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JOURNAL

The of the

NATIONAL EDUCATION ASSOCIATION

•
*The Portland Con-
vention*

Agnes Samuelson

•
The Little Red Rider

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*If Teachers Were
Bricklayers*

J. W. Studebaker

•
*The Quest for Na-
tional Security*

Charles A. Beard

•
*Objectives for Cur-
riculum and Method*

Wm. H. Kilpatrick

•
*Rural Life and Ed-
ucation*

Howard A. Dawson

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*See Page A-71 for
Complete Table of
Contents*



Beautiful Oregon welcomes the NEA convention. See pages 150-53.

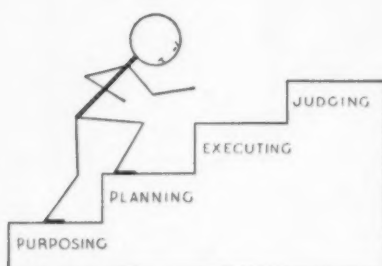
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May

1936

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THE JOURNAL goes to all members of the Association *

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Between Editor and Reader—

A CENTURY AGO Horace Mann labored for universal free schools so ably that he has been called the founder of our American system of public education. He and his followers have made elementary schooling universal and secondary schooling nearly so. But that is not enough under the conditions of today to save democracy from confusion and disintegration.

Now comes a new prophet with vision to sense democracy's present need, with the gift of expression, with a genius for organization, and the courage of action which we have long associated with Horace Mann. It is the highest good fortune that this new leader, John W. Studebaker, is United States Commissioner of Education. It would be hard to overestimate the significance of his sustained championship of universal, tax-supported education of adults in the pressing problems of democracy.

Commissioner Studebaker has stated the case for freedom, forums, and democracy, in an admirable book, *Plain Talk*, a cloth-bound volume of 166 pages published without royalty or profit by the National Home Library Foundation, Washington, D. C., at the low price of 25 cents. This book is especially valuable for summer-school classes, for highschools and colleges, for parent-teacher associations, and for reading groups of every kind in home, school, church, and community.

Every citizen should have an opportunity to study this book, for as the author says:

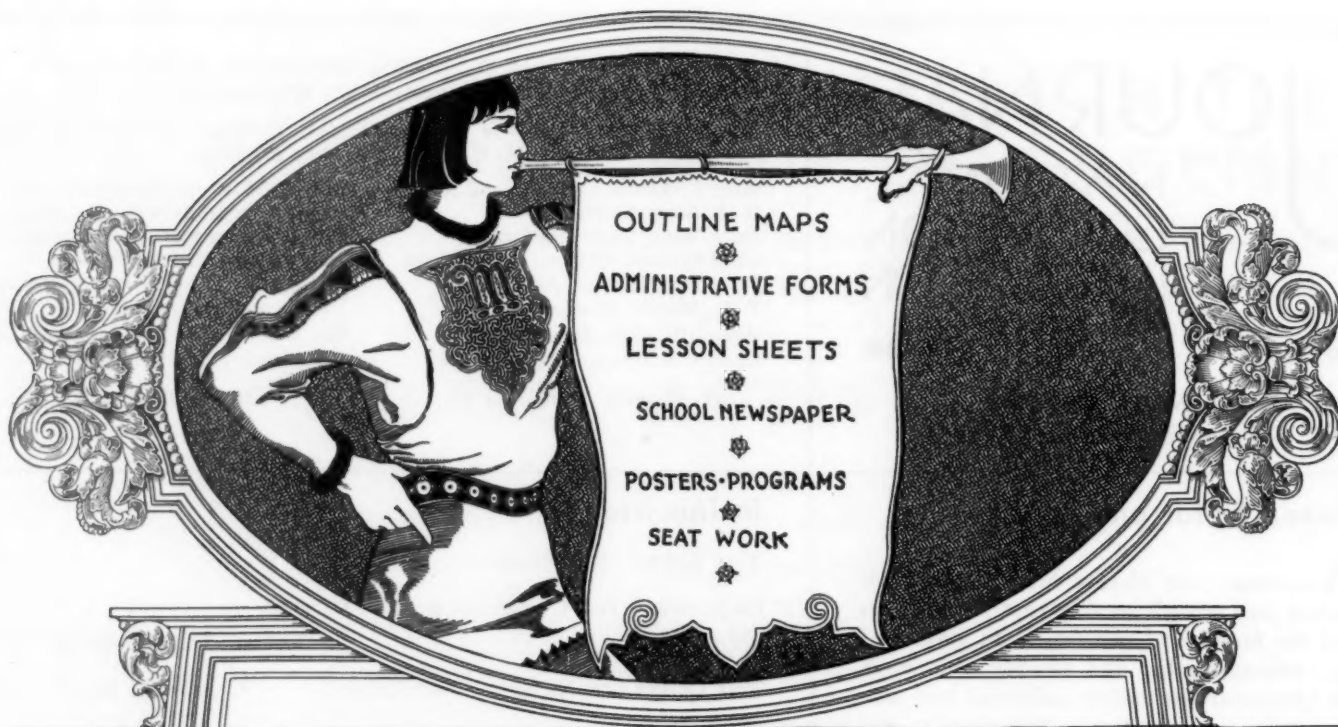
"If democracy fails to solve the problems of unemployment, poverty and distress, it cannot survive. If it does solve these problems progressively, step by step, giving the people reasonable hope of being able to plan a better life for themselves, there is no need to fear the imposition of a dictatorship. [Dictatorships are nourished to power by the failures of representative government to solve vital problems. The technique of majority rule is abandoned when the majority loses faith in its ability to rule.]"

We need not lose faith. In the words of the father of the Swiss Family Robinson, "Let us not desert ourselves."

In This Issue—

THE LITTLE RED RIDER	135
OBJECTIVES FOR CURRICULUM AND METHOD	
William H. Kilpatrick	137
THE QUEST FOR NATIONAL SECURITY	Charles A. Beard 139
COMMUNITY LIVING AS EDUCATION	Philip W. L. Cox 141
SUPPLYING TEACHERS FOR YOUNG AMERICA	
M. Ernest Townsend	143
PLANNING FOR RETIREMENT	E. H. Nelson 145
AN EVENING WITH THE MAGAZINES	Hazel Davis 146
THE PLANNING OF YOUR LIFE	Joy Elmer Morgan 147
MY LITTLE BOY	Carl Ewald 149
EDUCATION MOVING FORWARD	Agnes Samuelson 150
THE PORTLAND PROGRAM	152
CONTROVERSIAL TOPICS IN THE CLASSROOM	C. B. Wivel 154
RURAL LIFE AND EDUCATION	Howard A. Dawson 155
THE RURAL SCHOOLS OF TODAY	156
NEEDS AND ISSUES	157
STRATEGY, METHODS, AND ACTION	158
THE LAYMAN'S JOURNAL OF EDUCATION	159
A STUDY OF FICTION WRITERS OF OUR STATE	Mary Shafto 160
IF TEACHERS WERE BRICKLAYERS	J. W. Studebaker 161
THE PROPOSED AMENDMENTS TO THE CHARTER	R. T. Shaw 162
RECOMMENDATIONS ON REORGANIZATION	Cornelia S. Adair 162
PROPOSED CHANGES IN NEA BYLAWS	163
NOTES AND ANNOUNCEMENTS	165
THE HONOR ROLL OF THE NEA	166

* The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privileges of the \$5 active membership for life. Subscription to nonmembers is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address. THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except June, July, and August, by the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.



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M I M E O G R A P H



The Little Red Rider

THE LITTLE RED RIDER is *little* because it is a sentence only three lines long; it's *red* because it contains a reference to Communism; and it's a *rider* because it rode thru the United States Congress on an appropriation bill—and rode thru so quietly that not more than twenty-five Congressmen knew they were giving it a lift. Now it is law."

So began the NEA radio program for March 25, 1936, in the series of weekly broadcasts entitled "Our American Schools." This was one of a series of four programs beginning March 18 devoted generally to the subject of freedom of teaching and specifically to the *Little Red Rider*.

This *Rider* is the first attempt in the history of the U. S. Congress to censor education. It was included in an appropriation act for the District of Columbia which was thirty-seven pages long. One of the subheadings of the act was entitled "Public Schools." A sub-subheading under this was entitled "Miscellaneous." In the latter half of the fourteenth paragraph of this miscellaneous section will be found the following statement—if one's microscope is still working:

"Hereafter no part of any appropriation for the public schools [in the District of Columbia] shall be available for the payment of the salary of any person teaching or advocating Communism."

The bill to which this *Rider* was attached became law June 14, 1935. The supporters of this bill insisted that the act prohibited teachers from identifying principles of Communism or acquainting pupils with facts concerning it.

The D. C. Corporation Counsel, however, issued a formal opinion that "advocating Communism is a violation of the law, but that merely teaching facts is within the law and perfectly legal."

Despite this fact, the United States Comptroller-General in November 1935

ruled that all District of Columbia school employees, including clerks and janitors as well as officers and teachers, must turn in monthly statements certifying that they had neither taught nor advocated Communism in school or out before salary checks would be issued to them. The net result of this action as stated in the excellent number of the *Journal of the Education Association of the District of Columbia* for March 1936 was that:

"All mention of Russian geography, system of government, art, music, literature becomes immediately taboo. Children ask pertinent questions roused by public controversy; teachers evade reply. Cultural, economic, political contributions of a nation of 160,000,000 people to civilization are erased from the slate of consideration in D. C. schools."

Storms of protest followed this action,

not only from citizens of the District of Columbia but from citizens thruout the country. In February 1936 Congressman Fred J. Sisson of New York introduced a bill in the House of Representatives, H. R. 11375, providing for the repeal of the *Little Red Rider*.

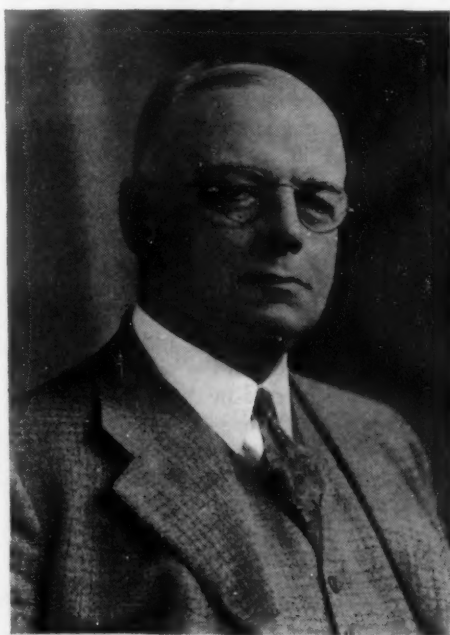
Citizens and teachers in every state have a vital interest in the struggle for freedom of learning in the District of Columbia. Censorship of education, successful in one place, may be imposed elsewhere.

The value of an organized teaching profession in this situation has been clearly demonstrated. The District of Columbia Education Association has fought an intelligent united battle for the repeal of the *Red Rider*.

The National Education Association at its Denver convention in 1935 resolved "that teachers should have full opportunity to present differing points of view in order to aid students to adjust themselves to their environment and to changing social conditions." In view of this resolution and the fact that the *Red Rider* might be the precedent for similar action in any state, the Association has vigorously fought for its repeal.

The radio programs cited in this article are but one of the methods used by the Association in this fight. The broadcast for April 1, 1936, included three short talks by members of Congress on the *Rider*. These addresses follow:

Congressman Theodore Christianson of Minnesota: I am frank to say that I do not want teachers here or elsewhere to advocate Communism in the schools. I will add that I would not want them to advocate capitalism, or the New Deal, or even Republicanism. It is the function of the public schools to teach children not *what* to think but *how* to think. But to hedge teachers about with restrictions that make it prudent for them to skip the chapters on Russia in history and geography is so absurd, and so un-American, that it would make one laugh if it did not also make one want to cry!



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CONGRESSMAN FRED J. SISSON of New York, author of H. R. 11375, proposing the repeal of the *Little Red Rider*.

I am an uncompromising individualist, and as such have no sympathy for Communism, Fascism, or any other system or philosophy that would subordinate the individual to a totalitarian state. And it is just because I am an individualist that I am opposed to the so-called *Red Rider*.

The *Red Rider* is too much like a Russian ukase to be tolerated in America. It belongs to an order of society such as the Communists would like to establish in the United States, but is alien to a country in which freedom of thought and expression have always been taken for granted.

If we in America undertake to quarantine people against ideas, we shall only succeed in giving respectability to the devices by which dictators in other lands keep their subjects in intellectual handcuffs. We shall make oppression under a Stalin seem less objectionable, and whatever liberty there is left in the United States—or should I say “in the District of Columbia”?—relatively less desirable and less worth fighting to preserve.

Finally, I am opposed to the *Red Rider* because it gives Communists too much to squawk about. Those gentlemen like to play the role of martyr. They are never so happy, or so wellpaid, as when it can be made to appear that they are persecuted. For one, I would like to have them seem to be what most of them are—bourgeoisie who are prosperously engaged in just another kind of racket; orators orating for the very dollars they pretend to despise.

Let us not keep alive a law which makes Communism seem more defensible than it is.

Congresswoman Caroline O'Day of New York: I am all for Mr. Sisson's bill that repeals the so-called *Red Rider*—for that is just another of those repressive measures that history teaches have never been successful.

Many of us feel that the menace to our government does not come from the small group of Communists in our country but from another minority group that is trying to abolish the civil rights and liberties guaranteed to us under our Constitution and Bill of Rights. These people are undoubtedly sincere in their patriotism but have very little faith in our form of government and the power of our Constitution.

Our highschool boys and girls are trustworthy, alert, and intelligent. Knowing the tragic blunders their elders have made of world affairs they are justified in refusing to accept our dictum as to how things should be run in the future which belongs, after all, to them and not to us.

In searching for a better way of life they must study the various existing forms of government and in this study they need the guidance of wise and sympathetic men and women who are courageous and fair.

They should have the best instruction possible and the imposition of reactionary and humiliating laws upon our teachers will banish from the profession the very type



Red Rider on Radio

Karl Schriftgiesser, columnist of the Washington Post, wrote in his story for March 26, 1936, concerning the NEA broadcast for March 25:

THE National Education Association's broadcast was by far the most effective of several national efforts to aid the repeal of the *Little Red Rider*. Another, which has been widely mailed to teachers, is the current issue of the *Journal* of the Education Association of the District of Columbia. This contains a chronological account of the *Rider's* history, and whenever a particularly onerous detail is recorded the author has interspersed a quotation from Tom Paine, Henry van Dyke, Franklin D. Roosevelt, or some other noted liberal. . . .

If the *Little Red Rider* isn't repealed it won't be because intelligent people everywhere have not done their best to help the cause. The affair has now attained national attention, and if those now informed of the facts write or wire their Congressmen, even at the risk of being investigated by Senator Black, the resultant heat should smoke Congress into action behind Representative Sisson, whose courage in fighting for the *Rider's* repeal is one of the brightest items in the Congressional lexicon of 1936.

we need—men and women who understand that liberty is always dangerous, but that, after all, it is the safest thing we have.

Congressman Fred J. Sisson of New York: I do not believe in Communism. I believe in freedom of speech and freedom of the press, as guaranteed in the Constitution of the United States. I also believe in academic freedom.

It is not in accordance with academic freedom for any legislative body to prescribe what shall or shall not be taught in the public schools. That is a matter to be determined by the men and women who have had years of training and years of experience as teachers in the schools and who are therefore experts in those matters.

Instead of weakening or destroying Communism in this country the *Red Rider* has had exactly the opposite effect because it has given Communists and Communism free advertising which they could not have gotten otherwise by the expenditure of millions of dollars. The advocacy of Communism never has been permitted in the schools of the District of Columbia. The passage of the *Red Rider* was unnecessary. In the open hearings on my repeal bill, held for three days before the sub-committee on education of the District of Columbia Commit-

tee, not a single instance was produced nor a scintilla of evidence presented that any teacher out of the whole 2900 teachers in the system had ever advocated Communism in the District schools.

The *Red Rider* has tended to make teachers ridiculous in the eyes of the boys and girls because the teachers have by it been heckled and coerced and frightened into avoiding teaching about Russia or the system prevailing there, or even allowing Communism, Communists, or Russia to be mentioned. It has thereby impaired the morale of the teachers and destroyed the confidence existing between the teacher and the boy or girl without which the true ideals of education cannot be secured.

The *Red Rider* has also tended to make Congress ridiculous in the eyes of the American people. It could never have been passed in an open straightforward manner but only by the method adopted whereby it was slipped into an appropriation bill.

I introduced the bill to repeal the *Red Rider* and to wipe off this silly, un-American thing from our statute books because I am interested in the work of the teacher, because I am interested in boys and girls, and because I wish to free Congress from the odium of appearing to stand for such a vicious and wicked thing.

The issue of freedom of teaching and discussion is no longer academic. In many nations of the world today there is no such freedom. There are those who would stifle it in America. The *Red Rider* is perhaps the spearhead of such a movement. It is in keeping with the resolution passed in January 1936 by a national conference of women “. . . that teachers be pledged to *refrain* from discussion of political and social controversial topics in the public schools.”

If the *Red Rider* is repealed by the time this JOURNAL is off the press, it will be an important victory not only for the rights of teachers but for the continuance of the basic principle of freedom of discussion in the United States of America. If the day ever comes when this freedom is lost, then democracy will be a historic, not a living, fact in America. The fight is on. Even if the *Little Red Rider* is repealed, there will be other attempts and in other places to impose similar restrictions. The teaching profession does not question the sincerity of those who propose such restrictions. It holds that their method of approach is fundamentally unsound. To attempt to stifle a movement by force inevitably results in giving it greater publicity and strength. Let every teacher and citizen interested in preserving the most fundamental principles of democracy be on the alert to thwart any movement to undermine them.

Objectives for Curriculum and Method

IT SEEMS WISE in this the closing article of the series to bring together under one head, and discuss more adequately, what has already been implied as to objectives that the teacher should keep in mind in directing curriculum making and method.

In most of the older discussions on curriculum making we find attention mainly centered, at least ultimately, on specific items of knowledge, skills, habits, and the like, that pupils should acquire. And commonly these objectives have been discussed as if each such item could and does exist, and can be considered, in and of itself as a distinct and separate affair. For teaching purposes, this older outlook customarily organized these items logically into subjects and assigned for the daily lesson some convenient subdivision of such a subject. In other words, this older view considered learning as the acquisition of subject-matter-set-out-to-be-learned and educational objectives as more or less self-existent atoms which were to be learned, and held for later use, in some logical order of arrangement.

In these articles this atomistic view of objectives, with its logical order of learning by separated subjects in long-range advance of actual use, is totally and wholly rejected as thoroly misleading and mischievous, being in fact the antithetical opposite of the best available conceptions both of the life process and of learning. In contrast with such an atomistic and static conception of objectives the aim here is to set forth dynamic objectives inherently related to life as a process and therefore to natural and useful learning.

Thus to prefer a dynamic view of life and learning is not to deny, or even belittle, matters of knowledge and skill and habit. In the end, the procedures herein advocated may reasonably be expected to call for more of knowledge, skill, and habit than do the more traditional procedures. However, the chief advantage claimed for the newer view is not the greater amount thus learned. Rather is it the fact that what is learned is learned in such dynamic and meaningful connections, both immediate and remote, as to constitute far more valuable learning.

When, for example, a child learns to spell a word or perform an arithmetic operation for which he has no present use, learning it simply because it has

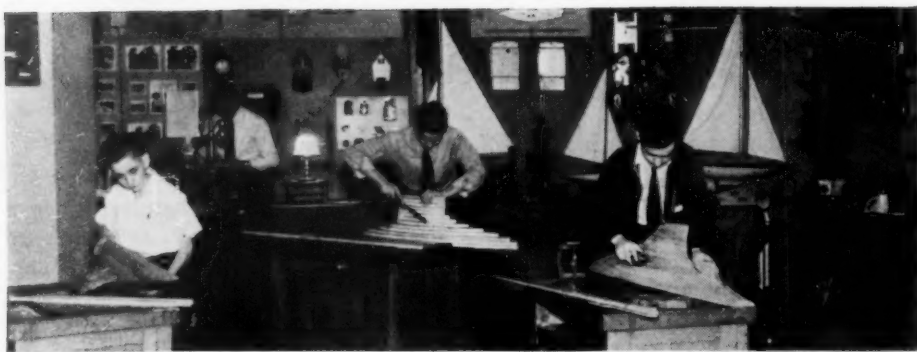
been assigned as a task, such items of learning necessarily lack proper meaning connections. It is also true that they lack the kind of interest which makes learning wholesome and promising. When, however, under wise guidance the child is pursuing with hearty purpose some worthy aim and endeavor of his own, there will necessarily arise occasions when he must seek knowledge and skill that he does not as yet possess. The fact of seeking the knowledge with intelligent and zestful aim means that he thoughtfully studies an area and range of possibly pertinent knowledge, rejecting and accepting as he studies, until he finds what he needs. Such studying, with both its rejecting and its accepting, builds for him new meaning connections within the area studied, and tends toward making him more intelligent in that area. When he has found what is seen by him to answer to his quest, the early acceptance of this on its seen merits and with its recognized meaning connections, does for him two things at one and the same time. First, the hearty satisfaction that arises for him fixes that matter in his mind and heart, so that it remains more firmly implanted to abide for later pertinent use far and away better than would any possible learning based on a less inherent interest; this is a great advantage over the old. Second, what is thus learned is acquired in such thoughtful connections, both from the search and from the finally seen pertinence, as to constitute a more serviceable type of learning. This second advantage is so great as to require an added word of comment.

The probability that any learned item will later find its way into fruitful use depends partly on the number and variety of meaning connections that it carries, partly on the type of meaning connections achieved, partly on its relatedness with the matters likely to come up later in one's life. The first factor—the number and variety of meaning connections—calls on us as teachers to help children think much and well about what they do. The second—the type of meaning connections achieved—calls attention to the fact that certain ways of thinking are more useful than others. Mere multiplicity of connections does not suffice, as we see with those persons—victims of “total recall,” James called them—who recall and tell everything suggested by the question under discus-

sion whether or not it is pertinent or useful. Cause-and-effect connections are in general more useful than mere chance associations. Generalized conceptions, as Judd has emphasized, allow applications to novel cases better than do mere specific instance learnings. Ideals, or generalizations joined with dispositions to obey them, are, as Bagley early emphasized, of peculiar service for taking care of novel cases that arise. The teacher will thus seek to have pupils think cause-and-effect relationships, generalize the significant instances that come up for consideration, and perhaps even more zealously work in season and out to build inclusive and generalized ideals. For all of these things will count fruitfully in the days of future application.

The third probability noted above of later usefulness of what is learned, namely its relatedness to what will likely follow in life, directs our attention to the continuity of life's interests. Basic interests tend to persist and new interests tend to grow out of older ones. Good teaching will therefore use the child's present interests as one basis of preparing better for the future. To be sure, not all present interests are equally good; there must be selection from among them. But to use the existing stock of interests for what they are worth, developing these into finer and better interests, always working, however, within the range of available interests—such a procedure not only enlists the child's dynamic drives on our side (as we seek his best growth), but joins the present content of life more probably with his future thru the fact noted just above of the persistence and continuity of interests in life. The old type school ignored this factor, so that not only was the study it got less zealous and less concrete with correspondingly less satisfactory learning results (as we saw in the preceding paragraphs), but also what was learned being but slightly related to the child's present life interests had little chance to go along with him into his developing future. The consequence has been that school learning has tended to be remote from life, academic in the bad sense, and therefore easily and naturally put aside into oblivion as the child has gone on into later adolescence and maturity. This aspect of building on interests is one of the chief assets of the newer outlook.

We are now ready to state somewhat



Unless the child's learning is related to his present life interests, it has little chance of going along with him into his developing future.

Both photos, courtesy of St. Louis Public Schools



more concisely the doctrine of educational objectives herein advocated.

[1] Let us think, not generally or primarily, in terms of specific facts or skills, but rather in terms of growing, that present activities shall lead on fruitfully to further, finer, and better activities. Broadly interpreted, the principle of "leading on" is the principle of life itself qualitatively considered.

[2] Let us work, as a rule, not for single items, still less for lists (for these are an abomination), but rather work for ideals which in the degree that they are got will of themselves then take care of items. We should thus not be concerned to teach spelling lists (they are an invention of the evil one), but try to build the ideal of correct spelling for all the words as they are used.

Working on this basis, the teacher can help take care of failures and mistakes as they arise, but better still can help the children anticipate difficulties likely to arise. This, however, should be done always in the service of the ideals that are already in process of building, ideals that promise to take inherent care of manifold items. In the degree that such ideals can be achieved, there then follows that thoughtful self-directed attention to instances which alone brings competence.

[3] Let us work to build dynamic interests, starting with those that now exist, but working always for stronger

and finer and richer interests, interests that lead ever onward and upward. These constitute the richness of life, especially as they are got on the dynamic and growing basis.

[4] From the social and moral point of view, what we are to work for in season and out is ever more adequate self-direction, self-direction of the individual as we work with each child, self-direction of the group as we work with classes.

All of this is but the educational statement of democracy. That the self-direction may be ever more adequate, it must learn to take ever more into account and take this ever better into account. If we understand thinking and acting properly, we may sum up this fourth item in the words, *ever better acting on thinking*: ever better thinking to tell how to act, what to do; ever closer study of the results of the acting so as to test and correct and improve the thinking.

If any have ever thought that the general point of view herein advocated was individualistic in the selfish sense, it would be impossible to imagine a greater mistake. To take ever more, ever better into account as one acts is the precise opposite of selfishness. This point of view stresses individuality, not individualism. It believes that all social arrangements exist to enhance and express individuality. But its concern has always been for an individuality that is increasingly

considerate of other individualities in order that all may live justly and well together in all the varied interactive co-operations that make life rich and fine for each and all.

Thus closes the series. As we have studied together, we have seen how new social conditions demand a reconsideration of the curriculum along with all else connected with the school. A new psychological insight helps us see at once both the possibility and the need of revising our conception of learning and consequently our conception of curriculum and method.

The stream of life has been found to develop novelly. Life itself is the effort of the organism to cope continually with the ever oncoming novelty. In this the organism behaves in a true sense as an internally cooperating whole. The true unit of study is the organism-in-its-interaction-with-the-environment. Learning is the name we give to the twofold fact that the organism facing novelty may devise and create a new way of responding, and that this new response if accepted for action becomes thereby incorporated into the action system, or very being, of the organism itself, there to make available for the future the results of this experience.

Thinking has appeared as an especially important aspect and factor in behavior. For man, thinking on the one hand builds a cumulative culture and on the other allows each growing child through association with others to build the simultaneous conceptions of self (*ego*) and other (*socius*). By means of these self-other conceptions man achieves meaning (intention) on a plane apparently denied the lower animals and on this plane builds mind, sense of responsibility, and conscience. These conceptions are embodied in language and otherwise in the culture, and so form the chief means for educating succeeding generations to the level of the race-wrought accumulations. Schools exist (at least in a democratic society) to help the young grow up into intelligently self-directing members of the culture group, able and disposed to join with others in the continual task of remaking the common culture and life into something ever finer.

The remaking of our ideas regarding curriculum and method must in such ways as these be a perennial task, perhaps never more needed than at the present. It is to help with this task that these articles have been written.—**William H. Kilpatrick**, Teachers College, Columbia University. [All rights reserved by the author.]

The Quest for National Security

THE AMERICAN REPUBLIC now tosses heavily amid the tempest of a crisis in its economy. Stark evidences of the crisis lie all around us—in silent industries, in rusting machines, in the broken lives of men, women, and children. But deeper than these outward signs and entangled in them is another crisis, not visible to the eye—a crisis in American thought which springs from our quest for security thru national action on a national scale. This is the phase of the present national dilemma which distinguishes it from previous panics and especially concerns the teachers of the land.

When, nearly a century ago, the United States was shaken by the economic crash of 1837, the ensuing popular distress was generally taken as a passing visitation of an unknown evil. President Martin Van Buren attributed it largely to the sins of greed and speculation. In a message to Congress he declared that, under the Constitution, the federal government could do nothing about it. Moreover he insisted that, were the powers available, it would be unwise for Congress to meddle with the affairs of private enterprise. The poor suffered in silence or fell by the wayside. In due course came a revival of business as American ingenuity was turned to building railways, opening virgin soil to cultivation, establishing basic industries, and exploiting the national endowment in natural resources.

Today the republic finds itself in another economic crash, with similar signs of distress and discouragement. But the whole economic setting has been altered and thought has changed. The continent has been rounded out; foreign trade has been pushed to the limits; the exploitation of natural resources has reached a point of decline and decay; railway construction has stopped and the mileage shrinks; basic industries have been established; and an unexplored wilderness no longer beckons youth with opportunity. The nation stands in the presence of an unparalleled equipment for the production of wealth, and this equipment is nationwide in its connections and ramifications.

In the course of a hundred years, the whole economy of the nation has been altered. The independent producer and owner of 1837 has been supplanted by the specialist, the corporation, the co-operative association, and the trade union. The self-sufficing homestead and

CHARLES A. BEARD

community have almost disappeared. Individuals, communities, and regions have become interdependent. All have been so woven into a common economic mesh that, apart from a few primitive farmers, no one, whatever his virtues of industry and thrift, lives unto himself, or by his own efforts applied to nature's resources wins security for himself and his family. This transformation was coming about before the crisis; it is proceeding amid the crisis; the calamity itself has demonstrated the collective character of our economy and our distress. Individual energy, industry, and virtue no longer guarantee a chance to make a living and attain security.

While the economic scene has been changing, thought has been changing, though lagging behind the alteration in the economic structure. When President Hoover declared that "no one shall starve in America," and took steps to check the course of the panic, he made a breach in the historic thought of America. When President Franklin D. Roosevelt, in his message of January 4, 1935, proclaimed his objectives to be security of livelihood, security against the major hazards of life, and security of homes, he widened the breach opened by his predecessor. If economic security is in fact the certain reward of individual industry and thrift, if poverty is the offspring of laziness, then there is no reason why the poor should not be allowed to starve, to suffer punishment for their sins. There was a time when economists and statesmen held and celebrated this faith and practise. Charity might dole out soup, but the nation represented by its government had no moral responsibilities in the case. But thought changed. The obsolescence of the creed has been demonstrated. A break has come; a return to the past is impossible. The burden of the new thought and the new responsibility will press harder and harder upon us as the future unfolds.

This change in thought did not come upon us out of a blue sky. For more than half a century practise had been preparing the way for it. Confronted by the alterations brought about in economy by machinery, specialization, integration, and the multiplying ties of social living, our cities, states, and the nation had been making innumerable adaptations in

government to meet new problems as they arose. They did this pragmatically without much speculation in social theory. The process may be simply illustrated by reference to the substitution of a collective water-works system for the individual pump in the backyard. And, as Theodore Roosevelt remarked long ago, no one thought that his individuality was crushed when he surrendered the pump handle for the faucet in his house.

Stage coach drivers and carters felt aggrieved, no doubt, when continental railways took over long-haul transportation, but society derived benefits from that achievement of corporate enterprise. When the rates and services of railways were deemed unfair and unreasonable, government stepped in to regulate and control them. But not many citizens felt their liberty destroyed because railroad companies were compelled to heat trains, guard crossings, and subject engineers to tests for color blindness.

The history of municipal, state, and federal governments for more than fifty years is the history of growing interventions and actions on behalf of the public or collective interest in a quest for greater convenience and security. Compulsory public education was one of the first forms of this transformation. The individual right of parents to bring their children up in illiteracy and ignorance was denied, and the burden of supporting schools was placed upon society itself. Public health services, parks, playgrounds, hospitals, mothers' pensions, and public institutions of beneficence all illustrate the increasing assumption of collective responsibility for the welfare and security of individuals. From year to year there has been an increasing intervention of government in the processes of agriculture and industry, an increasing regulation of private enterprise, an extension of government activities into new fields, a growing centralization of control and financing in the hands of the state and federal governments as contrasted with local governments—in health, education, highways, relief, and social insurance, for example. The story is told with a wealth of cold statistical description in the volumes prepared by the Committee on Recent Social Trends. And now those findings are almost daily confirmed by presidential messages, by report after report on resources, welfare, and planning, turned

out by engineers, statisticians, and specialists in economy and government. And the particular proposals are crowned by a great national project for state and federal cooperation in providing assurance for the aged and the unemployed. The whole nation is engaged in a quest for security for all men, women, and children.

Various names have been applied to this new configuration of things and efforts. President Hoover called it "associational." The term "cooperative" has been used to characterize it. The Commission on the Social Studies found the word "collectivism" appropriate. Over definitions it is not profitable to tarry long. The fact stands: We live in a society that is differentiated, integrated, centralized, and interdependent in all its parts—a society in which government, representing the common interest, assumes increasing responsibilities, along with farmers' cooperatives, industrial corporations, and labor organizations, in holding economy together and making it work. Individuals remain. The virtues of intelligence and industry remain. Individual responsibilities remain and will always remain. But without informed and efficient collective action, without the subordination of personal ambitions and greed to common plans and purposes, Americans cannot win security, cannot safeguard natural resources, cannot bring an economy of abundance into full flower.

The task is conceded, but already voices are heard, telling us that the new adjustments and institutions cannot be made by thought, knowledge, and common efforts; that they must be made by brute power, supported by the sword. Already tones of thunder in Europe proclaim the death of democratic processes—government by public discussion, public decision, and public action, supported by the knowledge and resolve of citizens.

Amid the crumbling structures of old practise and thought and emerging practise and thought stand leaders in education, responsible for the schools and the preparation of youth for the coming years. In the nature of things, they represent a public or collective interest, as distinguished from special and individual interests. Yet what are their immediate obligations, if any? They may say, of course, that this crisis in economy and thought is not their concern, that they must not be involved in the tensions and conflicts of society, that they will close their eyes and ears to the turmoil of the world, that such great public documents

as the report of President Hoover's Committee on Recent Social Trends have no interest to them. They may say, "Let us go on undisturbed teaching Greek, Latin, mathematics, literature, chemistry, and history in the old way, without any reference to what is taking place in society or the nature of the social order in which children are to be graduated from the school." Or, confronting the fact of a closely integrated society, they may say, "We believe that a return to the old order of 1850 is possible and that old theories and knowledge may after all work very well again." Or they may say, "We are pure scientists concerned with purveying facts and we are not concerned with the use of facts any more than the chemist is concerned whether one of his formulas is used to heal the sick or poison personal enemies." These intellectual positions are possible—as long as society can afford and will pay salaries to educational leaders who hold to such views of their present responsibility.

On the other hand, another position is possible for educational leaders. They may say, "It is our duty to give to pupils a picture of contemporary society and its trends as realistic and accurate as knowledge can make it. Let us prepare boys and girls thru information and training to take part in this order of things, to contribute to its smooth and efficient functioning, to supply the knowledge and enthusiasm required to sustain the common interest, and to contribute abilities to the maintenance of the democratic processes of government and collective adjustments." If the schools are after all to serve the society which supports them, this seems to be the only position open to the educational leader who is not indifferent and defeatist in thought and spirit.

Such a position, however, carries with it imperatives. What are they?

First of all is a clarification of thought and purpose, enlarging the mind and giving it firm-



IS THE AMERICA that we shall pass on to our children to be an economic feudalism with the powerful liege lords of finance in control of our resources; with a small but very rich group at one end of the scale and an ever larger and poorer class of dependent vassals at the other? Or is it to be an America of contented and happy citizens supporting themselves in comfort by their own efforts?—Secretary Harold L. Ickes.

ness without harsh dogmatism, vision without hectic illusions, and guidance without bigotry. Wide and deep knowledge of social development and contemporary social processes, including the history of culture. Acquaintance with ideas and ideals now bidding for the loyalties of American citizens. A judicial spirit—the capacity to look around each particular issue, to listen to conflicting voices, even tho their tones be hateful, and to weigh and balance evidence. A generous freedom of teaching so that a realistic picture of American society, with its tensions and conflicts, may be squarely presented to students. A recognition by each community of the fact that schools have functions to perform in this respect which transcend special and private interests. The judgment and wisdom that pay strict attention to strategy and tactics and never lose sight of grand objectives in personal or particular quarrels. These, to borrow from Shelley, are the seals of that firm assurance which bars the pit over destruction's strength.

Suppose educational leadership, in common with all leadership, fails at its task, what lies ahead of the republic? Glimpses of its fate are to be found in the monumental report of the Mississippi Valley Committee prepared by competent men of science under the auspices of the United States government. After making a minute survey of the Mississippi basin, comprising all or parts of thirty-one states, the Committee presents an illustrative finding:

If certain presentday trends were to be projected unaltered into the future, the map [of the Valley] would be a sorry one. We would be compeled to show increasingly larger stretches of once fertile lands stripped of their life-giving humus, rivers breaking forth in floods of increasing severity as the denuded slopes permitted an ever swifter run-off, industry and agriculture becoming ever more precarious, the life of the people on the land becoming more and more disorganized, and a steady increase in farm tenancy and of economic dependency. Under such conditions local self-government would be likely to break down and under the spell of a dire and never-ending emergency economic and political centralization would steadily increase. The comparison of such a situation with the final days of the Roman Empire is not too far-fetched.

This is not a vague declaration of sociology, social psychology, partisan philosophy, or parlor communism. It is the cold, scientific, and statistical verdict of engineers, foresters, and geographers, based on a study of indisputable and stubborn facts of earth and life. As one among the many great state papers of our time, dealing with the crisis in our economy and thought, it reveals an incapable phase of the present challenge to our American leadership. It is for us, the living, to take up the work before us, and to meet the challenge of our time with the indomitable spirit and the inquiring mind which inspired and led the founders of the American republic.

Community Living as Education

PHILIP W. L. COX

REALISTIC EDUCATION has always taken place chiefly in extra-school situations. Despite the most futile and formal schooling, peoples advance educationally. With the best and most effective schooling they may degenerate into selfish, socially ignorant, criminally complaisant, and bourgeois-minded classes who hate agitation and social innovations more than they do dishonesty or inefficiency.

Almost three-quarters of a century ago, Herbert Spencer noted:

The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence, is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas. [*Education: What Knowledge Is of Most Worth?*]

In America, since 1915, something of the reverse process has taken place. Despite the efforts of many schools to promote civic honesty, intellectual curiosity, and cooperative efficiency, the emerging bourgeoisie of the war and postwar *nouveau riche*, with their country clubs, motor cars, political corruption, movies, and ignorance, have far outdistanced the school as an "educational" agency.

Community living and the standards and aspirations of admired associates, especially adult associates, form the great school. The activities and approvals of one's family and neighbors, of athletes, actors, and politicians who, thru the newspaper, magazine, and stage, become vicarious associates of youths, determine the satisfactions of children. Indeed, such influences are not limited to children. The young men and young women who form so potent a part of the teaching staff of our schools may be engaged to teach algebra in the sixth grade; but actually they teach lip-stick, posture, bridge, and the *Red Book*.

In times of war or the rumors of war, community enthusiasm and propaganda make short work of peace-teaching schools. On the other hand, the social awareness of the periods associated with the names Theodore Roosevelt and Franklin D. Roosevelt, compels even gerund-guiding or fox-trotting teachers to stop, look, and listen. Hence the educational activity and experimentation of 1900 to 1915; the stultification of education 1915-1930; and the increasing

vitality of American education of the present decade.

Community education in Italy—For many centuries the Catholic church and its subordinate orders have formed the most obvious educational institution of Italy. Within each of its many provinces and cities, however, there have been traditions, discipline, and political practises to which those who dwelt therein conformed or accepted disgrace or punishment. In some cities, notably those of Florence, Venice, and Lombardy, the people have to some degree been politically and culturally enlightened and participative, even tho dominated by aristocracies and by imperial conquerors. In the North, therefore, liberalism and socialism came to dominate.

In other areas, notably the Papal See, Calabria, and Sicily, poverty and apparent docility, ignorance and filth, begging and trickery have been almost universal and protest has been secretive. Here, early the Carbonari and more recently the Mafia have existed as secret societies, chiefly political, visiting dire punishment on those whose activities did not conform to the *mores*.

On coming to power, the Fascist Party set about a program of concrete undertakings which they hoped would challenge the enthusiasm and promote the cooperation of all people. The reclamation of marsh lands, the clearance of slums, the protection of mothers and children and the crippled, the rationalization of trade, the abolition of begging, and the decrease of unemployment are typical of its program to bring security to all.

To carry thru such a program, the party leaders recognized the necessity for popular understanding of the desirability of these achievements and support for the acts authorized by the party. Hence, the patterns of the past are kept apparent: imperial Rome destined to rule the Mediterranean and to give leadership to the governments and the peoples of the entire world. Mussolini, the Duce, combines the infallibility and divine mission of the Pope with the prestige of the great Roman emperors. The uniforms, parades, exhibits, athletics, and ceremonies exceed those of the Catholic Church in color and finesse.

They provide the circuses and the bread of old Rome. But they add the joys of participation and the enthusiasm of belonging. Increasingly, every Italian man and woman and especially every boy and girl is given a share in creating the New Italy under the direction of Il Duce "who is always right."

Thru the Fascist Party and its auxiliary women's organizations, thru the various branches of the army and the civil services, thru the *Opera Nazionale Balilla*, including youths from six to eighteen when it merges with the Young Fascist and Cadet organizations, thru the *Opera Nazionale Dopolavoro*, (leisure-time program) including athletics, dramatics, music, arts and crafts, libraries, museums, exhibits, health centers, thru its cooperative national and municipal housing program, and thru its collaboration with and subtle competition with the Catholic Church, *Fascismo* commands apparently enthusiastic cooperative activities from the great majority of energetic people of all ages. It controls and limits the activities of royalty and commoner, and of wealthy employers and financiers, and of the toiling masses. Apparently it "makes them like it."

It is within this program that one must place the schools. The elementary schools, like the secondary schools, have now been nationalized. They stress the arts, patriotism, mass action, health, and community sponsorship for the struggle for better living conditions, for overcoming typhoid, malaria, and tuberculosis, for outofdoor sports, and the rest. They thus approximate the program of the Balilla organization to which they are being subordinated. It is less true that the secondary school and university have been as yet integrated into the program of community life as education. To be sure, professors and students may not challenge any aspect of the Fascist doctrine or projects. Both are organized under party surveillance. History, philosophy, and religion are limited in interpretation so as to support the Fascist theory and the Catholic dogma. Otherwise, these institutions exist chiefly to select the intellectually superior and to provide technical experts for medicine, engineering, law, education, and the rest. Like the narrow curriculum of the English "public school," they select and train; education is left to community living.

Community education in the Soviet Union—However much the goals of Communism differ from those of Fascism, their respect for community organization and education as a major instrument for achieving revolution is much the same. From the inception of the Revolution, the Bolsheviks have moved vigorously to create popular attitudes in favor of socialist construction, and of social cooperation in harmony with the policies adopted by the Communist Party. At the same time they have promoted cynicism and opposition toward the church, toward private trade and wealth, toward vulgar display, toward careless or inefficient work.

Radio, movies, spoken drama, museums, libraries, exhibits, newspapers, wall posters, books and pamphlets, "Red Circles," trade unions, cooperative stores, prison camps, tractor stations, health centers, collective farms, and peasants' hostels—everywhere the desirability and possibilities of socialist construction, of improved health and cultural life are stressed. Pictures, exhibits, and verbal statements advocate the acceptance of the leadership of Stalin, the successor of the venerated Lenin, and flay the abuses of the church, bourgeoisie, and the czars during the pre-revolutionary era. Theaters, museums, libraries, and exhibits are referred to as ethical education, presumably because they have a definite purpose to affect standards of ethical judgment.

As in the Balilla and the Dopolavoro of Italy, youths and adults are made active creative agents in carrying the Revolution to success. Unlike Italy, however, men and women, boys and girls are not segregated, and they are less dependent upon the Communist Party or the Soviet government for meticulous direction than their Italian counterparts; tho the "party line" is rationalized and accepted by all activists so that there is no conflict of policy. Trade union clubs, palaces of culture, parks of culture and rest, factory circles and combinats, peoples' universities, vacation centers, rest homes, and polyclinic hospitals are maintained by the unions, municipalities, trusts, and professions. All are self-activated centers of education and propaganda for Socialist construction. The Red Army is itself quite as truly an educational institution as it is a military force. During periods of training the officers and men study, attend lectures, learn social graces, and develop social philosophies, preparatory to becoming active propagandists as they return to their people.

The schools are much more truly active educational institutions in Russia than in Italy; in them the pupils plan and propagandize and administer to a degree quite unlike those of fascist countries. Youths visit factories and cooperative farms and older ones work in them; they challenge their parents, the workers of factory and collectives, and even their teachers to socialist competitions: e.g. promptness and regularity of attendance, health practises, and the like.

Community education in Scandinavia—In Scandinavia the life of the country-side itself has been recognized as educationally potent since Grundtvig first proposed the establishment of folk highschoools, over a century ago. For centuries the village had existed as a center of goodwill, mutual help and confidence, and private enterprise. What was needed, Grundtvig held, was not more school-training but self-discovery.

Hence, the folk highschoools have scarcely been schools in the accepted sense. To be sure, reckoning and Danish history are taught during their brief five months course. Their uniqueness, however, lies in the two hours of lectures and the study-circles, in neither of which are any facts or processes "taught"; rather are questions raised and opinions expressed. They aim to send forth youths who are so enlivened to the adventurous uncertainties and problems of life that they will spend their lives seeking answers to their questions, knowing that never will they find any certain and final answers.

Springing from these schools has grown adult education in villages and cities, but such education is recognized

to be identical with life. Farming is education in Denmark; so are cooperatives; so are politics, the church, the gymnastic union, the choral society, the English class, trade union tactics, art, economics, literature, and child rearing.

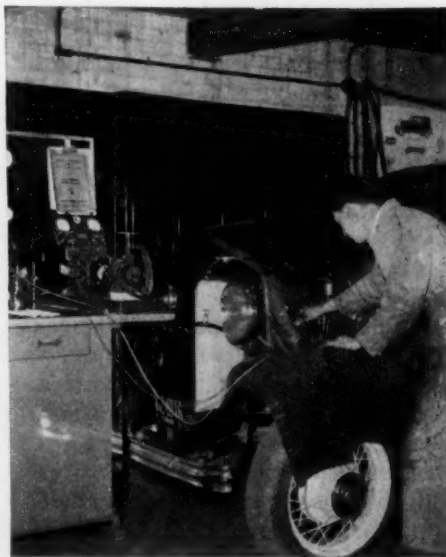
In Sweden, a country the population of which is no greater than that of greater New York, 1,250,000 young and older adults were enroled in some form of educational undertaking under the auspices of the Workers Education League, supported by the unions, by political and philosophical parties, by employers, and by the Swedish government. But even this astounding figure does not begin to tell the whole story. For almost all adults are living life in this most stimulating, tolerant, educational environment; they are participating more or less vigorously in economic, political, civic, and cultural undertakings. In the best sense of the word, life in Denmark and Sweden is the potent school.

What of America?—Here, too, we go to community school from birth to death. This school is not uniformly good or uniformly bad. It could be made better. As a people we might be more conscious of the significance of life. We might come to recognize that the ignorance, stupidity, cruelty, and hopelessness which now characterize us are not necessary or desirable.

Such learnings have gone on rapidly since 1929. If prosperity returns, must we cease learning? Specifically, must we school people again immerse ourselves in big buildings, college entrance requirements, irregular conjugations, and athletic orgies?

Or may we avoid a repetition of our stultified role of the "golden twenties"? May we throw our influence on the side of a questioning active community which might query regarding the permanent satisfaction of night clubs, bleachers, "glad rags," newest dances, back-slapping, "funny" stories, and the rest of the shallow extrovertic behaviors that have characterized us and our fellow Main Street Babbies?

We shall do so only if we recognize that we have in the past surrendered to the shallowest, cheapest, most futile community cultures, so that they came to encompass us. If we do so recognize our former shortcomings we shall resolve to seek in the future for the support and reinforcement of the *elite* of intellect, of good breeding, of cultural interests, of social conceptions. In conjunction with this *elite*, the school may count as an educational institution rather than as an accelerator of degradation.



A phase of the Kalamazoo, Michigan, adult education program: auto shop training

SUPPLYING TEACHERS *for*

By M. ERNEST TOWNSEND

THERE IS to be found in the January 1936 number of *THE JOURNAL* of the National Education Association a timely and excellent leaflet entitled, "Shall I Become a Teacher?" Readers of *THE JOURNAL* are urged to turn again to that page and study it, for its implications to the profession are significant to a far greater degree than might be indicated by the space involved. Here, the organized profession makes an appeal to youth to consider the opportunities for service offered by an occupation which should be, and can be made to be, a first choice for the best of our rising generation. But is it now a first choice?

The outstanding characteristic of a real profession seems to be that of a high degree of concern for the matter of recruiting new members, to the end that the profession shall not alone maintain its status and dignity, but shall so select and prepare new members as to enhance that prestige upon which effective service depends. It is not necessary here to call to mind the care with which the medical profession has, for the past thirty years, built up and maintained an intelligent control over these matters, altho this profession would be the first to acknowledge the need for further refinements in their procedures in this direction.

With the teaching profession, however, it may fairly be said that, until recently at least, the profession itself has seemed to have little regard for this phase of its activity. Indeed there is much good evidence that today, public-school teachers show all too little concern, first, in analysis of the demands of the profession itself, both as to type of preparation needed and as to personality factors affecting success or failure; and second, in attempting to invite into the profession first quality men and women, from the ranks of young people contemplating the matter of occupational choice. Indeed, in far too many sections of the United States it is still a fact that young people are led to believe that if all other avenues of specialized effort fail, they can still go into teaching. Why is this so?



Courtesy, New York City Public Schools

Young America

It is useless to try to simplify the reasons back of this attitude, but a few considerations may be mentioned in passing. First, there is the fact that teaching is still characterized, so far as public schools are concerned, by its short span of professional life. It is still entered by thousands of young people, "till something else turns up." Consequently, comparatively few teachers, looking upon teaching as a life career, are concerned over the factors affecting supply and demand in the profession. To be sure, university schools of education and a few teachers colleges make studies of new trends, and recent developments which will later lead to trends, but, again referring to the leaflet mentioned at the beginning of this article, it is fair to ask how many classroom teachers seriously study the wide ramifications of the newer

profession, or try to advise those youths whom they teach as to their possibilities.

Far from seeking higher and more exacting requirements for cultural and professional preparation, it is, paradoxically, the teachers in service themselves, who inveigh against longer periods of training, professional content, and the idea that teaching is anything else than the doling out of already mastered subjectmatter. While the law and medicine have long since joined the ranks of professionals who believe that their occupation is mainly concerned with the expert insights into the nature of individuals, and the biology, psychology and sociology of human existence, large sectors of the teaching profession still hold that "if one knows his subjectmatter, he can teach." With that inadequate ideal, it is not strange to find that secondary-school

teachers are still measuring their success, not in terms of sending their choicest students into teaching, but in advocating that "if you can't go to college, go to teachers college." The argument for a professional attitude toward the important matter of teacher-recruiting is not new, but it certainly needs restating. Can anything be done about it, or are we still going to perpetuate, as a profession, a system whereby for a variety of irrelevant reasons, and with or without adequate professionalized preparation, new recruits are to be allowed into the profession of teaching, with scant knowledge of or regard for the personality development of their pupils, so long as these pupils "pass"?

It is the judgment of the writer that there are abundant evidences that something not only can be done about it, but that these matters are, in certain sections of the nation, receiving conscious and directed *professional* attention. Professionalization of the occupation of teaching, it seems obvious, should become what it is *not* now, the primary concern of the rank and file of the members of the teaching profession. It should no longer be the main concern of the few who are its designated leaders. There is danger in this course, for there are still too many who would emasculate professional content, and give over the profession to the care of nonprofessional sources of supply. This is sharply indicated by the loud protests of teachers themselves, whenever some forward-looking state endeavors to raise its certification standards in order to exclude the inappropriately trained or untrained candidate from the field.

Some specifications for the task are indicated. In the first place, the organized profession should assist state and national agencies, either public or voluntary (illustrated in the latter case, by the splendid work of the National Education Association), to study continuously, the problem of demand and supply in the teaching field. Few states now do this, altho it is the first indicated task in interpreting the need for recruits.

Second, the organized profession should pay far more attention than it does now, to the study of trends in various areas of education, such as early childhood and infant education, the extension of secondary education upward into the junior college area, education in recreation, library service, adult education, special education of all sorts, especially as it should pertain to the education of the superior, to the end that there should be some relation between the re-



Courtesy, Dr. Zeno H. Scott

HORACE MANN with the principal and first students of the first American public normal school.

cruiting of professional persons to teach in these areas, and the probable demands. Important new areas of professional need are constantly showing up, which could have been predicted, but for which even now, the profession is unready to supply demand. Some areas of effort are over-supplied, or supplied from unpredictable sources. Population trends in the continental United States are pretty clearly defined, and show that in the field of elementary education, many sections of the nation are reaching the saturation point for attendance. On the other hand, rapid rise in the need for secondary-school and junior college teachers is clearly indicated. Early infant education is a relatively new field, and an actual shortage of well-prepared teachers to meet this demand is already showing up. Even in some of the more well-established functions of the public-school work, little is being accomplished, because we still regard teaching as the passing out of subjectmatter rather than the guidance of young people. These are only a few of the areas in which quantitative studies are needed, coupled with a keen insight of the rank and file of practitioners—not just the professors of education and the administrators—as to the enduring fabric of a professional personnel. Again it may be wise for teachers to remind themselves that the medical profession as a profession, organized and conscious of its problem, carefully studies supply and demand and prepares its entrants accordingly.

In the qualitative field, as well, the profession is in need of a constant redefinition of its certification practises, raising the profession in public esteem, not alone by association and organization, but by careful concern lest entrance and continuance in the profession shall be left to the lowest bidder, whether in money or professional insight. It should be unthinkable, but it is true that a considerable portion of our profession still believes that a college education in arts and sciences—with no professional internship or student teaching; no specialized knowledge of child development; no knowledge of the biology, the psychology, the endocrinology, or the sociology of human maturation—should be a sufficient requirement for entrance into a profession which profoundly affects these guidance aspects of life in young people, for good or ill. They would still, by their own admission, hold to "culture"—that vague and useless generalization, as a sufficient guarantee for personal satisfaction in the most highly personalized of all professions. Why? Because we have not as a profession progressed beyond the adolescent stage.

The writer firmly believes in the highest type of cultural education, appropriate to the task, for all teachers. He freely predicts that soon the four years of undergraduate professional training for any teacher is going to be insufficient. But, if teaching is going to become the potent force in American culture-development which one hopes it to be, the profession itself must constantly redefine its recruiting and preparation concepts, to the end that fit persons, as persons, shall be routed into the occupation, by the highest and most appropriate selection technics; that the practitioners understand and are capable of using the scientific knowledge of human development as instruments of their work; that present occupants of teaching positions shall revise their insights till their application to their work shall be germane to the nature of education which we all so loudly profess, but so seldom practise. It is a profession, not a job, that teachers should aspire to, not only for themselves, but for those who are to replace them later. And the profession of teaching is something more, something far greater, than the passing on of erudition, by those who are learned themselves.

May teachers as teachers have regard enough for their high office to seek only the best personalities for their new recruits and to define the profession in professional, not general terms.

Planning for Retirement

E. H. NELSON

A FAITHFUL TEACHER this year retired from the public-school system of the Commonwealth of Pennsylvania. This should be a very happy time in his life. He has a good comfortable home, clear of any encumbrances. His son and daughter have had college educations. The son has a good position teaching in a city highschool and the daughter is happily married. His monthly retirement check is sufficient to meet the ordinary needs of daily living. This should be a satisfying and enjoyable period in his career, but exactly the opposite is the case.

For about a year previous to his retirement date, he began to look forward to it with apprehension and dread. He built up a belief that retirement meant disability and inability—physical inability at least. He began to visit physicians. After making the rounds in his own town he visited those in nearby communities in an effort to find one who would tell him he was a sick man. To him a simple headache caused by overwork or fatigue became a prominent symptom of some dangerous malady. When retirement time really did come after several months of this kind of maneuvering, his state of mind was far from healthy. Some would-be friend told him that about two hundred miles away lived a man with a wonderful electric gadget that could interpret physical condition with unerring accuracy. Off to the new possibility he traveled. At last here was something that would meet his needs!

On making the first test the contrivance registered about everything wrong with him to which human flesh can fall heir. Two weeks with this machine and its manipulator, plus a generous portion of retirement dollars, and the dials took on a more normal reading and the man was homeward bound, with the astounding advice that pork, sour milk, and homemade bread were the foods his system needed to maintain and restore bodily vigor. Of course, such a program of diet could not be, and within two weeks an outraged nature had reacted with such force that pork was nauseating and real functional digestive disturbances began to manifest themselves. So now electricity and pork have lost caste and this retired teacher is on the lookout for the next panacea. And what an easy victim he will be for the one who can lead him on!

One tries to ascertain, if possible, why

such a state of mind should develop. Whatever the motivating force, it might be better to look around for some positive influences that would act as prophylactics. Let me draw on the experiences of one of my friends to illustrate what I have in mind.

This friend of mine was also approaching retirement age in the teaching profession. He looked at it from the angle of seeing opportunity presented to do some things in life that had never been possible before. He wanted to travel—not in the sense of costly tours—but explore firsthand outstanding beauty spots of nature all over the United States, for days and weeks at a time. When his time for retirement came he was as happy and excited as a small boy on the last day of school. For months he had planned on the experiences that were now to be his. No youngster ever looked forward to a Sunday school picnic with keener anticipation. He put aside his academic cap and gown on commencement day with a light heart and was away to his big adventure. And what a time he had! He is home again now after his rich and happy experiences, spread-



To A Retired Teacher

*So many little feet were yours to guide
Down thru the years, but always
they went by,
And you must turn to other marching
feet,
Your children just a while; you held
the sky*

*A little closer for each child you taught,
You left your mark upon each youthful
face,
And oh, it was their love to you they
brought,
And you have never found it common-
place*

*To love, and serve, and smooth their path
a bit,
While shadows grew for you upon the
hill,
For you were serving for the love of it,
And now, your heart is marching with
them still.*

—MILDRED MARALYN MERCER.

ing to his friends and former colleagues the worth of a happy time, and planning on "bigger and better" enriching explorations in the days to come. In contrast, the first retired teacher mentioned cannot enjoy a visit to the school in which he worked so long. He complains it makes him feel worn and useless and only makes a gloomy outlook darker and more forlorn.

It seems there are people who are not "big" enough to retire. They get an exaggerated sense of their importance and feel no one can do so well the job they were doing. A false sense of loyalty and love for a school becomes almost a mania. Then when the actual retirement comes, and the school seems to suffer no loss, a sense of bitterness creeps in, and every effort will be made by the unhappy individual to prove his own estimated worth.

I was a member of the student body of a great university while a great president-emeritus was living on the campus in retirement. He was beloved and revered. He enjoyed strolling around the campus walks, greeting students, and talking with them in the most informal fashion. One would never guess from his attitude that he had ever carried any administrative responsibility. The sunset of his life was delightful to him and to those about him, and now that he has died within recent years, the beautiful afterglow of his influence will continue as long as the university itself.

Contrast with this a college president who dictated to the official board who his successor should be and then attempted to direct the policies of the new president. He isn't big enough to "let go." He has secured for himself a position on the board of trustees in the belief he is doing something for the "old school." He is doing something, but it is a negative something. College students speak of him as a doddering old fool. He is destined to increasing hurt and bitterness because he won't retire gracefully.

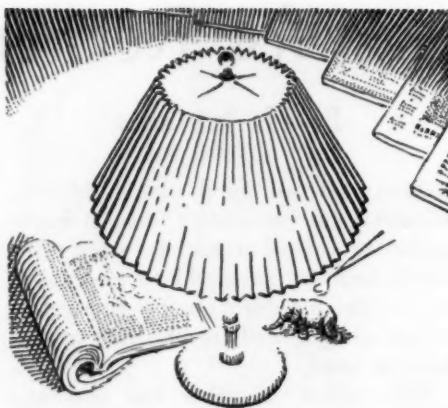
Planning for retirement is, or should be, as definite as the plans made for any vocation. Why not? It is as much of a job of useful living as was the one dreamed of in the years of training for the position one is just leaving. It has the rich background of the experiences of the years. If rightly used with the freedom afforded, the greatest worth may come to all concerned, and thus become a most worthwhile period of life's span.

THE FIGHT FOR ACADEMIC FREEDOM—The attack on academic freedom has only begun, according to C. Hartley Grattan, who writes in the *Survey Graphic* for March. He reports events on the campuses of Pittsburgh, Chicago, and Wisconsin. In each of these institutions the social sciences have been centers of controversy. The accusations against the universities are usually of two kinds: first, that the students are being seduced with subversive doctrines; and second, that the professors in their outside activities are advancing subversive ideas. Either allegation is hard to prove or disprove, in view of the varying definitions of the terms used.

President Hutchins of Chicago has said: "In America we have had such confidence in democracy that we have been willing to support institutions of higher learning in which the truth might be pursued, and when found might be communicated to our people. We have not been afraid of the truth, or afraid to hope that it might emerge from the clash of opinion."

The regents of the University of Wisconsin have made this declaration: "We reaffirm our belief in the full freedom of expression of honest opinion on economic and political matters where such expression does not go beyond the bounds of law or good morals. . . . We disagree with some public statements of the personal opinions of some members of the faculty. But we cannot undertake to prohibit every such expression of opinion . . . without setting aside this constitutional right of free discussion."

Mr. Grattan is confident that as long as liberal institutions remain, the cause of academic freedom is not lost. The question therefore becomes how long the liberal institutions can hold out. Traditions of liberalism may go down before state laws, unless the friends of freedom are on guard. Professor Frederick L. Schuman of the University of Chicago is quoted as saying: "The current criticism of colleges and universities is obviously another symptom of the desperate insecurity from which contemporary society is suffering. . . . Unless American university people can redefine for themselves, in a fashion acceptable to the community, the social role of universities, the task of redefinition will be performed for them by politicians, demagogues, and press magnates or by the taxpayers and business men upon whom all universities are dependent for moral and financial support."



An Evening with the Magazines

Votes for Good English—"We are far less worried over deviations from standard English than we used to be," says Janet Rankin Aiken in *Scribner's* for April. "Bad grammar is becoming more current; grammar of any sort is becoming less taught." Mrs. Aiken does not deplore this trend; she thinks rather that it may be a good thing. If cultivated usage really is the test of good English and the cultivated public is not too much concerned about academic rules, the opportunities for growth in the language are greater.

But grammarians are conservative in recognizing changes in usage. Mrs. Aiken mentions two studies which might serve as a guide in deciding just which expressions are now current—S. A. Leonard's survey of opinions of two hundred authorities, and L. J. O'Rourke's report on the testing of a million and a half school children. (*Current English Usage*, by S. A. Leonard, Chicago, National Council of Teachers of English, 1932. *Rebuilding the English-Usage Curriculum*, by L. J. O'Rourke, Washington, D. C., Psychological Institute, 1934.)

When 97 percent of the seventh-grade children say that *neither are* is correct (as they did in O'Rourke's study), that many children can't be wrong, according to Mrs. Aiken. She suggests that "when fewer than 20 percent of children in the seventh grade condemn a form as bad English, and when not all the efforts of their teachers can lead half of them to condemn it by the twelfth grade," we should accept the children's

verdict. They represent the voice of the people, to whom the English language actually belongs.

College Teaching—Henry Seidel Canby looks back at his years on the Yale faculty, in an article in the March *Harper's*. He tells of his discovery, when beginning to teach, that education is more concerned with ideals than with knowledge.

"What I am surest of is that what I tried to teach was never so important as how I taught it. I can conceive of no subject of instruction so important that a pupil cannot get along without it, except reading, writing, and arithmetic, unless it be ethics and religion, which few teach nowadays. . . . I quickly learned . . . that whether it was the history of the English language, or Shakespeare that I was trying to teach, the actual conflict was not with ignorance but with college life and all that it implied; and, behind it, with the ideas and ideals of an American society in which materialism dominated action and governed thought. One could plant facts by waving a mark book, but when it came to ideas, beliefs, ideals, the soil was stubborn."

Five schools of the theory of teaching are recalled by Mr. Canby: the hard-boiled, the indifferent, the idealistic, the factual, and the enthusiastic. His own lot was cast with the idealists, or philosophers. He wonders about the right name for them. "Such a bullheaded generation I have never known in any other profession; for daily they went out to fight for their ideas, and daily they were defeated. And yet stupid as some of them were, and blind as to what was going on and the source of their difficulties . . . I cannot but feel that they were the only realists in the college of my day. Obstinately determined to make what they thought was truth prevail, they alone intuitively saw, or at least felt and dimly perceived, college education for what it essentially was—a battle with the natural cussedness, consistent short-sightedness, and obstinate resistance of the human animal to whatever uncomfortably raises him above the brute. . . . They were on the right side of education."

Mr. Canby believes that the excitement which he and other young teachers shared was due to their presence on the firing line of idealism against materialism. "We knew that the struggle was between two views of civilization, between two ideas of living, between two types of mind."

—Hazel Davis, Educational Research Service, NEA.

The Gift of Years

PEOPLE often like to imagine what they would do if they had much more money. Every person starts life with more than money. He has his life. By the right use of this gift of years, one can achieve many worthwhile things in life, provided he does not at the same time want other things that dissipate his time and energy. The average span of life is fairly well fixed. It lengthened steadily from 34 years in 1780 to 41 years in 1880. It now averages 59 years in the United States. The prophets of Bible times spoke of the good life in terms of threescore years and ten. Calculate the average length of life for the members of your family for several generations. This will give you an idea of how long you may expect to live. This booklet assumes a life of seventy years. Your life may be less or more, but you will do well to consider carefully how to get the most out of each of these years.

[4]

[5]

MOST OF US know how to plan work for an hour or a day. Executives have to think in terms of weeks, months, and years. Careful students realize the need for planning in terms of five or ten years, with less definite plans for the later years of life. Write down seven headings dividing the seventy years of your life into seven periods of a decade each: 1-10, 11-20, 21-30, and so on. Set down under each of these headings plans for your life. Try putting these headings along the side of the paper and arrange across the top another series of headings such as the seven objectives of education: health, home, learning, citizenship, vocation, leisure, and spiritual character. Ask yourself forty-nine questions thus: What is the most important point about my health during the ages from 1-10? About my home? My learning? and so on thru the seven objectives. Likewise plan the other decades of your life.

The Fifth Decade

THE YEARS from 40 to 50 are transition years. Perhaps the hardest thing for youth is to get the perspective of the middle and later years of life. This is true if the young person has no companions and friendships among older people. Make a list of the people you know who are at this age. Note the increasing number of breakdowns. Note how those who are successful manage themselves. Note that those who pass thru these transition years often enjoy a long life of happiness and achievement. Note your own body. Try to visualize it in terms of 70 years of action. Seek to understand the change which comes in middle life when the supply of energy begins slowly to decrease. Observe about you the effect of this change on others. What can be done during the younger years to build a reserve for this transition period? What habits can be established during the earlier years to add to the joy and peace of the middle years of life?

[11]

[12]

IF THE earlier foundations have been well laid, the years from 30 to 40 will be peculiarly rich in satisfactions. The majority of outstanding modern achievements in invention, science, professions, art, and literature were made by men and women between the ages of 28 and 40. These are the years when financial capital is usually accumulated most rapidly; when wise investment provides for the security of loved ones in the later years; when children are getting into high school and college so that parents live with them in the new world of vibrant young life. There is danger during these years that we shall be spoiled by our leisure and comforts, that we shall spend too recklessly, that we shall cease to make the efforts toward personal improvement which must carry us forward if we are to enjoy the highest excellence. A program of reading and study is particularly fruitful during this period.

The Fourth Decade

The Way to Begin

Making Sure of Growth

BENJAMIN FRANKLIN is one of our best examples of a man who maintained the habit of growth thruout life. Study his plan for selfimprovement as given in his *Autobiography*. One way to make sure of growth is to have regular periods for study and planning. Another is to spend a fixed portion of your income for books. A third approach is to weed out trivial ways of spending time and energy. Select companions carefully. Plan a program of growth for each decade, each year, and even for each month. Earlier booklets in this series—*Your Mind in the Making*—will suggest other ways to make sure of growth. All you have or ever can have is your life. Cherish it for the amazing and wonderful gift that it is. "Strive daily to develop yourself in your person, in your calling, until perfection is attained: the fullness of your every gift, of your every faculty."—Gracian.

[16]

[9]

THE DESIRE for a fine wife and family is a powerful motive in the lives of most young men. The desire to do nothing that would interfere with the aspiration to establish a worthy family has stimulated many a young man to greater efforts and to higher standards. Are you developing in yourself the qualities which you would desire in the husband of your sister? Are you choosing your girl companions among those who have the qualities you would wish in a lifelong mate? Are you developing habits of industry and thrift which are the basis of a secure family life? Can you work out with your prospective wife plans for financing the family life with assurance that you are prepared to carry your full share of the burden? Ask a few older men who have been successful in their home life if they will not talk with you on how to make the most of that phase of your life.

To Young Men

To Young Women

MOST GIRLS hope to have a home and children. That is the highest ambition of the human race. How can you plan? If you expect to become a homemaker, can you afford to prepare for a career? What if the opportunity to marry does not come? Much depends on you. You can develop qualities that will make you an attractive companion. Being a wage-earner teaches you how to work with others. If employed, you can build up a dowry. What qualities do you most desire in the man you hope to marry? Decide with your prospective husband how many children you expect to have and when. No one has a right to have children for whom he cannot provide. Outside of marriage—and singleness is far better than a bad marriage—there are many opportunities for usefulness and happiness. Do the best you can to achieve your heart's desire and make up your mind in any event to live happily and well.

[8]

TO THE 1936 GRADUATE: The careful planning of life helps to insure excellence, happiness, security, freedom, and achievement. Here are some points of approach which you may try for yourself.

BY JOY ELMER MORGAN
EDITOR, JOURNAL OF THE
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

THE PLANNING OF YOUR LIFE

Making Allowances

AFTER you have marked out the broad outlines of your life plan, note the points at which the plan may fail. Allow a margin of reserve for emergencies. Revise your plan in the light of experience. Likewise allow room for experimentation. Try this plan and that. Check results. Look ahead. Discuss your plan with older people and with your classmates. Study the plans of other people's lives as recorded in biography. Ill health may reduce your powers; financial failures may change the standard of living; opportunities for marriage or vocational advance may not meet expectations; vast social changes may alter the whole situation of life. These are part of the great adventure upon which our plan can anticipate, but they will be more easily met when they come because of the habit of planning. A life which has planned for many interests will be equipped to withstand the shock resulting from the loss of any one of them.

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The Third Decade

NOTE that the years of life from 20 to 30 usually include two major decisions: the choice of an occupation or if that decision has been made earlier, choice of a first job; second the choice of a mate and the establishment of a home. Because of these major decisions, this is one of the most important decades of your life. Let us assume that the choice of a vocation has been made before age 20 and that the task now is to make the best possible start in that vocation. Let us list the specific things we can do to get a good start. Let us list the things we may well avoid. How can we achieve personal cultivation? How can the family life be enriched? Is our standard of living simple enough to provide savings for the later years? What contribution can we make to our fellows and to the world? These choices lay the foundation for the afterlife. They are too important to be left to chance.

[11]

[14]

The Foundation Years

TO GET a picture of your life as a whole, review carefully your earlier years to age 20. Note that they are the basic habit-forming years. Note points of strength or weakness. What bearing may these years have on the rest of your life? By the time you read this, your mind has probably reached its full maturity. Psychologists tell us the mind is practically mature at the age of 11 or 12. During the decade from 10 to 20, you should begin to look at your life as a whole and to plan for it. Make a list of your talents, preferences, and resources. Study the various kinds of vocations and the basic skills required for each. Test your qualifications for the fields of work that interest you, and then choose school and outside activities that will help you. If you do not plan to attend college, outline a program of continuing study after you leave school. Vocational success depends on skill, purpose, energy, and integrity.

[10]

[15]

The Art of Observation

MOST OF US go thru life missing many fascinating and beautiful things because we do not know how to look for them, to hold our attention on them, to shut out distractions, to put first things first. Train yourself to see what goes on around you and to understand its significance not only for today but for next year and for ten or twenty years from now. Ask yourself: What kind of a person do I want to be? Notice the people about you who appeal to you most. Is it their charm of manner? Their interesting conversation? Their unselfishness and helpfulness to others? Why do some men fail? How would you change your life if you had it to live over? How do people improve their mental habits? How much of your day do you spend giving attention to really fundamental things? Merely by keeping your eyes open and thinking about what you see, you can learn much.

[7]

[2]

Beyond Fifty

STUDY the lives of those who have passed the half century mark. Are they happy? At what points are their lives unsatisfactory? Perhaps the first problem is that of financial insecurity. Next comes failing health with its discouragement. Third, there is often an absence of worthwhile interests and activities to occupy leisure hours. Could these difficulties have been avoided by careful planning in the earlier years? It is just as important to plan for interests and activities during the later years of life as it is to plan for financial security during those years. What foundations have you laid for hobbies? What contribution will you make to civic welfare? How will you provide for a simple and natural closing up of your affairs so that your going from the scene of action will be as peaceful and normal as your living has been? Select the best among your acquaintances who are living in the later years. Learn from them.

Taking Charge of Your Life

ONE does not really begin to live until he assumes responsibility for himself, until he determines to make the most of himself, and to set for his own aspiration and conduct, standards higher than others would set for him. Some people take charge of their lives early, even in childhood. Others drift thru the years without ever becoming masters in the temple of their own lives. They get nowhere because they do not look ahead, because they do not will to achieve, because they do not choose to sacrifice smaller things toward the achievement of higher goals. They do not enjoy real freedom because they have not taken the first step which is personal responsibility and self-discipline. They drift thru life depending upon others, never more than a part of what they might become. The first step in planning a life is the clear and firm decision to be master of one's own destiny.

The Larger Planning

THE INDIVIDUAL is often caught by forces in the world outside his control. This is especially true in times of transition and economic stress. He can make the most of himself only by joining with his fellows in a collective effort to improve the state, to perfect the laws, to restrain the greedy, to insure justice and opportunity. Include as a part of your planning, time for taking your part in the larger planning activities of the community. The idea of planning may be the chief contribution of the twentieth century to human progress. To plan beyond the year or the decade into the life as a whole; to plan beyond the individual to the family, the neighborhood, the state, the nation, and even the world, is to gain a new perspective and a new faith—a perspective which knows that many of the uncertainties of life can be provided for, and a faith to undertake the task.

The Value of Planning

THE BEST WAY to make the most of your life is to take the long look ahead. The immediate situation may seem confused and unpromising. That means all the more opportunity for intelligence; for careful planning; for foundations laid on the bedrock of worth and virtue; for patient building; and for courageous pioneering. Be not afraid. You are greater than the things about you. You stand on a pinnacle of possibility, and the future will be largely what you make it. Begin where you are. Do something. Act, and above all, plan. This booklet will tell you how to begin planning. Let no one tell you that life is too uncertain to plan. Every great victory of the human race has been won in spite of the cry that it could not be done. You can plan and lose and plan again, rising higher each time because of the purpose and discipline of your life.

THERE IS a battle royal and a great hullabaloo among the children in the courtyard.

I hear them shouting "Jew!" and I go to the window and see my little boy in the front rank of the bandits, screaming, fighting with clenched fists and without his cap.

I sit down quietly to my work again, certain that he will appear before long and ease his heart.

And he comes directly after.

He stands still, as is his way, by my side and says nothing. I steal a glance at him: he is greatly excited and proud and glad, like one who has fearlessly done his duty.

"What fun you've been having down there!"

"Oh," he says, modestly, "it was only a Jew boy whom we were licking."

I jump up so quickly that I upset my chair:

"A Jew boy? Were you licking him? What had he done?"

"Nothing. . . ."

His voice is not very certain, for I look so queer.

And that is only the beginning. For now I snatch my hat and run out of the door as fast as I can and shout:

"Come . . . come . . . we must find him and beg his pardon!"

My little boy hurries after me. He does not understand a word of it, but he is terribly in earnest. We look in the courtyard, we shout and call. We rush into the street and round the corner, so eager are we to come up with him. Breathlessly, we ask three passers-by if they have not seen a poor, ill-used Jew boy.

All in vain: the Jew boy and all his persecutors are blown away into space.

So we go and sit up in my room again, the laboratory where our soul is crystallized out of the big events of our little

My Little Boy



life. My forehead is wrinkled and I drum disconsolately with my fingers on the table. The boy has both his hands in his pockets and does not take his eyes from my face.

"Well," I say, decidedly, "there is nothing more to be done. I hope you will meet that Jew boy one day, so that you can give him your hand and ask him to forgive you. You must tell him that you did that only because you were stupid. But if, another time, anyone does him any harm, I hope you will help him and lick the other one as long as you can stir a limb."

I can see by my little boy's face that he is ready to do what I wish. For he is still a mercenary, who does not ask under which flag, so long as there is a battle and booty to follow. It is my duty to train him to be a brave recruit, who will defend his fair mother-land, and so I continue:

"Let me tell you, the Jews are by way of being quite wonderful people. You remember David, about whom Dirty reads at school: he was a Jew boy. And the Child Jesus, Whom everybody worships and loves, altho He died two thousand years ago: He was a little Jew also."

My little boy stands with his arms on my knee and I go on with my story.

The old Hebrews rise before our eyes in all their splendor and power, quite different from Dirty's Balslev. They ride on their camels in coats of many colors and with long beards: Moses and Joseph and his brethren and Samson and David and Saul. We hear wonderful stories.

The walls of Jericho fall at the sound of the trumpet.

"And what next?" says my little boy, using the expression which he employed when he was much smaller and which still comes to his lips whenever he is carried away.

We hear of the destruction of Jerusalem and how the Jews took their little boys by the hand and wandered from place to place, scoffed at, despised and ill-treated. How they were allowed to own neither house nor land, but could only be merchants, and how the Christian robbers took all the money which they had got together. How, nevertheless, they remained true to their God and kept up their old sacred customs in the midst of the strangers who hated and persecuted them.

The whole day is devoted to the Jews.

We look at old books on the shelves which I love best to read and which are written by a Jew with a wonderful name, which a little boy can't remember at all. We learn that the most famous man now living in Denmark is a Jew.

And, when evening comes and Mother sits down at the piano and sings the song which Father loves above all other songs, it appears that the words were written by one Jew and the melody composed by another.

My little boy is hot and red when he falls to sleep that night. He turns restlessly in bed and talks in his sleep.

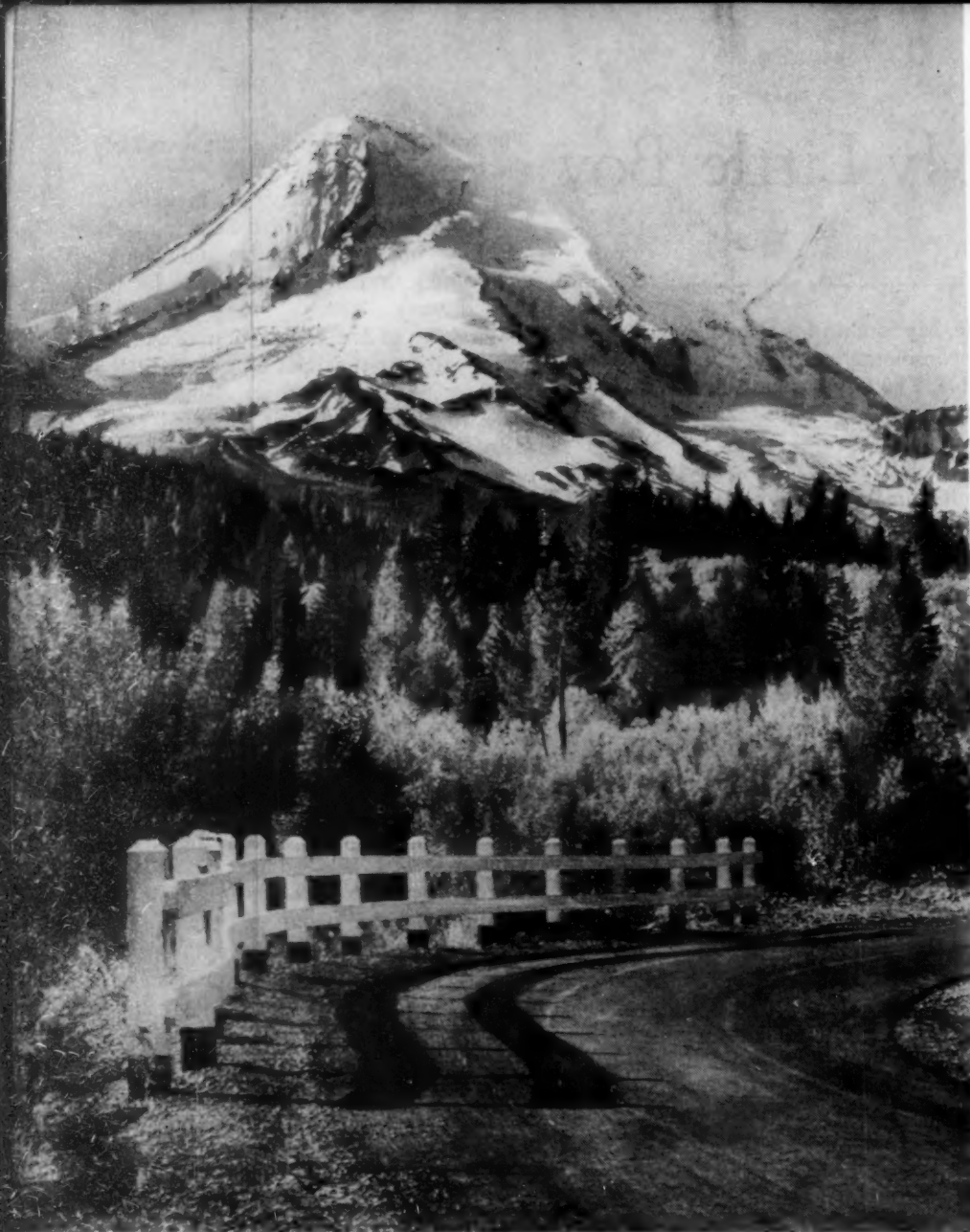
"He is a little feverish," says his mother.

And I bend down and kiss his forehead and answer, calmly:

"That is not surprising. Today I have vaccinated him against the meanest of all mean and vulgar diseases."—From *Carl Ewald's My Little Boy*. [Copyrighted by Charles Scribner's Sons, thru whose courteous permission it is reprinted here.]



Scenes near Portland—Left, St. Peter's Dome, Columbia River Highway, and right, a deep sea salmon fishing party.



Bayer Studio Photos

MT. HOOD AS SEEN FROM THE MT. HOOD LOOP HIGHWAY

En route, aloof majesty—

EDUCATION

Moving Forward

AGNES SAMUELSON

President, National Education Association

BECAUSE education must do more than recover its losses, because it is not enough to regain the position achieved when the economic crisis set the clock back, because we must educate for tomorrow and not for yesterday, "Education Moving Forward" has been chosen for the theme of the 1936 convention of the National Education Association to be held in Portland, Oregon, June 28-July 2. Each one of the sessions will be devoted to some aspect or phase of carrying education forward.

Strengthening our hands for the good work—The Sunday vesper service opens

the convention with this text from Nehemiah 2:18. Of course this great work is character building, the making of men and women. We hope this preliminary sermon will set the stage for the whole week's program. Are not the greatest values to be derived from any of our professional meetings the intangible outcomes that encourage us to grow in excellence of performance, to get a clearer perspective, and to inspire achievement in others?

Appreciating the beautiful—The convention brings this theme to life in a concert of the Portland Symphony Orchestra Sun-

day evening following the vesper services which begin the meeting. Need I plead the importance of developing the cultural aspects in education? The place of the arts is assured. They are not frills; they are a part of life itself and have such a rich contribution to give toward making life significant that they must be an inherent and intrinsic part of any comprehensive program. Did you carry a violin to school along with your speller? Or did you exhibit any creative work in poetry or art when you were a young learner? Let us see to it that the arts are not left out of the picture. Life is beautiful. Let us seek the beauty in nature and in the work of man.

Gaining a new perspective—The end of the Oregon Trail will be an inspirational point from which to gain a new and clearer perspective. To get there we will travel from one coast to another, across prairies, and all the glory of country described in Katharine Lee Bates' lovely "America the Beautiful." It is time to place a telescope to the eye to see what place education is to occupy in reconstruction. It is time also to apply a microscope to the eye to see how to refine our procedures.

Integrating education and democracy—There will be two presentations of this reciprocal problem. The one will deal with democracy's demands upon education, while the other will treat education's demands upon democracy. This is doubtless the greatest issue of the present crisis. If democracy depends upon popular education and a literate citizenry for its very existence, then democracy must move faster in the direction of equalization, adult education, and removal of illiteracy.

The National Education Association this year has placed emphasis in its five-point program upon the close relationship of education and democracy. The program has pointed out the basic principle that governmental projects involving education should operate thru the regularly constituted governmental educational agencies. It has also stressed the necessity of federal aid for education. This problem will be considered in three symposia devoted to *Building a Stronger Foundation*.

One symposium will be devoted to the rediscovery of the "Children's Charter" and its use as the basis of a program of action. Astonishing discrepancies exist between the rights of children as asserted in the "Children's Charter" and the actual facts as they exist, according to the report on human resources of the National Resources Committee. The next steps for home, school, church, and community in the implementing of the "Children's Charter" will be discussed. Another symposium devoted to stronger foundations will deal with children in rural areas, children with special needs, children of the underprivileged races, and the means of providing these and others handicapped socially or economically with adequate educational opportunity.

Advancing teacher welfare—Tenure, retirement, freedom in teaching, equal oppor-

tunity, and adequate compensation are essential to security of teaching. The National Education Association has an aggressive ensemble of committees at work on this fundamental task of improving the status of the profession.

Conserving American youth—What to do for our young people is a problem of immediate as well as ultimate significance to our present and future welfare. "Youth's Appeal" and "America's Answer" are the headings under which the subject will be treated. What does youth ask? What shall he do about a home, an education, a vocation, citizenship? How shall he learn to detect the true from the false in propaganda? What shall America's answer be? Not the fascist, not the communistic, not the socialistic answer, as exemplified in experiments across the water, but the answer of democracy—that is what we are seeking.

Improving the program—We must constantly improve the educational program, if the schools are to move forward. Three convention symposia will be devoted to this topic. One of them will deal with the development of discrimination in the use of the radio, the movie, and children's literature. Young people must learn to use wisely new inventions such as the radio and movies. Reports will be made of investigations in these fields. Another symposium will be devoted to discovering new needs on elementary- and on secondary-school levels. The elementary group will discuss new needs in relation to content and procedure. The secondary teachers will consider the ten issues in secondary education as presented in the recent report of the Committee on the Orientation of Secondary Education. [See April JOURNAL, page 106.]

Conquering new frontiers—Two aspects of this topic will be considered; one to deal with pioneering in the physical realm, and the other to deal with the spiritual values in human advancement. The subject is replete with significant implications for education and should prove a romantic and fascinating exploration.

Strengthening the relationship between school and community—To this task all of us are giving time and thought. Of its several phases, three will be considered. One will consider the problem of coordinating the forces for child safety. The acuteness of this problem is evidenced by each newspaper issue. It is time that the educational forces assumed leadership in this matter, so that it may be taken from the realm of the spectacular and given classroom instruction basis. Many schools are doing this. If education is to train for life outside the schoolroom, safety must have a place.

Another section will discuss the subject of utilizing lay cooperation in four lines of action—creating understanding, securing support, keeping children uppermost, and moving forward. Lay cooperation is needed to advance child and teacher welfare, to realize the objectives of the "Children's Charter" and to speed educational equality. Still another section will have to do



WAHKEENA FALLS, ALONG THE COLUMBIA RIVER HIGHWAY

Prentiss, Commercial Ph

—and intimate loveliness

with broadening our community horizons. Discussion will center around international friendliness and world peace. With international relations not at the best at the moment, this problem is of sweeping and unlimited concern to everyone.

Considering national issues—The presentation of the platforms of the major political parties will be one of the highspots of the convention program. The brief space of time with which the political conventions will precede the annual meeting of the National Education Association makes a study of the political platforms timely and in order. They will be discussed by leaders selected by the respective national committees will add to the vital and interesting nature of this session.

Exhibits and meeting places—The Portland Civic Auditorium in the business section of the Rose City affords ample space both for exhibits and convention sessions. Meeting places for departmental and group sessions are conveniently located.

Hospitality—Already more than forty states have arranged for hotel headquarters. Local committees have developed plans which assure conventioners of a pleasurable visit. As a point of departure for vacation trips the Oregon city is unexcelled. Nearby universities are offering summer sessions for those who wish to follow the convention with additional professional work.

Travel facilities—Summer excursion rates are lower than the usual convention rates. These have generous limits in the matter of time allowance, stopover privileges, and diversified routes. Members will find the convention an economical means of professional advancement.

Only by working together, understanding each other, keeping faith in each other and in the cause to which our life work is dedicated, keeping children uppermost, improving our program, meeting new needs, strengthening our professional relationship, and utilizing lay cooperation, will education move forward to serve tomorrow's needs.



Sawyer Scenic Photos

FROM THE COLUMBIA RIVER HIGHWAY



HIKING AT CRATER LAKE



Sawyer Scenic Photos

BOTTOMLESS CRATER LAKE



BEACH AT SEASIDE, OREGON



FISHING ALONG OREGON COAST HIGHWAY

Your Portland trip offers a variety of recreational opportunities

SUNDAY, JUNE 28, 5:00 P.M.—*Vesper Service*

Strengthening our hands for the great work
—Bruce Baxter, president, Willamette University, Salem, Ore.

SUNDAY, JUNE 28, 8:00 P.M.

Concert—Portland Symphony Orchestra

GENERAL SESSIONS

FIRST GENERAL SESSION

MONDAY, JUNE 29, 9:30 A.M.—*Gaining a new perspective*

The northwest greets you—

Presentation of platform guests—

Addresses—Mary Ralls, president, Department of Classroom Teachers; Agnes Samuelson, president, NEA; Frederick M. Hunter, chancellor, Oregon State System of Higher Education; Willard E. Givens, executive secretary, NEA.

LIFE MEMBERSHIP DINNER

MONDAY, JUNE 29, 5:30 P.M.

Eighth Life Membership Dinner—
Speaker, J. W. Studebaker, U. S. Commissioner of Education. Music by Hawaiian delegation

SECOND GENERAL SESSION

MONDAY, JUNE 29, 8:00 P.M.—*Integrating education and democracy*

Democracy's demands upon education—
J. W. Studebaker, U. S. Commissioner of Education

Education's demands upon democracy—
A. J. Stoddard, chairman, Educational Policies Commission; vicepresident, Department of Superintendence

THIRD GENERAL SESSION

TUESDAY, JUNE 30, 9:30 A.M.—*Building a stronger foundation*

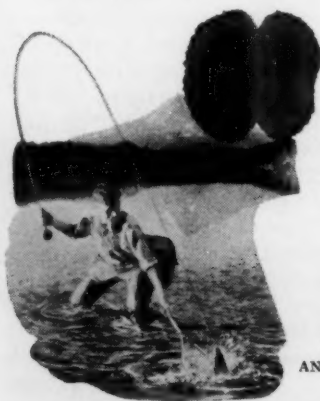
SECTION A—Implementing the "Children's Charter"—Next steps

For the home—Effie I. Raitt, president, American Home Economics Assn.

For the school—A. L. Threlkeld, president, Department of Superintendence

For the church—Levi T. Pennington, president, Pacific College, Newberg, Ore.

For the community—Norman F. Coleman, professor of English, Reed College, Portland, Ore.



LOST LAKE AND MT. HOOD

The PORTLAND

Tentative Outline of

SECTION B—Speeding educational equality

For children in rural areas—Anna Swenson, State Dept. of Education, Minn.

For children with special needs—Elise Martens, senior specialist in education of exceptional children, U. S. Office of Education

For children of all races—Willis A. Sutton, superintendent of schools, Atlanta

Next steps—Howard A. Dawson, NEA director of rural service

SECTION C—Advancing teacher welfare

Tenure—Donald DuShane, chairman, NEA Committee on Tenure

Retirement—M. Emma Brookes, chairman, NEA Committee on Retirement

Freedom in teaching—Emily Tarbell, chairman, Committee on Academic Freedom, Department of Classroom Teachers

Equal opportunity—Gertrude Mallory, chairman, NEA Committee on Equal Opportunity

Adequate compensation—M. J. Clarke, president, Nevada Educational Assn.

FOURTH GENERAL SESSION

TUESDAY, JUNE 30, 8:00 P.M.—*Conserving American youth*

Youth's appeal—Willie Lawson, secretary, Arkansas Education Association

America's answer—Robert G. Sproul, president, University of California

FIFTH GENERAL SESSION

WEDNESDAY, JULY 1, 9:30 A.M.—*Improving the program*

SECTION A—Developing discrimination in the use of new tools

Movies—

Radio—A. G. Crane, president, University of Wyoming

Children's literature—

SECTION B—Meeting new needs on elementary level

SECTION C—Meeting new issues on secondary level—Forum

Participants—Payne Templeton, principal, Flathead County Highschool, Kalispell, Mont.; Ruth West, Lewis and Clark Highschool, Spokane, Wash.; Albert M. Shaw, western regional director, Department of Classroom Teachers; Edward O. Sisson, Reed College, Portland, Ore.; Mary B. McAndrew, president, Pa. State Teachers Assn., supt. of schools, Carbondale

SIXTH GENERAL SESSION

WEDNESDAY, JULY 1, 8:00 P.M.—*Conquering new frontiers*

Announcement of Tokio conference of World Federation of Education Associations—

Pioneering in the physical realm—

ND PROGRAM

of General Sessions

Pioneering in human advancement—Rev. Ralph W. Sockman, pastor, Christ Church, New York, N. Y.

SEVENTH GENERAL SESSION

THURSDAY, JULY 2, 9:30 A.M.—*Strengthening the relationship between school and community*

SECTION A—Coordinating the forces for child safety

Responsibility of the schools for child safety—Worth McClure, superintendent of schools, Seattle, Wash.

New developments in safety education—Interest on the part of other agencies—

Marian L. Telford, educational division, National Safety Council.

Next steps in coordinating the forces—

SECTION B—Utilizing lay cooperation

In creating understanding—Frank Miles, editor, *Iowa Legionnaire*, representing the American Legion

In securing support—William McKenzie, member, Board of Education, Portland, Ore.

In keeping children uppermost—Mrs. William Kletzer, president, Oregon State Congress of Parents and Teachers, Portland

In moving forward—Walter Cocking, state commissioner of education, Tenn.

SECTION C—Broadening community horizons

The Oxford conference as an adventure in world friendship—Uel W. Lamkin, secretary-general, WFEA.

Glimpses of the Far East—

Cultural contributions to America—Elias Arensen, San Francisco State College

Public opinion and peace—H. M. Woodward, president, Utah Education Association, Brigham Young University, Provo, Utah

EIGHTH GENERAL SESSION

THURSDAY, JULY 2, 8:00 P.M.—*Evaluating national issues*

Presentation of political platforms

For the Democratic Party

For the Republican Party

For the Socialist Party

Supplementary statements—Each speaker will be allowed five minutes

Introduction of new President of the National Education Association

REPRESENTATIVE ASSEMBLY

TUESDAY, JUNE 30, 9:30 A.M.—*First Business Session*

Report of Committee on Credentials

Report of Committee on Bylaws and Rules—Cornelia S. Adair, principal, Franklin School, Richmond, Va., *chairman*

Adoption of Order of Business

Minutes of Denver Meeting

Report of Committee on Amending Charter—R. T. Shaw, Northeast High School, Philadelphia, Pa., *chairman*
Amendments to Bylaws
Nomination of Officers

WEDNESDAY, JULY 1, 9:30 A.M.—*Second Business Session*

Report of Committee of Seven on Reorganization of the NEA—E. E. Oberholzer, superintendent of schools, Houston, Tex., *chairman*

Report of Committee on Social-Economic Goals—Fred J. Kelly, chief, division of higher education, U. S. Office of Education, *chairman*

Report of Legislative Commission—Sidney B. Hall, state superintendent of public instruction, Virginia, *chairman*

Report of Committee on Academic Freedom—Henry Lester Smith, dean, School of Education, Indiana University, *chairman*

Recognition of outstanding membership records in NEA—Agnes Samuelson, president

Report of Committee on Tenure—Donald DuShane, superintendent of schools, Columbus, Ind., *chairman*

Report of Committee on Horace Mann Centennial Celebration—Payson Smith, educational consultant, American Council on Education, *chairman*

Report of Committee on Equal Opportunity—Gertrude Mallory, San Gabriel, Calif., *chairman*

Report of Committee on Higher Education—A. G. Crane, *chairman*

Report of Executive Secretary

THURSDAY, JULY 2, 9:30 A.M.—*Third Business Session*

Report of Committee on Retirement Allowances—M. Emma Brookes, principal, Miles-Cranwood Schools, Cleveland, Ohio, *chairman*

Report of Educational Policies Commission—A. J. Stoddard, *chairman*

Report of Committee on Necrology—H. V. Tempel, principal, Henry Clay High School, Shelbyville, Ky., *chairman*

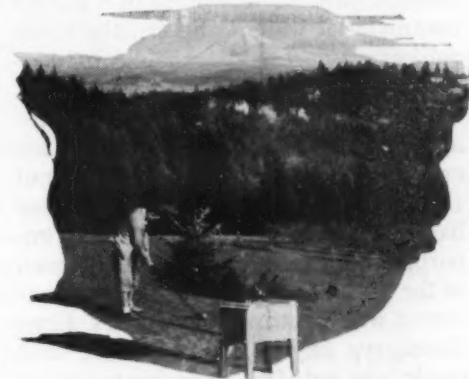
Report of Committee on Resolutions—Amy Hinrichs, principal, Audubon School, New Orleans, La., *chairman*

Reports of Other Committees by Board of Directors

Reports of Treasurer, Audit Committee, Board of Trustees, Budget Committee.



COLUMBIA RIVER GORGE FROM CROWN POINT



A PORTLAND GOLF COURSE



MIRROR LAKE WITH EAGLE CAP MOUNTAIN



HAYSTACK ROCK AND NEEDLES, CANNON BEACH



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"COMING OF THE WHITE MAN,"
WASHINGTON
PARK, PORTLAND



Controversial Topics in the Classroom

C. B. WIVEL

IT IS DIFFICULT to think of any subject in the curriculum which does not have some topics of a nature controversial to someone. What may seem plausible and perfectly clear to one person appears disputable to another. Even the degree to which a topic is controversial is difficult to measure. Some may consider only a minor phase of a subject controversial while to others, the whole subject may act as the stimulus for serious debate.

Since modern schools are committed against a policy of indoctrination, are opposed to stereotyped opinions put forth by teachers, and, on the other hand, are striving to present facts impartially, it naturally follows that much of the work of the instructor will be concerned with controversial matters. Even chemistry, physics, biology, art, and music are not free from controversial topics. In law, civics, political science, sociology, economics, history, debatable topics permeate the literature; inevitably they must appear in classroom activities.

The instructor cannot prevent controversial topics from arising in the classroom even if he wants to. They will take place at any time that students are dynamically pursuing their work in the classroom. Avoidance of them by the instructor is as foolish as trying to make a class believe that he can answer any question asked. To say that all facts are not at one's finger tips but that one will obtain reliable data tends to create confidence and respect. The modern teacher who expects to avoid controversial questions in his professional work has about as much chance of doing so as the dentist has of pursuing his profession without working on teeth.

Controversial topics are always dangerous—in or out of the classroom, in formal or informal education. They run counter to someone's established habits of action or habits of thinking. Because of this, personalities are likely to predominate over discussions of principles; emotions are likely to outrun rational processes. Hence, it becomes the teacher's responsibility to keep discussions as free from bias and dogmatism as possible, to encourage and lead the group to think objectively.

It is dangerous to voice an opinion without labeling it as such; it is always desirable to state the original source of factual information. In every classroom,

rich with discussion, the teacher is called upon to present his opinion if he is to retain the respect of his students and maintain the leadership which belongs to him. Many teachers shun voicing their own views and foolishly pride themselves that they never permit their own opinions on controversial topics to be known. Rare indeed is the teacher, regardless of what angle of a question he favors, who succeeds for long in withholding from his students a knowledge of his convictions. In handling controversial topics the attitude of the teacher is vital. The teacher should be the one who can by example always display a friendly attitude toward all with whom he does not agree.

Education has been defined as "life, experience, appreciation, attitude, knowledge, growth, and adjustment." Education must provide experience for students in order that they may aid in solving problems which have been neglected in the past, and in order that they may participate in the solution of contemporary difficulties.

Life is full of controversial issues. Students cannot avoid them if they would. If students are shielded from all topics which have varied aspects, they will be as helpless as rudderless ships in uncharted seas when faced with life situations later. Scholars who command the factual knowledge of dusty volumes but who are unable to get along in groups where controversies arise are pitifully out of place. Scholars need to be humans.

Education should aid students to be social persons. They should know how to carry on a pleasing conversation. Modern life is far from one of unaccented phrases and monotones. It is one of emphasis, clear expression, and attitude. We are not hermits. We are social beings who must  with others who often have  with our own.

Life's environment is heterogeneous, competitive, full of conflicts. Students must be able to make adjustments on controversial issues with the use of rational processes. To deprive them of this while students and to defer experience with such issues until after school days are over, is to impose a cruel sentence upon the youth of today.

We cannot admit the psychology of individual differences and reject controversial questions from the classroom. A program stressing individual differences breeds controversial issues. We cannot defend free expression, condemn suppression and traditional educational method, and then prohibit controversial subjects from being discussed in the classroom. A modern progressive school, rather than eliminate such issues, will encourage them, find them, if necessary. A classroom without controversial issues would be anemic, lifeless, static, dull, and unreal.

About the only thing we can be sure of in this world is change. It is everywhere in nature. It is characteristic of democracy. Only a static society would have no change. A society, to be static, would have no social or economic intercourse, no communication with any other group. Perhaps in the mountains, the far-off isles, or the interior of the jungles, there are such groups; daily they grow rarer.

Democracy is dynamic. Hence, it is pregnant with change, and change involves controversy. All change may not be progress, but all progress involves change. In this change from one condition to another in democracy, the vital thing for the student is to have access to all aspects of questions and to have a leadership that permits an explanation of all angles of every question. Herein is the great obligation of the teacher. To deny the presence of this obligation is to deny the value of education in the service of mankind.

There will always be conservatives and liberals. There will always be old-timers and youngsters debating "new fangled" ideas. This is the route of progress. To suppress the right to have issues discussed under the best leadership—the school—would be a step toward the suppression of freedom of speech, freedom of religion, and freedom of the press. These, if suppressed, would lead to deceit, under-cover action, discontent. They lead to a destruction of the tools used for progress.

Progressive education stands forth to defend progress, which in turn has thrived throughout the history of mankind, traveled the route of controversial topics. What institution today is better qualified in materials, equipment, leadership, and confidence of the people, to treat controversial issues, than the school?

Rural Life and Education

HOWARD A. DAWSON

RURAL EDUCATION directly involves the welfare of more than half the children of the nation. Some of the most difficult problems today are primarily concerned with people on farms and in villages. As these problems are examined it becomes apparent that such factors as the relative number of children, the migration of population, income of farmers, farm taxes, farm homes and conveniences, decentralization of industry, and the occupational changes and expectations of rural people are of vital import to making satisfactory educational facilities available to rural people.

Relative number of children—The average farm adult has 70 percent more children to rear and educate than the average urban adult, and taking the whole rural population the number of children per adult is 50 percent greater than for the urban population. The rural areas have, during every decade of our national history, produced a large surplus of population. In 1930, farm families were producing about 50 percent more children than were required to replace the farm population removed by death. On the other hand, our cities with a population of from 2500 to 100,000 were falling short 8 to 10 percent of the number of children necessary to maintain their own population; in the larger cities the deficit was nearly 20 percent.

Migration of population—The surplus population of the rural communities has, to a large extent, migrated to our cities and made possible their rapid growth. From 1920 to 1930 about 6.3 million persons, nearly half of whom were 15 to 40 years old, went from the farms to the cities and did not return. Altho during the depression the net migration to the cities halted and was for a short time even reversed, it has now been resumed.

This migration of population has resulted in great financial contributions from farms to cities estimated at 3.5 billion dollars annually from 1920 to 1930, or nearly twice the annual cost of public education. These contributions result from the cost of rearing and educating the children who later move to the cities, from the payment of interest and rent to



city dwellers, and from the settlement of estates transferring wealth to the cities.

Income of farmers—The per capita income of farm people is usually only one-third to one-half the per capita income of the entire nation and is, of course, compared even less favorably with urban income. In 1929, farm people, who constitute one-fourth of the nation's population, received only one-eighth of the national income. But out of the 12 billion dollars gross income of farmers about one-third went to the cities thru the migration of population; and approximately another third went for wages, taxes, insurance, and various items such as fertilizer, machinery, lumber, and other materials purchased from industry. Only one-third was left for maintenance of living standards.

Taxes paid by farmers—The increasing burden of real estate taxes, taking a larger and larger share of the farmer's income for the support of governmental institutions and services, including public schools, has become a problem of serious proportions for farmers. By 1929 about one-eighth of the farmer's gross income went for taxes. The National Industrial Conference Board estimated that prior to 1930 the farmer was paying one-fifth of the tax bill of the nation altho his share of the national income is only one-tenth. Recent studies by the United States Department of Agriculture show that in spite of decreased assessments and reductions in tax rates during the depression, the farmer's taxes in ratio to his income and to the true value of his land have increased.

Farm homes and conveniences—The President's Committee on Home Building and Home Ownership (1932) in a section on rural housing reports that in all parts of the nation there is much to be desired in the adaptation of farmhouses to the purely physical needs of

the family, and room for unlimited development from the esthetic point of view, in regard to landscape planning, room arrangement, furnishings and equipment, and labor-saving facilities for conserving the energy of the homemaker. The extent to which rural standards of living can be improved is reflected by the simple facts that in 1930 only 13.4 percent of farm homes were equipped with electricity, and only 15.8 percent with running water.

Occupational changes and expectations of rural people—Since 1870, as a result of the increased use of machinery and scientific farming methods, the percentage of our population engaged in agriculture and allied industries has dropped from 53 percent to 21 percent. In 1930 each agricultural worker produced about two and one-half times as much as the average worker of 1870. As a result, about 60 percent of the farm population has been released for other occupations.

Within recent years many industrial establishments have moved to rural areas, especially those immediately surrounding the cities. There are more and more people who work parttime in these industries and parttime at farming. Rural people along with others are affected by the general changes in occupational demands. For example, from 1920 to 1930 the percentage increases in the number of persons employed in various lines of work were for low-level occupations, 11.5 percent; high-level occupations, 17.5 percent; and semi-professional, 51.7 percent. It now appears that practically the only unlimited field of human labor is that of services not requiring a significant amount of raw materials or mechanical power, and consequently more and more rural young people will have to go into the fields of personal service.

The Rural Schools of Today

A GREAT BODY of knowledge about children, society, and the curriculum acquired thru study and experimentation has been put into practise in many school systems. There are, however, probably half the children of the nation, mostly in rural schools, yet without the benefit of the best that is known and practised in teaching and in school administration. The evidence that this is true concerns the size of rural schools, the curriculum, teachers, buildings, professional leadership, units of administration, and school finance.

Size of rural schools—Most of our rural schools were established under conditions far more primitive than those of today, established when people lived in isolated communities without benefit of modern highways and transportation. Under such conditions schools, of necessity, were small. Altho conditions have changed, there are yet nearly 140,000 rural schools having only one teacher, usually seven or eight grades for about 20 to 25 pupils. In addition, there are about 20,000 two-teacher schools, and only 18,000 consolidated schools.

The rural highschool is typically a very small institution with all the limitations as to breadth of training a small school can offer, and all disadvantages of high per pupil cost that universally go with small highschools. Only 2 percent of all rural highschools have 300 or more pupils, the desirable minimum number for a satisfactory highschool, but 66 percent of all urban highschools have more than that number.

The rural-school curriculum—Study of the reports of surveys of rural schools in many states leads invariably to the same conclusion: The rural-school curriculum is organized on the basis of subjectmatter-to-be-learned. It is organized around content that is formal and unrelated to the life of the child, community, or society. This condition prevails in spite of the fact that the rural environment abounds with vital material, experiences, and activities. In contrast with the stereotyped curriculum often found in our rural schools, our city schools typically are designed to meet the modern needs and interests of their entire school population: music, art, physical education, health training and instruction, civic and social training and activities, and on the highschool level a wide variety of opportunities for vocational training.

Teachers for rural schools—For the most part the smaller the schools the poorer the pay, qualifications, and tenure of the teachers. The 1932 survey of the United States Office of Education revealed that the average annual salaries of rural teachers were, in one-room schools, \$788; in two-teacher schools, \$829; in three-teacher schools, \$980; and in consolidated schools, \$1037. During that same year the average salary in city schools was \$1951. Since that time salaries generally have been reduced, but the greatest reductions have applied to rural teachers. Last year there were a quarter of a million teachers, mostly in rural schools, in charge of seven million pupils, receiving an annual salary of less than \$750, and one out of each eight rural teachers received less than \$450.

Only about one-third of rural elementary teachers have completed as much as two years of normal-school training. In cities of over 10,000 population nine-tenths of all elementary teachers have completed at least two years of college or normal-school work, and nearly one-fifth are college graduates.

On the average, two out of each five teachers in one- and two-room schools, and three out of eleven in village schools are new to their jobs each year. In large cities only one in twenty or 5 percent of the teachers each year are new.

Rural-school buildings—Millions of children in country districts are attending school in unsafe and unsanitary hovels unfit for carrying on an educational program. In one state it has been revealed that there are more than 1500 teachers employed for children who have no school building at all—children housed in plantation tenant houses, cotton pens, and the like. In contrast with this situation the more affluent communities and cities of the nation have many beautiful school buildings planned and equipped according to the best educational and architectural ideals. These differences are reflected by the statistics showing that the average value per pupil of school property in cities is two and one-half times the average value for rural pupils, \$353 as compared to \$143.

Professional leadership for rural schools—In 25 states the county superintendent, the professional leader for rural schools, is chosen by popular vote. In other states this official is appointed, usually by an educational board. The



appointed superintendents are, as a rule, better trained, more experienced, draw better salaries, and have more supervisory and clerical assistance than the elected.

All in all, there is apparently small appreciation of the work of the county superintendent of schools. The contrast with city school administrators is almost painful. The city superintendent usually has at least a master's degree; more than half the county superintendents do not hold a bachelor's degree. The one is chosen by an elected board of education; the other makes a political campaign for his office. The one is assisted by supervisors of instruction, health, and attendance, by a business manager, and a building expert; the other with an even wider variety of duties has little or no assistance.

Rural-school districts—For the most part rural schools are still organized by local school districts that are entirely too small to perform the services required of them. In all, 26 states are organized for local school administration on the basis of the common-school district. In the rural areas the territory around each school usually constitutes a separate district. The average district in these states has only 18 square miles of territory and five teaching positions. In ten states the township or town is the school district. The average of these districts has 28 square miles and 27 teaching positions. In eleven states the county is the school district. In these states the average district has 131 square miles and 95 teaching positions. In light of the conclusions of students of this subject that the small unit of administration for schools should have at least 40 teaching positions, it can readily be seen that most of our rural territory is in great need of reorganization.

Many problems of rural education, such as adequate professional leadership, equitable and sufficient local school revenue, better trained and better paid teachers, suitable school buildings, and larger schools, will be efficiently and economically solved only when adequate units of local school administration are provided.

Needs and Issues

THE FACTS of rural life and education indicate that the major needs and issues are associated with the curriculum, the educational needs of rural youth and adults, financial support, teachers, superintendents, buildings, and larger school units.

The curriculum for rural schools—Inasmuch as farm homes will continue to rear a large share of urban as well as rural population, the rural schools should give full opportunities in homemaking, the domestic arts, and child care to girls as well as instruction in homemaking adapted to boys.

The rural elementary school must make wider use of the environment of rural children in training them in the appreciation of the best in rural life and must provide vicarious experiences thru which the limitations of this environment can be overcome.

Our rural highschools should offer courses and activities giving a technical knowledge of agricultural processes; training in the philosophy, methods, and means of the worldwide cooperative movement; training in community activities and opportunity for real participation in them; and a broader knowledge concerning rural economic and political policies. Furthermore, increasing numbers of rural youth must be trained as parttime workers in both agriculture and industry.

Education for rural adults—As the scant use made of resources about many rural homes, the limited conveniences enjoyed by farm women, and the possibilities of improving home living conditions for thousands of rural people are observed, the need for a continuous and adequate program of adult education becomes evident. In 1932 out of every 1000 persons 21 years of age and over in the nation about 25 had graduated from college, 109 had completed highschool, and 866 had received less than four years of highschool training. When the narrow, restricted, and formalized training received by many who have completed highschool is considered, it is evident that even more than 866 need further educational opportunities.

At present the chief means of offering educational opportunities to rural adults is thru the Agricultural Extension Service, which last year offered instruction to more than 1,576,000 adults, and thru the Smith-Hughes Vocational Educa-



tional Act, carried on thru public schools, which last year offered instruction to nearly 114,000 rural people no longer students in regular schools. What is needed, however, is a vast extension of these services, and a better utilization of public-school facilities.

Financing rural schools—Rural schools have long suffered because the burden of financing them has been considered too largely a local responsibility. The simple facts about birthrates and the migration of population already presented clearly demonstrate that the financial responsibility for educating rural children is not merely the concern of rural people. It is also the concern of the cities, the states, and the nation.

Our rural schools are now suffering from an almost universal policy of concentrating money and opportunity upon communities, areas, and states where there are the fewest children, and on children who in turn will have the fewest children. The devising of equitable systems of state and federal taxation and of fair and effective methods of distributing their proceeds back to the communities is one of the major issues of public policy now facing the nation.

Rural teachers—Rural teachers should be thoroly imbued with a love and understanding of the rural environment and an ideal of what is the best in rural homes and communities. They should be given an understanding of the great economic and social problems of rural people, and an appreciation and knowledge of the practical means of democratic cooperation on local, national, and worldwide bases. Furthermore, those teachers who will work in the small rural schools must be specifically trained to

handle the instructional problems peculiar to them. For example, they need to know how to handle the curriculum in large units, how to correlate subjects, and how to group children other than by the traditional plan of grades.

Professional leadership for rural schools—Leaders and administrators must be selected on a professional basis by boards of education and not by popular election. They must be trained in the general field of school administration and specifically in the administration of rural schools. They must be paid salaries commensurate with the skill required and the social standards expected of professional leaders, and must be given security of tenure and adequate assistance in the supervision of instruction.

Buildings and equipment for rural schools—School buildings and equipment that are safe, comfortable, and designed to facilitate the work of a desirable educational program are not only necessary to efficient rural schools; they are a part of the educational right of every rural child. Standards most essential to good school buildings, and least often observed in most rural schools, relate to location, orientation, lighting, heating, ventilation, toilet rooms, safety, room appointments, functional planning, expansion and additions, grounds, and equipment.

Furthermore, the rural-school plant should provide for programs of adult education, and community activities.

Larger school units—The small school district is one of the chief obstacles to giving good schools to rural children. It perpetuates small one- and two-teacher schools, causes inequitable variations in local tax rates, makes for high per pupil cost of instruction, makes impossible the provision of adequate school plants, robs many children of highschool advantages, and denies teachers the professional and social stimulation necessary to good teaching and professional growth, and has led to the adoption of all kinds of inefficient devices, arrangements, and subterfuges for overcoming their limitations.

Two chief needs of rural schools are larger administrative units and larger schools. The administrative unit may be of the community type developed in New York or the county type of Maryland, Louisiana, or Utah. Larger schools must be planned on a countywide or areawide basis according to accepted standards as to size of school, pupil-teacher ratio, the kind and extent of the curriculum, and other pertinent educational standards.

Strategy, Methods, and Action

THE MAINTENANCE of a satisfactory program of rural education depends upon the adoption of policies based on strategy, methods, and action as outlined in the following paragraphs:

Finance—Rural people should support programs calling for larger and more equitable policies of financial support of schools by the federal government and the states. Federal funds should be apportioned to the states for public schools, all control and management of schools being left to the states and local districts. States should raise revenues from new sources such as incomes, inheritances, corporations, privileges and luxuries, and sales. The benefits of the federal and state funds should be apportioned by the states in such way as to guarantee fair equality of educational opportunity. For this purpose, equalization funds are usually far more equitable than older plans such as census apportionments. Furthermore, the state and federal funds should make necessary contributions for school buildings and equipment, transportation, libraries, and special services.

School district organization—Larger school units should be created by state law, or they should be formed by local officials such as county boards of education. In either case radical revisions in most of the state laws will be required. State departments of education and county school officials should cooperate in making statewide plans for the organization of satisfactory administrative units and the consolidation of schools.

Leaders—Rural people and teachers should advocate laws providing for the selection of rural-school administrators by boards of education, and not by election; for better salaries and tenure for these administrators; and for the employment and salaries of larger numbers of supervisors, helping teachers, and health specialists for rural schools. A strong state leadership being necessary to getting a better deal for rural schools, state departments of education should be made strong, secure, dynamic organizations.

Curriculum—Rural teachers should actively participate in statewide studies of curriculum such as those being conducted in Virginia, Florida, and Arkansas. Under this plan teachers cooperatively study the nature of society, the knowledges, skills, attitudes, and appreciations needed for successful member-

ship in society; analyze the interests of children, and the activities and subject-matter that can be organized into courses of study and teaching processes.

Better small schools—Rural teachers should try out the newer technics for overcoming the limitations of small schools. In the small elementary schools, the organization of large units of study, the correlation of subjects, and the provision for individualized instruction should be methods practised by every teacher. In the small highschools, supervised correspondence study, individualized instruction, alternation of classes, and the use of circuit or parttime teachers are devices to be tried out by teachers and rural-school administrators.

Programs for youth—The rural school should take the lead in providing for the needs of youth, especially those 16 to 24 years old. Such programs will consist of [a] postgraduate courses in class or by supervised correspondence study; [b] organization of community councils for finding and making employment; [c] providing vocational guidance; [d] making opportunities for social contacts for young people; [e] furnishing recreational activities; and [f] utilizing or establishing desirable organizations such as 4-H Clubs, Future Farmers of America, the Grange, Boy and Girl Scouts.

Adult education—The rural high-school should be the center of a continuous program of adult education. Courses to meet the needs of farmers, homemakers, and mechanics, and community forums for discussion of political, economic, and social problems should be

maintained. The carrying out of such a program depends not alone upon increased financial resources but upon the organization of adults, the utilization of present school facilities, and the coordination of such agencies as Agricultural Extension Service and vocational teachers of rural highschools.

Teacher training and certification—Strong certification laws or regulations, and high entrance requirements (at least four years of training on the college level) should be actively supported by all teachers. Persons already teaching who are inadequately trained can be given reasonable time to make up their deficiencies.

Membership in rural organizations—Workers in rural education can help formulate and propagate the best ideals of rural life and education by becoming active members of such organizations as the Department of Rural Education of the National Education Association, the rural departments of their state education associations, the American Country Life Association, the Farm Bureau, and the Grange.

Additional reading—Workers in the field of rural education will find the following publications of value and interest:

A Study of Rural Society. J. H. Kolb and Edmund deS. Brunner. 642p. \$3.50. 1935. Boston, Mass.: Houghton Mifflin Co.

Sweden, the Middle Way. Marquis W. Childs. 171p. \$2.50. 1936. New Haven, Conn.: Yale University Press.

"The Outlook for Rural Education." NEA *Research Bulletin*, September 1931. 72p. 25¢. Washington, D. C.: National Education Association, 1201 16th St., N. W., Washington, D. C.

The Collapse of Cotton Tenancy. Charles S. Johnson, Edwin R. Embree, and W. W. Alexander. Chapel Hill, N. C.: The University of North Carolina Press. \$1. 1935.

"Organization of the Curriculum for One-Teacher Schools." February 1933, *Yearbook of the NEA Department of Rural Education*. 44p. 25¢. Washington, D. C.: National Education Association.

"Economical Enrichment of the Small Secondary School Curriculum." February 1934, *Yearbook of the NEA Department of Rural Education*. 94p. 50¢. Washington, D. C.: National Education Association.

Schoolhouse in the Foot-hills. Ella Enslow and A. F. Harlow. 1935. 239p. \$2. New York: Simon and Schuster.

Procedures for Virginia State Curriculum Program. Bulletin State Board of Education, Vol. XV, No. 3, November 1932. 159p. (Cost probably free or nominal.) Richmond, Va.: Division of Purchase and Printing.

"Rural School Libraries." April 1936, *Yearbook of the NEA Department of Rural Education*. 96p. 50¢. Washington, D. C.: National Education Association.

Satisfactory Local School Units. Field Study No. 7, Division of Field Studies, George Peabody College for Teachers. 1934. 180p. 75¢. Nashville, Tenn.: Peabody College.



The LAYMAN'S JOURNAL of EDUCATION

MAY 1936

(Pass this page on to the editor of your local paper, who will be glad to publish important information about the schools. Items may be printed with or without the credit line, "From THE JOURNAL of the National Education Association." Readers are invited to send short items to THE JOURNAL.)

The importance of the summer vacation—The closing of school for the summer months gives the child added opportunity for fresh air, sun, exercise, and a change of scene. He is thus prepared for a renewed interest in school activities when fall comes. During these vacation months the parent assumes added responsibility for the child's safety and growth. The quality of the neighborhood environment is of increased importance.—Willard E. Givens, executive secretary, National Education Association.

Fewer opportunities for youth—Since the NRA was declared unconstitutional there has been an average three-hour lengthening of the working week resulting in the loss of more than a million possible jobs, according to President Green of the American Federation of Labor.

One reason for national planning—Our annual loss in the United States thru soil erosion is estimated at \$400,000,000—twenty times as much plant food as is removed by crops is thus taken.

The annual convention of the National Education Association, which will be attended by educators from all parts of the nation, meets in Portland, Oregon, June 28-July 2, 1936.

Every normal child should learn to swim, and to play at least one musical instrument.

Community cooperation—A community conference on planning has become influential in civic affairs at Myerstown, Pa. This group, composed of the schoolboard and teaching staff, civic clubs, American Legion, lodges, churchmen, and others, sponsors a program which includes provision for recreation, education, and city beautification.

A test for candidates—During these coming months, there is a matter of imperative importance to the people as a whole—the selection of an able Congress. Here are five tests to apply to every candidate:

First, does he represent all the people or has he been obligated by some special privilege?

Second, has he the intelligence and courage to face the difficult problems now before the nation?

Third, if the war issue comes, can you trust him with the lives of your dear ones?

Fourth, will he support free and universal education as the inherent right of all the people?

Fifth, will he diligently safeguard the fundamental rights of democratic citizenship?—Joy Elmer Morgan, editor, Journal of the National Education Association.

Preparation of new teachers—This year some seventy thousand young men and women with special preparation for teaching will receive their bachelor's degrees in the United States.

Have you read it?—Perhaps the greatest book produced in America during its entire history is Benjamin Franklin's *Autobiography*. It has been translated into many languages and reprinted in hundreds of editions. Franklin's plan of self-improvement as given in this book has helped untold men and women to improve their lives.

Schools versus prisons—The average cost of one day's education per child is about 50 cents. It costs more than a dollar a day to keep a prisoner in jail and there are no week-ends and summer vacations to be deducted.

In our town—Do the children play in the streets? Are there too few parks and playgrounds? Is the street plan safe for traffic? Are the homes beautiful and wellbuilt? Is the community growing like Topsy or do we have a plan to guide its growth? These are a few of the questions which young people in the schools of Norfolk County, Mass., are answering about their towns. The schools teach town planning to students beginning in the junior highschool and carrying thru to the end of their school careers. The story of this project is set forth in a pamphlet *Town Planning for Schools* which may be secured from the New England Town Planning Association, 50 Congress Street, Boston, Mass.

Governor Blanton Winship of Puerto Rico says that 300,000 children in that territory are growing up illiterate because of lack of teachers and school buildings.

One percent of the people own 59 percent of the wealth; 13 percent of the people own 90 percent of the wealth; 87 percent of the people own 10 percent of the wealth; 75 percent of the people own practically nothing, according to the *Survey*.

"Our American Schools" radio program is broadcast by the National Education Association twice each week: at 11 o'clock EST on Saturday morning, and 7:45 EST on Wednesday evening.

"Education in the News," United States Office of Education broadcast, comes over the air every Monday evening at 7:45 EST.

"News and Views of the NEA" is broadcast on the first Sunday of each month by Agnes Samuelson, President of the National Education Association, on station WHO, Des Moines. The time is 10:30 PM, CST.

MAN-MAKING

*We are blind until we see
That in the human plan
Nothing is worth the making
If it does not make the man.*

*Why build these cities glorious,
If man unbuilded goes?
In vain we build the work unless
The builder also grows.*

EDWIN MARKHAM

Fortunate indeed is the child who learns to enjoy reading carefully selected books.

One-room schoolhouses—Of 241,428 school buildings counted in 1933-34 in the United States, 139,180 are one-room schoolhouses; this is 57.6 percent of the total.

There are more than thirteen thousand elementary-school principals in the United States.

Studies show that, after reaching school age, the child spends 11.4 percent or 1000 hours of his time in school; 1.4 percent or 100 hours in church; 6.3 percent or 550 hours, eating; 37.5 percent or 3285 hours, sleeping; and 43.6 percent or 3831 hours of leisure. Practically four times as much of his waking day is at his leisure to do with as he may please as is demanded by the school.—John A. Sexson, superintendent of schools, Pasadena, Calif.

Parasitic industries which take people's money without returning full value impoverish the community and delay recovery.

Tax-exempt investments constituted nearly one-sixth of total investments in 1933.

A beautiful and happy home life is the greatest achievement.

The new Indiana statewide salary law which goes into effect August 1, 1936, provides a minimum of \$100 a month for beginning elementary teachers and \$125 for high school teachers with added increments for experience.

Three of the state teachers colleges in Kentucky now have graduate schools leading to the master's degree.

Eighty-five percent of the boys and girls in the first five grades of the Hawaiian public schools have dental care annually.

All that goes into the mind comes out in the life.

Why not use this energy and skill?—From 5,000,000 to 6,000,000 young people between 16 and 24 are wholly unoccupied—neither working nor attending school.

In Sweden, where the cooperative movement is highly developed and where it is taught in the schools, unemployment and poverty have practically disappeared.

And he wondered why they laughed!—This is a true story. At a Washington, D. C., parent-teacher association meeting, there was a discussion of the character education experiment which is being carried on in the schools of the nation's capital. A father from one of the government offices spoke against the plan thus: "What they need to do is to teach the children common honesty. I bring home pencils from the office for the children to take to school. I don't care because the pencils don't cost me anything, but my boy no sooner lays a pencil on the desk until someone comes along and steals it from him. Just let the schools teach common honesty and we won't need character education."

The mobility of our population—One person in every three resides in a different state from the one in which he was born and, in most of these cases, in a different state from the one in which he attended school.

Teachers to hear party leaders—Each of the leading political parties has been asked to present its platform before the Portland convention of the National Education Association in July.

Plenty of public work to be done—More than 2,000,000 pupils are attending school daily in buildings condemned as unsafe or unsanitary, or in portable, rented, or other temporary structures; millions more are in overcrowded buildings or attending school on a parttime basis for want of adequate buildings.

Occupational changes of rural people—According to Howard A. Dawson in THE JOURNAL of the National Education Association the percentage of the population of the United States engaged in agriculture and allied industries has dropped from 53 percent in 1870 to 21 percent. In 1930 each agricultural worker produced about two and one-half times as much as the average worker of 1870. As a result about 60 percent of the farm population has been released for other occupations.

Farm tenancy—Consumers' Co-operation for April 1936 reports a survey conducted relative to tenancy in York Township, Noble County, Indiana. The survey, under the direction of Carlos Palmer, president of the Noble County Farm Bureau Federation, shows the following changes in the 45 years from 1890 to 1935:

	1890	1935
Number of farms...	200	200
Occupied by owners	193	107
Occupied by tenants	7	93
Percentage of tenancy.....	3.5%	46.5%

A Study of Fiction Writers of Our State

LAST SUMMER I obtained a literary map of New Jersey, prepared by the Moorestown Woman's Club. This contained the names of writers of fiction, drama, non-fiction, and poetry. The place where the writer lived was marked by a character from one of his books or by the most important subject of his writing. My pupils showed an interest in the map. In the discussion which followed, we found that we knew practically nothing about the literary achievements of our state. We decided it would be a worthwhile project to work on during the year. My aim was to create a greater interest in all literature on the part of the children and to have them able to talk intelligently about their state's contribution in literature.

Several questions arose: How shall we know which writers are really worth studying? Shall we consider that New Jersey has a claim on all writers who were born in the state, even tho they have moved away and have written elsewhere? What about those who have written with New Jersey settings, even tho they have been in the state only a short time? Which authors have obtained national or international fame?

We made arrangements for the children to work in the highschool library. I went with a large group the first time to teach them how to use the books. We made a list of all writers from New Jersey that were on our map or in "Who's Who in America." Our county librarian went over our list of one hundred and fifty, and selected thirty-nine as being worthy of study by our eighth grade.

Before taking the list to the county librarian, we had written to the head of the English department of one of the large universities, asking him whom we should call New Jersey writers. He replied that we should consider all who were intimately or importantly connected with the state. Thus we considered all who had written stories with New Jersey settings or who had received the impulse to write from New Jersey. For the answer to the fourth question one of the children wrote to the Newark Public Library, the largest in our state. The librarian replied, sending us the names of five who had won international fame and a list whose fame was not so great. Then with the help of the county librarian and the information we had gathered for ourselves, we made up a list of those who were nationally known and those who had written worth-

MARY SHAFTO

while books but were not well-known at the present time.

The activities the children decided upon were as follows:

- [1] Look up the meaning of copyright and see how it protects the author
- [2] Find out when printing was invented, its history, and how books were made before its invention
- [3] Visit a newspaper plant to learn how printing is done
- [4] Make a study of book binding
- [5] Write letters to the authors who are living, to obtain the stories of their lives
- [6] Write to an important publishing company to learn about books from the publisher's viewpoint
- [7] Make a booklet called "Letters from New Jersey Fiction Writers"
- [8] Bring in all newspaper articles about the authors that we can find and all stories they have written
- [9] Make a map of New Jersey and one of the United States showing the settings of the stories written by New Jersey authors
- [10] Ask an important writer to come and talk to us
- [11] Find New Jersey's rank in fiction writing compared with other states.
- [12] Have a booklet called "Bradley Park Fiction Writers" in which stories written by members of the class will be placed
- [13] Write a play about New Jersey authors to be given in assembly
- [14] Costume and stage the play

The pupils looked up the addresses of the writers on their revised list after it came back from the county librarian and each wrote to a different author. It proved an excellent motivation for a friendly business letter and also taught the children to use tact and discretion in writing. Each child worded his own letter as he thought best. I approved the letters and the principal signed his name below the child's, so that the authors might know it was a school project. One child wrote to Macmillan Company for desired information, and two children wrote to two of our largest universities, asking for New Jersey's rank in literature compared with other states. Practically all the authors responded. Great was the joy of the class when a letter was received.

The stories written by members of the class for the booklet, "Bradley Park Writers," were the best I have seen from any eighth grade. Many who had writ-

ten mediocre stories during the year received a grade of "A" on these. A proof of their value was the fact that the seventh graders frequently picked up the book from the library table if they had any spare time for reading. Often they took it with them to finish a story they had started. They were equally interested in the book, "Letters from New Jersey Fiction Writers." The principal and teachers also enjoyed these.

An interesting and worthwhile activity which developed from the project but which we had not at first planned for was the purchase of the state flag of New Jersey. We found the tribute to New Jersey that was written by Bruce Barton for a nationwide radio broadcast of the "Parade of States." After it was read, one member asked about the motto of New Jersey—"Liberty and Prosperity." Another pupil ventured the fact that it was on the state flag. Questioning brought out the fact that very few of us had ever seen a New Jersey state flag. Someone suggested that we buy one and present it to the school as a part of our project. Of course, all were enthusiastic about it. We wrote to our State Commissioner of Education, to ask where we should buy one. Our plan was to surprise the principal, teachers, and pupils.

The class carried on all the correspondence about the flag, even having it come C. O. D. in the name of one of the girls. To pay for the flag, the children put on a cake sale in two stores one Saturday morning. We also gave an evening entertainment with one of the pre-primary classes. Each class used as a main feature a dramatization that had been given for morning assembly.

We raised the money for the flag, so went on writing a play with the flag presentation as a big feature of it. It was two months from the time we first planned to buy the flag until we presented it. During this time the class guarded their secret as their lives. They took a keen delight in writing and staging the play, "New Jersey Authors."

An opportunity for friendly letter writing developed when the children suggested they all write invitations asking their parents and the supervising principal to attend the morning assembly, when our play was given. Several classes in our school sent letters thanking the eighth graders for what they had taught them about New Jersey writers.

If Teachers Were Bricklayers

I HAVE often been amazed at the large percentage of time and energy spent by teachers organizations in membership recruiting. Campaigns urging teachers to join their professional associations, to join early, and to urge others to join are often waged at the expense of workable plans to secure a more adequate educational program, higher standards for the profession, more generous support for schools, retirement regulations, and better salaries.

This discount on the effectiveness of teachers professional associations is, in some degree, inevitable; but organizations of workers in other fields have gone far toward solving this difficulty by making the annual payment of dues more largely a bookkeeping job and less of an evangelistic appeal.

Twenty-five years ago, I belonged to the bricklayers' union. I think my dues amounted to about \$25 a year. It would be well for teachers who seem to find it difficult to pay the modest dues of their professional organizations to remember that workers in other fields have discovered a relationship between strong, well-financed organizations, and the average income of the individual members who compose them. When reverses are sustained, when school terms are shortened, curriculums trimmed, and salaries cut, is precisely the time to strengthen cooperative action to improve conditions.

I note that membership dues of state teachers associations range from seventy-five cents to three dollars annually. The annual fee for membership in the National Education Association is two dollars. Perhaps these contributions toward effective action of the profession were sufficient a quarter- to a half-century ago, but it is too much to expect that the program of services which modern times demand of professional organization can be sustained on a contribution which met the requirements when a teacher's annual salary was only enough to provide board and room at three dollars a week with a fifteen-dollar dress or suit of clothes, and a fifty-dollar summer school.

It would be hard indeed to make a case for the adequacy of a one-dollar annual fee for the support of the profession thru teachers organizations when the bricklayers find it necessary and possible to pay twenty-five times as much. It certainly is not unreasonable to propose that the dues of all teachers associations

J. W. STUDEBAKER

United States Commissioner of Education

—national, state, and local—be raised at least 50 percent at once.

Bricklayers contribute higher dues to their organization because they know that it pays to do so. They have learned the value of collective bargaining. I hope I will be understood when I say that bricklayers not only finance their cooperative efforts with larger sums of money than teachers do, but that they also use it more efficiently. By that I mean that the bricklayers spend relatively less on getting and keeping members. When I had sent my payment of \$25 to the secretary of the bricklayers' local, I had paid my dues to the local, state, and national; I was conscious that I belonged to a truly great organization, not merely an unrelated segment of it. I was not repeatedly solicited at a duplication of expense and effort.

Most of the plans employed for enlisting teachers in the professional organizations are antiquated. Usually the treasurer of the local association puts on a membership campaign early in the school year. A few weeks later some local representative of the state association organizes a drive for membership in that organization, and a little later a campaign for membership in the NEA is staged. Each of these drives costs considerable time and energy. There is much lost motion and wasted effort. Teachers become irritated. They don't like to be asked to pay dues so often. They realize that dues, like taxes, are necessary, but



I SOMETIMES like to contemplate just how it would feel to belong to an organization of teachers with a membership of almost a million, each member of which paid a fee of \$10 per year, which would be used to carry on an educational program that would have as its primary objective the control of the entire social forces in such a way as to make for truth, justice, mercy, and general wellbeing. . . . In a few years such an organization would be able to raise the standards of teaching so high that only the most superior type of individual would be in the teaching business.—L. M. Moore, *Texas Outlook*.

they resent too many solicitations.

Fortunately there are signs of improvement in membership and financial accounting methods of teachers organizations. Various coinclusive enrolment plans are now in force. Thru these, teachers may join their local, state, and national associations in a single transaction. One of the most promising of these is employed in Pennsylvania where the system was adopted as the efficient secretary, J. Herbert Kelley, says facetiously, on the theory that "the valiant die but once." In Pennsylvania the state association distributes before the beginning of the school term in the fall to the secretary of each of its 240 local units enough coinclusive enrolment cards for each teacher. These cards are attached to one another in a strip about a foot long. The teacher receives a strip, fills it out, and enrolls himself in all three organizations—local, state, and national—at one time. The teacher keeps one card in the strip as a receipt and returns the other three to the local secretary, who sends one card to the secretary of the state association, another to the secretary of the National Education Association, and keeps the third for his own record. This simple bookkeeping process eliminates a great deal of the drudgery, waste, delay, and irritation which accompany the present duplication and insistent appeals of separate membership campaigns. Under Secretary Kelley's plan, Pennsylvania has organized an all-inclusive state association and enrolls the largest membership in the National Education Association of any state in the Union. The state of Washington and some of the other states are also using this plan.

If teachers are ever to achieve the goals for which they are working, they must learn the art of organized cooperation, and if they are ever to secure a fully organized profession a plan of simplified enlistment facilitating the enrolment of every teacher quickly and easily will be one of the factors in its achievement. There are approximately one million teachers in this nation. At the present time only a trifle more than one-fifth are members of the national organization. What an irresistible force for the welfare of the nation this great army of one million picked people might exert if they were enrolled one hundred percent in vigorous local, state, and national associations! [NOTE: See page 165 for a reproduction of the Pennsylvania coinclusive membership card.]

The Proposed Amendments to the Charter

THIS STATEMENT and the two following have to do with proposals which will be before the Representative Assembly of the Association at the Portland convention.

IN CONSIDERING Charter amendments, it is important to note the following brief history of the Association to date:

The Association was originally organized under a constitution and bylaws. In 1886 it was incorporated under the laws of the District of Columbia. In 1906 it was incorporated under a special act of Congress, referred to commonly as the Charter of the Association. In 1920 an amendment to the Charter was secured by another act of Congress. This amendment provided for a Representative Assembly.

A more detailed examination of the history of the Association will show that a general reorganization has taken place after the lapse of a period of about sixteen years. It is not surprising, therefore, to find a strong movement under way at the present time for a reorganization of the Association. The Charter of the National Education Association contains many restrictive provisions that are not common to other national charters.

These restrictive provisions cannot be changed by the Association. They can only be changed by another act of Congress.

The Committee on Reorganization has found it impossible to bring about certain of these plans for reorganization without further amendment to the Charter. The Committee on Amending the Charter has cooperated with the Committee on Reorganization in preparing recommendations for changes in the Charter. Both committees believe that the Charter should be simplified as much as possible in order to avoid the necessity of a return to Congress for future amendments.

The two committees joined in presenting proposals for the consideration of the Representative Assembly at Denver. It appears that the action taken at the Denver convention was not interpreted in the same way. Opinions differ as to the intent of that Representative Assembly. It has been agreed that the amendments to the Charter should not be urged before Congress until the matter of amendment has been given further consideration at the Portland meeting.

The disagreements which have arisen appear

to be concerning the proposals made and the action taken in connection with Sections 6 and 7 of the Charter. More specifically the disagreements seem to be concerning the proposed plans with reference to the Permanent Fund and its control with special reference to the present setup of the Board of Trustees and to the powers and duties of that particular body.

In studying the proposed amendments, it is important to note the method used to indicate the proposed changes: the sections of the Charter as they now read are printed in full but brackets [] are placed around words, phrases, and sentences that are to be cut out of the Charter and set up in the bylaws. Words, phrases, and sentences that are to be added are set forth in italics. The following lettered paragraphs set forth recent proposals of the Committee in reference to Section 7.

A. That the invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created shall be held by such corporation as a Permanent Fund [and]

B. *The Permanent Fund shall be in charge of the Board of Trustees which shall consist of not less than three and not more than nine members and which [who] shall provide for the safekeeping and investment of such fund and of all other funds which the corporation may receive by donation, bequest, or devise.*

C. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the [active members of the Association present at any annual meeting, upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors, and after printed notice of the proposed expenditure has been mailed to all active members of the Association] *Representative Assembly, after the proposed expenditure has been approved by the Board of Trustees and the Board of Directors, and after printed notice of the proposed expenditure has been printed in THE JOURNAL of the NEA at least one month prior to the meeting of the Representative Assembly, and after all other requirements of the bylaws have been fulfilled.*

Except as limited by this act as amended, the said corporation may by its bylaws provide for the custody, control, management, sale, mortgage, investment, and reinvestment of the principal of said Permanent Fund.

D. The income of the Permanent Fund shall

be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of Proceedings, unless the terms of the donation, bequest, or devise shall otherwise specify, [or the Board of Directors shall otherwise order] *or as otherwise provided by the bylaws of the corporation.*

E. [It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Secretary of the Association acting under the authority of the Board of Directors.]

F. [When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year.]

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

The Committee on Amending the Charter, therefore, plans to present a report at Portland which it hopes will be so clear on these points that the Representative Assembly can determine, beyond a doubt, its wishes in regard to each point involved in the controversy.

Members of the Association, particularly those members who expect to be delegates at the Portland convention, should study carefully the reports that were presented at Denver in connection with the simplification of the Charter and also the minutes of the meetings of the Board of Directors and the Representative Assembly as printed in the Proceedings of the Association. Those who desire copies of the proposals to be presented at Portland may secure them by writing to the Executive Secretary of the Association, Willard E. Givens, 1201 16th St., N. W., Washington, D. C.

The Committee on Amending the Charter will welcome suggestions from members and delegates. To receive adequate consideration those suggestions should reach the chairman of the committee on or before May 20. Address R. T. Shaw, 1327 Real Estate Trust Bldg., Philadelphia, Pa.

—R. T. Shaw, chairman, Committee on Amending the Charter.

Recommendations on Reorganization

THE COMMITTEE OF SEVEN ON REORGANIZATION of the National Education Association plans to resubmit certain of its recommendations for amending the bylaws and to present other recommendations at the Portland meeting. In each case some of the recommendations will be contingent upon the decisions of the Representative Assembly in regard to the simplified Charter. The recommendations are presented here in skeleton form but a detailed report in mimeographed form will be sent to any

member requesting it. The amendments marked with an asterisk (*) were submitted at the Denver meeting.

*QUALIFICATIONS OF DELEGATES (Article II, Section 8 of the Bylaws)

To be eligible to election as a delegate to the Representative Assembly or to vote for such delegate, the person elected or voting must have been a member of the National Education Association, the state, district or territorial association and the local association, if

organized, for two years immediately preceding the election.

THE BOARD OF DIRECTORS (Article II, Section 2 of the Bylaws)

(a) In order that the Delegate Assembly may be directly represented on the Board of Directors, the Committee recommends the election of seven members at large using the system of voting known as the Hare System of Proportional Representation. The members at large shall be elected for terms of one year each and shall not be eligible to succeed themselves for more than six consecutive terms.

(b) To provide for greater continuity in plans and policies, the Committee recommends

that the terms of the members of the Board of Directors, elected from each state, district, and territory shall be for three years, the terms of one third of the members expiring each year. It further recommends that no such member shall be eligible to succeed himself after serving two consecutive terms.

(c) Any person to qualify to serve as Director, must have been an active member of the National Education Association, and of the state, district or territorial and local association, if organized, for a five-year period immediately preceding the election. Only delegates who are active members of the National Education Association . . . shall have the right to vote for such directors.

QUALIFICATIONS OF THE TRUSTEES (Article II, Section 4 of the Bylaws)

Any member who has the qualifications required for a director may be elected trustee. The Committee recommends the addition of a new paragraph providing for the members of the Board of Trustees to be elected by the Representative Assembly and that no member shall be eligible to succeed himself but once (2 terms of 4 years each).

*THE ELECTION OF THE RESOLUTIONS COMMITTEE (Article VI, Section 3 of the Bylaws)

At this time the Committee does not wish to urge the adoption of the amendment providing for the method of election and reduction in the number of the members of the Resolutions Committee.

*CHANGE IN SCALE FOR DETERMINING NUMBER OF DELEGATES

In order to reduce the size of the Delegate Assembly, the Committee recommends that Sections 6 and 7 of Article II of the Bylaws be revised as follows:

Each affiliated local association may have one delegate and alternate for the first 100 members or major fraction thereof. For the next 100 and up to 500 active members or

major fraction thereof, one delegate and one alternate. For each additional 500 active members or major fraction thereof, one delegate and one alternate. Such delegates shall be designated "local" delegates. Not later than 30 days prior to the date set for the election of the state delegates in each state, the local associations shall give notice of their intentions in regard to the number of delegates which said local associations intend to select for the next meeting of the Representative Assembly, said notice shall be filed with the Secretary of the State Association and also with the Executive Secretary of the National Education Association. A local association which fails to file said notice shall forfeit to the state association of that state its rights to select delegates for that year.

In addition to the number of delegates remaining from the local association's quota, the state association shall have three delegates so that each state shall have not less than three delegates.

*CHANGE IN SCALE OF FEES PAID BY AFFILIATED ASSOCIATIONS

Increase the affiliation fee of the local associations from \$5 to \$10. Reduce the fee paid by the state associations from \$100 or less to \$10.

*PRINTED BALLOTS FOR AMENDMENTS TO BYLAWS (Article X, Section 2 of the Bylaws)

In all voting on amendments, printed ballots shall be used except where unanimous consent is given by the Representative Assembly.

NOMINATING COMMITTEE (Article II, Section 2, and Article VI, Section 2 of the Bylaws)

The Committee recommends that the Association return to its former practise of nominating the elective officers by means of a nominating committee composed of one representative

elected by the accredited delegates from each state, district or territory. This does not preclude nominations from the floor by members of the Representative Assembly. The Committee recommends the addition of sections 8 and 9 to Article VI, new section 8 providing for the setup and meeting of the nominating committee; section 9 providing for the election of a chairman of a committee, board, or council when the committee has not been appointed by the president.

PERMANENT FUND (Article XI)

The addition of Article XI to the bylaws entitled "The Permanent Fund" to contain the various sections of the bylaws relating to the custody and control of the Permanent Fund and setup of the Board of Trustees.

The Committee wishes to urge all members of the Association to send in suggestions or criticisms to any members of the group. Daily meetings will be held in Portland to answer and to receive suggestions.—Cornelia S. Adair, secretary.

The following amendment was presented to the Committee on Reorganization by R. T. Shaw, but has not yet been acted upon:

The Executive Committee shall consist of nine members as follows: the President of the Association, the Treasurer, the Chairman of the Board of Trustees, one person to be appointed by the incoming president for a term of one year, two by the Board of Directors for the term of two years, and three by the Representative Assembly for terms of three years. Enabling clause: In July 1936 the new Board of Directors shall elect one member to serve for one year and one member to serve for two years; and the Representative Assembly shall elect one member to serve for one year, one to serve for two years and one to serve for three years. In July 1937 and in each year thereafter the Board of Directors shall elect one member to serve for two years and the Representative Assembly shall elect one member to serve for three years.

Proposed Changes in NEA Bylaws

AMEENDMENTS to the Association bylaws were proposed at the Denver convention to be acted upon at the Portland convention.

ARTICLE II, SECTION 2

Amend by deleting the following sentence:

Candidates for said offices shall be nominated from the floor upon roll call of the states.

Also delete the following words in the third sentence:

Upon roll call of the states.

In lieu of the deleted sentence add the following:

The nominating committee shall submit its report and immediately thereafter opportunities shall be given for nominations to be made from the floor.

Amend by deleting the following sentence:

The candidates for President, Treasurer, member of Board of Directors from each state, territory, or district, respectively, and

the eleven candidates for the office of Vice-president receiving the highest number of votes shall be declared elected.

In lieu thereof insert the following sentence:

The election shall be by the method of preferential voting and the rules of the Proportional Representation League shall govern. [NOTE: for the 1936 convention the Committee on Reorganization recommends the use of the Hare System of Proportional Representation for the election of the Directors at large and for the election of no other officers.]

Amend by adding to the third sentence the following:

Provided that after the annual meeting of the Association in 1936 or 1937 no paid employee of state or local affiliated association shall be eligible for nomination for membership to the Board of Directors.

ARTICLE II, SECTION 3

Amend by striking out the following words:

for each delegate to which said state shall be entitled, with a maximum of \$100.

The amended Section would then read:

The State Teachers Association or Educational Association of a state, territory, or district, may become affiliated with the National Education Association and shall be designated an Affiliated State Association. Each Affiliated State Association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated State Association shall be \$10. Said Association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of Proceedings, reports of committees, and all special bulletins and announcements when issued.

ARTICLE II, SECTION 6

Amend by deleting all except the following:

Each Affiliated State Association shall be entitled to elect one delegate and one alternate to the Representative Assembly,

In lieu of the deleted section insert the following:

the number of delegates and alternates to the Representative Assembly indicated by the following schedule: for the first 100 members, or major fraction thereof, who are active members of the National Education Association, one delegate and one alternate; for the next 100 and up to 500 such active members, or major fraction thereof, one delegate and one alternate; for the next 500 such active members, or major fraction thereof, one delegate and one alternate; and thereafter, one delegate and one alternate for each 1000 of its members, or major fraction thereof, who are active members of the National Education Association, provided, however, that the quota of delegates thus determined for a State Association shall be reduced by the number of delegates provided for from that state by Local Affiliated Associations in accordance with Section 7 of this Article, and provided further that each Affiliated State Association shall be entitled to not less than three delegates. Such delegates shall be designated State Delegates.

ARTICLE II, SECTION 7

Amend by deleting all except the following:

Each Affiliated Local Association shall be entitled to elect one delegate and one alternate to the Representative Assembly,

In lieu of the deleted section insert the following:

in accordance with the numbers in the schedule set forth in the preceding Section as amended. Such delegates shall be designated Local Delegates. Not later than thirty days prior to the date set for the election of state delegates in each state the local associations shall give notice of their intentions in regard to the number of delegates which said local associations intend to select for the next meeting of the Representative Assembly. Said notice shall be filed with the Secretary of the State Association and also the Executive Secretary of the National Education Association. A local association which fails to file said notice shall forfeit to the State Association of that state, its rights to select delegates for that year.

ARTICLE II, SECTION 8

Amend this article which now reads:

Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a State or Local Affiliated Association. An active member shall be permitted to vote for the election of delegates in but one affiliated Local Association. For determining the apportionment of delegates, an active member may be counted in two Affiliated Associations, and no more; and that one of these shall be the State Association.

To read:

Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly and to vote in the election of delegates in State and Local Affiliated Associations. To be eligible to election as delegate to the Representative Assembly or to vote for such delegate, the person elected or voting must

have been for two years immediately preceding the election an active member of the National Education Association and a member of a State, District, or Territorial Association; and, if the delegate is to represent a Local Affiliated Association, then two years' membership in such Local Association immediately preceding the election shall be added to the above-named qualifications, provided that the two-year restriction is not applied to newly-elected Local Associations. Such eligible members shall be permitted to vote for the election of delegates in but one Affiliated Association. For determining the apportionment of delegates, an active member may be counted in one Affiliated Association and no more.

ARTICLE III, SECTION 4

Amend by the addition of the following sentence:

Only members who have the qualifications required for a Director may be elected Trustees.

The amended Section would then read:

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

ARTICLE VI, SECTION 3

Amend by the addition of the following sentences to be inserted at the beginning of the Section: (NOTE: The Committee on Reorganization will not urge the passage of this amendment.)

A Committee on Resolutions composed of 15 members shall be elected by the Representative Assembly by the Hare System of Proportional Representation. The Committee shall elect its own Chairman.

Also amend by the insertion of the word "next" preceding the word "annual" in the third sentence. The amended Section would then read:

A Committee on Resolutions composed of 15 members shall be elected by the Representative Assembly by the Hare System of Proportional Representation. The Committee shall elect its own Chairman. The Committee on Resolutions shall report at the next annual business meeting of the Representative Assembly, and except by unanimous consent, all resolutions shall be referred to said Committee without discussion. This Committee shall receive and consider all resolutions proposed by active members, or referred to it by the President; some time during the second day of the annual meeting of the Association the Committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

ARTICLE VI, SECTIONS 7 and 8

The present Section 7 to become Section 8; the following to be inserted as Section 7:

(a) The Representative Assembly shall, at its first meeting of each annual convention, elect a Nominating Committee of 9 members which shall submit to the Representative Assembly the names of two candidates for each elective office for the ensuing year. Nominations for membership on the Nominating Committee shall be by petition signed by 10 delegates. Petitions shall be filed with the Executive Secretary of the Association not later than six o'clock of the day preceding the election. Additional nominations may be made from the floor.

(b) Balloting for the Nominating Committee shall be on the afternoon of the day on which the first business meeting of the Representative Assembly is held. Polls shall be open from 10:00 A. M. until 4:00 P. M. Provision shall be made for the counting of ballots as promptly as possible after the closing of the polls. The personnel of the Nominating Committee shall be announced at all general sessions and at all meetings of the Representative Assembly until the Committee submits its report.

(c) The Nominating Committee shall make its report on the morning of the fourth day at which time nominations may be made from the floor. The polls shall be open for balloting for officers and other committees between the hours of 8:00 A. M. and 6:00 P. M. on the afternoon of the fourth day, and the votes shall be counted as soon as possible after the closing of the polls. The results of the election shall be announced at the next general session of the Association and also at a subsequent session of the Representative Assembly. All elections shall be by preferential voting and the rules of the Proportional Representation League shall govern.

(NOTE: The Committee on Reorganization is recommending that the Association return to its former plan of a nominating committee composed of a representative from each state.)

ARTICLE X, SECTION 1

Amend this Section by adding the following:

Provided that these bylaws may be amended at the annual meeting of the Representative Assembly in 1936 by a two-thirds vote if such amendment has been printed in the May JOURNAL of the National Education Association.

Amend this Section by adding the following:

Provided, however, that these bylaws may be amended at the annual meeting of the Representative Assembly in 1936 by a two-thirds vote, without previous notice.

ARTICLE X, SECTION 2

Amend this Article by the addition of Section 2 as follows:

In all voting on amendments printed ballots shall be used except where unanimous consent is given by the Representative Assembly.

Notes and Announcements



Agnes Samuelson

WITH JOURNAL AUTHORS

—Agnes Samuelson (page 150) is president of the National Education Association. The tentative Portland program appears on p152-53. ♦ Special

appreciation is due Dr. Kilpatrick (137) for his admirable series of seven articles on the curriculum, which is concluded in this issue. Anyone familiar with the exactions of careful writing will understand what a substantial contribution Dr. Kilpatrick has made by furnishing these articles, which have been ranked especially high thruout the year by JOURNAL readers. ♦

Charles A. Beard (139), noted author and historian, was a member of the Commission on the Social Studies Curriculum, which prepared the *Fourteenth Yearbook* of the Department of Superintendence. ♦ The five articles on Education in Europe by Philip W. L. Cox (141), professor of secondary education, New York University, have been much appreciated by JOURNAL readers. ♦ M. Ernest Townsend (143) is president of the State Normal School, Newark, N. J. ♦

E. H. Nelson (145) has charge of health education, State Teachers College, Bloomsburg, Pa. ♦ Mildred Maralyn Mercer, who wrote the poem on page 145, is a teacher at Michigan Avenue School, Columbus, Ohio. ♦ "An Evening with the Magazines" (146) by Hazel Davis of the Educational Research Service staff is published in THE JOURNAL every other month.

"My Little Boy" by Carl Ewald (149) is—in the words of Alexander Woollcott—from a "wise, gentle, and unpretentious work which came out of Denmark shortly after the turn of the century." ♦ C. B. Wivel (154) is professor of social science, Eastern New Mexico Junior College, Portales. ♦

Howard A. Dawson (155) is director of rural service for the National Education Association. ♦ Mary Shafto (160) teaches in the Bradley Park School, Neptune, N. J. ♦

A discussion of Commissioner Studebaker's (161) admirable book,



Plain Talk, appears on page A-71 of this issue. ♦ R. T. Shaw (162), chairman of the Association's Committee on Amending the Charter, is a teacher in Northeast Highschool, Philadelphia, Pa. ♦ Cornelia S. Adair (162), principal, Franklin School, Richmond, Virginia, is secretary of the NEA Committee on Reorganization.

A good scripture reading for the commencement season: The twelfth chapter of Romans.



THIS highschool at Gardena, Calif., restored by the PWA, has been made earthquake-proof. Note that the facade of the building has no ornamentations.

The Big Four Fathers Association of Philadelphia, Pennsylvania, is an organization of more than seven hundred fathers whose aim and object is to promote and keep alive the interest of the fathers in the child and his work in school. The success of this organization shows that often the interest of the parent is reflected in the quality of work done by the student. [Cont. on page A-73]

THE Old Whitman Mission—founded one hundred years ago, near the present city of Walla Walla, Washington. Teachers attending the Portland, Oregon, convention may wish to visit this shrine.

THE coinclusive membership card of the PSEA, described by Commissioner Studebaker on page 161.

PROFESSIONAL MEMBERSHIP ENROLMENT 1 (LOCAL)	
Name _____ (Print or write plainly)	
P. O. Address _____ (Number and street)	
Local Branch (County, City, School) _____	
Check Position Held: Supr. _____; Supr. Prin. _____; H. S. Prin. _____; El. Prin. _____	
Grade or Subj. _____; Other _____	
Fees—July 1, 1935, to June 30, 1936, as follows:	
Local Branch P. S. E. A. dues	1.00
P. S. E. A. dues and Journal	1.00
Education Bulletin	.25
Voluntary Contribution to Teacher Welfare Fund	.50
H. E. A. dues and Journal	2.00
Date of payment _____	
This card should be retained by local secretary for his membership file	
PROFESSIONAL MEMBERSHIP ENROLMENT 2 (STATE)	
Name _____ (Print or write plainly)	
P. O. Address _____ (Number and street)	
Local Branch (County, City, School) _____	
Check Position Held: Supr. _____; Supr. Prin. _____; H. S. Prin. _____; El. Prin. _____	
Grade or Subj. _____; Other _____	
Fees—July 1, 1935, to June 30, 1936, as follows:	
P. S. E. A. dues and Journal	\$1.00
Education Bulletin	.25
Voluntary Contribution to Teacher Welfare Fund	.50
Date of payment _____	
This card should be forwarded with remittance by local treasurer to J. Herbert Kelly, Executive Secretary, P. S. E. A., 402 N. Third St., Portland, Ore.	
PROFESSIONAL MEMBERSHIP ENROLMENT 3 (NATIONAL)	
Name _____ (Print or write plainly)	
P. O. Address _____ (Number and street)	
Local Branch (County, City, School) _____	
Check Position Held: Supr. _____; Supr. Prin. _____; H. S. Prin. _____; El. Prin. _____	
Grade or Subj. _____; Other _____	
Fees—July 1, 1935, to June 30, 1936, as follows:	
National Education Association dues and Journal or	\$2.00
N. E. A. dues, Journal, Research Bulletin, and Proceedings	1.00
Life Membership	100.00
Date of payment _____	
This card should be forwarded with remittance by local treasurer to H. E. A. Secretary, 1201 K Street N. W., Washington, D. C.	
RECEIPT AND MEMBERSHIP CARD 4	
1. Local Branch, P. S. E. A.	
2. Pennsylvania State Education Association	
3. National Education Association	
This certifies that _____ having paid the annual fees is an ACTIVE MEMBER for the year July 1, 1935, to June 30, 1936, and is entitled to full rights and privileges.	
FEES PAID	
Local Branch dues, P. S. E. A.	1.00
P. S. E. A. dues and Journal	1.00
Education Bulletin	.25
Voluntary Contribution to Teacher Welfare Fund	.50
H. E. A. dues and Journal	2.00
Total Paid	5.75
Date _____	
Local Secretary _____	
J. Herbert Kelly, Executive Secretary, P. S. E. A.	
Willard E. Givens, Secretary, N. E. A.	
This card should be retained in the member's file	

The Honor Roll of the NEA

BUT MERELY to unite with the Nevada State Education Association is not enough. We can no more discharge our complete responsibility as teachers by a formal act of "joining" and the payment of a dollar than we can discharge our responsibility as citizens by the formal act of casting a ballot and paying a poll tax. . . . No teacher can fairly be said to discharge completely his responsibility for promoting education, unless to some extent, he is at work on the problems of the profession.—F. W. Traner in *Nevada Schools*.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on April 1 was 5578. The following new life members have been reported since the list was published in the April JOURNAL.

CALIFORNIA—Mrs. Alta Harris.
CONNECTICUT—Helen T. Collins.
DISTRICT OF COLUMBIA—Robert M. Wert.
FLORIDA—Henry H. Filer.
HAWAII—Henry S. Nakata.
INDIANA—H. R. Russell.
MICHIGAN—Earl O. Smith.
MISSOURI—Albert L. Lindel.
NEW YORK—Alexander L. Arning, Gunhilde C.
Bothner.
NORTH CAROLINA—H. A. Helms.
NORTH DAKOTA—Myra Agnes Poole.
OHIO—Wilber F. Bolen.
PENNSYLVANIA—Harry L. Tennyson.
PHILIPPINE ISLANDS—The Leyte Educational Asso-
ciation.
TEXAS—Katherine Cook, Lewis B. Cooper, L. G.
Kammerdiner, R. L. Proffer.
VERMONT—John L. Steele.
WEST VIRGINIA—H. B. Jones.

Completed Enrolments

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

Sixteen Years

TEXAS—Beaumont, Junker.

Fourteen Years

INDIANA—*Terre Haute*, McLean Junior High.
PENNSYLVANIA—*Bucks County*, Doylestown Public
Schools, Doylestown Grade, Doylestown High.

Twelve Years

RHODE ISLAND—*Jamestown*, Jamestown Public
Schools, Carr, Thomas H. Clarke.

Eleven Years

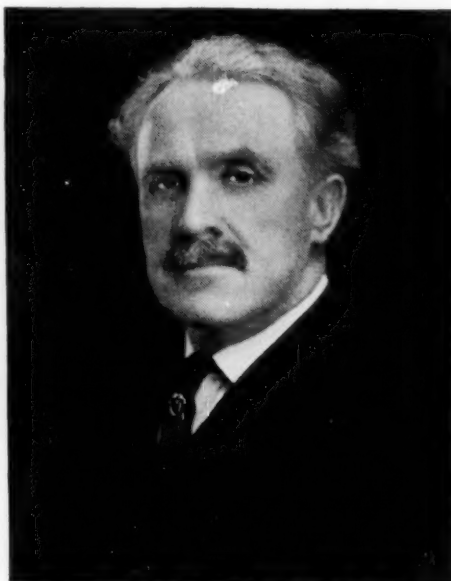
HAWAII—*Kihei, Maui, Kihei; Wailuku, Maui, Wailuku Intermediate.*
 KENTUCKY—*Louisville, I. N. Bloom.*
 NEW YORK—*Oneida, North Broad.*

Ten Years

CALIFORNIA—*Oakland*, Frick Junior High.
 COLORADO—*Kirk*, Kirk High.
 HAWAII—*Hookena*, Alae; *Lahaina*, Maui, Honokowai.
 ILLINOIS—*Cicero*, Burnham.
 MICHIGAN—*Dearborn*, Garrison, Southwestern.
 PENNSYLVANIA—*Chester*, Booker T. Washington.
 WISCONSIN—*Kenosha*, Columbus, Jefferson.

Nine Years

MICHIGAN—*Dearborn*, Dearborn High, Whitmore-Bolles.
MINNESOTA—*Minneapolis*, Whittier.
NEW JERSEY—*Atlantic County*, Northfield Public Schools.
TEXAS—*Texarkana*, Texarkana Junior College.
UTAH—*Davis County*, Clearfield, Farmington, South Junior High.
VIRGINIA—*Norfolk*, Larchmont.
WASHINGTON—*Everett*, Longfellow.



WILLIAM J. BOGAN, *superintendent of the Chicago public schools*, died at his home Tuesday evening, March 24. Suffering from overwork, Mr. Bogan entered the hospital about February 1. He rallied for a time and returned to his home where there followed a setback from which he never recovered. An authority on vocational education; a friend of the "forgotten 90 percent" who do not expect to attend college; an organizer of evening schools; a student of broad interests, including such widely divergent subjects as engineering and music; but above all a man of stamina and high character, Superintendent Bogan guided the Chicago public schools during the difficult years of the depression when the income of the schools was not sufficient to pay the teachers. He paid for his fidelity to duty, first with broken health, and then with life itself.

Eight Years

MICHIGAN—*Dearborn*, Dearborn Public Schools, Lindbergh, Oxford.
NEW JERSEY—*Camden*, Yorkship.

Seven Years

CALIFORNIA—*San Diego*, Garfield.
HAWAII—*Hilo*, Hilo Union, Kaiwika, Kapiolani, Wai-
kea-Kai, Waikeawaeana; *Honouu*, Honouu; *Kala-
pana*, Pahoia, Kalapana; *Kealakekua*, Konawaena
High and Grammar; *Pepeekeo*, Pepeekeo.
MICHIGAN—*Saginaw*, Continuation.
OHIO—*Columbus*, Garfield.
PENNSYLVANIA—*Williamsport*, Benjamin Franklin
Elementary.

Six Years

CALIFORNIA—*Siskiyou Union High School District, Weed High.*
HAWAII—*Hilo, Napoopoo; Mountain View, Mountain View; Ookala, Ookala; Paauhau, Paauhau; Pahala, Kapapala.*
ILLINOIS—*Cicero, Columbus, Hawthorne; Peoria, Harrison.*
NORTH DAKOTA—*Carrington, Carrington High, Carrington Rural, Washington Grade.*
WYOMING—*Cokeville, Cokeville Public Schools, Grammar, High, Rural.*

Five Years

HAWAII—*Opihikao*, Opihikao.
MASSACHUSETTS—*Franklin*, Four Corners.
MICHIGAN—*Dearborn*, Edison.
MINNESOTA—*Minneapolis*, Dowling.
MISSOURI—*Kansas City*, Jane Hayes Gates Institute,
Jackson Opportunity.
NEW YORK—*Poughkeepsie*, George W. Krieger.

Four Years

ILLINOIS—*Cicero*, Woodbine Primary; *Lebanon*, Lebanon Public Schools.
MARYLAND—*Smithsburg*, Forrest.
PENNSYLVANIA—*Bucks County*, Lower Makefield Township Schools, Edgewood Junior High; *Montgomery County*, Matteson Avenue.
WISCONSIN—*Milwaukee*, North Thirty-fifth Street.

Three Years

FLORIDA—*Tampa*, A. L. Cuesta.
HAWAII—*Hilo*, Hanheo, Kekualani; *Kai Malino*,
Hookens; *Waikaloa*, Kakualele; *Ninole*, John
M. Ross; *Waikeke*, Mani, Keshale.
ILLINOIS—*Danville*, Silvis, Silvis Public.
MASSACHUSETTS—*Fall River*, Coughlin.
OHIO—*Centerville*, Washington Township Schools.
PENNSYLVANIA—*Bucks County*, Buckingham High.
TENNESSEE—*Knoxville*, Giffn.
UTAH—*Granite District*, Woodstock.
WISCONSIN—*Milwaukee*, James Whitcomb Riley.
WYOMING—*Bairail*, Bairail.

Two Years

CALIFORNIA—*Fresno*, Kirk Elementary; *Oakland*, Maxwell Park.
FLORIDA—*Orlando*, Memorial Junior High; *Tampa*, V. M. Ybor.
HAWAII—*Hakalau*, Hakalau; *Hilo*, Hilo Standard, Keaukaha, Olaa; *Huelo*, Maui, Huelo; *Kahului*, Maui, Kahului; *Waihee*, Maui, Waihee.
ILLINOIS—*Danville*, Jackson; *Normal*, Illinois State Normal University; *Peoria*, Kingman High; *Rockford*, Wight; *Towanda*, Towanda Public.
INDIANA—*Indianapolis*, William A. Bell, Catherine Merrill, Public Number 50.
KANSAS—*Chase*, Chase Grade.
MICHIGAN—*Holland*, Junior High.
NEW JERSEY—*Lawnside*, Lawnside Elementary.
OHIO—*Fairfield County*, Bloom Rural Elementary.
PENNSYLVANIA—*Allegheny County*, West Deer Township; *Chester*, Larkin-Huber; *Newport*, Newport Junior-Senior High.
UTAH—*Salt Lake City*, Monroe Junior High.
WEST VIRGINIA—*Apple Grove*, Sunnyside.
WISCONSIN—*Milwaukee*, Rufus King High, South Girls' Junior Technical High.

Current Year

ALASKA—*Unalakleet*, Government.
 ARKANSAS—*Mansfield*, Mansfield Public.
 CALIFORNIA—*Mendocino*, Round Valley Union High;
Oakland, Bella Vista, Charles Burckhalter, Central
 Trade, Claremont Junior High, E. Morris Cox,
 Emerson, Fremont High, Garfield Junior High,
 Glenview, Grant, Hoover Junior High, Lafayette,
 Lakeview, Lazear, McChesney, Melrose, Merritt
 School of Business, Peralta, Redwood Heights,
 Sequoia, Washington, Whittier.
 DISTRICT OF COLUMBIA—*Washington*, Harrison.
 FLORIDA—*Tampa*, John Kenly.
 GEORGIA—*Colquitt*, Miller County High.
 HAWAII—*Honoka*, Ahualoa; *Halehaka*, Maui, Hale-
 haku; *Honauau*, S. Kona, Honauau; *Kailua*,
 Kailua; *Kamehameha*, Maui, Kamehameha III;
Kapoho, Kapoho; *Kaupakalua*, Maui, Kaupakalua;
Kukuihaele, Waipio; *Lahaiwalua*, Maui, Lahaiwa-
 luna High; *Puukoli*, Maui, Puukoli; *Pahala*, Pa-
 hala; *Pahoa*, Pahoa.
 ILLINOIS—*Alhambra*, Alhambra Public; *Centralia*,
 Central, Eugene Field, Franklin, Irving, Lincoln,
 Schiller, Washington; *Chicago*, Ward.
 INDIANA—*Fontanet*, Nevins Township; *Fort Wayne*,
 Central High; *Granger*, Harris Township Consoli-
 dated; *Indianapolis*, George B. Loomis; *Peters-
 burg*, Petersburg High.
 KENTUCKY—*Elizabethtown*, Elizabethtown City
 Schools, Elementary, High.
 LOUISIANA—*Allemand*, Comardelle; *Anasley*, Anasley;
Chatham, Chatham High; *Eros*, Eros; *Grand Che-
 nier*, Grand Chenier High; *Hahnville*, Hahnville
 High; *Hodge*, Hodge Elementary; *Jonesboro*, Jones-
 boro Elementary, Jonesboro High, Weston; *Morse*,
 Morse High; *Quitman*, Beech Springs; *Hammond*,
 Hammond East Side Grammar; *Shiloh*, Shiloh;
Spring Creek, Spring Creek High; *Ticklaw*, Tick-
 law.
 MAINE—*Brunswick*, Bath Street, Pleasant Street,
 Union Street; *Topsham*, Topsham Village.
 MARYLAND—*Shady Side*, Tracy's.
 MINNESOTA—*Minneapolis*, Bryn Mawr.
 MISSOURI—*Kansas City*, Benton; *Webster Groves*,
 Douglass.
 NEVADA—*Elko County*, Contact Elementary, Contact
 High.
 NEW JERSEY—*Camden*, Washington.
 NEW YORK—*Malverne*, Lakeview; *New York*, Pub-
 lic Number 12, Bronx; *Port Chester*, Senior High;
Rochester, Public Number 11.
 NORTH DAKOTA—*Mayville*, State Teachers College.
 OHIO—*Bremen*, Rushcreek Memorial High; *Carr*,
 Carr.

[Continued on page A-79]

[Cont. from page 165] Conference on Elementary Education postponed—This conference which was to have been held in connection with the Portland convention under the sponsorship of the Department of Elementary School Principals has been postponed until 1937. The June issue of the *National Elementary Principal* will carry a detailed announcement of the 1937 conference.

Books on Oregon—Anne M. Mulheron of the Library Association of Portland suggests that teachers planning to attend the summer convention will enjoy the following books:

Bridge of the Gods by Balch; *Road to Oregon* by Ghent; *Chloe Dusts Her Mantel* by Gill; *Forty-niners* by Hulbert; *Before the Covered Wagon* by Parrish; *History of the American Frontier* by Paxson; *History of the Pacific Northwest* by Schafer; *Where Rolls the Oregon* by Sharp; *Adventures of Oregon* by Skinner; *Trail of Lewis and Clark* by Wheeler.

Deans of Women—Miss Dorothy Flegel, dean of girls, Jefferson High-school, Portland, Oregon, is the chairman of a committee to arrange the departmental program for the National Association of Deans of Women at the summer meeting in connection with the NEA convention in Portland. Miss Flegel is assisted by Mrs. Kate Jameson, dean of women, Oregon Agricultural College, Corvallis, and Mrs. Nell Demme, dean of girls, Highschool of Commerce, Portland.

A tea for President Samuelson—At the Portland convention, *Pi Lambda Theta* members will hold a tea in honor of Miss Agnes Samuelson, Tuesday, June 30, 4 to 6 P.M., at the Portland Art Association Building. Bertha Singrey, 1131 S. W. Montgomery Street, Portland, Oregon, is in charge; telephone Beacon 9097.

In connection with the 74th annual convention of the NEA at Portland, June 28-July 2, among those departments which will hold meetings are:

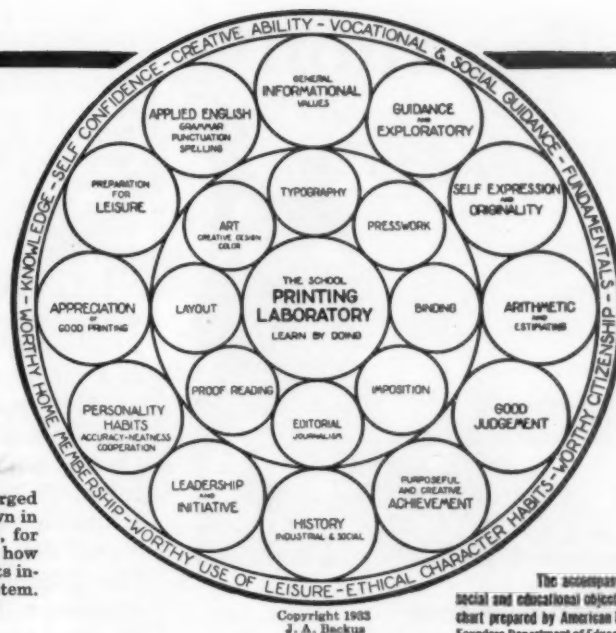
Administrative Women in Education, Adult Education, Art Education, Business Education, Classroom Teachers, Deans of Women, Educational Research, Elementary School Principals, Kindergarten-Primary Education, Lip Reading, Music Education, Rural Education, School Health and Physical Education, Science Instruction, Secondary Education, Secondary School Principals, Social Studies, Special Education, Supervisors and Directors of Instruction, Supervisors and Teachers of Home Economics, Visual Instruction, Vocational Education, National Council of Education.

Among the allied organizations holding meetings at Portland are:

American Classical League, National Association of Journalism Direc- [Cont. on page A-74]

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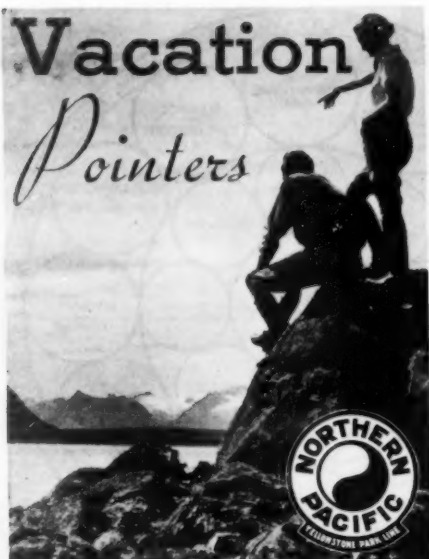
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343

[Cont. from page A-73] tors, National Association of School Secretaries, National Association of Secretaries of State Teachers Associations, National Conference on Student Participation in School Government, National Congress of Parents and Teachers, National Council of Geography Teachers, National Council of Teachers of English, National Geographic Society, National League of Teachers Associations, National Vocational Guidance Association, School Garden Association of America.

Life Membership Dinner—The eighth annual Life Membership Dinner will be held at the Multnomah Hotel in Portland, Oregon, Monday, June 29, at 5:30 P.M. C. A. Howard, state superintendent of public instruction in Oregon, will preside; John W. Studebaker, United States Commissioner of Education, will be the speaker; and Hawaii delegates will furnish the music. Life Members and prospective Life Members will be eligible to attend. Write for reservations in advance to National Education Association headquarters, 1201 16th St., N. W., Washington, D. C., enclosing \$1.50 per plate.

The new officers of the American Association of Teachers Colleges are:

President—Eugene Fair, State Teachers College, Kirksville, Mo.

Vicepresident—C. H. Fisher, State Normal School, Bellingham, Washington.

Member Executive Committee, three years—E. J. Ashbaugh, dean, School of Education, Miami University, Oxford, Ohio.

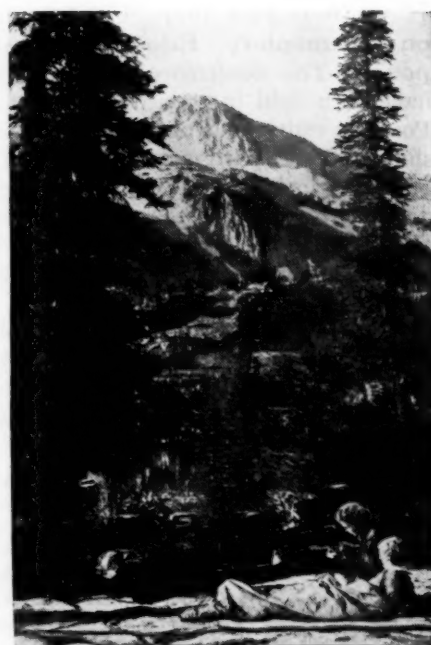
The farreaching influence of THE JOURNAL is well-illustrated by the following quotation from *Consumers' Cooperation* for January 1936. It is from an article by Edmund E. Alubowicz, president of the Flint, Michigan, Co-operative Association:

Eight men met monthly as an economic study group in the winter of 1933-34 with the avowed purpose of learning something about the economic order in which we live and which apparently had broken down. For a time this study group functioned in the manner that is usual for such groups. Then, attracted by brief quotations from a book entitled "Other People's Money," which appeared in THE JOURNAL of the National Education Association, it was decided to study this book of modern economic revelations written by Louis D. Brandeis previous to November 1913. And what a book it turned out to be!

The last chapter suggested that the only hope for the average American to save himself from the tentacles of the ever-growing octopus of monopoly was the Consumers' Co-operative Movement.

Not one of us had previously heard of the Consumers' Cooperative Movement. But it appeared so inviting and seemed so reasonable that we decided to study it at our next meeting. . . .

Study of the movement led to a "buying club" which [Cont. on page A-76]



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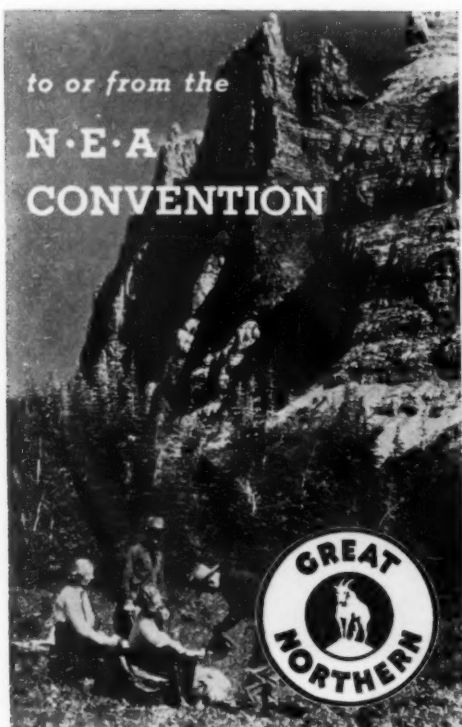
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[Cont. from page A-74] was later incorporated into the Flint Cooperative Association.

Birthday of the Constitution—

The year 1937 marks the 150th anniversary of the Constitution of the United States. A special Commission has been created by Congress to direct the celebration which will extend from September 17, 1937—the 150th anniversary of signing of the constitutional draft—to April 30, 1939, the 150th anniversary of the inauguration of Washington as first President under the federal Constitution. A good book for schools to read in preparation for the celebration is *The Constitution in School and College* by H. Arnold Bennett, published by Putnam's, 1935.

The Secondary School Principals approve Allied Youth—The executive committee and officers of the Department of Secondary School Principals adopted the following resolution at the Department of Superintendence meeting:

The Executive Committee of the Department of Secondary-School Principals of the National Education Association approves the Allied Youth Movement both as to the philosophy which motivates the organization and the procedure which is used to promote the education of the youth of our land regarding the dangers of the liquor traffic.

Trends in restoration of teachers' salaries—Continued progress in the restoration of teachers' salaries is reported by superintendents of schools. Statements received by the Research Division of the National Education Association during the first ten days of April from 182 city superintendents of schools, in answer to an inquiry sent to 414 school systems, show that teachers' salaries during the coming school year will be at pre-depression rates or higher in 25 percent of the school systems replying. Sixty-one percent report partial restorations, which, when combined with the previous figure, means that salaries have been restored in full or in part in 86 percent of the school systems represented. Similar information collected in the late summer of 1935 from 203 cities showed that 76 percent reported partial restoration, as compared with 86 percent in the present report. Among the school systems in cities above 30,000 in population which report full restoration of salaries are the following:

San Bernardino, Calif.; Washington, D. C.; Peoria, Ill.; Sioux City, Iowa; Covington, Ky.; Lexington, Ky.; Boston, Mass.; Everett, Mass.; Medford, Mass.; Newton, Mass.; Taunton, Mass.; Winchester, Mass.; Manchester, N. H.; Bayonne, N. J.; Elizabeth,



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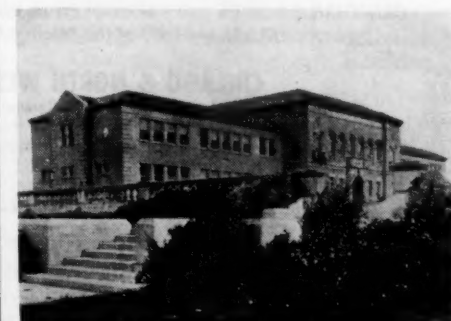
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Dates to be remembered—

May 1—May Day, Child Health Day,

May 3-9—National Music Week, which has for its keynote, "Strengthen Our Musical Resources." For further information, address the National Music Week Committee, 45 West 45th St., New York City.

May 10—Mother's Day. For suggestions write to the Maternity Center Association, 1 East 57th St., New York City.

May 11-15—The National Congress of Parents and Teachers will meet at the Hotel Schroeder, Milwaukee, Wis.

May 18—World Goodwill Day. A Goodwill program will be broadcast from 2 to 3 P.M., EST, over the NBC network from the headquarters of the World Federation of Education Associations.

May 18-21—Meeting of the American Association for Adult Education in New York.

May 26-30—Sixteenth annual conference of the American Society for the Hard of Hearing will be held in Boston at the Hotel Statler.

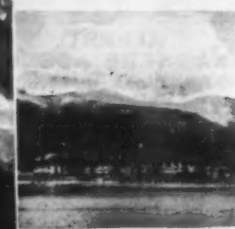
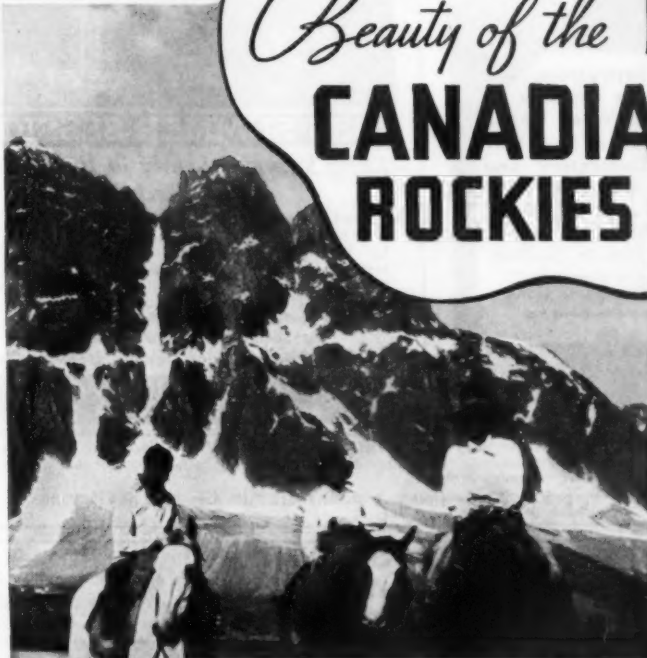
June 28-July 2—Meeting of the National Education Association at Portland, Oregon.

July 6-10—The twenty-ninth annual meeting of the American Home Economics Association will be held in Seattle, Washington, with the Olympic Hotel as headquarters.

A sorry picture—The legislatures meeting this year are all adjourning without adding one to the 24 states that, after 11 years of campaigning, have ratified the pending Child Labor Amendment. They leave a sorry picture. A picture of 667,000 children between 10 and 15, and 1,500,000 children of 16 and 17, at work. More than 2 million youngsters under 18 holding down jobs, while 10 million adults are idle. Eloquent of what is happening is a report just issued by the Children's Bureau of the U. S. Department of Labor covering the seven months following the Schechter decision. This indicates that the number of children 14 and 15 receiving employment certificates in these months was 55 percent greater than the number during the whole of 1934, when NRA was in effect. Of the new child workers 29 percent went into manufacturing, mechanical, and mercantile industries, compared with only 5 percent in 1934—industries where adult unemployment is most glaring.—Editorial in *The Washington Daily News*, April 3, 1936.

The Kindergarten-Primary Department of the NEA is planning for the Portland, Oregon, meeting a program which will be a followup of last year's theme of "The New Junior School." ¶ This Department announces the fine professional record of the kindergarten-primary [Cont. on page A-79]

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[Cont. from page A-77] teachers of Atlanta, Ga., who are almost 100 percent in their membership in this Department.

Read the article on the *Little Red Rider* on pages 135-36 of this issue. Should not members of Congress who sponsor such legislation be retired to private life? Where does your Congressman stand on these matters? Teachers are citizens.

The Educational Policies Commission has recently issued a pamphlet entitled *Some Current Problems in American Education*. This list of problems should be useful to leaders of forum and discussion programs, to those responsible for planning educational conventions and meetings of various types, and to teachers and students in teachers colleges and schools of education. Copies of this leaflet may be secured from the Educational Policies Commission, 1201 16th Street, N. W., Washington, D. C.

Frank T. Vasey, superintendent of schools, Springfield, Ill., a life member of the NEA, and former president of the Iowa State Teachers Association, passed away April 1, 1936.

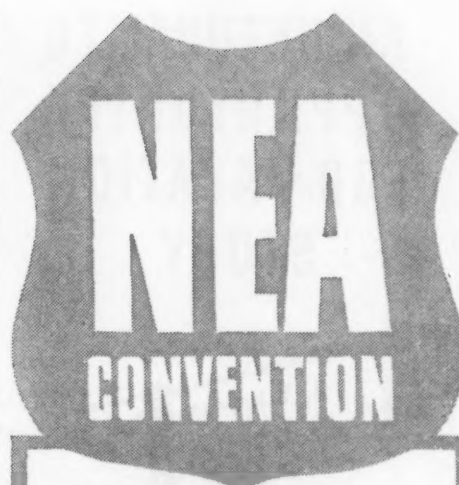
Anniversary of the Statue of Liberty—October 28, 1936, is the fiftieth anniversary of the dedication of the Statue of Liberty. During the anniversary year, the National Park Service is leading a nationwide observance of the occasion. The idea rather than the structure will be the focal point of activity. President Agnes Samuelson of the National Education Association in a letter to the National Park Service says:

It is certainly true that the real meaning of the Statue of Liberty is not found in the site or the Statue itself but in the hearts and minds of the American people. To my mind it symbolizes the greatest achievement the world has reached in democracy. . . I think we cannot do too much to impress the children of our schools with the imperishable values of American citizenship.

For information, address the National Park Service, Department of Interior, Washington, D. C.

[Continued from page 166]

County, Public Number 16 Fox Township; Delaware, East; Dellroy, Dellroy Public Schools, Elementary, Senior and Junior High; Fostoria, Fostoria Public Schools, Center Street, Columbus Avenue, Crocker Street, Fostoria Senior High, Sandusky Street, Sixth Street, Union Street. OREGON—Portland, Buckman, Vernon. PENNSYLVANIA—Delaware County, Bell Avenue Yeaton Boro. TENNESSEE—Knoxville, Beaumont; Memphis, Riverside. TEXAS—Houston, Autry. UTAH—Davis County, South Bountiful. VIRGINIA—Norfolk, Great Bridge High and Elementary. WASHINGTON—Tacoma, Lowell. WEST VIRGINIA—Buck, Little Wolf Creek; Clarksburg, Barnett; Morgantown, Oak Grove; Slatyfork, Seneca Trail Consolidated; Van, Van High. WISCONSIN—Kenosha, Durkee School Annex, Kenosha Senior High, McKinley Elementary, Orthopedic Open Air.



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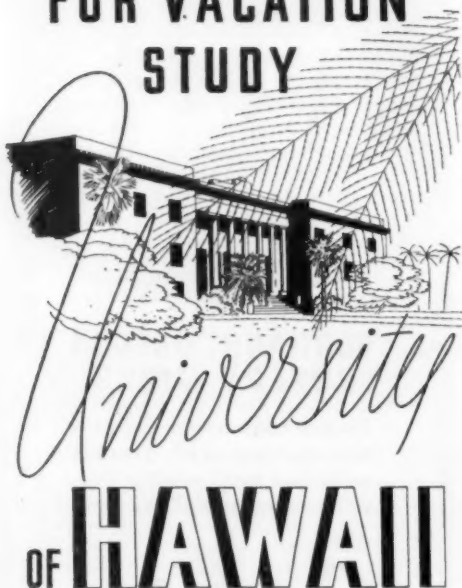
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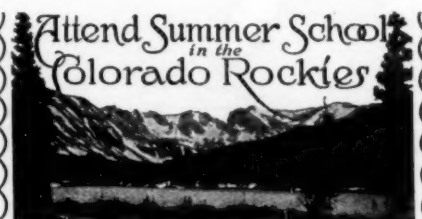
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