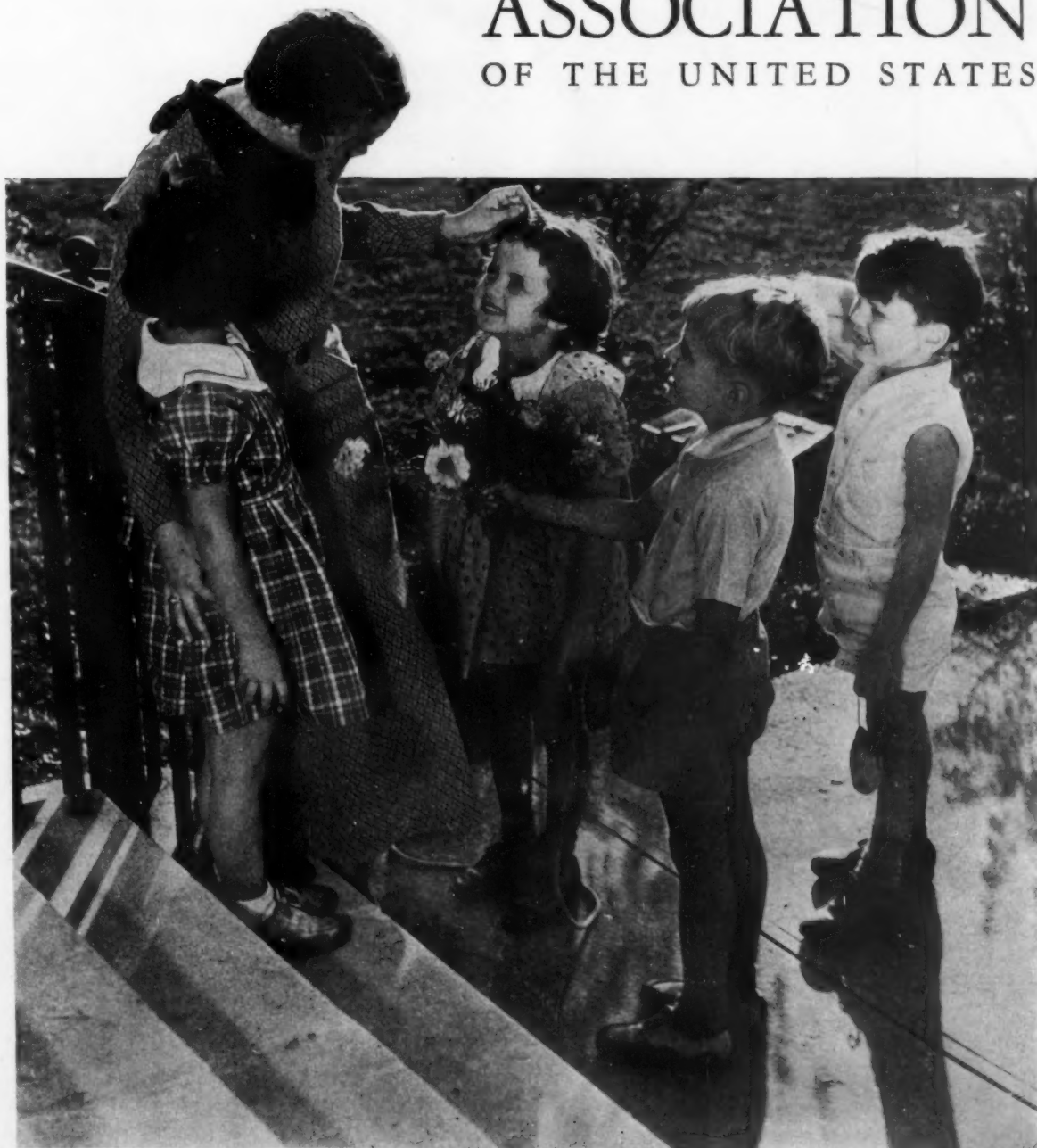


The *Journal*
of the NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES



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September 1936

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NEW YORK

The Journal

of the NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES

Between Editor and Reader

JOY ELMER MORGAN, *Editor*
H. A. ALLAN, *Business Manager*

VOLUME 25
NUMBER 6

THE PURPOSES OF THE JOURNAL of the National Education Association are the purposes of the Association itself—the purposes of all people who believe:

That humanity can be improved thru guidance and selfdiscipline.

That adults owe to children the eternal debt of wise instruction.

That exchange of experience thru study and discussion adds to the excellence and happiness of life for people of all ages and conditions.

That intelligence is better than force when it is necessary to adjust conflicting interests.

That cooperation is better than competition as the foundation of human relationships.

That organized foresight and systematic planning are better than drift in both individual and public economy.

That the schools should be kept free from domination by any special interest either political or commercial.

That the best young people should be encouraged to consider teaching as a career.

That standards for teacher preparation should be progressively higher.

That all teachers should unite to improve the profession thru organization and cooperative effort.

—From the Planbook of the JOURNAL staff.

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The Journal goes to all members of
the National Education Association

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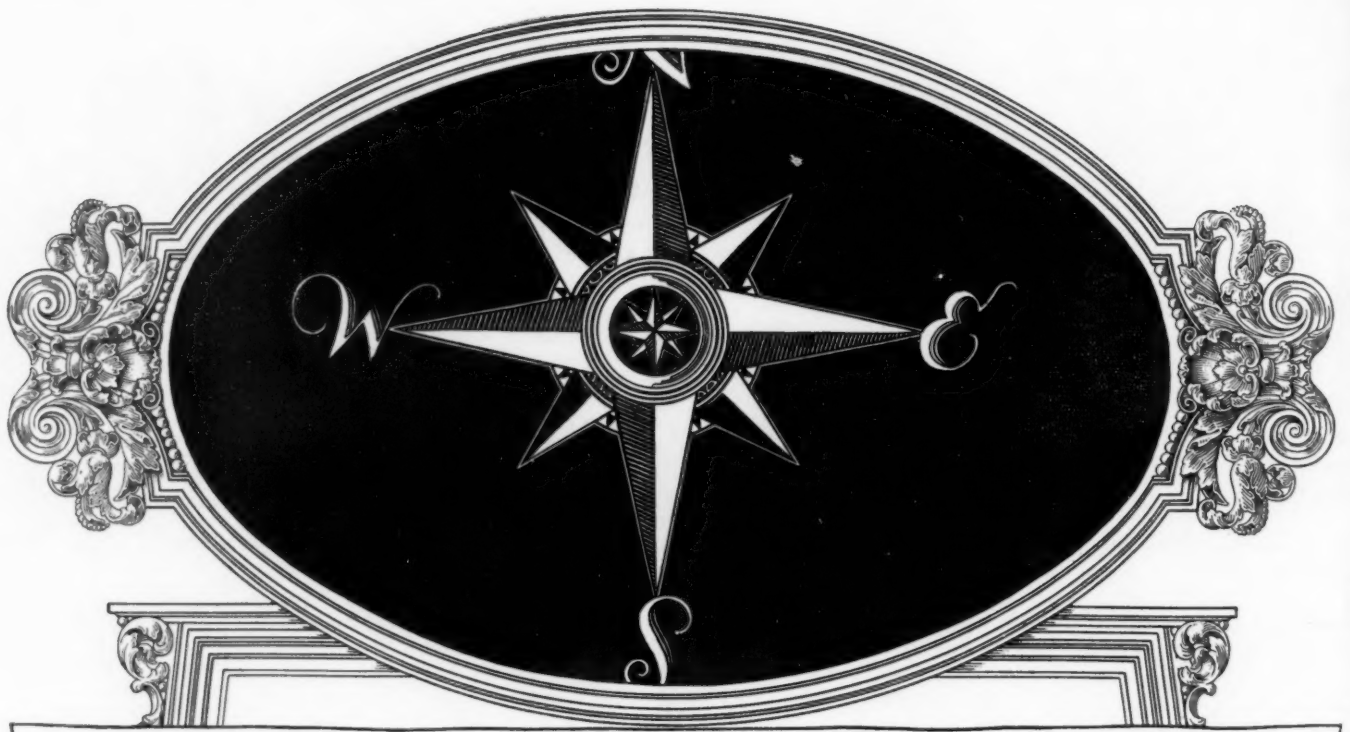
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The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead 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 non-members 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



How Much Do We Value Ourselves?

By Orville C. Pratt

President of the National Education Association of the United States

FOR A PROFESSION as for an individual, selfrespect is the foundation of the appreciation which others have for us. Only by making itself worthy of public esteem can the teaching profession rise to the prestige necessary to make the schools the beacon lights of an awakened democracy. Teachers can make the most of themselves individually and as a group, only by using organization as the instrument of their cooperation and growth.

The amazing development of the American school system has been achieved and held largely thru organization. Leadership has been discovered and matured. Platforms of common understanding have been established. Legislation has been fostered and practice improved. Everyone who enters teaching today stands upon the shoulders of the teachers who cared enough for the cause of enlightenment to sacrifice and labor together.

Recognizing that in locality, state, and nation, organization has led the way, should we not accept the goal: *One hundred percent enrolment in local, state, and national associations with every teacher at work on the problems of the profession.* I do not mean a mere passive acceptance. Today's situation calls for *active* acceptance of our goal by every teacher. Our national, state, and local associations are closely knit together into the reorganized National Education Association, with its democratic spirit, its progressive platform, its Representative Assembly, its able headquarters staff, and its excellent JOURNAL. It is no reflection on other groups working on some phase of education to point out that there is no organization but the NEA that has the possibility of uniting all the nation's teachers in a common effort to meet the pressing needs of this hour.

Teachers sometimes ask: *What has the Association done for me?* That is a proper question and is answered in terms of salaries, security, tenure, public support, and directly in terms of THE JOURNAL which itself is worth more than the cost of membership.

But there is another question that to my mind is more important to the growth of a teacher: *What have I done for the Association?* It has made possible the profession thru which I live and serve. It has been built upon the sacrifices of persons who could see beyond themselves to the larger good which includes us all. Our Association is not something apart. It is ourselves working together for that larger self which is our profession.

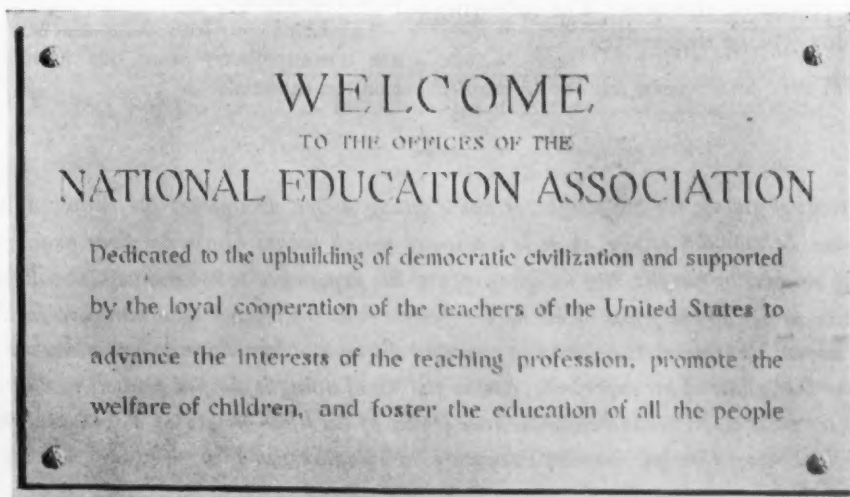
There are some who do not agree with all the Association does, or with certain points in its platform; some think it is too aggressive and others that it should be more militant. But these are not excuses for non-membership. Our ideals of civilization and democracy do not demand that we shall

all agree, but rather that we shall cooperate and thru free and honest discussion, achieve purposes which represent the deliberate judgment of a substantial majority—purposes which must be accepted until experience or further discussion points a new way.

Or again, there are some who allow personalities to stand in the way of their professional duty. They do not like this or that one in the Association. This is natural enough, but is it not childish to allow our human weaknesses to stand in the way of our larger loyalties? Isn't it expecting of others a perfection which we would hardly claim for ourselves?

As we enter the new school year, let us work together. And how shall we work? There is no single answer except to say that if the purpose and the will to work are there, each will find ways to help reach the goal of a united profession. We place enrolment and payment of Association dues first at this time of the year because without them the work cannot go on. The dues are necessary to the financing of our common enterprise and the membership itself adds to Association influence.

Our membership is an index of our professional purpose and selfrespect. Others tend to take us at our own valuation. Let us, therefore, exalt the cause of education and our profession above our differences, above our special interests, above all the forces which weaken and destroy. Let us labor together for the welfare of the children of our country and of democracy.



Plaque in the main hallway, Washington headquarters of the Association

How Shall We Work on Our Problems?

By Willard E. Givens

Executive Secretary of the National Education Association of the United States

THE NATIONAL EDUCATION ASSOCIATION is one of the most inspiring organizations in the world. Life after life has gone into its making; the benediction of the generations is upon its work. Men and women have given gladly what money could not buy. They have made the Association the proving ground of leadership, the forum for the maturing of plans and policies, the channel of new ideas.

Were the Association's founders here today to compare its vast membership with the 43 who first gathered at Philadelphia in 1857, they would marvel at its magnitude. And yet in the face of the colossal problems of this hour, it lacks the strength and vigor which larger membership would give. With only one teacher in five sensing the professional opportunity and responsibility which belongs to every teacher, the National Education Association has yet to go four-fifths of the way.

President Pratt has emphasized our goal: *One hundred percent enrolment in local, state, and national associations with every teacher at work on the problems of the profession.* He has urged that each of us take hold actively to perform some definite Association service during the year. Let each teacher ask himself this question: How shall I do my part in the constructive efforts of the profession this year? The following points will be suggestive.

[I] *Not until every teacher is enroled*

should we lessen our efforts at enlistment. Here are some things to do:

[1] Renew promptly your own membership; if possible become a Life Member.

[2] Enlist at least one new member. One of the greatest services we can perform for our associates is to help them upon the path of growth—and that is what Association membership should always mean.

[3] Work toward one hundred percent enrolment in your school.

[4] Work on behalf of student enrolment in the teachers college or school of education of which you are an alumnus.

[5] Help to enlist members in the rural areas which most need the help that the Association gives.

[6] Seek to establish thru the state or local association, the coinclusive plan of enrolment. (See p161, May 1936 JOURNAL.)

[II] Thru study of the Association, teachers, principals, and superintendents come to a larger understanding of its history and service. *To secure such an understanding, which is the basis for intelligent participation, it is helpful to:*

[1] Make yourself familiar with the Association's platform.

[2] Become a student of THE JOURNAL—the instrument by which we achieve among ourselves in the profession a common mind, a unity of purpose.

[3] Call the attention of new members to material in THE JOURNAL. Encourage its study in faculty meetings. THE JOURNAL is the biggest inservice means for the education of teachers.

[4] Lend your JOURNAL to teachers who are not members; point out useful curriculum material.



Spiritual giving, we are taught, is not a giving which diminishes the supply of the giver. In material giving, there is a transfer which makes him who gives poorer by the amount of his gift. But he who imparts his experience to others, possesses all the more firmly all the fruits of his own experience. Every teacher who has risen in this National Education Association to expound his own observations or reflections, or to give the results of his experience, has, in the act of doing it, helped himself first of all to see more clearly than before the true lesson of his life.—WILLIAM T. HARRIS, then United States Commissioner of Education, in an address in 1891.

[5] Use the *Research Bulletins*, *Yearbooks*, reports, and other NEA publications.

[III] Enlistment means something more than merely getting members. It means lifting the profession to an entirely new plane of dedication and service. One is constantly impressed with statements by teachers that thru the Association they have found themselves and have caught a vision of what teaching really is. *To participate actively in the work of the Association, you may wish to:*

[1] Attend an Association convention.

[2] Do active work on some committee, if called upon.

[3] Cooperate by supplying information to the Association upon request.

[4] Speak or write of the value of the Association's work.

[5] Join the Department where your greatest needs lie.

[6] Take the lead in teaching about professional organizations as a regular part of the teachers college course. Write headquarters for outlines.

[7] Participate in the work of state and local associations.

[8] Put increasing emphasis on American Education Week and community commencements.

[9] Encourage teachers and parents to follow the NEA radio programs.

You will think of other points at which you can work. The important thing is to have a program of work and to begin early.

THE JOURNAL of the NEA is a direct service to every member. This coming school year members will receive thru THE JOURNAL a continuing interpretation of Association policy and activities. They will receive the announcements and reports of two great national conventions; the plans for American Education Week; new units of curriculum material. They will be kept in touch with basic social-economic movements.

During 1936-37 the Association's research, field, departmental, rural, and the host of its other services will be continued with vigor. The Association will intensify its campaign for federal aid and for more nearly adequate financial support for the schools. The Educational Policies Commission will give leadership thru the field of cooperative educational planning.

Let us resolve this year to distance our former selves. If our hearts and minds are devoted to service to the profession, we shall all go forward together.

Equal Opportunity for Children

IN THE CLOSING DAYS of the last Congress the Honorable Pat Harrison, Senator from Mississippi, introduced Bill S. 4793. This Bill promotes the general welfare thru the appropriation of funds to assist the states and territories in providing more effective programs of public education.

On the same day that Senator Harrison introduced his Bill, the Honorable Brooks Fletcher, member of the House of Representatives from Ohio, introduced a companion Bill, H. R. 13021.

The provisions of these bills are identical. There are certain provisions in these bills which I wish to emphasize:

First, they provide an initial appropriation of \$100,000,000 and an increase of \$50,000,000 annually until an annual maximum of \$300,000,000 is reached.

Second, they provide for appropriations to the states to be used by them for schools. The manner in which the funds received shall be used for the maintenance of a program of public education is left wholly to the respective states.

Third, all control is reserved strictly to the states and forbidden to all federal offices and agencies.

Fourth, the basis of apportionment of funds to the states and territories is the number of persons five to twenty years old in each state and territory.

That public education is a matter of first concern for the federal government, as well as for states and communities, is evidenced by the fact that ours is a representative form of government founded upon the democratic principle that final power and authority rest upon the will of the people.

Being founded upon the authority of the ballot, the government in order to perpetuate and protect its ideals, purposes, and institutions, must see to it that each individual citizen is given full and free opportunity to acquire the knowledge, attitude, and will to exercise intelligently, honestly, and effectively the privilege of suffrage.

The time has arrived when the government of the United States must more fully discharge its obligation in the support of schools for the masses of our citizens. Even before the onslaught of the depression, thousands of our schools did not have sufficient funds. During the depression conditions have become still worse. Over 100,000 schools attended by more than 3,000,000 children have been forced into a practical state of bankruptcy. School terms have been shortened; highschools have been closed and reopened on a tuition basis, thus barring the poor. School districts during the depression have increased their indebtedness by one billion dollars. Taxes on real estate, a large part of which

goes to support schools, have in a vast majority of the school districts of the nation passed the maximum consistent with justice.

The federal government has made financial contributions to the states for the establishment and maintenance of public educational institutions on all levels. From the Revolution to the Civil War the federal government endowed higher and common schools with lands and made grants of surplus tax monies. Following the Civil War land grants to new states were continued and the policy of direct money-grants begun. Since 1802 the federal government has granted lands for the support of public schools amounting to 241,116 square miles. The Morrill Acts (1862 and 1890) and the Nelson Amendment (1907) appropriated funds for land-grant colleges and universities. The Hatch Act (1887) appropriated money for the establishment of agricultural experiment stations in connection with land-grant colleges. The Smith-Lever Act (1914) and the Capper-Ketcham Act (1928) provided for agricultural extension work thru land-grant colleges, and the Smith-Hughes Act (1917) and subsequent similar acts for vocational education in agriculture, trades and industries, and home economics, all illustrate a fundamental interest and participation of the federal government in the fostering of public education. The schools are our most fundamental public institution and are a matter of first concern for our government—federal, state, and local.

The mobility of population compels federal interest. In 1930 one out of each five native-born persons in the United States was living in a state other than that in which he was born. The percentage of interstate migration ranges from 7.8 in Maine to 57.5 in Wyoming.

More children and less wealth in some

states compels federal interest. It is now a well-established fact that equitable effort on the part of several states and the local subdivisions will not and cannot provide adequate schools for all the nation's children. It is well known in all our states that the communities and local governmental units differ widely in their ability to pay taxes; that larger dependence on state support and decreased dependence on local support of schools have become a necessity and an actuality in a large majority of the forty-eight states. Since 1930 the proportion of state support as compared to local support of schools has increased by more than one-third. The same economic conditions that have made increased state support of education necessary have made inevitable federal participation in the financial support of our schools. The concentration of wealth and its ownership and increasing economic interdependence of states and regions of the nation have resulted in insurmountable differences in the ability of states to raise revenue for the support of schools. All of the best known measures of wealth, income, and spending ability of the several states lead to the conclusion that the richest state is from six to eight times as rich per capita as the poorest.

It is inherent in the development of the system of public education in our democracy that it should be subject to state and local control. Public schools grew up as local institutions. Local control of public schools is a part of the American tradition. The federal government should, and legally can, assist the states financially in carrying on services and functions of government that essentially belong to the states. The fabricated bogey-man of federal control is but a flimsy excuse for failure to admit the economic and social justice of federal assistance to the states for the education of children.—WILLARD E. GIVENS.



Federal aid for education can and will become a reality during the next Congress if each of you become enthusiastically active in: First, making the essential facts of this Bill known to other people. Second, sending to me the names and addresses of key people within your state who should receive copies of this Bill. Third, working actively with others in making sure that all Congressmen and Senators who are up for election make clear to the people before election where they stand on this question.

Effective Enrolment Plans

THREE ELEMENTS are essential for wholesome enrolment reports—professional spirit, enthusiastic leadership, and a definite enrolment plan.

Professional spirit—One of the handicaps from which teaching suffers in its struggle to attain standing as a recognized profession is the fact that so many use teaching purely as a temporary vocation—as a waystation to matrimony or as a stepping-stone to a career in some other field. In many communities certification requirements are so low that teachers lack thoro preparation for their work as well as a genuinely professional spirit or attitude toward it. To such, membership in professional associations makes little appeal and their enlistment is usually difficult to secure. On the other hand, those who have prepared themselves fully for expert service as teachers and who have entered the field with the intention of making it their life work recognize professional associations—local, state, and national—not only as a means thru which they may advance their own welfare but as a means thru which they may extend wider service to the cause in which they have enlisted. Membership records are often barometers of professional spirit.

Leadership—Enthusiasm is an essential prerequisite of effective leadership and leadership is essential for growing

membership records. Enthusiasm, like measles, is contagious. Leaders who have caught a vision of the need of a fully organized profession can easily transmit their enthusiasm to their associates. Those who have not, cannot. Leadership is as important in the development of wholesome enlistment records as in any other activity of life. Without leadership professional spirit often withers and dies. Leadership begets enthusiasm, capitalizes professional spirit, promotes cooperation, and advances the causes for which professional associations are organized.

Definite plans—Professional spirit and enthusiastic leadership usually result in a definite enrolment plan. This is imperative; otherwise, results are barren and disappointing. Different plans are necessary to meet different circumstances. Local conditions vary so greatly in different communities within a state and in the different states that no single plan has yet been devised which will work successfully everywhere.

Kansas City, Kansas, a city of more than 100,000 inhabitants, holds the national record for maintaining a 100 per cent NEA enrolment for twelve consecutive years. Here the dues for local, state, and national associations are collected by the officers of the local teachers association. Five years ago, one of the principals in Milwaukee, Thomas W.

Boyce, was drafted because of his demonstrated ability as a leader, to serve as chairman of the NEA enrolment committee. Milwaukee's NEA membership was increased from 766 in 1930 to 2728 in 1935. Since 1931, Assistant Superintendent F. M. Underwood has sponsored the enrolment campaign in St. Louis with the result that the membership in that city has grown 400 per cent and is still increasing.

A "coinclusive" enrolment plan by which teachers enrol in local, state, and national associations at the same time has been in operation successfully in Pennsylvania for several years. Details regarding this plan will be found in Dr. Studebaker's article, "If Teachers Were Bricklayers" [May 1936 JOURNAL].

In Los Angeles the NEA dues are cleared thru the office of the California Teachers Association, Southern Section, under the able direction of the Secretary, Fred L. Thurston. The budget form used by this group is shown below.

Organized cooperation—Modern life demands an expanding program of education. This can be developed most effectively by a teaching profession fully organized in aggressive professional associations—local, state, and national. Unity has been said to be the guarantee of strength, and enthusiastic loyalty the guarantee of success.—T. D. MARTIN, director of Membership Division, NEA.

A SUGGESTED BUDGET FOR TEACHERS

Submitted by California Teachers' Association, Southern Section

Your Executive Committee, C. T. A.—S. S., recommends that every faculty give 100% support to Local, State, and National professional organizations. Many faculties adopt a budget form similar to the one given below.

1. My own faculty dues.....	\$.....	
2. Local teacher organization.....	\$.....	
3. California Teachers' Association (includes support of State Central Office activities Sierra Educational News, and the Southern Section C. T. A. activities)	\$.....	3.00
4. California Teachers' Association, Southern Section, Public Relations Program. One quarter of one per cent of this year's annual salary, or \$2.50 per \$1000 of Salary.....	\$.....	
5. National Education Association (includes N. E. A. Journal)	\$.....	2.00
6. Bureau of Welfare, C. T. A.—S. S. (supports the Southern California Teachers' Home and benefices directed by the Board of Trustees).....	\$.....	1.00
7. Other organizations	\$.....	\$.....

(Signed).....Teacher

The City of Roses Convention

TO THE FAR WEST went the National Education Association for its 1936 meeting, June 28-July 2. In busy Portland, where roses and scenic beauty, lumber and fish abound, the Association continued its forward strides toward reorganization for more effective action and at the same time provided the 10,000 persons in attendance with a comprehensive program of uniformly high quality.

Under the masterful direction of President Agnes Samuelson, assisted by Parliamentarian C. A. Bottolfsen of Idaho, the business of the Representative Assembly was conducted with dispatch, order, and impartiality.

Reorganization—At the first business session the Report of the Committee on Amending the Charter was presented by Chairman Reuben T. Shaw of Philadelphia. By action of the Assembly the permanent fund of the Association will remain under the management of the Board of Trustees. The proposed new Charter will also retain provision for the election of the trustees by the Board of Directors, and the selection of the executive secretary will remain a function of the trustees. Other recommendations of the Committee were accepted.

The Committee on Reorganization is to continue its work. New bylaws now in effect include one providing for a publishing committee consisting of five members elected by the Representative Assembly to edit the minutes of the business meetings of the Assembly; and one which reduces the annual fees of affiliated state associations to \$10; and one which increases the annual dues of affiliated local associations to \$10 except that the fee of local groups of less than 200 NEA members shall be \$5.

Committees—Numerous other committee reports were presented to the Representative Assembly. These included the reports of committees on Social Economic Goals, Academic Freedom, Tenure, Horace Mann Centennial, Equal Opportunity, Higher Education, Retirement Allowances, the Educational Policies Commission, Necrology, Resolutions, and reports on finance. The complete story of these reports and the action taken concerning them will be



Orville C. Pratt, president of the National Education Association, and superintendent of schools, Spokane, Washington

found in the minutes of the Representative Assembly which will be published in the annual volume of *Addresses and Proceedings* to be available in October.

The work of all these committees is highly important. Breaking a long-established precedent, the Tenure Committee, under the chairmanship of Superintendent Donald DuShane of Columbus, Indiana, did not confine its report to an academic statement of principles but made public its findings with regard to what the committee held to be the unwarranted dismissal of teachers in a number of cases. The important work of the Educational Policies Commission was appropriately recognized. There is special interest also in the Report of the Committee on Higher Education, of which President A. G. Crane of the University of Wyoming is chairman. In his report, Dr. Crane said:

Some great organization should be devoted to the operation of education as a whole. College faculties need to know more of the schools thru which their college freshmen come and the elementary-secondary schools should know more of the colleges to which their graduates go.

The NEA is the logical organization for united action. The Committee on

Higher Education was given the task of devising ways and means to promote a closer liaison between the faculties of colleges and universities and the NEA, believing that an interchange of counsels and closer cooperation would be mutually helpful.

On the issue of academic freedom and teachers' oaths the Association maintained its solid front. This was evidenced in conversations, by numerous addresses, and by the strong resolution passed. [See complete Resolutions, p180 of this issue.]

The Association likewise maintained its determined stand to secure federal support for public education. [See article on p169.]

General sessions—The convention opened with a vesper service address on Sunday afternoon by Bruce R. Baxter, president of Willamette University, who discussed the theme "Building Character."

On Sunday evening, the delegates to the convention were the guests of the city of Portland at the opening concert of the Portland Symphony Orchestra.

Principal addresses of the first general session were by President Agnes Samuelson [see p173] and by Frederick M. Hunter, chancellor, Oregon State System of Higher Education, speaking on the subject, "We Chart Our Future Policies." Dr. Hunter said:

We of the National Education Association, largest and most far-reaching of the professional organizations with a first loyalty to education, are called upon to define our policies and chart our course. Not that this is a new experience with us. It has been in process since the founding of the Association almost eighty years ago, but new requirements and a new emphasis are thrust upon us by the play of these herculean forces that operate in the society which education fundamentally serves. It is not sufficient for us to rely upon tradition or adhere to party or group loyalties. We must redefine our goals, look unflinchingly at the issues, clearly apply the light of science and the wisdom of history to the solution of the welter of problems that face our educational institutions.

At the second general session, Commissioner Studebaker led a public forum

on the topic "Education and Democracy." Short presentations were made by Thomas Gosling, Willis A. Sutton, John A. Sexson, and Lucy Mason Holt. In his opening remarks, Dr. Studebaker said:

The purpose of education under self-government is to enable the average citizen to speak more intelligently with respect to the real problems of his day. When we neglect to perform this function of organizing free inquiry on these vital matters, we play into the hands of the demagogues whose only hope of establishing a dictatorship on this soil lies in a condition of widespread civic ignorance. It must be the function of education to make available all facts, information, and opinions and to organize the consideration and discussion of problems so that individuals may arrive at their own judgments and choices.

On Tuesday, Wednesday, and Thursday mornings the general session meetings running parallel with the meetings of the Representative Assembly were divided into three sections.

On Tuesday the general theme was "Building a Stronger Foundation," the three sections dealing with "Implementing the Children's Charter—Next Steps"; "Speeding Educational Equality"; and "Advancing Teacher Welfare."

On Wednesday the general theme of the three sections was "Improving the Program," the sections being devoted to "Developing Discrimination in the Use of New Tools," "Meeting New Needs on the Elementary Level," and "Meeting New Issues on the Secondary Level."

The general topic on Thursday was "Strengthening the Relationship between School and Community," the three sections being devoted to "Coordinating the Forces for Child Safety," "Utilizing Lay Cooperation," and "Broadening Community Horizons."

"Conserving American Youth" was the topic of the Tuesday evening session which was addressed by Miss Willie A. Lawson, secretary, Arkansas Education Association, and Robert Gordon Sproul, president, University of California, Berkeley, California. Miss Lawson's topic was "Youth's Appeal" and Mr. Sproul's, "America's Answer."

On Wednesday evening, "Conquering New Frontiers" was the theme with addresses by Eleanor Wembridge, former referee, Cleveland, Ohio, Juvenile

N. E. A. Always Welcome



Court, on the topic "Removing Juvenile Delinquency," and the Reverend Ralph W. Sockman on "Pioneering in Human Achievement." [See abstract, p175.]

The final session on Thursday evening was given over to an evaluation of national issues. Each of the major political parties sent a speaker to present its platform. Honorable Paul V. McNutt, governor of Indiana, spoke for the Democratic party; Honorable Burton L. French, former Congressman from Idaho, for the Republican party; and Honorable Norman Thomas, Socialist presidential candidate, for the Socialist party. Each speaker was allowed forty minutes for his original presentation and an additional five minutes for discussion at the conclusion of the addresses.

Departments—Many departments of the Association also held their meetings during the convention. These included the Departments of Administrative Women, 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, and Vocational Education. Many of these programs were unusually strong.

Allied groups—Allied organizations also meeting were the American Classical League, National Association of Journalism Directors, National Association of School Secretaries, National Association of Secretaries of State Teachers Associations, National Association of Student Government Officers, 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 League of Teachers Association, National Geographic Society, National Vocational Guidance Association, School Kindergarten Association of America, and conferences as follows: C.C.C. Educational Advisers, Industrial Arts, Organization of Local School Administrative Units, School Libraries, and Visiting Teachers.

Interesting features—One of the outstanding social occasions of the meeting was the eighth Life Membership Dinner on Monday evening addressed by United States Commissioner of Education John W. Studebaker, who made a vigorous plea for a national professional organization that would enrol one-half or more of the nation's teachers instead of one-fifth of them. On this occasion Miss Samuelson was given a Life Membership in the Association, the presentation being made by Secretary-Emeritus J. W. Crabtree.

Many other colorful social features of various Association groups also graced the convention.

The convention proper closed on Thursday evening. But one of the most attractive features of the meeting still remained. For, on Friday, Portland's hosts had planned several interesting tours to the mountains, beaches, and scenic beauty spots including Mt. Hood, the Columbia River Highway, and the mighty Bonneville Dam.

The courtesy and helpfulness of this group was in evidence on every hand. "For you a rose in Portland grows" was the slogan of these workers who contributed so greatly to the success of the Association's seventy-fourth annual meeting. High praise is due Oregon and Portland's general planning committee under the chairmanship of Superintendent Charles A. Rice.—LYLE W. ASHBY.

Why We Have Come to Portland

Agnes Samuelson

Presidential address delivered before the first general session of the National Education Association convention, Portland, Oregon

THE YEAR IN PANORAMIC REVIEW—
If it were possible to place before you at this moment a sound picture portraying in panoramic review the events of most importance to education since we met in Denver a year ago, many interesting scenes would appear on the worldwide screen. We would start with the Oxford meeting of the World Federation of Education Associations—a great adventure in world friendliness. We would show pictures of the excellent exhibits, of the formal receptions in the Town Hall or at Hampton Court where the teacup made neighbors out of strangers, and of a mass meeting in Sheldonian Theatre. You would be impressed, as we were, with the significance of this conference participated in by delegates from over thirty nations at a time when world relationships were not at their best. While we differed in traditions and in language, we were alike in the purpose which drew us together—our desire to interpret the necessity and meaning of world friendliness to the present generation so that peace may prevail and human progress be achieved.

As the picture unfolded there would be glimpses of several national conventions at which it was my privilege to be your representative. You would be thrilled with the magnificent festival by school children at the Music Educators Conference; comprehensive exhibits of the National Safety Congress revealing what a complicated problem safety actually is; history-making meeting of the Department of Superintendence; American Physical Education Association in action; youth panel of the National Congress of Parents and Teachers; working program of the American Vocational Association and of the National Council of State Superintendents and Commissioners of Education. There would also be the Warm Springs Conference with President Roosevelt

regarding the educational situation.

The times call for educational statesmanship of the highest order. The organization of the Educational Policies Commission jointly with the Department of Superintendence is probably the most important undertaking of the year. A closeup of this group in a deliberative session would follow. You would see glimpses of your state conventions and of meetings which you sponsored in the interests of the National Education Association. You would find yourselves in the picture at work on your problems. Over there you would also locate the faithful ensemble of the headquarters staff.

Back of it all would appear a sea of faces, those of the children and youth of our land who constitute the reason for our service. As the final closeup, I should like to have you vision a picture entitled "Thoughts of Youth" by Margaret Tarrant. Two children, a girl and a boy, are perched on a rocky ledge overlooking the sea. She is seated near the top and he is sprawled out a little below her. They are looking toward the horizon where sky and water meet. They are thinking the thoughts of childhood. For them life is just beginning.

These scenes illustrate chapters composing the records of this year. Time alone will determine how significant they are. We will not write finis to the story. We shall simply turn over a new leaf. Since we are dealing with human values, the outcomes are as immeasurable as life itself. One thing is clear. When the history of this critical period is written, the volume relating to the heroic part taken by the educational profession in helping our communities to protect the educational opportunity of the present generation from interruption, will be a notable one.

GUIDING PRINCIPLES IN PLANNING THE PROGRAM—"Why come ye here?" These words inscribed over the auditorium

stage of a mountain college challenge the students to define their purposes, sharpen their thinking, and chart their programs. Let us ask ourselves this same question at the opening of our seventy-fourth convention. May it remind us of our common purposes, invite us to evaluate our program of action, sharpen our thinking, grow in excellence of performance, and inspire achievement in others.

We are now assembled in the convention which climaxes the year's work and starts the next one. We pause to evaluate the year's achievements, to discover at what point we have arrived, to make a report of progress, to set up a new program of action, and to turn over the gavel.

Two principles have guided our planning for this 1936 convention. While they overlap and are more or less inseparable, we may roughly clarify them as the inspirational and the practical values. The first constitutes the spiritualizing outcomes which are to be derived from the total experience of the convention. The other is the more direct or technical benefit which will come from specific attention to given aspects in our particular fields of service.

The one requires a telescope with which to gain a clearer perspective of the place of education in our social order and of our own place in relation to the whole educational program. The outlook is essential if we are to move in the right direction. For that reason we broaden our educational as well as our geographical skylines as we gather here in this glorious Northwest. The other requires the microscope. Thru it we focus attention upon the improvement of our craftsmanship. We examine our programs to the end that content may be enriched, procedure and skills improved, and outcomes of instruction strengthened.

If the hopes cherished for this convention are realized, we shall return with a keener understanding of the necessity of implementing education for its task of serving our democracy, and with a greater awareness of the responsibilities of the educational profession.

We shall have a larger vision of the sacredness of our obligation as teachers to advance the cause of childhood and youth. We shall be vigorous in improving our craftsmanship and more alert in spiritualizing the facts. We shall be more concerned about safeguarding teacher welfare to the end that the above purposes may be achieved. We shall be more interested in national issues and international problems.

Some of the spiritualizing aspects will come from the combined gain of convention and vacation "out where the West begins." While this great conference is the reason for our coming here to this City of Roses, we should not return without experiencing the inspiration which comes from the close association with unspoiled nature which is afforded on every hand. Our visit would be incomplete without taking time to enjoy the solitude of primitive forest, majesty of snow-capped mountains, music of falling waters, serenity of blue lakes, fascination of ragged rivers, grandeur of ever-changing canyons, picturesqueness of Indian culture, glimpses of wild life, and the romance of color and scenery enhanced by distance. An excursion to the land of the midnight sun, of the totem pole, and of gold rush memories, or to our national parks, for example, may be as vivid and sparkling to us as a trip to the zoo is to our pupils. We need wider experiences ourselves if we are to guide our pupils in having them.

There are other inspirational outcomes to be gained at a great meeting like this. Whether we teach in a small district school, an emergency education project, or in the university, a great convention like this impresses us with the greatness of the guild to which we belong. Part of the value of the convention experience lies in seeing and hearing our national leaders. It gives us a lift to rub elbows with our co-workers from other areas and to come in contact with such leaders as our United States Commissioner of Education, J. W. Studebaker; our Executive Secretary, Willard E. Givens; the staff members at headquarters; and others whose names we know in print. It thrills us also to receive such a welcome as our comrades in the Northwest are giving us.

In addition to these refreshing values more or less common to all our national conferences, the sentiment and heritage of the Oregon Trail are also connected with this meeting place. It would have been fitting for each of us to have reviewed this great epic before starting out on our journey hither. Whether we came via a streamlined ocean steamship as the Hawaiian delegation did, an airplane as some of our

speakers must do, or by train or automobile as most of us did, we were reminded of that trek of those intrepid pioneers who blazed the trail from the Missouri to the Columbia a century ago. Some of you retraced this course enroute to this meeting. Some of you covered part of the Lewis and Clark trail. In the story of those pathfinders who pushed the boundaries of civilization westward may be found not only that spirit which distinguishes America, but also the fortitude of man in carving his own destiny against whatever odds. If we can attack the problems now blocking human advancement with the same high purpose and heroism with which they conquered physical frontiers, we shall be worthy to follow in their footsteps. Perhaps the resolve to do that eclipses all other outcomes of this great pilgrimage.

Technical problems and specialized interests will be considered in the meetings of the departments and allied organizations. Nearly three hundred speakers will participate in the general and special meetings. There will be a hundred or more breakfasts, luncheons, teas, and dinners by small groups for social and business purposes. Is there not inspiration also in learning how to do our work better today than we did yesterday?

EDUCATION MOVING FORWARD—Education must do more than regain its losses. It is not enough to retrieve the progress which had been reached when the economic crisis set the clock back. The profound social, economic, and political changes now taking place call for more and not less education. Reconstruction requires new services and increases the demands upon our schools and colleges. We must think in terms of tomorrow and not of yesterday, if we are to train this young generation to meet new situations. So important is it for education to advance and for all of us to think in terms of next steps in educational progress, that "Education Moving Forward" has been selected as the keynote or theme for this convention. Each one of the eight general sessions is devoted to some particular subject that has to do with the advancement of education.

One of the greatest values to be derived from any professional meeting of this kind is the strengthening of our hands for the good work in which we are engaged—the making of men and women. Character building is still required. It is our greatest task. Need I pause to say anything about the importance of appreciating the beautiful, of developing the cultural aspects? Did you ever carry a violin to school along with your speller? Did you ever exhibit any creative work when you were a young learner? Was your drill on the multiplica-

tion tables ever embroidered with any relaxation or thrill in physical or health activities? Let us see to it that the arts are not left out of the picture. What more inspirational place could there be from which to gain a new and clearer perspective than out here where the West begins?

The value of forums and open discussions is being more and more utilized. Democracy must preserve education if education is to preserve democracy. To safeguard the welfare of children and of teachers, next steps in our educational planning should include the implementing of the Children's Charter, the speeding of educational equality, and the advancing of teacher welfare. These are definite steps in the building of a stronger foundation.

To conserve the American youth is a problem of immediate as well as ultimate significance to our present and future welfare. We shall consider this problem from the standpoint of America's answer to youth's appeal. No more far-reaching problem confronts us than to extend our educational program to meet the needs of youth both in and out of school. The improvement of our program is a continuous task if education is to move forward. We shall deal with the development of discrimination in the use of new tools, thru the consideration of the radio, the movie, and children's literature. We shall look at the elementary and secondary programs to discover what new needs there are and how they may be met.

As we are meeting in an area which exemplifies to us the conquering of physical frontiers, so we must consider pioneering in human advancement. The schoolrooms are the frontiers of the land and the teachers are the pioneers. The part which education must play in removing juvenile delinquency and in promoting world peace and friendliness is of vital concern as we improve our craftsmanship and advance to new areas of service.

Strengthening the relationship between school and community has many aspects of which three will be considered. The problem of coordinating the forces for child safety needs no argument. It is time that the educational forces assumed leadership in the matter to a far greater extent. Utilizing lay cooperation, creating understanding, securing support, and keeping children uppermost are essential to the interpretation of any educational program. Teachers are alert to national and international issues and anxious to be informed to the end that they may vote intelligently. While these are not all the problems that have to do with the forward march of education, they are some of the important ones to which we shall devote intensive

study here in this Portland meeting.

Our major task is to determine the program of action under which we are to move forward during the coming year. To that end we shall spotlight the issues and point out the solutions as far as it is possible to do so thru the program sessions. We shall also pay heed to the reports of the committees whose findings are to be submitted at this time. We shall examine the machinery under which our organization functions to ascertain whether it needs changing. If controversial problems arise, let us bring to bear upon them the clear, critical, and constructive thinking which characterizes our profession and which is in accordance with the principles we teach in the classroom. I ask your definite co-

operation to the end that our business meetings may be conducted with efficiency and dispatch.

IN APPRECIATION—I want to thank you most sincerely for the splendid way in which you have taken hold of the enlarged program of the year as set forth in the September 1935 JOURNAL. Due to your cooperation and efforts, there is progress to report in each of the five points. There is still much to be done, but it has been a year of substantial achievement. The items in the program of action are still a valid checklist for charting our cause and measuring headway. We must continue to emphasize the close relationship between education and the preservation of our democracy; improve the services of our Associa-

tion to the end that all schools may render the maximum service to childhood; seek higher standards of educational service; develop an informed public opinion regarding the work of the schools; and to strengthen our program of service thru increased membership and the improvement of the organization.

The year has been replete with rich experiences. Only those who have been privileged to serve as your president can appreciate fully the meaning and value of these experiences. We trust they will redound to make life more significant for the children who in due time will be taking our places. Why come we here? To gain a fresh start and to strengthen our hands for the great work on behalf of childhood.

A FEW YEARS AGO, our American novelist, Louis Bromfield, made one of his characters, a young man in the Middlewest, say something like this: "My grandfathers came into this wilderness to conquer and subdue it. It was a land filled with savages and adventure. I, too, must have my chance. I am of a race of pioneers, but I have no frontier."

In that remark Mr. Bromfield expressed the spirit of restlessness which has characterized our postwar generation. The force of the statement is especially felt as we meet here in this convention at the western terminus of the Oregon Trail. We are standing in the footprints of the pioneers who established our American commonwealth. But now the wilderness is cleared; the roads are laid; magnificent cities like Portland have replaced the frontier towns. My own trip here by airplane makes vivid the contrast between the horse-and-buggy era and the age of streamlined trains and skyways. We have come a long way since the time when Horace Greeley could counsel young men to go West and grow up with the country. The West has grown up. The geographical frontiers are gone. The great open spaces no longer furnish safety valves for the unemployed or the untamed.

The frontiers of today are to be found in the realms of human advancement. The easy outlets of free land and geographical spread now having been closed, the time has come for us to grow up with ourselves. We must find new resources within our own personalities, new materials thru our physical sciences, new adjustments by means of our social sciences. The safety valves of the old frontier have been replaced by the melting pots of the great cities. And the near future will reveal whether the result is to be explosion or a finer expression of life.

Pioneering in Human Achievement

Ralph W. Sockman

Many guides and guideposts are pointing the way to our new human frontiers. The writing of Alexis Carrel's book, *Man, the Unknown*, and the popular attention which it has received are evidences of our awakening to the fact that there are unrealized possibilities to be explored and developed within our own individual natures. We are determined to get more out of life. We want more enjoyment thru our bodies. We are lengthening the span of active life. More people are alive at sixty than in the days of our grandfathers and what is more interesting, they are more alive at sixty. The current interest in health, the amazing growth of medical research, the new prestige of psychiatry, the church's widening concern in the matter of healing—all give hope of an expanding personal life.

With medical science lengthening our active years, economic science must provide better security and opportunity for our maturity and old age. Whatever may be the merits or defects of the Townsend Plan, the interest in such a proposal shows the rising popular demand for a more satisfying social insurance. It would seem, however, a healthier emphasis if we were to stress the opportunities of old age activity rather than pensions for old age retirement. A Christian social order can certainly be devised which will provide useful activities for the years which our medical skill is now prolonging. It does

not seem good economy to put people on the shelf at sixty any more than to plow under crops.

Family life offers another frontier for human advancement. With all respect for the "good old-fashioned home," it was not good enough. Our day with its new education and independence of woman demands something more than the home gave our grandmothers. The modern woman is not content to be a child-bearing housekeeper. Homemaking must become a career as challenging to the intellect and resources of womanhood as are the careers open to women outside the home.

Toward this end, some progress already made points the way to further possibilities. Better instruction before marriage and child-birth is paving the way for healthier child culture. Birth-control, which should be safeguarded if possible from selfish motives, may help mightily in protecting childhood from poverty, overcrowding, and inadequate parental care. Mothers, whose children are grown, are now finding a wholesome outlet for their creative energies in community and political activities; but much remains to be done to deliver middle-aged postgraduate mothers from empty leisure. Here adult education has an expanding field.

The frontiers of business and industry should be looked upon as laboratories for working out new ways of cooperation rather than as battlefields of competition.

If the energy now spent in class struggle for possession were turned to devising ways of better production and distribution, we should be freed from the paradox of land going to waste and millions going without work. The cure cuts deeper than political partisanship. We may turn political parties in and out of office without relief. We must get down to the problems of technological adjustment.

International relations furnish a frontier which we must explore whether we wish to or not. The United States cannot keep out of world wars by mere isolation or neutrality. While we should not play with fire by mixing in the smoldering hates of Europe, we should let the other nations know on what basis we will cooperate for the prevention of the conflagration of murder in war. Perhaps we should begin by regional associations of nations whose areas are contiguous and whose interests are kindred. Why not have a Pan-American League of Nations?

Burdening people with taxes to build huge armaments which will be scrapped tomorrow as outofdate is a futile preparedness which inevitably leads to war. The present mad race for armaments will involve the world, including ourselves, in war during the present school generation.

In pioneering on these new social frontiers, there are certain principles which should guide us.

First, we should conserve the experience of the old pioneers for the sake of our new experiments. We need a perspective like that given by the chauffeur's mirror, which enables the driver to see what is behind him without taking his eyes off the road ahead. We need this historical perspective for the very purpose of safeguarding our "left turns." Sometimes in turning to something socially new, we are wrecked by old fallacies coming down the road from the past, carrying new license plates.

For instance, our government should be ever devising new ways of meeting our complex problems, but it would be reaction rather than progress to turn into fascist or communistic theories which have been tried in the past and found wanting. It is fortunate for the United States that the Russian, Italian, and German experiments have had time to disclose their defects before they caught the imagination of our American masses.

A *second* guiding principle for our new pioneering is that we should preserve the spirit of independence amid the necessities of interdependence. In other nations we have watched movements start as a desire for liberty and then develop into a new tyranny. Shall it be so here? There

THE OLD OREGON TRAIL

BY HOWARD R. DRIGGS, PRESIDENT, OREGON TRAIL MEMORIAL ASSOCIATION

Two thousand miles of nature-made highway, reaching from the big bend of the Missouri to the valley of the Columbia, constitutes what is known as the Oregon Trail. This pathway of the pioneers was blazed by wild animals, and followed by Indians even before the dawn of history. Fur-seekers found this old trail; deepened it with their pack trains; and opened it as a wagon way. In their wake came the pioneers to make the constructive conquest of the West.

The vanguard of these home-builders arrived on the Pacific slope just one hundred years ago. In 1836, Narcissus Prentiss Whitman and Eliza Hart Spalding, the first white women to cross our continent, journeyed with their missionary husbands to old Oregon. There they planted their outposts of civilization—missions that were at once homes, schools, centers of industry, and places of worship. Eleven years later Dr. and Mrs. Whitman with some of their pupils were slain in an Indian massacre, and Reverend and Mrs. Spalding were forced to abandon their mission, but Oregon, organized during these years as an American territory by other courageous pioneers, was to endure. . . .

Whence came the folk that enacted this epic drama? A revealing answer to this question was once given by George Himes, a pioneer of Oregon. Guiding a visitor thru the historical museum at Portland, the veteran paused to say: "Here is a special collection of relics that represent every state east of the Mississippi. This clock, for instance, once ticked time in Vermont; this old Franklin stove was brought from Pennsylvania; this scythe has mowed bluegrass in Kentucky; and in this cradle an Indiana baby was rocked while the oxen plodded westward."

Far more than old relics lay back of that exhibit. The pioneers came carrying not only their household necessities and the basic tools for subduing the soil; they bore also the essentials of American civilization. They came to build homes, to found schools, to erect churches, to establish selfgoverning communities and states based on our constitution. In the hearts of these nation-builders was the inner spirit of America.—Statement from the convention program.

are certain sinister trends toward fascist dictation, such as the red-baiting by pseudo-hundred-percent Americans and the movement for teachers' oaths, which educators must fight before they are throttled by them. If we lose the spirit of individual initiative, freedom, and responsibility, we shall have cut the nerve of our whole body politic.

A *third* pioneering principle for our social advance is that we must maintain the old virtues of our founders but with new frontiers of application. When we teach honesty, we must sharpen its point and lengthen its range so that it makes itself felt in Wall Street as well as in the village store. In our long-range corporate life, it is so easy to cheat people whom we cannot see. When we inculcate the Golden Rule, we must sensitize the imagination so that the people who try to apply it will have a sympathetic idea of what they would want done to them if they were in the other fellows' places. Too many try to practice the Golden Rule without imagination and thereby make it sheer irritation. One of our troubles is that the subtlety

of our temptations has outrun the sensitivity of our consciences. We need education to help our sense of sin catch up with our new opportunities for sin.

A *fourth* principle for our new pioneering is that we should recover our local loyalties in the midst of our larger outlooks. By our modern means of communication we are gaining world views and hearing the world's voices. But along with this enlarging horizon has gone a loosening of the old "settler spirit" which built America.

We have begotten a kind of chain-store mentality which mistakes movement and size for progress and happiness. The landless nomads of our city apartments and the fluid masses of factory workers lack that permanence which developed our civic institutions. In our desire to erase the label of provincialism we have been heaping sarcasm and scorn on Main Street. But let us remember that it is Main Street rather than Broadway which makes and keeps America.—From an address before the National Education Association, Portland, Oregon, July 1, 1936.

The American Legion and the Schools

Frank Miles

AS AN IOWAN, I know I speak for our whole intelligent population when I say that we consider it one of the greatest honors which has ever come to our state that the NEA has as its president, one of our most distinguished daughters, Miss Agnes Samuelson.

Close to five million men and women donned the military uniform of our country in 1917-18; the men to fight, the women to serve as nurses and perform clerical duties. Personally, I think America should have kept out of the World War; I am convinced in my own mind that we were pushed in from the inside rather than forced in from the outside. I do not presume, however, to state the opinion of the American Legion on that subject. As a democratic organization, we grant each member the right to his own views.

I am convinced that I speak the mind of a vast majority of Legionnaires when I say that the American Legion unalterably is opposed to our nation's entering another such war. It is to prevent—yes, to render impossible—another such mistake, that the Legion would have our country enforce rigid and inescapable neutrality laws in any future foreign conflict.

You have heard much about the so-called soldier bonus, and now you are hearing about pensions. We were for the bonus because it carried out promises made to us before we enlisted, and after we enlisted. If the promises were insincere they should not have been made and we should not have been held accountable for them.

The talk about pensions, however, is pure anti-Legion propaganda. The American Legion never passed on that question but once, and then severely defeated it. There is no sentiment in the Legion today for pensions.

Unfortunately, our activities in child welfare, in youth movements, for law and order, for maintaining peace, and for many other worthy and lofty ideals, do not seem to provide the sensation our modern press demands. May I tell you a little about them?

The American Legion today has approximately a million members from all honorable walks of life, including hundreds of educators.

Always first and foremost in our program has been, and will continue to be, concern for and care of our comrades who returned with blinded eyes, maimed limbs, seared lungs, shattered minds, and shocked

bodies, and the needy dependents of the war's victims—the widows and orphans of the dead, wives and children of the living.

The one word which probably best defines all of the aims, ideals, and purposes of the American Legion is "Americanism"!

The American Legion is an organization of many minds, drawn from every walk of life, and from every quarter and cross-road of this nation. It is inevitable that there should be some difference of opinion as to interpretation. I am sure, however, that I speak for the great majority of American Legionnaires when I say that "Americanism" to us is the same kind of Americanism that our forefathers established when they wrought this republic of free men. Americanism does not consist of throwing children into jail because they fail to salute the flag. And neither does Americanism consist of enforcing compulsory oaths of loyalty upon any class of citizens. The day has not arrived in this country, thank God, when we must compel the vast majority of our citizens to be Americans. Our citizens today are as loyal as ever in the history of this country, and they will remain so just as long as we hold to the precepts of the founding fathers.

We of the Legion are progressive, not reactionary. We realize that our nation cannot meet many of the challenges of today and tomorrow with the methods of yesterday. Our National Commander, Ray Murphy, lately said:

"The world changes; America changes with it. The basic law of our land has been amended and may be amended many times more. The constitution was created for the people. The right of the people to change their basic law thru orderly processes cannot and must not be denied."

Again, because it happens to be a matter of news interest at the moment, you have heard considerable about the American Legion's opposition to communism at the expense of the many other worthy activities that are carried on by our fine and efficient Americanism Division at national headquarters. May I sketch the principal objectives?

Community service, in which every one of the 11,300 posts of the Legion is urged to do at least one constructive, worthwhile thing in its community every year. An-

nually a trophy is awarded to that department whose posts combined have done the greatest community service.

[At this point the speaker outlined the work of the Legion in such fields as Junior baseball, highway safety, youth movements, Sons of the American Legion, patriotic holidays, and flag etiquette.]

The American Legion is intensely interested in education. I am occasionally asked for reasons as to why we are. My first answer is that since there are almost four million living World War veterans, and we have an average of almost two children in the schools, we have nearly eight million reasons, I have my quota, boys, both in highschool. And too, we pay our share of taxes.

But, paramount in our thinking is that education is the greatest of all mediums thru which Americanism may be promoted, thru which our people may obtain clear understanding and appreciation of the constitution and the opportunities which should be open to all in our American democracy.

[Here the speaker related how American Education Week was founded by Legion leaders working with officials of the U. S. Office of Education and the National Education Association.]

Interest in education, visiting the schools, and staging programs with attendant publicity are all very well, but there must be definite action to have enacted the right kind of legislation by Congress and the state legislatures.

In my state, early in 1933, when the depression was hitting hard, our schools suffered heavily from needless economy measures passed by the general assembly. Miss Samuelson, as state superintendent of public instruction, representing the U. S. Commissioner of Education; Charles F. Pye, secretary of the Iowa State Teachers Association, representing the National Education Association; and your speaker, representing the Legion, decided to make American Education Week encompass all other organizations which might be interested and helpful. Represented at a conference we called, were the Farm Bureau Federation, the Iowa Grange, the Federation of Labor, the state Chamber of Commerce, the Federation of Women's Clubs, the state Parent-Teacher Association, and like groups.

Our conference of 1933 produced such excellent results that we continued it on a broader scale in 1934, and when the legis-

lature convened in January of 1935, we not only turned back several unwarranted drives on education in the name of economy, but regained some of the ground lost in 1933. Last year our conference was the best ever, and American Education Week was observed effectively all over our state. We shall repeat our plan this fall and be all set for the Solons when they assemble in 1937.

Educators are the strongest group in America intellectually, but in my judgment they are the weakest politically for their number. I know what they are up against in many localities, but they can succeed in enlisting more lay cooperation to obtain for the schools what they deserve in appropriations if they will proceed tactfully. The American Legion is at their command in such worthy endeavor under mandate of three consecutive national conventions.

In 1935, at St. Louis, we reiterated our determination to support the schools everywhere we could, and adopted a resolution as follows:

Whereas, the right of free education has been guaranteed by the constitution to every child, and since the inequality of wealth among states has made it almost impossible for some states to meet this responsibility, therefore, be it

Resolved, that the federal government be encouraged to make such financial contributions to the states that adequate educational advantages be afforded to all children.

For the government to do this is so vital to the future stability of our country, in my mind, that I think educators and their friends should vote for no candidate for either the Senate or the House who does not pledge himself to be right on this question.

The American Legion is composed of men and women of an average age of forty-four years, of all strata of society, which is to say that we are a composite of about everything in America's population. Most of our members did not go to school beyond the ninth grade. It is, therefore, remarkable to me that as an organization we have the vision we have of education. Like all humans, we do not think alike. Some of us do not always use the soundest judgment and all of us perhaps at times speak hastily, and out of turn.

Tremendous efforts have been, and are being made, to deceive educators into thinking that we are trying to militarize the schools and make goose-steppers of the children for another war. Our great practical peace movement, the Universal Draft Bill, is being fought on the one side by the capitalists who want opportunities to profiteer in war time unhampered, and on the other by the communists who do

not want the government to have what they say would be too much authority over the individual. Our capitalistic opposition calls it communistic; our communistic opposition calls it capitalistic; and both warn educators against us.

Most often repeated charge is that the Legion is trying to tell the school teachers what to teach, that we are trying to curb academic freedom. May I assure you that altho once in a while a post, or an individual Legionnaire, may object to something or other in a school, that the Legion is interested chiefly in helping teach children how to think. I have yet to know a teacher of the thousands of my acquaintance, whom I thought was a raging red. I have heard of a few, but to date know of no revolutions any one of them has started. I assure you that while I am a newspaper man, and read many newspapers, I do not believe all that I read in them, especially those of fascist tone.

Speaking from the Statue of Liberty, on the National Education Association broadcast on November 13, 1935, National Commander Ray Murphy said:

"The American Legion is not trying to dictate the curriculum of our schools. We are only trying to give our earnest cooperation and support to those faithful guardians of our schools—our teachers, who hold high the ideals of justice, freedom, and democracy. With the same support from all our people, enlightened progress is certain."

In 1934, at our Miami convention, the Legion adopted a resolution calling on the legislature of every state to enact a law which would require teachers therein to take an oath to support the national and state constitutions. The resolution was not repeated at our convention at St. Louis, in 1935, and is, therefore, not now in effect—under a ruling of our national judge advocate that a convention resolution dies with the opening of the next convention unless renewed.

Our National Commander has authorized me to say that, while he thinks the American Legion, and any other American organization, should take the necessary legal action to stop the teaching of subversive doctrines in American school rooms, if such teaching should exist, he believes the Legion would make a mistake if it advocated the Teachers' Oath Bill. He believes, as I am sure you believe, that we all must exercise great diligence to be sure that abuses on either side in this controversy are not motivated by spite or hare-brained fanaticism.

In a recent interview with the press on this subject, Commander Murphy said:

"I am for academic freedom, which is

more secure in America than elsewhere, generally speaking. I am not for the study of isms under the guise of academic freedom, if in fact the direction of such study is in the hands of special advocates. Let loyal Americans give unbiased information, and American institutions will not be undermined."

A few years ago I was in the military museum in Vienna. Long I stood before the glass-topped case in which was the bullet-torn, blood-stained uniform of the Crown Prince of Austria, whose assassination was the spark which set off the World War.

I thought how for generations the masses of the warring nations, because of their ignorance, had been virtual vassals of their rulers, steeped in ugly prejudices thru which they were easily fired to engage in the carnage of death and destruction of 1914-18. I thought that, precious as a life may be—what a tragedy that the slaying of any one person should be the so-called excuse for fifty million of men and boys leaping into organized murder.

That condition could have been corrected by education, and if the condition had been overcome there would have been no World War, civilization would have been forging ahead, instead of having stepped back into the night of mass murder and economic chaos. Education, with practical Christianity, can save us from another such catastrophe. Much of the task is in the hands of our teachers, who may ever keep firmly in mind that the great majority of the American Legion stands with them, and for them, and will support them in their firm efforts to carry the light of knowledge and learning to those youths of today who, tomorrow, must bear the responsibility, together with the pleasure and benefits, of American citizenship.

For Americans to be comfortable, and for America to be safe, our people must be yet more enlightened, and have yet better schools than we now possess. Good citizens will accept the responsibility to improve them. The American Legion, dedicated to constructive peacetime service to America, and composed of men and women who want nothing more than to be true servants of God and our country, believes in our educators. We want that our organization and the National Education Association shall ever cooperate in a program in accord with the noblest of American traditions and ideals.—From an address before the National Education Association, Portland, Oregon, July 2, 1936, by Frank Miles, editor of the *Iowa Legionnaire* representing the Honorable Ray Murphy, National Commander of the American Legion.

Platform of the National Education Association

The NATIONAL EDUCATION ASSOCIATION believes that education is the inalienable right of every American; that it is essential to our society for the promotion and preservation of democratic ideals. Therefore, the Association declares its convictions and challenges its members to leadership in attaining the objectives of this covenant.

[I] THE CHILD—Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, and physical health, and in the attitudes, knowledge, and skills that are essential for individual happiness and effective citizenship in a democracy. As means to this end, the Association advocates:

[A] Enriched curriculums that prepare the child for his cultural, vocational, recreational, and civic responsibilities and that take into account the interests, needs, and abilities of individuals.

[B] Socially desirable environment that will give a background of more fertile experience. The radio and motion pictures are of such momentous force in the life of the child that every effort should be exerted to continue the recent improvement of motion pictures and radio programs.

[C] Healthy minds and bodies that will strengthen the effectiveness of individuals as citizens.

[1] The school should fight the evils of malnutrition, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru co-ordinated efforts of local, state, and federal agencies for the children who are in need.

[2] The Child Labor Amendment should be ratified.

[3] Complete and scientific instruction regarding the effects of alcohol and narcotics upon the human body and upon society should be given in the school.

[D] The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy, which should be taught, demand that students be informed concerning controversial issues.

[E] Systematic programs of vocational and educational guidance, in charge of competent persons especially equipped for the work.

[F] Recreational programs that lead toward constructive use of leisure time.

[II] THE TEACHER—Teachers, regardless of position or title, are professional workers in a common cause and, as such, have certain responsibilities and rights. The interests of the child and of the profession require:

[A] Teachers of sound character and good health who have been effectively trained for the service which they are to perform. Their preparation should be rich in cultural, professional, and subjectmatter content, and adapted to the demands of actual service.

[B] Teachers who have the professional attitude in regard to selfimprovement.

[1] Those in service should be students of professional problems, seeking in every way to develop better educational practices.

[2] Principles of conduct set forth in the Code of Ethics adopted by the Association should be observed. [See the March 1935 JOURNAL, p90.]

[3] Teachers should have membership in local, state, and national education associations.

[C] Teachers who are guaranteed the Constitutional rights of freedom of speech, press, and assembly.

[1] The teacher's conduct outside the school should be subject only to such controls as those to which other responsible citizens are subjected.

[2] Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community.

[3] They should have the right to organize, and to support organizations that they consider to be in their own and in the public interest. Likewise, they should have the right to participation in determining school policies and school management.

[D] Teachers who are protected, in case of disability or old age, by means of retirement plans.

[E] Teachers who are protected from discharge for political, religious, personal, or other unjust reasons by effective tenure laws.

[III] THE ADULT—The adult furnishes to society leadership and vision; therefore, it is essential that he be schooled in the fundamentals of education, be made responsive to the demands upon him as a citizen, and be enabled to give guidance to youth. The Association advocates concerted local, state, and national efforts to attain these ends thru:

[A] Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, improves or retrains for greater efficiency, remedies deficiencies in education, and emphasizes the responsibilities of social life.

[1] The existence of illiteracy in the United States presents an insistent challenge to laymen and teachers.

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

[B] Recreational programs that will give instruction in the use of leisure time.

[IV] ADMINISTRATION—A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

[A] The national government should study, stimulate, and support education in the interest of a high type of citizenship.

[1] The federal government should give financial assistance to the states for the support of education, and disseminate authentic information on problems of education.

[2] A Department of Education with a Secretary in the President's Cabinet should be established.

[3] Until Congress establishes this Department, funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.

[B] The state government should organize, direct, and support education within the state.

[1] The state department of education in each state should:

[a] Thru experimentation and leadership, stimulate local communities to provide adequate programs of education.

[b] Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation.

[c] Certify as to the adequacy of local programs of education in meeting state standards.

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

[a] Schools for children in rural communities should be recognized as essential parts of the public-school system.

[b] Gifted, exceptional, and handicapped children should receive instruction, guidance, and special care in accordance with their respective needs.

[c] Every state should provide a complete program of vocational education for youths and adults. (1) Classes should be organized and maintained as integral parts of local school systems. (2) Parttime and evening classes should be provided when necessary.

[3] Every state should provide for the training of teachers, and should establish standards of qualification.

* [C] The local district should organize and administer its school system in conformity with the standards set by the state.

[1] The local, district, and state boards of control should be chosen on a non-partisan basis, selected at large from the areas that the board is to serve. Terms of office should be such that a majority of the board will not come into power at any one time.

[a] Lay boards should be guided by the recommendations of professional educators.

[b] The selection and promotion of teachers should be on a professional basis. (1) Teachers of equivalent training and experience should receive equal pay, regardless of sex. (2) Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

[2] The local unit of school control should be large enough to justify the employment of men and women with spe-

cial training in educational leadership for administration and supervision.

[3] School budgets should be prepared by the school superintendent and his staff and approved by the board of education.

[V] FINANCE—A complete program of education requires liberal support from public revenues. In order to make this program possible, the Association advocates:

[A] A coordination of local, state, and national units of taxation.

[1] Whenever local districts are unable to finance this program, state and federal funds should be available in order to equalize educational opportunity within the state.

[2] Federal funds should be provided with the understanding that the expenditure of such funds and the shaping of educational policies shall be matters of state and local control.

[3] Special federal funds should be made available without federal dictation to prevent the interruption of education in areas devastated by widespread disasters.

[B] Research in public finance to discover and disseminate facts concerning the best sources for revenues.

[VI] RELATIONSHIPS—Education should prepare each generation to meet the social, economic, and political problems of

an ever-changing world. All activities of the school should contribute to the habits and attitudes that manifest themselves in integrity in private and public life, law observance, and intelligent participation in civic affairs and world citizenship. To establish thru education closer relationship of people, the Association advocates:

[A] Programs to interpret to the community the aims, practices, and achievements of the schools.

[B] National movements among parents and teachers to safeguard the welfare of children and to bring the school, the home, and the community into closer cooperation.

[C] World Education Associations that will encourage systematic interchange of professional knowledge, visits, and conferences.

[D] Teaching children the truth about war, its costs in human life and ideals and in material wealth; the values of peace; and the need of international cooperation by such means as courts of arbitration.

[E] The teaching of history in such a manner that, while at all times presenting accurate statements of fact, it will emphasize the virtues and the achievements of all nations and increase international goodwill.

—Adopted at the Portland convention of the Association, July 2, 1936.

Resolutions Adopted at Portland

TEACHER TENURE—The National Education Association reaffirms with emphasis its stand in full support of tenure of position for teachers as a means of insuring to the children of the land the best possible instruction. The officers and the Board of Directors, the Division of Research, and the editor of *THE JOURNAL* are instructed to make tenure a major project for the next year's work of the National Education Association; the executive secretary is instructed to work with the Committee on Tenure, using all necessary services of the National Education Association to support, assist, and initiate movements to secure tenure, to improve tenure laws, and to repel attacks on tenure. The Board of Directors is instructed to appropriate the sum of ten thousand dollars when and as needed by the Committee on Tenure.

[II] ACADEMIC FREEDOM—The National Education Association reaffirms its position with reference to freedom of teaching and full opportunity to present

differing points of view on any and all controversial questions. It commends the work of the Committee on Academic Freedom and recommends its continuance. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress. Suppression of such freedom inevitably leads to violent and reckless changes in the social order.

As concerns controversial issues, it is to be understood clearly that freedom of teaching implies presentation of facts on all sides, with interpretations. Freedom of teaching includes the right and duty of the teacher to participate in the determination of the objectives for teaching and freedom in the treatment of subjectmatter.

The Association reaffirms its condemnation of the passage of special loyalty oath bills by state legislatures and will offer every possible assistance to prevent the passage of such bills, to secure the repeal of special loyalty oath laws in states where they already exist, and to oppose the activities of special groups promoting such legislation.

Teachers must not be intimidated by administrators, boards of education, or pressure groups thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authority.

The Association demands prompt and thorough investigation by the Committee on Academic Freedom of cases in which teachers have been intimidated or discharged for their efforts to teach the truth.

[III] THE DISTRICT OF COLUMBIA APPROPRIATION RIDER—The National Education Association believes that great danger to the fundamental principles of democracy comes thru any attempt to suppress freedom of speech, teaching, inquiry, or discussion. It opposes and condemns the enactment of such legislation, national, state, or local, as has for its direct or implied purpose the abrogation of such civil liberties. It therefore urges on the Congress of the United States early repeal of the Rider attached to the Appropriation Bill of the District of Columbia, passed in June 1935, which limits freedom of teaching in the District of Columbia.

[IV] OPPOSITION TO WAR—The National Education Association definitely opposes war as a method of settling international disputes and reaffirms its opposition to compulsory military training in the public schools, in colleges, and in universities. The Association further urges that, when military training is included in the curriculum it be under the direction and administration of regular school authorities.

The Representative Assembly recommends the appointment of a National Education Association Peace Committee to devise ways and means of making this resolution effective thru education.

[V] INTER-AMERICAN CONFERENCE—The National Education Association expresses its approval of the Inter-American Conference for the Maintenance of Peace in the Western Hemisphere, which will meet in its extraordinary session in Buenos Aires in the fall.

[VI] YOUTH DIVISION IN THE UNITED STATES OFFICE OF EDUCATION—Data available from the United States Office of Education and from the United States census indicate that there are now millions of youth who are out of school and unemployed. The problem of transfer from schools to productive employment is a permanent one. The Association recommends the establishment by act of Con-

THE FOLLOWING letter which comes in as THE JOURNAL goes to press shows how teachers use JOURNAL material to work at their problems: "Some two or three years ago our small school district was upside down with local politics; the rating was low; and there was complete disintegration. Thru a close study of the policies outlined in the Association's platform, published in THE JOURNAL, we were able to recapture our schools. We now rate among the best."



gress of a permanent division for youth education and guidance in the United States Office of Education. Major purposes for the proposed division would be:

[1] To coordinate into a single division the various agencies of the government intended to aid youth educationally.

[2] To make studies to determine the employment needs of youth and the conditions of employed youth in industry.

[3] To serve as a clearinghouse for information affecting problems of youth.

[4] To stimulate communities to make more effective provision for youth.

[5] To provide effective guidance and vocational education to enable youth to qualify for employment.

[6] To provide adequate financial aid for all needy youth to continue education until gainfully employed.

As a basis for the establishment of this division, the Association recommends an immediate survey by the Office of Education to show the present status and the needs of youth in making adjustments to adult citizenship and employment, and also of the facilities provided by communities and available to youth in making the transition from school to employment.

[VII] RESTORATION OF EDUCATIONAL PROGRAMS—The National Education Association urges complete restoration of full educational programs in those states that have suffered serious curtailment.

[VIII] FEDERAL AID FOR EDUCATION—The National Education Association reaffirms with emphasis its indorsement of the principle of federal aid for education. The Association urges upon the Congress of the United States early passage at the next session of such legislation as is embodied in Senate Bill 4793 introduced in the Second Session of the 74th Congress

entitled "A Bill to promote the general welfare thru the appropriation of funds to assist the states and territories in providing more effective programs of public education."

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

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

[X] INDEPENDENCE OF EDUCATIONAL ADMINISTRATIVE ORGANIZATION—The Association reaffirms its position with reference to the necessity for independence of education in the administrative organization of the federal, state, and local governments. It herewith registers its opposition to the administrative merging of education with functions generally classified as welfare services. The Association commends such welfare services, but believes that education and welfare work are distinct functions and should be independently administered.

[XI] USE OF NEW RADIO FACILITIES—The Federal Communications Commission has held hearings as a basis for allocations of short wave radio frequencies. These additional radio channels will be of great usefulness in the service of education. The National Education Association strongly urges the Federal Communications Commission to reserve suitable and ample bands of these unallocated natural resources for the exclusive use of organized nonprofit educational agencies. The Association urges that educators seek to develop suitable technics and programs for utilization of these new facilities.

[XII] APPRECIATION—The National Education Association expresses its appreciation of the hospitality and courtesy of the city of Portland thru its city school system, Chamber of Commerce, and other civic organizations. The Association also tenders appreciation to the press, to the National Broadcasting Company, to the Columbia Broadcasting System, and to all who contributed to the success and pleasure of this convention.—*Amy H. Hinrichs, Chairman; R. L. Hunt, Secretary.*—Adopted at the Portland Convention of the Association, July 2, 1936.

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The Horace Mann Centennial

Payson Smith



IT is the custom to associate great achievements in our national history with the lives of men who gave them leadership. We refer to Washington as the founder of the Republic and to Lincoln as its savior. There is a third leader whose contribution to our national being is no less fundamental than that of Washington or Lincoln. They fostered and preserved the Union. The great humanitarian and pioneer educational evangelist, Horace Mann, taught the people to cherish and to cultivate that excellence and character without which democracy cannot endure.

On July 1, 1837, Horace Mann, having given up a career in the profession of law and having resigned the presidency of the Massachusetts State Senate, became secretary of the newly-created Massachusetts State Board of Education. For twelve years Horace Mann held this secretaryship. With sustained personal dedication and the utmost zeal he traveled about the state speaking to the people. He became a veritable crusader on behalf of educational opportunity for the masses.

Thru his leadership the common schools of Massachusetts were reorganized and the first tax-supported normal schools were established. He wrote annual reports that had the force of national documents. His *Common School Journal* carried his philosophy and his ideals to every corner of America and even to other countries. As president of Antioch College in Ohio he continued to the end of his life his emphasis on character and citizenship as the goals of education.

In recognition of the fundamental contribution which Horace Mann made to the establishment and development of the American system of free schools, the National Education Association voted at its meeting in Atlanta, Georgia, in 1929 that the Association should sponsor the Horace Mann Centennial in 1937. The purpose of the celebration is to renew in this generation the ideals of free and universal public education as the foundation of democracy to which Horace Mann gave his life.

The time has now come to proceed with specific plans for the celebration. The Committee on the Horace Mann Centennial recommends:

SECTION I. CALENDAR OF EVENTS

First, that on October 16, 1936, the celebration begin with the dedication of the statue of Horace Mann which is being

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education.—From "Thoughts from the Writings of Horace Mann."

erected on the campus of Antioch College, Yellow Springs, Ohio, where Mann served as the first president.

Second, that in February, 1937, the Department of Superintendence of the National Education Association and the American Association of Teachers Colleges, at their annual conventions, be requested to give particular attention to the life and work of Horace Mann.

Third, that on May 4, 1937, there be appropriate exercises for Horace Mann's birthday in all schools and on all levels of instruction.

Fourth, that during May and June 1937 the life of Horace Mann be universally used as a commencement theme in schools and colleges.

Fifth, that on July 1, 1937, the convention of the National Education Association and its departments commemorate the anniversary on which Horace Mann took up his duties as secretary of the Massachusetts State Board of Education.

Sixth, that during American Education Week in November 1937, the Centennial be brought to a climax in a nationwide effort to bring the ideals of Horace Mann before the people of the country.

Seventh, that thru newspapers, magazines, and over the radio, information concerning the life of Horace Mann be disseminated thruout the country during the Centennial year.

Eighth, that parent-teacher associations thruout the country be requested to devote at least one meeting during 1937 to a study of the life and educational ideals of Horace Mann.

Ninth, that civic and professional groups give appropriate recognition at their meetings to the pioneer service of Horace Mann.

Tenth, that the National Council of State Superintendents give appropriate recognition to Horace Mann as the leading pioneer state school officer in America.

Eleventh, that each state education as-

sociation make plans for the celebration in its state including the publication of suitable material and special addresses at the 1937 conventions.

Twelfth, that the life of Horace Mann be given particular attention in each teachers college and school of education thruout the country during 1937 in recognition of his work in establishing the first normal schools.

SECTION II. ADMINISTRATION OF THE CENTENNIAL

First, that the Committee on the Horace Mann Centennial be continued and be authorized to take such further steps as may in its judgment be necessary to carry the Centennial to a successful conclusion.

Second, that the Division of Publications of the National Education Association, in cooperation with the Centennial Committee, be asked to prepare handbooks, posters, bibliographies, and other materials to be used in the Centennial.

Third, that there be provided in the Association's budget for 1936-37 the sum of \$1000 and for 1937-38 the sum of \$10,000 to be used for publications and promotion of the Centennial.

Fourth, that THE JOURNAL of the National Education Association be the official organ of the Centennial.

The Committee further recommends that in reviewing the educational achievements of a century, the Centennial shall emphasize the work remaining to be done in the development of a system of free public education which shall be in keeping with the principles advocated by Horace Mann. Much of what Horace Mann worked for is still in the future. The ideals which Mann advocated in the pioneer days are still emphasized in the platforms of our state and national associations.

His spirit and influence live on in the purposes of the National Education Association as set forth in the "Welcome" sign at headquarters: "To advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people."

The final words of Horace Mann's last address in the baccalaureate at Antioch College remain a challenge today: "Be ashamed to die until you have won some victory for humanity."—This report of the Committee on the Horace Mann Centennial was presented at the Portland convention of the NEA.

Distinguishing Marks of the Good Citizen

Walter E. Myer

TEACHERS AND ADMINISTRATORS who set out to formulate programs of civic education are naturally obliged to deal with materials and courses of instruction. They must decide what bodies of information will be most needful to budding citizens. Their absorption with these problems of courses, facts, and materials should not, however, lead to a neglect of the boys and girls for whose training the courses and materials are devised or to a neglect of the qualities of mind and spirit which the good and effective citizen must possess.

No set of facts which one may acquire during any year or period will be adequate for the civic needs of later years. The information one obtains today will not be sufficient to enable him to meet tomorrow's problems. It may serve as a background for future study and thinking, but if too exclusive dependence is placed upon the background, the future equipment will be lacking. It is important, therefore, that curriculum makers and teachers interested in political education should make a place for the development of character, attitudes, and specific habits. Before the educator outlines his courses, chooses his materials, and establishes his procedures, he should think definitely about the results in human terms which he wishes to achieve.

Here are a number of qualities which we will surely expect to find in the man or woman who is to play a worthy part in the civic life of community, nation, world. They are qualities needed by the active, participating citizen as distinguished from the passive ones who feel that their duty is done when they obey the law and keep out of the way.

[1] *Sympathy*—Unless one cares for others, enjoys their successes and is pained by their sorrows, there is no foundation for the building of good citizenship. Doing one's part in the associated life does not consist of knowing what the effects of different governmental policies will be. That is a part of it but only a part. It consists, or rather flows from, a wish that the common good may prevail. One serves his country only by contributing to the welfare of the people who dwell within it. The individual, and there are many such, who is relatively untouched by emotions of humanity, mercy, sympathy, is as ineffective from the standpoint of democratic citizenship as an engine without fuel. Whatever

knowledge, historical or economic, he may possess will be of no avail.

[2] *Public spirit*—Many are actuated by humane motives within the circle of personal relationships. In order that these generous sentiments may conduce to the common welfare, the circle must be enlarged. The citizen must come to look upon governmental organizations as instrumentalities for the promotion of human welfare. He must be conscious of community, state, nation, and of his obligation to work thru and for them. He must be community-minded and even world-minded. He must, in other words, be interested not only in individual human welfare but in the forms or agencies of human association thru which such it is promoted.

[3] *Constructiveness*—This implies an element of faith. The cynic does not believe in the possibility of doing good on a broad scale. For that reason he does not do good. The effective citizen in a democracy must have faith in the efficacy of doing good.

[4] *Power of selfcriticism*—If one is to grow in the possession of truth; if he is to become wise enough to exercise competently the duties which democratic citizenship imposes upon him, he must be willing to reexamine his ideas and beliefs. He must be suspicious of the conceptions which come easily and initially into his mind. He must be willing to subject his notions of fact and principle to searching and candid inquiry. He must be willing to study the other side before acting upon his opinions.

[5] *Tolerance*—This quality is akin to that of selfanalysis which we have just noted, but it refers more specifically to the attitude one adopts toward others. One cannot play his part well in democratic life unless he is willing that other individuals and classes and groups should engage in the quest for truth in their own way; should come independently to whatever conclusions they may; should express their views with utmost freedom.

[6] *Freedom from dependency on symbols and labels*—Slavery to labels renders many a citizen impotent. One may read widely and understandingly. He may be sympathetic, tolerant, and public-spirited. And yet when it comes to action he may be herded into a groove by men with

less public spirit than he possesses. Party loyalty may, for example, be the principle which determines his conduct. The intelligent and effective citizen must use a party merely as an instrument for the carrying out of purposes at which he arrives unhampered by partisanship. He must be able to look beneath labels, symbols, and shibboleths, in order that he may see reality.

[7] *Freedom from meaningless prejudices*; from fixed ideas and irrational convictions such as in many cases become a mental possession before the age when responsible judgments are possible.

[8] *An inquiring mind*—A mental alertness which leads one beyond the routine of everyday life into the wider realms of public affairs.

[9] *A technic suitable for the acquisition of new knowledge*—This includes habits of reading, thinking, and conversing. It includes the development of a technic for coming into contact with the political, economic, and social thought of one's own time. This is one of the most important of all the qualities which are being named. Without it one stagnates. No person can depend for civic efficiency upon knowledge acquired years ago. He must keep up to the minute. He must know how to do it. He must have discovered the means whereby he can be wellinformed from day to day and whereby he may come into contact with the moving current of the world's thought. This is the characteristic which, if acquired, will give one the benefit of a continuing and continuous political education—one which does not cease to operate on commencement day.

[10] *Historical perspective*—A sane and balanced appraisal of contemporary events, movements, and thoughts requires that they be seen and weighed in relation to the developments of other days.

The foregoing is not at all a complete or exclusive list of the characteristics which should mark the man or woman of sound political education. The several essential qualities are suggested merely as being particularly needful. The educator may well inquire how they may be made a part of the equipment of the boys and girls in his charge. How may they be encouraged during the early years? Which of them may be introduced later and how? These are among the questions which must be left for later consideration.



Better Reading Instruction

This section of THE JOURNAL is based on the November 1935 "Research Bulletin" entitled "Better Reading Instruction," prepared by Dr. Ivan A. Booker, assistant director of research, National Education Association. Material from the bulletin, which has been widely used thruout the country, is here reprinted in the belief that if during 1936-37 the schools of America would concentrate on the better teaching of reading, there would be progress at a most vital point. This would mean to the student a higher selfdiscipline both in oral and written expression. It could easily mean a large contribution to home life if emphasis were placed on home libraries and reading aloud in the family circle. Emphasis on public speaking, including special classes for adults, could greatly enrich the civic life of the community and could be related to the movement for public forums.—JOY ELMER MORGAN.

THE ABILITY to read is a basic accomplishment scarcely less important for a child in the modern world than learning to walk and talk. The social order as it exists today relies on reading more than we often realize. Deprive mankind of the ability to read and all written records become useless. Without it, property rights, contracts, and every other social and economic agreement can be attested only by word of mouth. Without it, literature becomes meaningless, history is legend, and science an occult mystery passed on from master to apprentice.

Teachers in the elementary schools are searching constantly for better methods of teaching reading. The following questions, taken from teachers' actual inquiries, are typical:

How can children be kept interested in learning to read?

How can pupils be trained to make regular and rhythmic eye-movements?

What is the best method of teaching phonics?

How can pupils be taught to grasp the central thought of a paragraph or selection?

How can rate of reading be increased?

Where can I get references to help me find interesting materials?

Two fruitful sources of information on questions such as these are [a] the practices of successful teachers, and [b] recommendations from the literature on reading instruction. The material from which this feature is drawn represents an analysis of 1356 books and articles on reading and reports on classroom practice from 1527 highly competent teachers representing 203 schools or school systems in 43 states.

Uses of this material—Altho addressed specifically to teachers of reading in the first six grades, this material should be useful also to teachers in Grades VII and VIII, to those teaching in junior high-schools, to administrative and supervisory officers concerned with the improvement of reading instruction, and to curriculum committees at work on courses of study

in reading. Each section might well serve as the basis for discussion in faculty meetings.

The administration and supervision of the reading program—Judging from the practices of 203 school systems in which reading instruction is known to be strong, reading is taught as a separate subject in virtually all school systems. In nearly all cases, it is taught as a separate subject in every grade from one to six. From 75 to 80 minutes a day are ordinarily given to reading instruction in Grade I, the amount decreasing to about 30 to 40 minutes a day in Grade VI. Extensive use is being made of combined periods in which provision is made for reading instruction, supervised study, undirected study of reading assignments, and free reading. Relatively few teachers give full time or even a majority of their time to reading instruction, except in Grades V and VI where departmentalization is more common than in the lower grades. Practices vary greatly with respect to systems of instruction being followed.

The general objectives in reading, from the pupil's point of view, are, first, to learn to read; and, second, to read to learn. To reach these goals, the pupil, during his elementary-school career, passes thru four rather definite stages of growth which, properly interpreted, may serve as helpful teaching guides. These periods were defined by a Committee on Reading of the National Society for the Study of Education (2), as follows:

[1] *The preparatory period* (kindergarten and early part of the first grade) to provide the child with whatever background experiences and vocabulary training he needs before reading instruction begins

[2] *The period of initial instruction* (first grade) in which the child is introduced to reading as a thought-getting process and learns to read independently simple passages in primers or first readers

[3] *The period of rapid improvement in reading ability* (normally in Grades II and III) distinguished by the establishment of correct eye-movement habits, rapid growth in word recognition, and marked improvement in all the attitudes, habits, and skills used in oral and silent reading

[4] *The period of wide reading* (Grades IV, V, and VI) in which the pupil cultivates a variety of reading interests and tastes, begins to evaluate what he reads, further improves his basic reading habits, learns to find and use books effectively, and uses reading to extend and enrich his experiences

Part I of this feature is concerned with reading instruction during the first two stages of growth. The remaining sections apply to teaching practices in all the elementary grades, but more particularly to those followed during the third and fourth growth periods. Figures in parentheses refer to references given on p192.



Part I: Laying the Foundation in Reading

- [5] Story telling and dramatization
- [6] Display and discussion of pictures
- [7] Use of workbooks and other seat work
- [8] Learning the names of labeled objects in the room
- [9] Learning nursery rhymes
- [10] Following printed directions
- [11] Drawing; handwork; making booklets
- [12] Singing and rhythm games
- [13] Informal conversation and play
- [14] Flash-card exercises
- [15] Looking at books in the "reading corner"

When should reading instruction begin?
Among symptoms which teachers should watch for in determining reading readiness are:

- [1] *Attitudes:* Joy in the use of books; sense of responsibility toward group activities; spirit of cooperation; carefulness in handling books; respect for other people's books; interest in the environment of home, school, and community; realization of the pleasures and values found in reading; self-reliance and persistence in carrying out activities begun.
- [2] *Knowledge:* Rich fund of meanings related to child interests; knowledge of several simple stories, some folklore, nursery rhymes and poems.
- [3] *Abilities:* To express meanings or desires in good oral sentences; to listen attentively to rhymes and stories and comprehend them; to retell a story told or read to the group; to recall experiences; to supply missing words in familiar rhymes and stories; to anticipate what comes next in stories; to dramatize simple stories; to follow oral directions; to classify pictures or other objects; to recognize reading situations—signs, labels, names of objects, own name, titles of pictures, etc.

It is generally agreed that reading instruction should be postponed until the child's mental age is at least six or perhaps six and one-half years. It is important, too, that he be free from defects of vision or hearing. Several good tests of reading readiness are available. Intelligence tests for pre-school children (8) are useful in determining their mental maturity.

THE PERIOD OF INITIAL INSTRUCTION

Specific aims (2, p35-36; 8, pxi-xliii)—During this period rapid progress should be made in:

- [1] Associating meanings with symbols
- [2] Developing a thoughtful reading attitude
- [3] Interpreting simple passages, thus securing new experiences thru reading and enlarging the meanings of familiar words
- [4] Acquiring a sight vocabulary
- [5] Developing independence in the recognition of simple but unfamiliar words
- [6] Establishing correct basic habits, such as speed and accuracy in word recognition, a wide span of recognition, regular progress along the

lines, and accurate return sweeps of the eyes from the end of one line to the beginning of the next

Abilities developed in first-grade classes
—Three-fourths of the successful first-grade teachers reporting on their practices, listed as goals of achievement, ability to:

- [1] Recognize words in groups, *i.e.*, in phrases or thought units
- [2] Recognize both words and word-groups more quickly
- [3] Follow printed directions
- [4] Recognize words of which the pupil already knows the meaning
- [5] Get the meaning of new words from context
- [6] Find the answer to fact questions
- [7] Observe punctuation marks

The approach to reading—Studies in educational psychology show that words are not recognized by first noting separately each letter, then grasping the meaning. For that reason, the alphabet method of approach is not the natural one. Likewise, children recognize whole sentences, and sometimes groups of sentences, more easily than single words or phrases.

This should not be interpreted to mean that pupils do not need to learn the alphabet. Individual letters and their sounds are important, but they are to be learned after the child has made considerable progress in learning to read simple passages.

Teaching children to read printed materials before they read written sentences is a practice widely favored. Moreover, there is considerable evidence that teaching children only to print while in the primary grades, that is, to use *manuscript writing*, results in more rapid progress in reading. Several advantages are claimed for this method of writing. We are concerned here, not with the merits of manuscript writing as a system of writing, but only with its effect on reading. That this effect is wholesome seems to be an established fact.

A limited amount of experimentation has been done on the influence of the use of the typewriter on beginning reading. The excellent results in reading obtained in these experiments seem to justify further trial use of this method.

Specific suggestions on method—During the pre-primer period, children learn to recognize a number of words at sight—at least their own names, the names of other children in the room, the names of certain objects in the classroom and in their immediate environment, and certain action

THE PREPARATORY PERIOD

Specific aims—The National Committee on Reading mentioned on the preceding page also suggested the specific aims appropriate for each period (2, p27). Thus the child during the preparatory period should acquire:

- [1] Wide experience, along the lines of his interests; experience which will enable him to understand the stories and activities about which he will read
- [2] Reasonable facility in the use of ideas, in conversation, and in doing simple reasoning
- [3] Sufficient command of simple English sentences to speak with ease and freedom
- [4] A relatively wide speaking vocabulary
- [5] Accuracy in enunciation and pronunciation
- [6] A genuine desire to read

Use of a pre-primer period—Altho the development of reading readiness is one of the major purposes of kindergarten training, first-grade teachers also are interested in the problem, for often they must delay formal instruction for a while and encourage development along the lines indicated above.

Activities of this period include:

- [1] Providing various experiences as a basis for stories; *e.g.*, trips and excursions, toys, pets, parties, and activity projects of various types
- [2] Making charts about children's own experiences
- [3] Use of action words and sentences
- [4] Matching words with pictures and objects

words entering into their play. First of all, they read from the bulletin board, the blackboard, and elsewhere in connection with their work and play. The teacher begins to "talk" to them by printing on the blackboard her greetings, directions, and plans for the day. Later she uses a special period for directed reading.

In presenting material to beginners, Hahn (8, *p11-14*) recommends a general procedure consisting of four steps: the introductory reading of the whole story; a practice period; rereading and using the story for a specific purpose; and individual and group activities.

After the children have read the whole selection silently from beginning to end and have grasped the thought, practice on words and phrases is necessary for many children before they can reread the story fluently by themselves. Sometimes this is given during the same class period as the introductory reading; sometimes in a later period. Games involving show-me-the-word-that-says, action games, flash-cards, and exercises in identifying words in new arrangements and combinations are among the many types of practice which may be provided.

Following the practice on words and phrases, pupils should be prepared to reread the story for individual or class enjoyment, for the entertainment of others outside the class, or to acquire specific information to be used in carrying out related activities.

As a final step, individual or group activities are provided in which the pupil makes use of the vocabulary in new reading situations. The use of workbooks or mimeographed seat work, construction, drawing, dramatization, games, and numerous other activities can be used to supplement the regular reading lesson.

Phonics—Nearly all authorities in reading agree that children should have a certain amount of practice in word analysis, that is, phonetic training. The better practice seems to be to postpone phonetic instruction until considerable progress in reading has been made. Phonetic training is relatively ineffective during the first half of Grade I. A sight vocabulary of 50 to 100 words is an essential prerequisite.

Special difficulties in beginning reading—Word-by-word reading stands out as the problem most frequently encountered by the primary teachers who reported on their practices. To eliminate this tendency, teachers mention the following devices:

[1] Provide phrase drills; [2] have pupils read silently first to get the thought, then orally; [3] mark off, in some way, appropriate thought units; [4] use easy materials; [5] have pupils read, then repeat from memory what was read; [6] have preparatory word study; [7] give pupils a

motive for reading—let them read to find out something; [8] commend pupils for reading in a conversational way; [9] emphasize speed; and [10] encourage pupils to look ahead, to use a wider eye-voice span.

Several devices were mentioned repeatedly in connection with oral reading difficulties; for example:

[1] Extensive practice in both silent and oral reading; [2] the use of easy material; [3] genuine audience situations; [4] reading for a definite purpose; [5] thorough preparation before reading; [6] training in phonetics; and [7] correction of faulty habits of English usage.

Difficulties centering around word recognition often are eliminated by extensive reading of easy material, flash-card drills, word games, keeping word lists, and exercises in noting likenesses and differences. The two devices used most in teaching pupils to cope with new words are [a] drill in getting new words from context, and [b] training and drill in phonics. Special attention to initial and final letters; the use of pictures and picture dictionaries; recognizing known words within longer, unknown words; and the development of pupils' selfconfidence are other important methods used in developing word recognition.

A common difficulty in the early stages of reading is the tendency to interpret letters of words in reverse order, for example, confusing "was" and "saw." While this tendency has been thought by some to be associated with left-handedness, recent studies show that apparently the difficulty is one experienced in some measure by nearly all children. Some methods of eliminating reversals mentioned by successful teachers were:

[1] Give training in the discrimination of form, size, and color; [2] play games involving left to right responses; [3] increase phonetic training, with emphasis on initial letters; [4] reduce the amount of silent reading and increase oral reading; [5] teach pupils to typewrite first; and [6] provide kinesthetic practice exercises.

Kinesthetic practice exercises are carried out in the following manner. The troublesome word is written on the blackboard. The pupil traces it several times, pronouncing it as he does so until he thinks he can write it from memory immediately and at intervals thereafter. Two important elements should be noted: First, the pupil pronounces the word while tracing over it—not the letters in the word. Second, the pupil reproduces the word from memory, not from copy.

In eliminating undesirable habits, such as vocalization (lip movement) or line following, setting up the correct ideal and praise for worthy achievement are of primary importance. Individual progress charts are often used to advantage. To de-



crease vocalization, some teachers have pupils place fingers on lips, use sentence flash-cards, provide more silent reading and less oral reading, or emphasize speed of reading. The use of line markers is by far the most common device used to prevent pupils from pointing out each word. Another simple device to prevent pointing is to have the book held in both hands. The use of line markers, and reading from charts following a pointer, are favorite methods of obtaining regular progress along the line and accurate return sweeps from the end of one line to the beginning of the next.

Reading comprehension is improved by having pupils read to find out something definite; silent reading followed by some form of selfexpression such as dramatization or drawing; read-and-do exercises, and opportunities for enriched experiences. Flash-card exercises and exercises in finding words and phrases quickly on the page are widely used in increasing the eye span. Memorization is prevented by presenting the words of familiar stories in a variety of new arrangements and combinations. Interest in reading can be developed, among other ways, by providing an abundance of attractive materials, making reading a pleasant experience, and by making reading necessary for the accomplishment of something the child wishes to do.

Part II: Successful Methods of Teaching Reading

PART II DEALS with reading instruction in the various grades from I to VI, presenting side by side the teaching objectives and classroom practices followed in the several grades, thus making it possible for teachers to make intergrade comparisons.

Objectives of the reading program—Specific objectives for use during the stages of growth known as the preparatory period and the period of initial instruction have already been given in Part I. Those outlined by the National Committee on Reading (2, Part I, p46 and 56-57) for the two remaining periods identified with elementary grades are as follows:

Specific aims during the period of rapid growth in fundamental attitudes, habits, and skills—

- [1] To provide a rich variety of reading experience
- [2] To stimulate keen interest in reading wholesome books and the habit of reading independently for pleasure and information
- [3] To secure rapid growth in habits of intelligent interpretation
- [4] To increase the rate and accuracy of both oral and silent reading
- [5] To develop desirable habits of interpretative oral reading
- [6] To continue training in the skilful use of books, and introduce pupils to the use of libraries

Specific aims of the period of wide reading—

- [1] To provide rich and varied experiences thru reading in practically every field of thought and experience for which pupils are prepared—history, biography, geography, travel, science, and art
- [2] To strengthen interest in entertaining, instructive, and worthwhile reading
- [3] To secure continued growth in habits of intelligent interpretation corresponding to the greater maturity which pupils have attained
- [4] To further improve and refine the habits of recognition in both oral and silent reading; particularly, to increase the rate of silent reading
- [5] To improve the quality of oral interpretation and establish correct standards for various oral-reading situations
- [6] To develop skill in the use of books, including the use of dictionaries, encyclopedias, and other references, and to acquaint pupils further with the intelligent use of library facilities

Proper balance between oral and silent reading—Until a few years ago, oral reading was overemphasized in the great majority of schools. Since silent reading is the type that pupils will use most, the greater part of their training should be in silent reading.

Oral reading is properly emphasized

until the pupil's rate of reading begins to approach his normal rate of speech. With a certain amount of training in silent reading from the beginning, the amount increasing from month to month, this point should be reached before the pupil is ready for the fourth grade. From that time forward, emphasis should be placed on silent reading. Otherwise, the pupil's silent reading is likely to be identical with his oral reading so far as the mechanics are concerned, the only difference being that he whispers the words to himself instead of speaking them aloud.

Many authorities believe that schools should reinstate a sound program of oral reading instructions (16; 22). They point out that oral reading assures the accurate association of printed words and word sounds, creates a firmer bond between words and ideas, aids the child in spelling, tests understanding, develops appreciation for beauty in English expression, develops a pleasing speaking voice, establishes proper voice control, and involves important social interests and relationships.

The development of the fundamental reading habits—In the lower grades instruction ordinarily is focused on the development of such fundamental habits as:

[1] *Word recognition*—A number of early studies demonstrated that words (and sometimes phrases) rather than letters are the natural units of recognition. In any reading situation, the individual's recognition span is determined in part by his general ability and reading skills, and in part by his interest in, and acquaintance with, the subjectmatter. Even among adults, one person can read mathematics like fiction, another science, or someone else history.

[2] *Vocabulary development*—Authorities are quite generally agreed that definite vocabulary training should supplement opportunities for growth which are afforded by children's incidental experiences and activities. (7) Some would make this training an integral part of a normal reading situation, using a variety of specially planned materials to introduce pupils to new words and their meanings, but always keeping the words in context. Others favor a certain amount of word drill and analysis of words more or less in isolation. Progress in building a reading vocabulary is slow in the beginning; one writer believes that

children in the low first grade should not be expected to learn more than two new words per day. In Grades IV, V, and VI, children should learn from 1000 to 4000 words beyond the conversational learning of home, school, and street.

Other investigators have discovered important facts about the way children learn new words, for example:

[a] Length of a word is not an important factor in determining its difficulty.

[b] Frequency of use as indicated by word lists, such as those of Gates or Thorndike, is not closely related to the difficulty of words for the learner.

[c] Pupils frequently confuse words having similar beginnings, similar endings, the same general contour, or the ending of one word similar to the beginning of another.

[d] The meaning which a word has for the child is particularly important in word learning.

[e] Pupils often identify words by fixing attention on some minute detail, such as a tall middle letter, the dot over an "i," or the tail of a "y."

[f] Names of objects which would seem to be of great interest to children are not always easy for them to learn.

[g] Distribution of practice periods is important in securing retention. The first repetition should come within 24 hours after a word is first presented, and at intervals thereafter until recognition is established. Pupils remember about 70 percent of new words encountered for 24 hours but only about 50 percent if there is no repetition within 96 hours.

[h] Pupils improve rapidly with practice in their ability to learn new words. One group learned nearly twice as many new words on the fifth day as on the first.

[3] *"Crutches"*—Ability to read silently without pointing, using line-markers, moving the lips, or resorting to the use of other "crutches" is another of the fundamental, or basic, reading skills. Efficient silent reading habits cannot be established until such artificial devices are abandoned. Methods of breaking up such habits are suggested in Part I of this feature, p187.

[4] *Correct eye-movement habits*—As one reads, the eyes move along the line in a series of rapid shifts and momentary pauses. The shifts are lightning-like movements, so rapid that the eye sees nothing until it comes to rest. The pauses, called fixations, altho differing greatly in length, usually average about three-tenths of a second. When reading is done efficiently, the eye-movements are regular and the return sweep from the end of one line to the beginning of the next is made quickly and accurately. Poor reading, on the other hand, is marked by a large number of fixations or pauses; the movements are quite irregular—first to right, then to the left to look again at some word passed by—and on the return sweep, the eye often fails to find the beginning of the next line.

Grades I, II, and III stand out as the

important ones in establishing correct eye-movement habits. Classroom teachers, of course, cannot determine with absolute accuracy the eye-movement habits of their pupils. Buswell suggests a practical technique, however, for discovering gross irregularities (5, p142-47). Whenever faulty eye-movement habits are discovered, teachers should regard them as *symptoms* of some fundamental difficulty—not as *causes* of poor reading.

[5] *Reading as thought-getting*—Another fundamental in silent reading is the habit of looking upon reading as a thought-getting process. Unless emphasis is placed on sentence interpretation instead of on word recognition, word-calling instead of true reading can be expected.

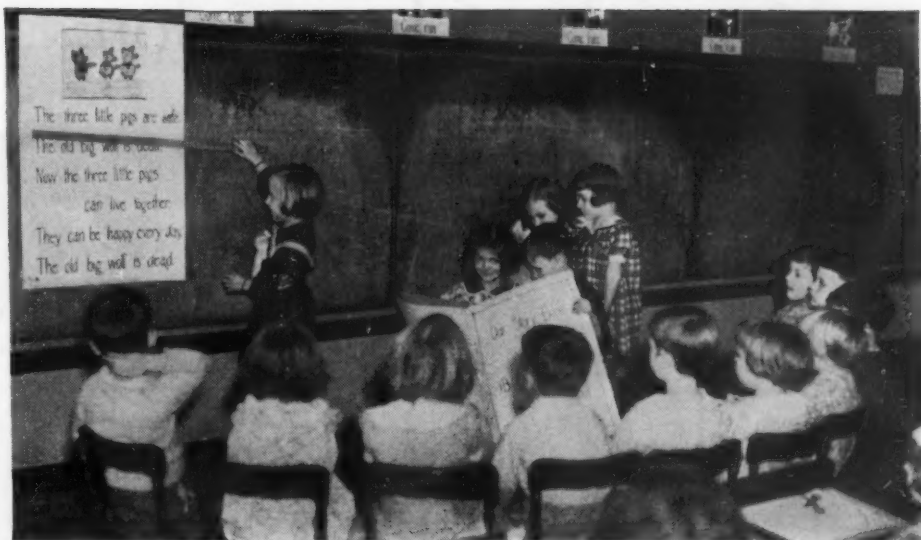
The improvement of rate of reading—Very few people, children or adults, read at their own maximum rates. Rate can be improved considerably in most classrooms without loss in comprehension thru the use of flash-card drills and short exposure exercises of other types, speed drills, and extensive practice with easy or familiar materials, thru the development of larger reading vocabularies and greater familiarity with language forms, thru the elimination of vocalization, line following, and other faulty reading habits, and thru the keeping of individual progress charts.

Among factors known to exercise considerable control over the individual's rate of reading are size of vocabulary; power of comprehension; familiarity with the field; the reader's purpose; ability to concentrate; rate of fixation-accommodations; and speed of association.

The improvement of comprehension may be accomplished by:

- [1] Improvement of the reading vocabulary;
- [2] emphasis on meaning vs. mechanics in oral-reading instruction; [3] training in reading with a definite rhythm of expression, i.e., in thought units; [4] development of the habit of always reading for a specific purpose; [5] practice in reading for a variety of purposes; [6] frequent use of tests and the keeping of individual progress charts; and [7] instruction and practice in finding the central thought, following directions, answering fact questions, reproducing as many ideas as possible from a selection read, and outlining, or otherwise organizing, ideas gained from reading.

Special types of reading lessons—Nearly all teachers in all grades give special lessons on the proper use and care of books and, except in Grade I, on the use of the index and table of contents. Instruction on the use of glossaries and dictionaries is often given in the third grade and usually in all grades beyond the third (28; 29). Encyclopedias are used, for the most part in Grades IV, V, and VI. Very little instruction on the use of card catalogs and



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library guides is given except in Grades V and VI.

Lesson plans—The use of some type of definite lesson plan is all but universal among the teachers who took part in this study. Some use lesson plans of more than one type, for example, a plan for a month's work and plans for each day. The lesson plan most in favor is the one outlining a unit of work covering an indefinite period of time. Next in popularity is the weekly lesson plan; then the daily plan. Semester plans and monthly plans are used rather infrequently. Sometimes the written plan may be only a statement such as "Have pupils read ——— Reader, pages 85-87; use test questions, page 175."

Lesson plans vary according to the reading situation. In any good plan, however, [1] the material is focused on specific outcomes; [2] it lists the material to be used; [3] it outlines the activities to be carried out; [4] it suggests the sequence to be followed; [5] it often carries a few important questions or items of special information; [6] it is relatively brief, legible, and so well organized that it can be followed readily.

Uses made of central libraries—Going to the library to select books for home reading is the type of library activity reported most frequently. Library periods under the direction of a trained librarian, free reading periods in the library, story hours, and periods in which stories are read to children are other plans often mentioned.

Interest in outside reading may be stimulated by: [1] interesting book displays; [2] pupils' recommendations to each other; [3] referring pupils to stories similar to one they like; [4] use of contests; [5] reading part of a story, then making it available; [6] book reports; [7] develop-

ing interest in a topic so pupils will seek information on it; and [8] the use of rewards.

Several teachers mentioned the use of reading clubs to stimulate interest in outside reading. These are organized like other school clubs, with pupil officers and the teacher as sponsor. The club meets at intervals, usually once a week, and pupils report to each other on the books they have been reading, read orally their favorite selection, or perhaps dramatize a story.

Methods of checking on outside reading—Both oral and written reports become increasingly useful from the first grade to the sixth. In the upper grades teachers make greater use of checkups with librarians and watch recitations more closely for evidences of outside reading. Tests on outside reading, especially end-of-semester tests, are not generally employed. The conference with parents on pupils' outside reading is a popular device for occasional use, but few teachers use this method frequently except in the lower grades. The report to the class is used more or less frequently by nearly every teacher in every grade.

Relating reading to other subjects—The subjects with which reading was most often correlated by the teachers reporting were the social studies, English, arithmetic, and hygiene. On the average, about 40 minutes a week was given to reading in connection with hygiene, about 50 minutes per week to reading and arithmetic, and about 65 minutes per week to reading and English. The average amount of time devoted to reading instruction in conjunction with the social studies increased from grade to grade—from about 70 minutes per week in Grade I to 135 minutes per week in Grade VI.

Materials of Instruction



Wilmington, Del., Public Schools



TEACHERS are not always permitted to use the textbooks they prefer, but the trend is toward greater dependence on teachers' judgments in this important matter. Where textbooks are adopted locally, teachers usually are called upon for assistance.

Reading materials need not be evaluated merely on the basis of general impressions and unsupported opinions. Books can be compared with each other quite objectively and judged according to a number of definite and reliable standards.

Among the most common defects in reading textbooks are: that they are not adapted to children's interests or experiences, that the vocabulary is too large, and that they are poorly illustrated.

According to research studies, the best books for children have the following qualities: [1] attractive physical makeup, [2] interesting selections, [3] balance from the standpoint of variety of types of selections, [4] literary merit, [5] appropriate vocabulary and sentence structure, and [6] correct typography.

[1] *Attractive physical makeup*—Children like brightly colored bindings, interesting titles, numerous illustrations, pictures involving humor and action, good margins, legible type, and not too much material on a page.

[2] *Interesting selections*—Children are especially interested in stories involving

action, adventure, surprise, beauty, humor, and remarkable achievement. If these qualities are present, stories of all types—myths, folk-lore, fiction, and the like—appeal to them. Generally speaking, they prefer prose to poetry. They like stories about animals or about children.

[3] *Balance*—Books with various types of selections are more attractive than those of uniform style.

[4] *Literary merit*—The material should extend and enrich experience, create new interests, or develop new appreciations.

[5] *Appropriate vocabulary and sentence structure*—The vocabulary should cover as wide a range as possible without going beyond the pupils' ability. Since about 35 repetitions of new words are required for mastery, new words should be repeated often. Vocabulary and sentence structure should be appropriate for the grade level of the pupils.

The findings from more than thirty vocabulary studies are now available for the guidance of those concerned with textbook selection. Three of the best known word lists are:

Association for Childhood Education. *The Vocabulary of Children before Entering the First Grade*. Washington, D. C., the Association, 1928. 36p.

Gates, Arthur I. *Reading Vocabulary for the Primary Grades*. rev. ed. N. Y. Teachers College, Columbia University, 1935. 30p.

Thorndike, Edward L. *The Teacher's Word Book*. rev. ed. N. Y. Teachers College, Columbia University, 1931. 182p.

[6] *Correct typography*—White paper without gloss is considered best for children's books. The type face should be legible. The type should be large enough to prevent eye-strain, and somewhat larger for children in the primary grades than for older pupils. According to standards widely accepted, first-grade books should be in 18- to 24-point type and those for later grades in nothing smaller than 12-point type. Fatigue is said to increase rapidly as size of type is reduced. Lines should not be too long, and the smaller the print the shorter the line should be.

Library facilities—A majority of supervisors prefer classroom libraries to central school libraries, at least in the first four grades. The practice is widely followed of obtaining from some central library 18 to 24 books at a time for classroom use. Teachers who make this arrangement usually obtain books about six times a year. Teachers whose work is outstanding keep a generous supply of reading materials in their classrooms. In the present study the average numbers of books suitable for general reading ranged from 62 in Grade I to 106 in Grade VI. The total number of books, including supplementary readers and reference books, ranged from an average of 217 in Grade I to 393 in Grade VI.

INsofar as the present study is representative, reading tests constructed by teachers for use only in their own classrooms are used by nearly all teachers in all grades. Nearly two-thirds of the first- and second-grade teachers and more than three-fourths of the teachers in Grades III to VI also use standardized reading tests. In about one-fourth of the cases, citywide tests are administered, that is, tests constructed by supervisory officers, with or without the assistance of teachers, for use in all the schools in the system. In about 10 percent of the cases, tests are constructed by the principal, or a committee of teachers, for use in all comparable classrooms in the same building. These facts suggest the important place that testing occupies in the reading program.

Number of tests given per year—In general, standardized tests are given two or three times a year, informal tests weekly.

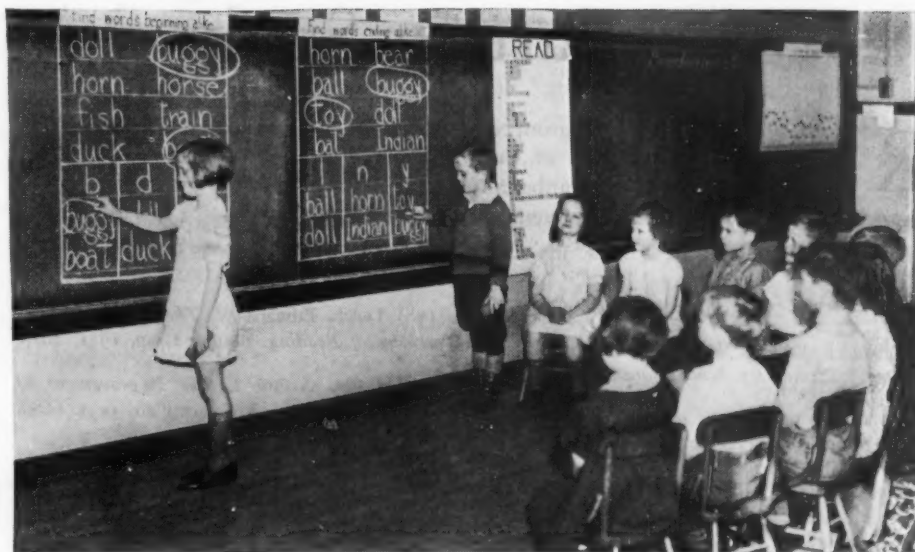
The administration of reading tests—Standardized tests are used in the great majority of cases in a uniform testing program involving the whole school system. In about one-fourth of the cases, standardized tests are used in uniform test programs; and, in addition, teachers use them more or less extensively in their teaching.

When uniform testing programs are being carried out, 50 to 60 percent of the teachers reporting say that they themselves are responsible for administering the standardized tests. In 15 to 20 percent of the cases, the tests are administered by the principal or superintendent, and in about 10 percent, by supervisors.

Types of test exercises which teachers find most helpful—Except in the first grade, completion and multiple-choice tests are rated as the most valuable types of informal classroom tests, with true-false and matching exercises ranking third and fourth, respectively. In the first grade, matching exercises are rated as the most helpful type; then true-false, multiple-choice, and completion in the order named. The essay test is rated below other types.

Uses made of test scores—An average of 55 to 65 percent of the teachers in the various grades enter the scores from certain reading tests as part of the pupils' permanent records. Others present test scores graphically to pupils to show individual achievement and progress of the class.

How test results are most helpful—The use of tests in diagnosing reading difficulties is given the highest average rank by the teachers in all six grades. Other ways in which reading tests are helpful are:



John Heywood School, Louisville, Ky.

Determining Reading Achievement

classifying pupils according to reading achievement, determining the initial ability of pupils in order to plan classroom work to best advantage, establishing goals of achievement, motivating the work of a class, and, least important of all, determining pupil progress. Since we are inclined so often to think of tests almost wholly in terms of the last named function, every teacher may well re-examine this phase of the work, raising the question, "Am I using reading tests as effectively as possible, not merely as a checkup, but as a means of understanding my pupils and planning my work?"

Standards of achievement—From 168 of the school systems included in this study, approximately three-fourths of the supervisors report that norms on standardized tests are set up as criteria, or standards of achievement, for pupils in the various grades. In about two-thirds of the cases, the course of study in use sets forth certain definite abilities and skills that pupils in each grade are expected to develop. In about 45 percent of the schools represented, local norms on standardized tests are used instead of, or in addition to, published norms. Thirty-six percent of the reports indicate that the amount of material covered is used as one important standard of achievement.

Amount of reading expected in the various grades—The number of books which teachers expect the average pupil to read varies not only from one grade level to

another but also from classroom to classroom in any given grade. Certain teachers in every grade from the first to the sixth report that their average pupils read not more than 5 books during the year. Others report a standard of 30, 40, and 50 a year.

The teachers who cooperated in this study look upon extensive reading as an essential element in correct reading instruction. This is in harmony with several research studies, showing the superiority of extensive reading to intensive study and drill, except in case of very slow learners.

Standards for rate of silent reading are usually expressed in one of three ways: [1] number of words per minute; [2] number of words per second, or per 100 seconds; or [3] a point score on a reading test without specific reference to number of words or time units.

Other standards of achievement—Norms on the various standardized comprehension and vocabulary tests undoubtedly constitute the best available standards for pupil achievement in reading. Other standards are sometimes defined in terms of new abilities acquired, correct habits established, and wholesome attitudes developed. The desirable levels of achievement at the end of each of the growth stages in reading which characterize the elementary-school period are set forth in the *Twenty-fourth Yearbook of the National Society for the Study of Education* (2, p44, 54, and 62-64.) These deserve the careful attention of all teachers of reading.

For Further Study

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We hold these truths to be selfevident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them, shall seem most likely to effect their Safety and Happiness.—From the Declaration of Independence.

Steps toward Freedom

J. W. Studebaker

The development of an enlightened liberty among all the people is a major task of this generation. John W. Studebaker, United States Commissioner of Education, in his book, "Plain Talk," has given a forceful analysis of this problem. The following article is the first of a series from that volume, used thru the courteous permission of the author and of the publisher, the National Home Library Foundation, Washington, D. C.

WE SMILE with amusement when we hear a young child express envy of the freedom of older people. How often we have heard little children say: "When I grow up I can do just as I please. I can stay up late, eat all the candy I want, and nobody can tell me what I mustn't do."

We smile because we know that this freedom carries with it responsibilities unknown to the little child. We may even look with a certain envy upon what we call "the freedom of children." To be without responsibility, to live without having to worry about tomorrow's needs, to have someone looking out for you—that is a delightful sort of freedom.

What a paradox! In one age, human beings will suffer and die to overthrow a tyrant, struggle for decades and centuries to gain the "adult freedom" of selfgovernment. At another period in history, *wearied of the responsibility of power*, they hopefully hand over their hard-won adult freedom to one who appears to be a benevolent dictator in exchange for a child freedom. . . .

Just what is "freedom"? The word is heard on every hand. It is the declared goal of men and movements inspired by the crudest of selfish motives or by the loftiest ideals . . .

Freedom to the hungry is the chance to get bread. To point out to the man in search of a next meal that he lives in a free country where he may say anything he likes doesn't ordinarily make him feel free. If he can't use his right of free speech to get what he desperately wants, that right simply doesn't spell freedom to him.

Any policy which seems to increase the opportunities of people to do what they want to do is lauded by those people as freedom. Conversely, such policies as threaten their liberty of action are usually regarded as synonymous with despotism. "Freedom" is indeed a tricky word. . . . The question is: Freedom for what? In using this word, I want to deal with its largest social implications.

Common to all the struggles for democratic power is the insistence on the privileges of the franchise. In other words, our forefathers were concerned with winning the right of participation in government.

Marathon, Thermopylae, and Salamis stand out in Greek history as battles for extension of the franchise. Under the Solon Constitution the principle of selfgovernment started on the upward trail.

When the Romans thought of liberty, they thought of the Ogulnian law, the Roman constitution, which gave equal

rights to the plebians. It took many centuries of struggle finally to break down the legal fortresses behind which the wellborn patricians guarded their special privileges and held captive the goddess of liberty.

Out of the Witenagemote, the great council of the Saxons, starting as an assembly of wise men, nobles, and high prelates, evolved the parliamentary policy and procedure. Step by step, the common people fought for greater and still greater representation in the councils of government, thus creating that great Gibraltar of political stability—the English Parliament.

By 1215 the movement for freedom crossed swords with the tyrannical King John, and wrested from him the great Magna Charta. . . . It said, in part, "No freeman shall be taken, or imprisoned, or disseised, or outlawed, or banished, or anyways destroyed; nor will we pass upon him, or commit him to prison, unless by the legal judgment of his peers, or unless by the law of the land. We will sell to no man; we will deny no man, or defer right or justice."

In Germany, Martin Luther nailed his theses on the door of his church calling for religious freedom. His close ally was the printing press which was to make the printed word so accessible to the common man. It took a civil war to gain recognition of the right of people to worship as they saw fit.

The name of Henry of Navarre goes down in history as one of the great French contenders for religious liberty.

All these movements for freedom in the old world moved forward very slowly, suffering setbacks and losses. . . . Charles the First succeeded in crushing Parliament, taxing at his discretion, forcing forms of worship upon the people, and put an end to the civil liberty which had been won to that time. . . . James the Second turned out to be more tyrannical than his father. The forces for freedom mustered their power and dethroned him. William of Orange and Mary answered the loud demands for freedom by proclaiming the "Bill of Rights."

Among the provisions of that milestone document were the following: The monarch cannot suspend laws or interfere with their execution, cannot

levy taxes without the consent of Parliament, cannot maintain a standing army in peace time without the consent of Parliament. Subjects shall have the right of petition. The monarch is not to interfere with elections. Perfect freedom of speech in debate must be allowed. . . .

Despite the clear promise of "no taxation without representation," decades later the issue became of the grounds for a revolutionary war. The struggle of the early Americans was not for an abstract freedom. . . . In contrast to the theory of divine rights of kings, the theory of natural rights of man and the concept of the social contract were advanced. . . .

Once men began to experiment with selfgovernment, the movement toward freedom took a different turn. The question was no longer, "How can we keep this government from doing anything?" Rather the question came to be, "How can the governmental machinery be made to function more and more to serve the general welfare?" . . .

In the evolution of the American form of government two distinct trends may be seen. First, the trend toward wider powers and responsibilities for government. "Why fear ourselves? Why not use our government to get what we want done? This is freedom." So one group continued to argue. This group was opposed by people who stood staunchly for the old concept of individual liberty, which they conceived to mean the right of the individual to do what he likes. . . .

The second important trend in the development of the American form of government was the constant effort to extend the right of franchise. . . . Probably not more than 120,000 men out of the four million inhabitants enumerated in the first census (1790) had the right to vote. All kinds of restrictions were made, requiring property qualifications and the like, thus making our early form of government a very limited democracy. . . . At one time only church members were permitted to vote. . . . By 1870 all male citizens were technically eligible to exercise the rights of franchise. Not until 1920 had the battle been won for universal suffrage, giving the ballot to all adult citizens. . . .

Some persons urge today that the function of actually operating large scale enterprises and natural monopolies should replace the function of regula-

tion. The question which that proposition raises, however, is this: *Will the general welfare of the majority be served by such an extension of governmental controls?* . . .

It is not my job, nor is it the job of educators in general, to decide for the public the correct answer to that question. And it is not our privilege to use the facilities of public education to tell the American people what the answer is. But I do conceive it as our job to guide that debate and to assist in preparing the people educationally to make a decision in terms of their own choices, based upon a real understanding of the facts. . . .

It is the right of the people to use their ballots to stop the concentration of government power and responsibilities. Likewise, it is the right of the people to use their ballots to further extend the power of their government and add new duties and obligations.

The important thing to me is this: That we in America act with our eyes open; that we understand what we are doing when we cast our ballots. Too much blood has been shed in the upward struggle for the franchise to regard lightly the right to vote, or to exercise that right without a deep sense of responsibility. . . .

The town meeting must be revived, modernized for a new age. The agencies which now administer public education must be given new responsibility and new resources. The whole community,



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men and women of every class, creed, and political and economic shade of opinion, must find means to gather together to share their views, to discuss public problems, and to discover the facts.

In his farewell address George Washington uttered these immortal sentences: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

What kind of knowledge did George Washington refer to here? Washington and all of the early advocates of public education put as primary and above all the knowledge needed by the citizen to be an informed participant in selfgovernment. Institutions for the general diffusion of knowledge they conceived as the means of preparing the people for politics. . . . In a democracy the many *must* be trained in the science of social management. . . .

The enemies of democracy are many, and their ways of attack are often clever. Some even establish themselves as the high priests of democracy, the better to beguile the people into relinquishing their rights and powers.

But the sincerity of those who robe themselves in the national colors, and parade their own opinions and interests as synonymous with those of the founding Fathers, is easy to test. Ask them this question: Will you submit your opinions and proposals in open controversy with those who disagree with you on a forum platform and let the people decide on the merits of your logic and evidence and on the worthiness of your purposes? . . .

Education is a long-term remedy. It cannot be applied in a crisis when the people have lost faith in their capacity to deal with their public problems. Already a great part of the world has gone over to dictatorship. The danger signs in our own structure are apparent to discerning minds. Oppressed people everywhere look to us to vindicate the ideal of 1776. Shall America demonstrate to a chaotic world that a democracy is able to create economic abundance and security "with liberty and justice for all"? I believe America will.

Parents as Partners

Marion Brown and Vibella Martin



TODAY parents have advanced from the role of patrons to that of partners in the educational adventure. Since children grow and develop best in an atmosphere of harmony and security, how important it is that the two institutions—the home and school—which touch him most intimately should have the same general purposes and objectives.

To this end, the staff of the University Highschool, Oakland, California, has developed a working relationship with parents. Together parents and teachers evaluate purposes and standards, share in formulating plans for a program suited to the wellbeing of each boy and girl from every kind of home.

This story of how the University Highschool, a public senior highschool of two thousand students, initiated and carried on a program of home-school cooperation represents a gradual achievement. Over a period of years our school has endeavored to bring about closer contact with the homes of its students until today about 95 percent of the parents of entering students come to the school to discuss with counselors, the interests, aptitudes, needs, and progress of their own boy or girl.

At first the program was rather general. The dean of girls would write to the parents of new girls expressing friendly interest and asking them to call at the school. Many responded. Parents soon discovered that they were welcome and that visits to the school eventuated in better understanding and more individual attention.

Unless these contacts with parents do result in mutual understanding or in some tangible evidence of improved conditions for boys and girls, the visits of parents to the school are likely to result in a sense of futility and disappointment. After all, the average parent judges the school in terms of his own child. In the daily routine of school life innumerable opportunities present themselves to utilize constructively contacts with parents. Letters and telephone calls carry a note of positive expectancy rather than of complaint or dictation. If a student is absent or tardy, the letter of inquiry assumes that there are conditions making regularity impossible.

In addition, the school considers it a responsibility to confer with parents as well as with students before making major adjustments. Frequently conditions dis-

covered at school indicate changes in a student's school program and call also for correlative modifications at home.

A boy, convalescent from an operation, returns to school expecting to carry on as tho he were entirely well. The school physician recommends to the boy that he drop a subject, take a rest period instead of active physical education, and remain at home the first hour in the morning. The parents are notified. They may confer with the school physician, the dean of boys, or the counselor, critically analyze the boy's twenty-four-hour schedule with a view to helping him to live satisfactorily within his present limitations. If necessary, the private physician is consulted.

A girl dances in the San Francisco Opera Ballet. Rehearsals take place in the afternoon. She and her mother come to school to see what adjustments can be made. The dean and teacher of physical education agree that her work in the ballet should be accepted for school credit in lieu of the regular physical education. She rearranges her program so that she can leave school early to attend rehearsals and come an hour later in the morning since evening rehearsals often demand late hours. Her mother appreciates all of this, but is especially gratified that the school does not exploit the child's talent.

The school expects to make adjustments because of home duties, health, employment, outside lessons, travel, or other personal factors. The only precedent followed is that of the welfare of each child. Consequently, individual attention in no way labels a student as different.

The full value of these relations with parents would have been lost unless students felt a pride in their school and were eager for their parents to see their activities and to know their teachers. The old dread of having adults talk about them behind closed doors has no place in this cooperative relationship. No conference is held, no telephone call made, no letter written without the student's sharing in the plan.

The guidance department studies the young people, makes available to them resources in the school and community, and advises with them as problems arise in their daily activities. A folder for each student, accessible to all teachers and counselors, contains cumulative data on health, scholarship, social interests, home condi-

tions, educational and vocational plans, extracurriculum activities both in the school and in the community. As members of the staff have daily contact with students, they study their progress, note their relationships with their fellows, observe the experiences which seem to be most satisfying and those which are baffling. They add to the developmental history of each student samples of work and recorded observations in the form of anecdotes, ratings, and accounts of episodes. The resulting picture helps teachers and parents to understand the problems faced by each student as he is growing up in presentday society.

In 1932 we decided that the time was ripe for more consistent, systematic contacts with the homes from which children came to University Highschool. Four factors led to this decision:

In the *first* place, studies had been made of the backgrounds and experiences of the boys and girls. From these we learned interesting facts about how the students spent their leisure time, which of the many activities offered by the school seemed of greatest value to student leaders, how graduates were utilizing the experiences and knowledge of their years in the school. We had learned about the social and economic backgrounds from which our students came. However, these studies also revealed certain distinct gaps in our information. Since personal-institutional relationships are of paramount significance to growing boys and girls, we decided to study the adolescent's relation to his home and school; his attitudes toward his family, parents, and associates; his activities and interests as they were expressed both at home and at school.

A *second* reason for more intensive work with the homes of our students at this particular time lay in the fact that we were eager for parents to know of the changes rapidly taking place in the school. New policies and procedures were being made necessary by the depression. Tension, worry, and insecurity at home were expressed in many ways at school. More students brought their lunches and asked for opportunities to earn money for carfare or school supplies. Many no longer took it for granted that they would go to college but were anxious to find ways of earning a living in the near future. School activities at school multiplied because they were inexpensive, democratic, and essentially satisfying to the adolescent urge to "belong." New courses were designed to develop leisuretime interests, to stimulate recreational reading, and to foster the creative arts. Thruout we stressed the need for personal development and social mastery dur-

ing these critical years of growing up. Parents even in this school where they were accustomed to visit and discuss plans and policies were not fully aware of the new experiences offered to their children.

In the *third* place, the school has a unique opportunity to interpret to parents their own children as they behave in group life at school. Many parents need to come to school if only to compare their youngsters with others of similar age and background. It is enlightening for a parent to gain some appreciation of the normality of adolescence.

A *fourth* reason for our intensified interest in working with the home lay in our realization that while the school was changing rapidly the home was not standing still. We needed closer touch with the activities of these students in their out-of-school life if we were to help them choose wisely in school.

The first step in this new systematic program was directed toward bringing both parents of every entering student to the school for a conference with a counselor. We sent letters stating frankly our purpose and policies:

"Dear Friends: We are interested in helping your son make his life and work at University High happy and successful. In order to help each student to arrange a satisfactory highschool program, individual conferences will be planned.

"Realizing that you have plans and ambitions for your child, we wish to work with you in finding the best way to further those plans, and to discuss with you the opportunities open to every student in this highschool.

"Fortunately the General Education Board has awarded a fund to University

Highschool. The money is to be used to carry on the work of studying the vital interests of highschool students and to make adjustments in the school to meet the needs of the boys and girls entering the tenth grade this semester. This ought to result in a more satisfactory school experience for your child and at the same time to give a basis for improving the instruction and guidance for future students.

"As a first step in the plan for establishment of closer relations between the home and school, your child's counselor would like to call at your home. Later every parent will be asked to call at the school in order that he may become acquainted with the teachers and with what the school has to offer. Will you think of the services and opportunities which you would like to have made available to your son in order to discuss them with the counselor?

"Will you please fill out and mail the enclosed card today?"

However, before the letter was sent to any home, the adviser had had at least one interview with the student, where it was suggested that the boy's parents might like to visit the school. He was asked to think about the things his father and mother would like to see and any plans that he would like to discuss with the counselor and parents together. Then when the letter was received at home, he was ready to explain to his parents the purpose of the conference.

These interviews were held during the early part of the first semester of a student's career in University Highschool. This was done for three reasons: to obtain the facts and interpretations that might contribute to a favorable adjustment for each student from the beginning of his experience in

this new school; to inform parents about the school as soon as possible; to place the first contact on a positive, friendly basis.

What happened when father and mother came? They often were met by their own youngster and introduced by him to the counselor. Then he might rush off to class with the assurance that he would be called in later. Since the adviser had already talked with the student and had reviewed his records, she could open the conversation with some degree of understanding about his personal interests. "Is James happy in University Highschool?" was likely to be the first question—almost always an effective opening wedge. Parents talked freely about their child's interests, his likes and dislikes, his health, and his friends. They told of their plans and aspirations. When we settled down to a specific issue involving plans, the student came in. Together we discussed various possibilities, suggested resources in the school and community, weighed values, and initiated a program by which he might profitably invest his time, interests, and abilities during these three years in University Highschool.

Next the student took his parents for a tour of the building and grounds, visited classes and laboratories, and introduced his father and mother to several of his teachers. Meanwhile, the adviser made notes, sent communications to members of the staff-club advisers, physicians, teachers, or others who could help carry out the requests that had been made.

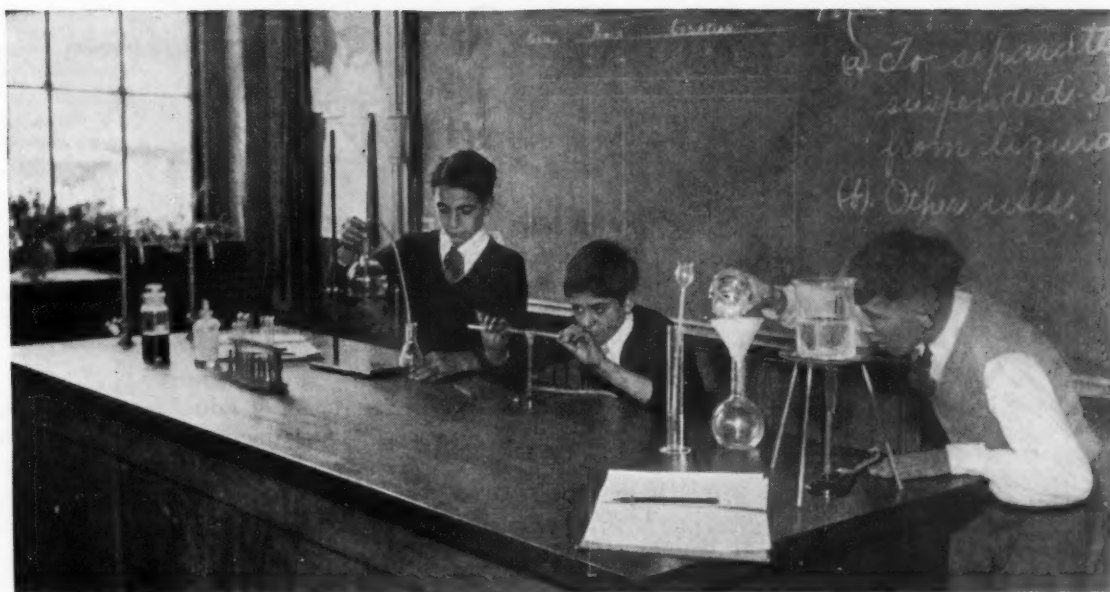
Before the parents left, the adviser asked them to take with them a questionnaire on home and family life. This sought information about the size of the family, the activities and responsibilities which the student shared, his various plans and interests, former experiences which have been



Courtesy Kalamazoo, Mich., Public Schools

The school has a unique opportunity to interpret to parents their own children as they behave in group life at school.

The parent who sees James happily at work in classroom, laboratory, library, or gymnasium gains a new appreciation of the boy's school.



Courtesy, Montefiore Special School for Boys, Chicago

difficult or helpful, his attitudes and special needs, facilities for social life at home, membership in community organizations. The counselor explained that these questions were asked in order to obtain clues as to the direction in which the school should advance and in order to give more insight into how we could work best with each adolescent.

How did parents respond? In the fall of 1932, three hundred students entered University Highschool. Ninety-four percent of their parents came to school for this first interview; 85 percent of these returned the questionnaire; and 87 percent made follow-up visits which were initiated by themselves rather than by the school. Thru a more complete understanding of the individual needs of students, the school program was revised to provide more adequate facilities.

At the end of the year we sent progress reports to the parents. The report had four parts:

[1] A description of the entire group including such items as age, abilities, occupational status of the parents, and vocational plans and leisure-time activities of the students.

[2] A summary of what parents asked the school to do for their boys and girls, including social opportunities; encouragement of special interests; study helps; adjustments to meet conditions of health, finance, and home duties.

[3] A summary of the adjustments made in the school life of the tenth-grade students.

[4] A brief statement as to each student's progress in terms of what the student or parent had requested.

Parents responded appreciatively as evidenced by the following:

The report was most interesting and informative in regard to the group with which my daughter, Ruth, has the good fortune to be associated. I am sure that every parent feels appreciative of the interest and effort that are being expended in behalf of this fortunate group. Back of the co-

operative spirit so evident in the report is the individual interest.

Parents expressed their confidence by continuing their visits to the school, by making further suggestions, and by gathering in group meetings. For many years the parent-teacher association has fostered a program of "know your school." The meetings are devoted to discussions of courses of study, visits to classroom and laboratories, understanding of the aim and purposes of extracurriculum activities, and new insight into adolescent psychology. However, since the meetings were held in the afternoons, only the mothers were included. Our more extensive program included meetings in the evenings for both parents. We offered opportunities for parents to study conditions in the school and work on committees with teachers.

Social gatherings in University Highschool have always furthered the friendly relationships of students, teachers, and parents. Each semester the seniors hold a tea in honor of their mothers; the Girls' League sponsors father-and-daughter dinners or family dinners; the boys invite their fathers to sport evenings. Parents as well as students attend dramatic productions, concerts, assembly programs, forum discussions, exhibits, and informal class activities. They frequently share in planning and add their talent to the program. We depend upon them also for assistance in exhibits and excursions.

Altho we had made neighborhood surveys and knew something about the community environment, only on rare occasions had members of the school staff visited homes. When, however—thru a grant made by the General Education Board—money was made available for the extension of research dealing with the

study of crises and changes during adolescence, we decided that visiting homes might increase understanding.

In September 1934, the procedure of the preceding two years was carried on with the tenth-grade students. This time, in addition, the counselor called at the home before the parents came to school. Home visits were made by appointment and no pressure was exerted when parents or students seemed hesitant. During the visit, the student was discussed as a person. The way was paved for the parent to visit the school by suggesting the newer things they would like to see, the teachers they might meet, and the advantages of reviewing with the counselor the scholastic, social, and health records of their boy or girl. Before the spring semester was half over, about 97 percent of the homes had been visited. Parents were gratified that the school came to the home. They often invited the visitor to see the student's room, his pets, the workshop in the basement.

Thruout all of these contacts with parents, the cooperation has been based upon goodwill, the desire to help boys and girls to succeed as persons, and the conviction that University Highschool is a happy place in which to live. Whatever insight has been gained from home visits, conferences at school, or questionnaires, has been used in the immediate adjustment of school conditions to further the best interests of the individual students.

Parents no longer have to accept thru faith the idea that boys and girls are benefiting from their experiences in this school. They have taken important steps to become aware of their children's experiences. This shift in the focus of our attention to parents as partners continues to challenge our surveys and services.

Our AMERICAN SCHOOLS at Work



Get ready to observe

Not with firecrackers or with Santa Claus but nevertheless one of our most important annual celebrations. Millions of people young and old will take part. The schoolhouses of America will be the center of attraction. American Education Week will be the occasion.

All over the United States

Nearly every community in America takes part. Why? Because there are schools everywhere—and everywhere the people are vitally interested in them. If your school fails to observe this occasion, it is missing out on the greatest movement toward better understanding between the schools and the people. At least 6,000,000 adults visited the schools during American Education Week in 1935 to learn first-hand what they were doing and why. In New York 563,000 went; in Cleveland, 150,000; in Wichita, 25,000; in Cheyenne, 3365; and so on and on. How many visited your schools? Perhaps not such big numbers but possibly a larger percentage—which is more important. At the same time other millions were reached by educational programs or activities of civic clubs, fraternal orders, churches, and business groups. And still other millions learned about the schools thru newspapers and magazines and by radio programs which were broadcast over local stations and national hookups.

A sane celebration

American Education Week is not a high-pressure celebration. It is a time set aside each year for the thoughtful study of the needs, aims, and achievements of the greatest, most unique educational system in the world. Your school is part of that system—a system that despite its greatness has much room for improvement. Make the 1936 celebration unanimous—100 per cent observance in every school in America. Let the impetus of this great national

event help you to improve your schools thru better understanding of the school and the home and the eternal values for which they stand.

About "Our American Schools"

The general theme for American Education Week in 1936 is "Our American Schools at Work." The daily topics suggested are:

Monday, November 9—The Story of the Schools

Tuesday, November 10—The Changing Curriculum

Wednesday, November 11—New Services to the Community

Thursday, November 12—The Unfinished Business of Education

Friday, November 13—Financing America's Schools

Saturday, November 14—Education for Physical Fitness

Sunday, November 15—Education for Character

Sponsored by

The National Education Association in cooperation with the United States Office of Education and the American Legion; with the assistance of scores of national, state, and local organizations; and with the support of every school in America that wishes to take part.

Materials to help you

Materials in the next column are available from the National Education Association at lower cost prices than ever before. Samples of starred materials will be sent free on request. Funds must accompany orders amounting to \$1 or less.

INDIVIDUAL ITEMS

American Education Week Handbook

Convenient pocket size of 32 pages. Outlines programs and things to do. Single copies, 10¢; 2-9 copies, 9¢ each; 10-49 copies, 8¢ each; 50-99 copies, 7¢ each; over 100 copies, 5¢ each.

American Education Week Announcement Poster

In three colors, size 12 x 18 inches. Packet of 10, 35¢; packet of 50, \$1.50; 100, \$2.75; 250, \$5; 500, \$9; 1000, \$15. Sold only in quantities specified.

*Gummed Stickers

Brilliant A.E.W. stickers, 1½ x 2 inches. Packet of 100, 20¢; packet of 1000, \$1. No packets broken; order in multiples of 100 or 1000.

*Our American Schools at Work

Attractive 4-page leaflet message to be sent as greetings to parents. Packet of 100, 25¢; packet of 1000, \$1. No packets broken; order in multiples of 100 or 1000.

*The School and Democracy

Attractive 4-page leaflet to be sent as greetings to parents. Packet of 100, 25¢; packet of 1000, \$1. No packets broken; order in multiples of 100 or 1000.

PACKETS

Each packet contains a handbook, poster, 30 leaflets, and 40 stickers, plus a wealth of suggestions and materials specially prepared for the purpose indicated. Single packet, 50¢. Discount of 10 percent allowed on orders for ten or more of the same packet.

Kindergarten and Primary-school Packet

Includes directions and material for a large class of children to prepare a message to send to their parents.

Elementary-school Packet

Suggested programs for assemblies, pageants, and other activities for community observance. Includes special 32-page elementary manual.

Highschool Packet

Suggestions for school papers, assemblies, exhibits, and other activities of the highschool. Includes special 32-page highschool manual.

Rural School Packet

Specially prepared for use in rural schools. Contains materials to go to the homes. Suggestions for a series of school programs. Includes special 32-page rural manual.

College and University Packet

Includes special handbook for adapting the Week's program to college needs.

Teachers College Packet

Aids prospective teachers to understand the significance of American Education Week in helping citizens know their schools.



The elements of a good local celebration are

Leaders with a vision of the service this observance can render to the schools and to the community.

Teachers who understand and enthusiastically support the program.

Early planning which brings better results and lightens the burden.

Early selection of committees.

Early contacts with various community organizations which will cooperate in the observance.

Early provision for the adequate financing of the observance.

Early ordering of materials made available at cost prices by state and national educational agencies and other groups.

Early preparation and production of materials to be issued locally.

A Guiding Educational Philosophy

James F. Taylor

SOME OF OUR best educational authorities advocate that every school should have a working program based on some cogent and comprehensive philosophy which is inclusive of all activity, and which can be translated into an ever expanding life as it meets all kinds of situations.

There is no lack of such declarations. The following statement has been used for the last eighteen years in one of our high-schools, as it developed from a student body of three hundred to one of eighteen hundred. With an idea of stating some guiding principles to which the continuing succession of problems may be referred, the R. E. Denfield Highschool of Duluth, Minnesota, has announced to the pupils the following working "philosophy":

You are to do or learn to do as you please, remembering that:

You are expected to be a lady or gentleman. Your presence indicates that you are seeking information and understanding.

You will be continually required to face problems and form judgments upon which you must act and take the consequences.

You will be required to submit sooner or later to rules and regulations which society has approved and set up, or is approving and setting up for its own good.

We shall do our best to keep your record, and shall faithfully present you as you give us evidence of your true self.

It might appear at first glance that the educational implications embodied herein are obscure and confusing, but their clarity and potency may be estimated by the following statement written jointly by four seniors:

It has developed selfrespect, a spirit of democracy, and appreciation of one another.

It has eradicated "cliques," established an appreciation for the higher value of things, raised the moral and ethical tone of the school and community, developed cooperativeness, and made the community so desirable that there isn't a vacant house near the school.

Our alumni are sought by the employing public, colleges, and universities.

The scholarship has been raised till it is now equal to or superior to any in the state. This is indicated by the results of our statewide tests.

Scarcely any property is ever missing from the lockers, which are never locked.

The board of education has not paid as much as ten dollars for malicious destruction of property by the students since this idea was started.

It has produced a high degree of safety-mindedness.

It puts emphasis on the best instead of the poorest qualities of the students.

It gives each one an opportunity to seek the real appreciation of things.

Of the few students who were sent to the principal's office last year, not one alibied.

Perhaps we have not been always consciously aware of how many vital things these students have or could have enumerated which they attribute to the guiding philosophy applied to their school.

Notes and Announcements

WITH JOURNAL AUTHORS—

The following account from *Who's Who* gives a thumbnail sketch of the life of ORVILLE C. PRATT [p 167], president of the National Education Association for 1936-37: "Pratt, Orville Clyde, educator; b. Marion, Ind., Jan. 19, 1873; s. Joseph and Dora A. (Hawley) P.; Ph.B., DePauw U., 1895; studied summers at Columbia, Ind. U., and U. of Chicago; m. Martha A. Riley, of Indianapolis, July 1, 1899; 1 son, Reginald John. Prin. high sch., Danville, Ind., 1895-97; supt. schs., Danville, 1897-1907, Clinton, Ind., 1907-11, Wabash, Ind., 1911-15; head dept. of edn., DePauw U., 1915-16; supt. schs., Spokane, Wash., since July 1, 1916. Mem. NEA (v.p.). Methodist, Mason. Contr. to ednl. mags. Home: E. 116-13th Av., Spokane, Wash."

WILLARD E. GIVENS [168-69] is wellknown to JOURNAL readers as executive secretary of the National Education Association.

T. D. MARTIN and LYLE W. ASHBY are members of the Association's headquarters staff, Dr. Martin being director of the Membership Division and Dr. Ashby, assistant director of the Division of Publications [170 and 171].

PRESIDENT SAMUELSON [173] was presented an honorary Life Membership at the eighth annual Life Membership dinner at Portland. In making the presentation, Secretary-emeritus Crabtree paid the following tribute to her: "Dr. Samuelson, now state superintendent of public instruction of the great state of Iowa; outstanding in her work as teacher and county superintendent; the nation's most devoted leader in movements to promote rural education and rural welfare; patient, wise, and skilful administrator; devotee of learning; upright worthy citizen; friend of youth, of parents, and of teachers; loyal to the interests of her profession, her state, her nation, and of mankind."

One of the most brilliant addresses of the con-

vention was that delivered by the REVEREND RALPH W. SOCKMAN [175], pastor of Christ Church, New York City.

FRANK MILES [177] who represented National Commander Ray Murphy, of the American Legion, at the Portland meeting, is editor of the *Iowa Legionnaire*.

PAYSON SMITH, whose report as chairman of the NEA Committee on the Horace Mann Centennial appears on page 183, was for twenty years a worthy successor to Horace Mann as State Commissioner of Education in Massachusetts.

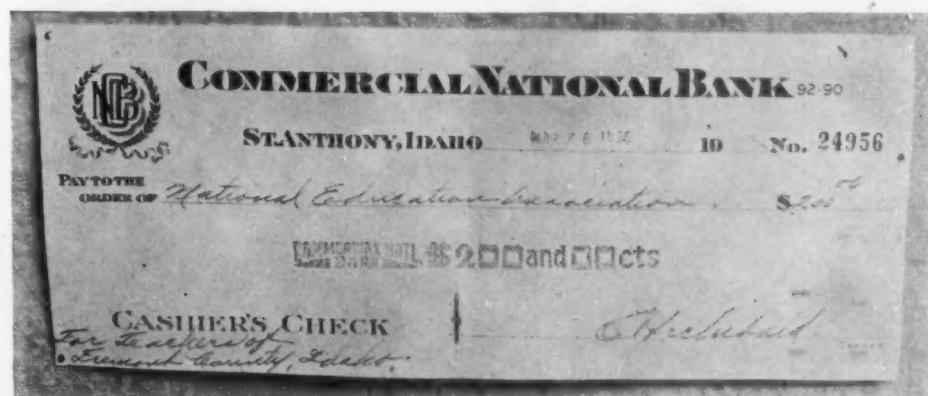
WALTER E. MYER [184] is editor of *The American Observer*, a weekly review of social thought and action, used in thousands of highschools and colleges. Mr. Myer will also be remembered as the author of the sixteen-page feature, "The Tennessee Valley Looks to the Future," which appeared in THE JOURNAL for December 1934.

"Better Reading Instruction," upon which the feature beginning on page 185 is based, is one of the most popular *Research Bulletins* ever published by the Association. It was prepared by IVAN A. BOOKER, assistant director of research, National Education Association.

The article on page 193 is the first in a series abridged from COMMISSIONER STUDEBAKER's admirable book, *Plain Talk*, in which he states the case for freedom, forums, and democracy.

VIBELLA MARTIN, counselor, and MARION BROWN, viceprincipal in charge of guidance at the University Highschool, Oakland, are directing the adolescent study sponsored by the General Education Board. The article on page 195 has grown out of their venture in home-school relationships.

JAMES F. TAYLOR [199] is principal of the R. E. Denfield Highschool, Duluth, Minnesota.



Teachers of Fremont County, Idaho, are proud of this check which completed their 100 percent enrolment in the National Education Association. Fremont County is also 100 percent in membership in the Idaho Education Association.

THE WORLD'S REBUILDERS

We send them off to school again today
This cool September morning. All the street
Is musical with patter of small feet,
And little shining faces all the way
Seem wayside posies for our smiles to greet.

I wonder if they ever guess or know
With what strange tenderness we watch them go?

Just children on their way to school again?
Nay, it is ours to watch a greater thing—
These are the World's Rebuilders, these must
bring
Order to chaos, comforting to pain,
And light in blasted fields new fires of spring.

Dear Lord, Thy childish hands were weak and
small.

Yet had they power to clasp the world withal,
Grant these, Thy little kindred, strength as true—
They have so much to learn, so much to do!

—THEODOSIA GARRISON.

A Day at School—The photo on THE JOURNAL cover is one of many admirable illustrations in a new book published by Dutton, *A Day at School*. The pictures were taken in the Longview Public School, Hackensack, N. J., by Ruth Alexander Nichols. The author is Mrs. Agnes McCready, a first-grade teacher at Fairmount School, Hackensack. Teachers will find this attractive picture book of great help in interpreting the school itself to children. Parents will be interested in the book, which offers them glimpses of what their own children may be doing during school hours. The schools can make good use of books like this, particularly during American Education Week.



Courtesy, The Oregonian, Portland, Oregon

The Board of Trustees and Executive Committee of the National Education Association photographed at Portland—standing, left to right: A. L. Whittenberg, R. E. Offenbauer, Joseph Marr Guinn, Willard E. Givens, Edgar G. Doudna; seated, left to right: Henry Lester Smith, Joseph H. Saunders, Caroline S. Woodruff, Agnes Samuelson.

Important Louisiana school legislation—G. O. Houston, executive secretary of the Louisiana Teachers Association, reports that the recent session of the Louisiana legislature passed a statewide teacher retirement law and a good teacher tenure law. Another law was passed providing for the distribution of free library

books, up to \$200,000 worth a year. The teachers of the state appreciate Governor Leche's generous spirit toward education.

A victory for freedom of teaching—The defeat (by a nearly 2 to 1 vote) in the primary—which in Texas is equivalent to election—of Thomas L. Blanton, who has represented the Seventeenth District, Texas, for almost twenty years is a victory for freedom to teach and to study. Congressman Blanton in the first session of the 74th Congress sponsored the legislation known as the *Little Red Rider*. (See May JOURNAL, p135.) This pernicious legislation attached to an appropriation bill in such a way as to make opposition almost impossible—slipped thru hardly noticed. It is the worst threat to freedom of study and teaching the country has known. The marked defeat of Blanton is a hopeful sign. The elimination of Blanton's influence should make the repeal of the *Red Rider* for which the National Education Association has been working, a certainty in the next Congress.

There is need for a new type of Doctor's and Master's thesis in education—In this new type the aim would be not to *discover* some new knowledge—which is beyond the gift of most graduates anyhow—but to *present* some needed knowledge in such a manner as to make it plain to pupils of some particular age or to the general public.

[Continued on page A-90]



Courtesy, The Oregon Daily Journal, Portland, Oregon

Representatives of the three major political parties, who evaluated national issues at the final session of the Portland convention: Honorable Paul V. McNutt, governor of Indiana, who spoke for the Democratic party; Honorable Burton L. French, former Congressman from Idaho, for the Republican party; and Honorable Norman Thomas, Socialist presidential candidate, for the Socialist party.

The Child's Health



HEALTH EDUCATION

A program for public schools and teacher-training institutions.

The Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. 1930. (second edition) 251 p.

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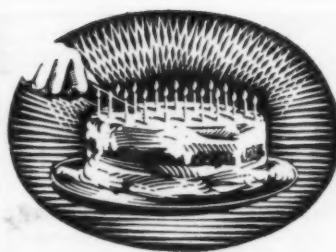
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[Cont. from page 200]



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*A Teaching Handbook
suggesting appropriate
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Washington, D. C.

"Our American Schools," sponsored jointly by the National Education Association and the National Broadcasting Company, begins its sixth year on the air in October 1936. Two programs will be broadcast each week, one by the staff of the National Education Association under the direction of Belmont Farley, from Washington, D. C.; the other under the direction of Florence Hale, past president of the NEA and for five years connected with its radio programs. Announcements of time schedules will be available in convenient form for distribution locally. Schedule announcement cards will be sent in limited quantities without cost to those who write for them to the NEA.

The Statue of Liberty celebration

—The National Park Service is sponsoring a celebration of the fiftieth anniversary of the Statue of Liberty in New York Harbor, October 28, 1936. The celebration is held in the belief that study of the historical significance of the Statue of Liberty will strengthen the tradition of patriotism and international friendliness for which the great monument stands. The story of the Statue of Liberty may be obtained from the Department of Interior, National Park Service, Fort Wood, New York. While the celebration will be held in New York Harbor and New York City, the observance of the occasion will be nationwide. Publications of interest to schools in connection with the observance include a history of Franco-American relations during the Revolutionary War period written by Louis Charles Smith, librarian general, Sons of the American Revolution. The history will be published both in English and in French so that it may be used in the schools of both these nations. John Steven McGroarty, Member of Congress from California, noted pageant writer, has prepared a drama especially for highschool presentation. Radio educational dramas for use in the celebration have been written by the Federal Radio Theater, New York, N. Y. The American Legion is sponsoring a nationwide oratorical contest to be conducted during September and October. The orations will be written on "The Statue of Liberty, Symbol of America." These publications, together with lantern slides helpful in local recognition of the event may be obtained from the National Park Service.

To every member—Please report any change of address, giving old as well as new address, by sending the information to the National Education Association, 1201-16th St., N. W., Washington, D. C. This is essential in order that you may receive THE JOURNAL promptly.

A bit of history—Edyth Tozier Weatherred, Oregon historian, sends THE JOURNAL the following interesting information:

The gavel used by President Samuelson to open the first session of the Portland convention was made from a piece of an apple tree grown on the spot where the first school in the whole Oregon country was taught by John Ball in the winter of 1832 at Ft. Vancouver, Washington. The handle of this gavel was made from a piece of cherry tree brought across the plains from Iowa in 1847 by Henderson Lewelling.

The Department of Supervisors and Directors of Instruction, of the National Education Association, has moved its office from Teachers College, Columbia University, to the headquarters building of the National Education Association, 1201 16th St., N. W., Washington, D. C. Communications concerning the Department and its magazine, *Educational Method* (James F. Hosis, editor), should be sent to Mary F. Hazell, executive secretary, at the above address.

"What Does Chicago Do to Its School Superintendents?" is the name of an article by W. H. Campbell in the April *Chicago's Schools*. The article, which was written shortly before Superintendent Bogan's death on March 24, 1936, has been sent by President A. L. Threlkeld to every member of the Department of Superintendence because of its significance as a symptom of a social disease which has shown itself in many communities thruout our country.

Mr. Campbell says in part: "Chicago keeps a firing squad, otherwise called the board of education, for its superintendent of schools, with orders to kill when commanded. Such orders have been followed with great regularity and efficiency."

Mr. Campbell then calls the roll of ten victims in forty years: *George Howland*, who "buried his troubles and shattered nerves in an untimely grave." *Albert G. Lane*, "a schoolman who had earned his spurs," who was "badgered and pulled and driven and threatened and humiliated" until he was forced to "wear out his remaining days trotting about from building to building to show how the mighty had fallen." *E. Benjamin Andrews*, "a great man drafted from the presidency of Brown University," who "before he was completely broken was put upon the chute." *E. G. Cooley*, strong and fearless, but "unable to stand against the combination of politics and big business, enforced by public apathy"—crushed by the machine into a "physical and spiritual wreck." *Mrs. Ella Flagg Young*, "a recognized executive; a woman of unusual skill and ability . . . a fighter, but the squad got her; forced [Cont. on p. A-93]

"I'll be All Right in a minute"

—but it was
6 weeks
before she
could teach



It was such a simple accident—so I thought. I was hurrying to school on a slippery street when I had a bad fall. A kindly gentleman passing by helped me to my feet and while I did feel some pain above my right ankle, I honestly thought no serious consequences would follow. In my embarrassment I tried to make light of it all and said, "I'll be all right in a minute."

The next thing I realized my benefactor had hailed a cab. I suppose the ashen color of my face revealed the pain I could no longer conceal. I was quite ready to accept his advice that we drive to the nearest hospital. While he phoned my superintendent that I had met with an accident and couldn't report for duty, the X-Ray Department was busy taking pictures.

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—Mrs. Alice E. Davis, Niagara Falls, N.Y.



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Mr. WILLARD E. GIVENS, *Executive Secretary*
1201 Sixteenth Street, Washington, D. C.

DEAR MR. GIVENS: Please enrol me as a Life Member of the National Education Association on the deferred payment plan—ten annual payments of \$10 each. I understand that membership dues already paid for the current year, 1936-37, may be applied on the first payment. I will send the balance—\$8 or \$5—on (date) Kindly send my Life Membership certificate, card, pin, and copies of the NEA publications to me at the address indicated below.

Name Address

City and State

[Cont. from page A-91] her out; and her life work was ended under a cloud." John D. Shoop, "an honest man, but not a strong man or a fighter," who "broke under the pressure," and "relieved the firing squad by quietly and suddenly dying." Charles E. Chadsey, superintendent from Detroit, who "when he had scarcely learned the names of his office secretaries and the compartments in his desk and how to whirl around in his whirling chair" was ousted. Peter A. Mortenson who was received with "goodwill and enthusiasm by the teaching force" but who retired at the end of his term under humiliating circumstances because "clouds soon gathered. Thunder rolled out from city offices and from the city press, with threats from the courts." William McAndrew, "one of the most versatile schoolmen in the whole country," who tho he "entered upon his work with a world of enthusiasm and assurance" was "given scarcely time to survey his new field when the assault began. Charges were trumped up against him and long before his first term was up he was suspended after one of the most absurd and ridiculous trials on record since the days of Horace Mann. Neither the law nor the facts could protect him. He would not sign on the dotted line and so must needs go. He survived the ordeal because he was a born fighter, but he is not superintending schools." William J. Bogan who "has been worked along as far as the hospital and if he survives will be up for execution next June."

Kilpatrick articles available in book form—JOURNAL readers who were generous in their appreciation of the series of articles by William H. Kilpatrick which appeared in THE JOURNAL during 1935-36 will be glad to know that the articles, along with some other material, are now available in book form under the title, *Remaking the Curriculum*. The volume is published by Newson and Company at the price of 80¢.

The Department of Elementary School Principals—Outstanding speakers at the Portland meeting included: Arthur F. Corey, psychologist and assistant county superintendent of schools, Orange County, Santa Ana, Calif.; Joseph Rosier, president, State Teachers College, Fairmont, W. Va.; Florence Hale, editor, *The Grade Teacher*; and Roben J. Maaske, deputy state superintendent of Oregon schools. Other highlights were a correlation demonstration by Principal H. C. Tallman, Beaumont School, Portland, with his teachers and pupils; a moving picture demonstration on Units of Work conducted by Harry H. Haw, San Diego, Calif.; and the annual [Cont. on p. A-94]

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[Cont. from page A-93] banquet, at which Willis A. Sutton, superintendent of schools, Atlanta, spoke. The following officers were elected for 1936-37:

President, Edythe J. Brown, South Bend, Ind.; first vicepresident, Harley W. Lyon, Pasadena, Calif.; second vicepresident, Maude A. Rhodes, Atlanta, Ga.; third vicepresident, Irvin Wilson, La Grange, Ill.; fourth vicepresident, Clifford E. Perry, Portland, Ore.; fifth vicepresident, Isabel Tucker, St. Louis, Mo.; and new executive committee member, Ira M. Kline, White Plains, N. Y.

As the new school year starts, principals will wish to avail themselves of the fine opportunity for professional growth and service which is offered by membership and participation in the Department of Elementary School Principals. Dues of \$3 should be sent to Eva G. Pinkston, executive secretary of the Department, 1201 16th St. N. W., Washington, D. C.

A health precaution for school children—The following resolution adopted in June 1936 by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association should be read thoughtfully by every school executive:

Whereas, At the annual meeting of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association held at St. Louis, Mo., February 25, 1936, a presentation was made by Major Joel I. Connolly, of the Chicago Board of Health, relating to possible health hazards in

apparently modern plumbing installations in public buildings; and

Whereas, It was manifest in the said presentation that plumbing fixtures which have been generally regarded as safe and sanitary in design may in fact constitute a real and serious health hazard by reason of the danger of back siphonage and contamination of water supply mains; and

Whereas, The probability exists that such apparently modern, safe, and sanitary plumbing installations may exist in numerous school buildings in the United States; and

Whereas, The existence of such apparently safe, modern, and sanitary plumbing installations and reliance upon them brings about a sense of false security,

Therefore be it resolved: By the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association that this committee apprehends the possibility of danger to the health of school children from apparently safe, modern, and sanitary plumbing installations in school buildings, and

Be it further resolved: That the said Joint Committee earnestly recommends to all schoolboards and school executives that surveys be instituted by competent engineers to ascertain whether or not the danger of back siphonage and consequent pollution of water supply mains exist in plumbing installations within their jurisdictions, and that such surveys be followed by prompt corrective measures.

Corrected book price—Page 122 of the April 1936 JOURNAL gives the price of Carter Alexander's *How to Locate Educational Information and Data* as \$2.25. A letter from the publishers indicates that the correct price is \$3.

The Department of Superintendence convention—Not for a decade has the Department of Superintendence held a winter meeting in a Southern city. President A. L. Threlkeld and the Executive Committee of the Department announce that the sixty-seventh annual convention is to be held at New Orleans, Louisiana, February 20-25, 1937. Superintendents of schools from every Southern state joined Superintendent Nicholas Bauer in extending the invitation in behalf of New Orleans. An unusually large attendance is forecast. Practically all rooms in the hotels were reserved by the end of July. Superintendent Bauer has organized an active Citizens' Committee of some three hundred members to work on convention projects. Fifteen hundred excellent rooms in private residences have been made available to visitors thru the agency of this Citizens' Committee. Requests for reservations should be addressed to Sam Fowlkes, chairman, Housing Bureau, New Orleans Association of Commerce, New Orleans, Louisiana.

Dr. Joseph Marr Gwinn, former superintendent of schools of San Francisco, and a member of the Board of Trustees of the National Education Association, will be professor of education at San Jose State College, San Jose, California, for the coming school year.

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The music at the Portland meeting—The uniform excellence of taste in the selection of numbers and skill in performance reflects the high quality of the work in music in the Portland schools and the high standards of musical taste in the city itself.

The seventh conference of the **World Federation of Education Associations** will be held in Tokyo, Japan, August 2-7, 1937. A special message of invitation was sent to the Portland meeting of the NEA, by Hidejiro Nagata, president of the Japanese Education Association. According to this association's executive secretary, Masanori Oshima, the program and reception will include: "a series of garden parties in the most artistic surroundings, concert music both Western and classical Japanese, theater parties of the old Kabuki drama, special opportunities to see the famed flower arrangements and tea ceremonies, as well as trips to Japan's modern industrial plants." Because of the heavy summer travel to the Orient, it is important that reservations for passage across the Pacific as well as accommodations in Japan be made as soon as possible. For information address the WFEA, 1201-16th St., N. W., Washington, D. C.

For classes in citizenship education—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?

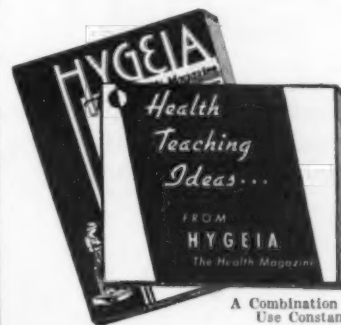
Fourth, will he support free and universal education as the inherent right of all the people?

Fifth, will he diligently safeguard the fundamental rights of democratic citizenship?

David A. Ward, formerly superintendent of schools at Chester, Pennsylvania, and Wilmington, Delaware, died at his home in Chester June 17, 1936. Dr. Ward was a life member of the National Education Association and a member of the Department of Superintendence.

American Association for the Advancement of Science—The one hundredth meeting of the association will be held in Denver June 21-27, 1937. In addition to a worthwhile scientific program, the local committee is arranging for entertainment in keeping with the season and local environment. An excursion into the mountains with appropriate dietary exercises is contemplated. We cordially invite you to be our guests.—The Local Committee, Denver, Colorado.

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