newton, Newton Public Schools, Emerson Hough, Lincoln, Newton Junior High, Newton Junior-Senior High, Washington, Woodrow Wilson.

KANSAS—Argonia, Argonia Rural High; Cimarron, Cimarron Consolidated; Pittsburg, Forest Park.

MAINE—Bath, Weeks Street Grammar; Machias, Washington State Normal; Saco, Clementine Kendrick; South Portland, Lincoln.

MASSACHUSETTS—Amherst, South Amherst; Everett, Winthrop.

MICHIGAN—Detroit, Angell, Hancock, Hillger; Midland, Midland Public Schools, Carpenter Street, Dow, First Ward, Junior High, Midland High, Second Ward; Pontiac, Central; Portage, Portage Agricultural.

MINNESOTA—Stillwater, Oak Park.

MISSOURI—Kansas City, Jefferson, Kansas City Boys' Orphan Home; North Kansas City, Brookwood, Cooley, Hartem, McElroy Dag.

NEBRASKA—Omaha, Roschill, Sherman.

NEVADA—Elko County, Elko County High, Elko Elementary; Humboldt County, Humboldt County High, Winnemucca Grammar; Reno, Reno Public Schools, Mary S. Doten, Orvie Ring; Washoe County, Robert E. Mitchell, Sparks Public Schools, Junior High, Senior High.

NEW HAMPSHIRE—Nottingham, Gebig.

NEW JERSEY—Atlantic City, Madison Avenue; Camden, Mickle; Madison, Madison Public Schools, Lucy D. Anthony, Green Avenue, Kings Road, Madison High; Mantua, Mantua Township; Metuchen, Metuchen High; Moorestown, Moorestown Junior High; Newark, Miller Street; Palmyra, Palmyra Public Schools; Red Bank, West Bergen Place; South River, Middlesex County Girls Vocational; Ventnor, Troy Avenue; Verona, Laning Avenue; Wenonah, Wenonah; Westfield, Lincoln, Washington; Endicott, George H. Nichols, George Washington; Freeport, Archer, Cleveland, Grove, Seaman.

NEW YORK—Glen Falls, Ridge; Holbrook, Holbrook; Mount Vernon, DeWitt Clinton Elementary, DeWitt Clinton Junior High, Columbus, Edison Technical & Vocational High, Robert Fulton Number 7, James M. Grimes, Hamilton Number 5, Lincoln, Longfellow, S. J. Mee, Part-time, F. W. Pennington Number 16, Washington Junior High, William Wilson Elementary, Wilson Junior High; Penn Yan, Liberty; Schenectady, Fulton.

NORTH CAROLINA—Durham, East Durham, Edgemont, Holloway, Southside, George W. Watts; Kenly, Kenly High.

OHIO—Akron, Spicer, Washington County High; Bellevue, York Township; Colebrook, High; Columbus, Fairmoor, Mount Junior High; Cuyahoga County, Brecksville, Brooklyn Village; East Akron, Roosevelt Elementary; East Cleveland, Chambers; Hardin County, Hardin County Public Schools, Alger, Dudley, Forest, Goshen, Jackson, Mount Victory, Ridgeway; Lakewood, Emerson Junior High, Garfield, McKinley; New Milford, Edinburg Township; Rossford, Rossford High; Van Buren, Allen Township Centralized; Wren, Wren Village; Youngstown, Harrison.

OKLAHOMA—Tulsa, Barnard, Bryant, Central High, Lanier, McBirney, Osage, River View, Springfield.

[Continued on page A-33]

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June 28—July 2, 1936

Portland and the Pacific Northwest will be hosts to the seventy-fourth annual convention of the National Education Association of the United States. Portland is the capital of a vacation wonderland and is a thriving industrial and seaport city. It enjoys a cool, bracing summer climate. Convention facilities are excellent.



The Convention Opens with a Vesper Service on Sunday, June 28th. General sessions, department meetings, representative assemblies and other convention activities will be carried on from Monday morning through Thursday night.

Travel Arrangements will include provision for generous railroad rates. These rates will allow ample time and low prices for tours to other sections of the Pacific coast and the Northwest and for visitation of national parks. Consult the JOURNAL advertising columns for the announcements of the transportation companies. Automobile travel will be pleasant and economical for many. Some will wish to take advantage of the summer school courses in those excellent institutions in that section. Write now

to the Portland Chamber of Commerce for folder describing vacation opportunities.

Hotel Arrangements. Requests for hotel accommodations should be sent to the N. E. A. Housing Committee, E. B. McNaughton, Chairman, 631 N. E. Clackamas Street, Portland. Be specific as to type of room required, price to be paid and exact dates of occupancy. Act NOW even if conditions may require later changes in some details. Consult the list given below, but bear in mind that there are many other excellent small hotels with moderate prices. While it may not be possible for hotels to make reservations at minimum rates for all who apply, assurance is given of interest and effort on the part of the Housing Committee to meet the applicant's needs as exactly as possible.

HOTEL RATES FOR MEETING OF THE NATIONAL EDUCATION ASSOCIATION, PORTLAND, JUNE 28—JULY 2, 1936

The following list of Portland hotels, with rates, has been furnished by the Convention Committee of the Portland Chamber of Commerce. In addition to the hotels named on this list are many other excellent smaller hotels. Address all requests for hotel reservations to E. B. McNaughton, Chairman N. E. A. Housing Committee, 631 N. E. Clackamas Street, Portland. Indicate three choices of hotels. Be specific as to dates of occupancy, types of rooms desired and prices to be paid.

Hotel	No. of rooms	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Rate for each additional person in a double room	Rate per day for suite with parlor, bedroom & bath accommodating TWO persons	Rate for each additional person in a suite
			Double bed	Twin beds			
Benson	200	\$3.50	\$5.00	\$6.00	\$2.00	\$15.00 to 20.00	\$2.00
Campbell Court	133	2.00	3.00	3.50	1.00	6.00	1.00
Congress	200	2.25	3.50	4.00	1.00	7.00 to 8.00	1.00
Commodore	125	2.00	2.50	3.00	1.00	4.00	1.00
Cornelius	91	1.50 to 2.50*	2.00 to 2.50*	3.00	1.00		
Danmoore	130	2.00*	2.50 to 3.00*			3.50 to 5.00	
Heathman	300	2.50 to 4.00*	3.50 to 5.00*	5.00 to 6.00*	1.00	7.00 to 10.00	1.00
Imperial	300	2.50 to 3.50*	3.50 to 5.00*	5.00 to 8.00	1.00	10.00 to 15.00	1.00
Mallory	188	2.00 to 4.00*	2.50 to 6.00*	5.00 to 8.00	1.00	5.00	1.50
Multnomah	500	2.50 to 3.50*	3.50 to 5.00*	5.00 to 14.00	(1.00 (cot))	12.00 to 14.00	3.00
" corner and de luxe rooms		4.00 to 6.00	6.00 to 8.00		" "		
New Heathman	220	2.50 to 4.00	3.50 to 5.00	5.00 to 7.00	1.00	8.00 to 10.00	1.00
Nortonia	150	2.00*	3.00*	3.00	1.00	7.00 to 10.00	1.00
Park Avenue	96	1.50*	2.00*	3.50	1.00	4.00	1.00
Portland	300	2.50 to 5.00*	3.50 to 6.00*	4.00 to 7.00	1.00	13.00 to 15.00 (for four persons)	1.00
President	117	1.50*	2.00*		1.00		
Prince of Wales	50	2.50	3.50	3.50	1.00		
Roosevelt	107	2.00 to 4.00	3.00 to 5.00	4.00 to 5.00	1.00		
Sovereign Apt. Hotel	72		3.00 to 5.00		.50 to 1.00		
Washington	150	1.50*	2.00*		.50 to 1.00	3.00 to 4.00	1.00

*Rooms without bath also are available at lower rates than those quoted.

[Continued from page A-31]

OREGON—Bedford, Lincoln; Clackamas County, Oswego-West Linn Public Schools; Portland, Abernethy, Ainsworth, Arleta, Atkinson, Beach, Binnsmead, Capitol Hill, Eliot, Franklin Primary, Fulton Park, George, Glencoe, Gregory Heights, Hudson, Irvington, Kennedy, Kenton, Kerns, Joseph Lane, Jantion, Mills Open Air, Peninsula, Sabin, Sittion, Woodlawn, Woodstock.

PENNSYLVANIA—Allegheny County, East McKeesport Elementary; Berks County, Maxatawny Township; Berwyn, Tredyffrin-Easttown High; Bradford County, Canton Borough; Camp Hill, Camp Hill; Carbon County, Banks Township, Mauch Chunk Borough, Weatherly Borough; Carlisle, Penn; Clearfield County, Washington Township; Clinton County, Allison Township, Castanea Township, Chapman Township, Colebrook Township, Crawford Township, Dunnstable Township, Flemington Boro, Lamar Township, Logan Township, Noyes Township, Porter Township, South Renovo Boro, Woodward Township; Delaware County, Aston Mills [Aston Township], Bethel Central [Bethel Township], Colwyn Borough, Oakmont [Haverford Township], Marcus Hook Borough, Junior High, Middletown Township, Morton Borough, Sidney Smedley, Nether Providence Township, Junior & Senior High, South Media Elementary, Newton Township, Upper Providence Township; Dormont, Dormont High; Kutztown, State Teachers College; McKean County, Otto Township; Montgomery County, Thomas Williams Junior High [Cheltenham Township], Jenkintown Borough, Royersford Borough, Upper Dublin Township, Upper Providence Consolidated; Pittsburgh, Allen, Bane, Bayard, Bellefield Girls' Trade, Bennett, Birmingham, Boggs Avenue, Bon Air, Brookline, John Burroughs, H. B. Davis, Frick Training, Gladstone Elementary, Gladstone Junior High, Halls Grove, Irwin Avenue Junior Girls' Trade, Lee, Letsche, Liberty, Lincoln, Longfellow, Madison, Manchester, Milroy, Mt. Albion, Overbrook Junior High, Park Place, Prospect Junior High, Rogers, Swishelm, Troy Hill, Valley, Washington Trade, Wickersham; Reading, Mount Penn, Perkiomen Avenue & Fifteenth Street, Schuylkill Avenue & Greenwich Street, Thirteenth & Union Street, Twelfth & Buttenwood Street; Tioga County, Ansonia Elementary, Antrim High, Arnot High, Asaph Elementary, Blossburg High, Charleston Township, Chatham Consolidated High, Elkland High, Rutland Elementary, Gaines High, Keeneyville, Liberty Vocational High, Mainesburg Elementary, Mansfield Junior High, Mansfield Training, Marsh Creek Consolidated, Middlebury Consolidated, Morris High, Morris Run High, Nelson High, Osceola, Roaring Branch, Rutland Elementary, Sabinsville High, Stony Fork, Tioga High, Westfield Consolidated, Westfield High; Westmoreland County, Penn Township; Upper Darby District, Chestnutwood, Oakmont, Preston.

SOUTH DAKOTA—Sioux Falls, Mark Twain.

TEXAS—Texarkana, Sunset.

UTAH—Box Elder County, Boothe Valley, Deweyville, Grouse Creek, Mantua, Thatcher, Yost; Emery County, Central High & Castle Dale Elementary; Morgan County, Morgan County Public Schools, Devils Slide, Milton, Morgan High, North Morgan, Peterson, Porterville, South Morgan; Salt Lake City, Ensign.

VIRGINIA—Lyon Park, Henry Clay; Richmond, J. E. B. Stuart.

WASHINGTON—Seattle, Leschi; Spokane, Browne, Whittier.

WEST VIRGINIA—Bowden, Bowden Elementary; Clarksburg, Broadway Junior High; Eastgulf, Eastgulf Elementary; Huntington, Balls Gap, Cook, Saunders; Mahone, King Knob; Milton, Milton West; Parkersburg, McKinley; Randolph County, Adolph, Elkwater, Chestnut Grove, Harperton, Huttonsville, Ivy Hill, Mabie, Mill Creek; Springton, Springton Junior High.

WISCONSIN—Milwaukee, Garfield Avenue; Racine, Stephen Bull, Garfield, William Horlick Senior High, Jefferson, Gilbert Knapp, Lincoln, North Racine, Washington, Washington Junior High, Winslow; Sheboygan, Jefferson; Superior, Carpenter, Cooper, Dewey, Ericsson, Lincoln.

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Royal Metal Manufacturing Company
Royal Typewriter Company, Inc.
Sadler, Inc., William H.
Scholastic Corporation
School Activities Magazine
School Arts Magazine, The

School Executive Magazine
Scott, Foresman & Company
Scribner's Sons, Charles
Sengbusch Self-Closing Inkstand Co.
Sheldon & Company, E. H.
Shuman & Company, George L.
Silver, Burdett & Company
Singer Sewing Machine Company
Smith & Corona Typewriters, Inc., L. C.
Social Frontier, The
Society for Visual Education, Inc.
Southern Teachers' Agency
South-Western Publishing Company
Spencer Lens Company
Spencer Turbine Company
Spies Brothers, Inc.
Standard Electric Time Company, The
Standard Mailing Machines Company
Standard School Equipment Company
Standard School Supply Company
Stiltz & Brother Company, Louis E.
Stokes Company, Frederick A.
Talens School Products, Inc.
Tennant Company, G. H.
Tiffin Scenic Studios
Underwood Elliott Fisher Company
U. S. Gutta Percha Paint Company
U. S. Office of Education
Universal Publishing Syndicate
University of Chicago Press
University of Iowa
University of North Carolina Press
University Publishing Company, The
Vestal Chemical Laboratories, Inc.
Victor Animatograph Corporation
Vonnegut Hardware Company
Wallace & Company, J. D.
Wallace Pencil Company
Walraven Book Cover Co., A. T.
Wayne Iron Works
Weber Costello Company
Webster Publishing Company
Welch Manufacturing Co., W. M.
Wetmore Declamation Bureau
Whitman & Company, Albert
Williams Pivot Sash Company, The
Winston Company, The John C.
Woodstock Typewriter Company
World Book Company
World Letters, Inc.
Wright Company, E. A.
Yale & Towne Manufacturing Co.
Young America
Zaner-Bloser Company, The

Make a complete inspection of the Exhibit. Consult with the experts on duty. Some single suggestion, obtained at the Exhibit, may have sufficient value to justify your entire convention expense.

