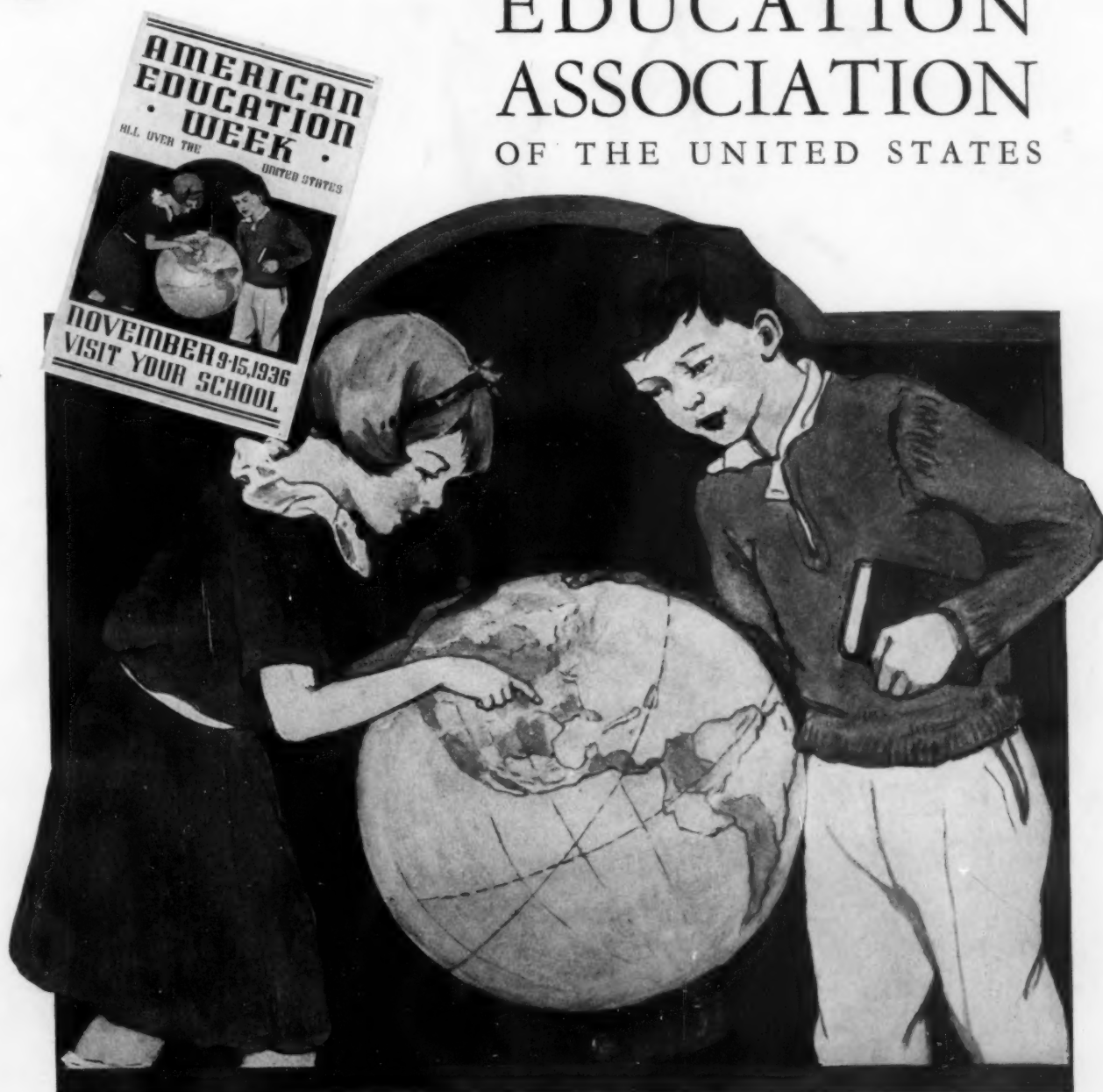


The

Journal

of the NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES

OCT 1 - 1936



American Education Week November 9-15

October 1936

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Between Editor and Reader

THIS ISSUE OF THE JOURNAL will find most of the schools well underway. The novelty of the opening days will have worn off, and students and teachers will have settled down to the steady enterprise of the year. All this has come about so quietly and with such order and careful planning that it is easy to overlook its deep and inspiring significance for the nation and for humanity. To have more than thirty million young people working fulltime at the task of improving their lives offers immense possibilities particularly as their minds are held to ideals of sound personal character, worthy achievement, and honorable civic participation.

We may well spend more time talking with young people about their individual lives, purposes, and plans, emphasizing again and again the qualities and virtues that are fundamental to success in any vocation. Such conversations carried forward on a plane of quiet sincerity and mutual regard are always deeply appreciated by youth. If engineers can bridge the Golden Gate with a highway of steel and concrete, should not teachers be able to bridge the gap that separates youth from maturity with a span of mutual faith, sympathy, and understanding?

In the world outside the school the currents and crosscurrents of change are cutting new channels for humanity. Taking the world as a whole and ignoring setbacks that involve whole nations, we believe the deep-lying motive of world unrest is the desire of the masses for a worthier way of life. They may be mistaken in their methods, wrong in spirit, and confused in their notions as to the character of the good life, but the aspiration is there and so long as men seek to rise above the level of beasts, it will be there. That is the great fact for teachers to hold in mind. It is the law of growth. The growth of teachers as measured by their interest in professional organization is worth watching! It will be our best index of educational advance.

The Journal goes to all members of the National Education Association

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.

The Journal

of the
NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES

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

VOLUME 25
NUMBER 7

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Published by the NATIONAL EDUCATION ASSOCIATION of the UNITED STATES
1201 Sixteenth Street, N. W., Washington, D. C.

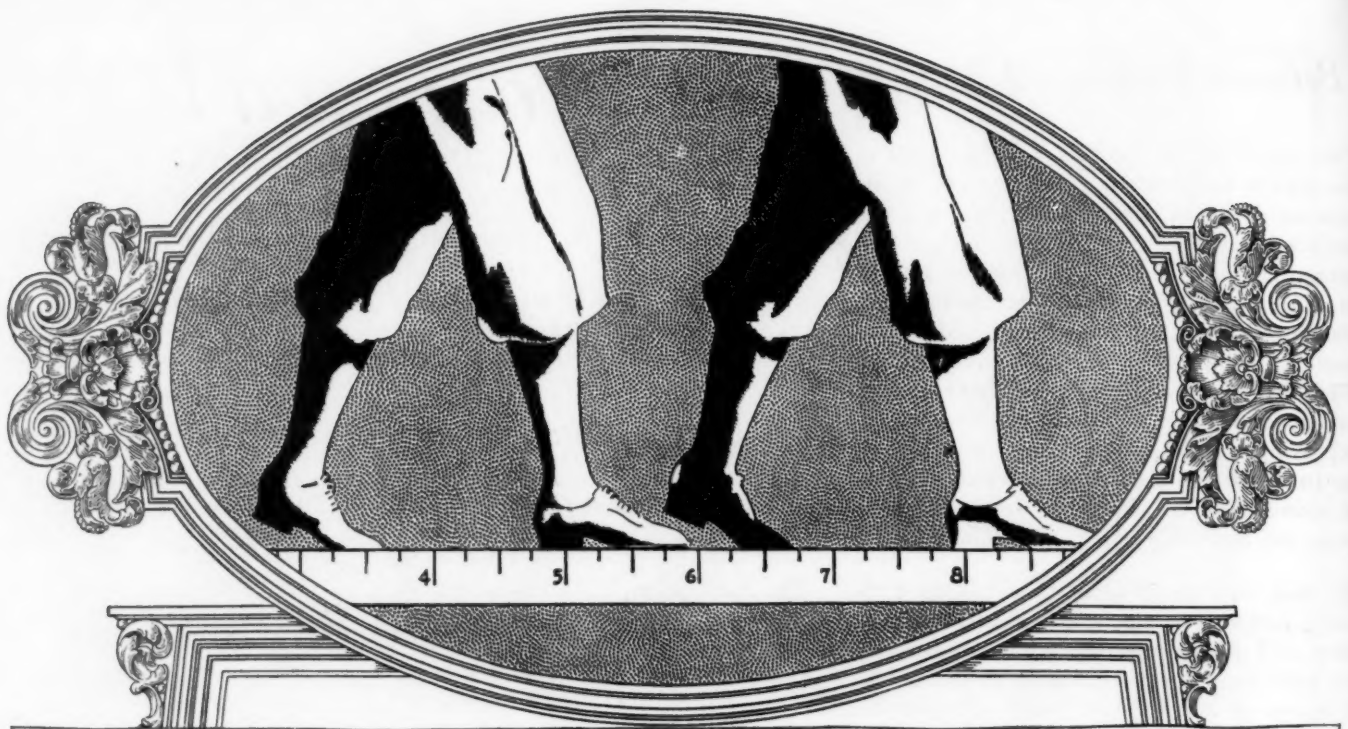
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M I M E O G R A P H



Making the Most of 1936-37

THIS ISSUE OF THE JOURNAL will find most of its readers well started in the year's work. Let each teacher ask himself, "How shall I make the most of 1936-37?" Let this be an effort to find four or five fundamentals which can be held clearly in mind thruout the year. This concentration on major purposes will be in itself a long step toward a successful year. What purposes shall one choose? We suggest a few possibilities which we believe reflect the experience of the best teachers. You will think of others.

First, make up your mind that you are going to be happy and to make others happy. Happiness is largely a matter of temperament and will. One can be what he determines to be. It is not strength but weakness to burn out one's emotional life over matters beyond his control. Civilization may be going to pieces. Our country may be in great confusion. Your community may be in a bad state. Your school may be badly housed or your assignment not what you wanted. Friends may have been untrue. Others have similar difficulties and rise above them. Why not you? This is no plea to stick one's head in the sand or to be unsympathetic with human suffering. Estimate conditions accurately. If you are in a position to improve them, *act*. But determine—whatever the odds—to add to the world's joy. Seek out the good, the beautiful, and the true, and speak often of them. The public judges the schools by what the teachers are.

Second, resolve to build up in some way the personal character of each child in your care. Character in its broadest and best sense is the goal of all education. The aim is to develop purpose and a sense of responsibility within the child himself. Every normal child is interested in his own growth and wants to be strong and useful. He tends to get his sense of values from his elders and his companions. What they attach importance to, he comes to value. Wise

teachers and parents keep in mind the character traits they wish to develop and seize every opportunity to dramatize them to the child. The greatest teacher I had during my elementary-school days was a married woman with children of her own—Jennie Collins. She knew the value of character and never allowed the busy routine of a one-room country school to overshadow the moral issues that came up in the daily lives of the pupils. Parents appreciated her more for this than for anything else. Like all good teachers, she lives on in the ideals which she established in her pupils.

Third, determine to keep close to home and community life and to do something to create a more wholesome environment for child growth and development. Radio, funnies, talkies, the auto, and city environment have come so fast that they create special problems in child growth. Home, school, and church are hard pressed to safeguard the child's tastes and ideals. Only thru cooperation and the creation of positive public sentiment can results be had. Attitude is a vital factor in character, and much that the child reads and hears inculcates the attitude of the "smart-alec" which is the opposite of the true learning spirit. Let the aim be to set in motion constructive forces and activities in home, school, church, and neighborhood so that everyone accepts the fact that children come first and that no practice should be continued which is harmful to them. A strong public sentiment can accomplish wonders.

Fourth, make some contribution toward adult education. The time may come when formal tax-supported education for adults will be the major phase of our educational enterprise. But that time is far off. Meanwhile, we have such excellent beginnings as the community forums sponsored by the United States Office of Education, the parent-teacher movement, the consumers' cooperative movement, the library movement, the

recreation movement, and American Education Week. You can encourage some of these movements. Then there is the pervasive influence of the lives of a million teachers.

Each teacher can find ways to lift the level of intelligence in the community. Every conference between a teacher and a parent to discuss the welfare of some child is adult education. Superintendent Willis A. Sutton of Atlanta has found that parents prefer to study with the teachers who have charge of their children. Even without formal classes, teachers who will prepare themselves can do much by recommending books and periodicals in line with the needs and interests of parents and citizens.

Fifth, do your full part in the work of professional organization. If teacher organization remains only partly effective while other forces mobilize all their power, need we be surprised if schools are crippled and the processes of civilization reversed? Do you accept the goal: *One hundred percent enrolment in local, state and national associations with every teacher at work on the problems of the profession*. Can you lead one additional person to accept this goal? The greatest favor that one teacher can perform for another is to set him upon the path of personal and professional growth. This favor is especially appreciated by young teachers. Professional organizations help them to maintain the gains made during their years of preparation. This adds to their power and prestige. Some of the stronger young people who are able to do so will wish to become Life Members of the National Education Association.

What the world needs most just now is to get its bearings, to recover a sound sense of values. That must underlie all other recovery. Teachers can do more than any other force to bring recovery by building up the eternal verities of character which do not change.

—JOY ELMER MORGAN.

TEACHER WELFARE to the Front

Willard E. Givens

THE TITLE of this article states the attitude of the Executive Committee of the National Education Association when, late in August, it created the Division of Teacher Welfare in the Association's headquarters staff. All agencies of the headquarters staff will cooperate in the development of the program of this new Division.

With general economic recovery apparently on the way, the Association is determined to exert every effort its resources will permit in behalf of the economic and professional welfare of teachers. Thruout the depression years the teachers of the nation labored unselfishly to keep the schools open even when salaries were reduced, delayed, or not forthcoming at all. The Association holds that teachers, as well as other workers, should participate in the fruits of the return of better times.

Thru the Division of Teacher Welfare, the Association plans to extend and make more effective use of the splendid work already underway in such fundamental teacher welfare fields as salaries, tenure, retirement, academic freedom, and equal opportunity. For example, the work of the Committees on Tenure and Retirement has not only resulted in notable past achievements but has laid the groundwork for future advances. Thru the facilities of this new Division it is expected that the good work already done, and being done, in the field of fact-finding by committees and the Research Division can be more effectively used to bring about improved conditions for teachers, not only thru legislation but thru enlightenment of laymen as to the fundamental public importance of these issues.

Let us review the facts about tenure, retirement, and salaries.

Tenure—Some indication of the work remaining to be done in this vital field is shown by the accompanying figure.

In his address at the Portland convention, Donald DuShane, chairman, NEA

Committee on Tenure, listed some reasons for sound tenure legislation:

"Tenure protects teachers from the 'fear' method of school management. . . . Tenure offers a considerable protection to teachers from 'pressure' groups desiring to dictate courses of study. . . . Under tenure, teachers dare to participate in movements to protect the schools from adverse legislation, from financial starvation, and from political domination. . . . Tenure encourages and eventually will compel cooperative school management and supervision. . . . Tenure makes a teaching career attractive to virile, alert, public-spirited and progressive teachers. . . . In every public-school system there arise situations in which there can be no academic freedom without tenure. . . . We hope that teaching will develop into a learned and respected profession, somewhat more self-governing than at present, and much better paid. If such a profession is to develop in America, tenure will of necessity be the foundation upon which it will be built."

Salaries—The average salary of teachers, supervisors, and principals in 1929-30 was \$1420; in 1931-32, \$1417; and in 1933-34, \$1227. The average salary in urban centers (cities 2500 or more in population) was \$1951 in 1931-32 but dropped to \$1735 in 1933-34. In rural schools the average salary was \$930 in 1931-32 but dropped to \$787 in 1933-34.

And this is by no means the whole story since these figures are for the United States as a whole. Thousands of teachers in the nation's public schools still receive less than \$500 per year!

Teacher retirement—The fact that about one-half the states do not have statewide teacher retirement systems in effect indicates the magnitude of the problem confronting the teaching profession in this area.

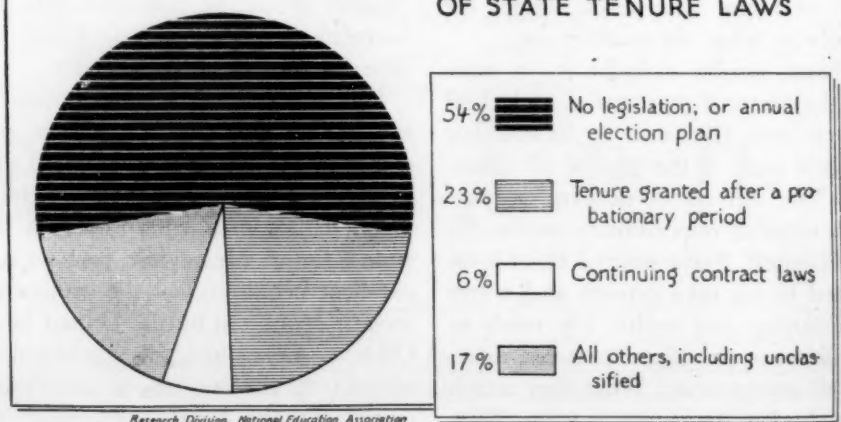
In addition to being underpaid and without security of position, thousands of teachers do their life's work with the knowledge that no provision has been made for them in their later years. This is one of the reasons for the great turnover in the teaching profession.

Are teachers less deserving of reasonable retirement provisions than soldiers, postal employees, and policemen?

What the Association can do—In the struggle for teacher welfare the Association will do everything within its power. Obviously, there are some things it cannot do. A major part of the effort must be made by state and local groups. The NEA can and will strengthen the hand of state and local groups by disseminating information on a national scale regarding the importance of the work of teachers and the need of providing for their economic security; it can and will furnish state and local groups with information and advice regarding plans for improving teacher welfare; it can and will work for national legislation.

Only thru increasingly effective organization of the profession in local, state, and national areas can teachers achieve the rewards and the security which are justifiably theirs.

PROPORTION OF TEACHERS UNDER VARIOUS TYPES OF STATE TENURE LAWS



The Association *ADVANCES*

THE FORWARD STEP which the Association has taken in the field of Teacher Welfare is described on the opposite page. It is the purpose here to call attention to other important activities of the Association.

Federal support—The Association is working for the passage of federal legislation which will directly affect the financial welfare of school systems and teachers thruout the nation. Thru the activities of the Association and with the assistance of state associations and other interested groups, the Harrison-Fletcher Bill (S. 4793 and H. R. 13021) providing for an initial grant of \$100,000,000 to the support of schools thruout the nation was introduced in the final session of the last Congress. The bill provides for an increase of \$50,000,000 each year until \$300,000,000 per year is provided.

This bill is to be reintroduced in both Houses of Congress at the opening of the new session in January 1937. Members of the Association can help secure passage of this bill in these ways:

[1] See that all candidates for the House and for the Senate are offered an opportunity to pledge support to this bill.

[2] Write your Senators and Congressmen urging support of this bill and ask others to write.

[3] Thru organizations of which you are a member secure resolutions indorsing this bill and forward copies to your Senators and Congressmen and to the National Education Association.

[4] Thru newspapers and educational publications obtain publicity for this bill.

[5] If further information is desired write to the NEA.

Cause and effect—In the spring of 1936 the National Education Association, in cooperation with the District of Columbia Education Association, fought vigorously for the repeal of the so-called "*Red Rider*." This rider to the District of Columbia's appropriation bill requires all teachers of the District of Columbia to sign a statement each month before receiving their salary checks certifying that they have neither taught nor advocated communism during the preceding month. Among the more effective steps taken by the Asso-

ciation were three radio broadcasts on March 18, March 25, and April 1. In the fall elections, Thomas Blanton, the author and staunch advocate of the *Little Red Rider*, was defeated. The *Rider* is still in force but with Mr. Blanton no longer holding the chairmanship of the congressional subcommittee on District of Columbia Appropriations, progress toward its repeal should be easier. However, there must be no cessation of effort toward that end. One of the most crucial issues in the world today is that of freedom to think, to learn, to speak, to teach. In many countries in the world that freedom has already been wrested from the people. It is unthinkable that this should happen in America but here and there are evidences in that direction. This is why it is so important that the *Red Rider* should be stricken from the law at the earliest possible moment.

Educational Policies Commission—The Educational Policies Commission began its work in January 1936. It was created by joint action of the National Education Association and the Department of Superintendence for a five-year period. Briefly, the Commission was assigned the task of developing longterm policies for American education. Superintendent A. J. Stoddard is chairman.

A group of consultants has been appointed on an *ex officio* basis to represent the entire profession in all parts of the country. The consultants will be requested to give careful judgments on tentative policies developed by the Commission and will be asked to inform the profession and the public regarding the conclusions of the Commission.

The Commission has already published a list of educational issues which should be considered by lay and professional groups under the title "Some Current Problems in American Education." It also publishes annually a directory of important national deliberative committee reports in the field of education. These reports are available free.

Among the projects of the Commission which will probably be brought to a conclusion in the near future are:

[1] An examination of the unique place of education in a political democracy such as the United States.

[2] A catalog of human needs and social services accompanied by certain principles to aid in distinguishing between educational service and other forms of social service.

[3] A manual for state educational planning groups.

[4] An analysis of research concerning the effects of the depression on education.

[5] A survey of the economic basis of school finance, including the economic effects of education and the actual and potential ability of the United States to support a system of universal education.

The Commission is separately financed by a grant of funds from the General Education Board. It renders its reports to the teaching profession as a whole.

In addition to drafting the most far-sighted educational policies of which it is capable, the Commission will actively encourage widespread study of its recommendations and their prompt incorporation into educational practice.

Radio programs—The regular schedule of programs for the weekly broadcasts, "Our American Schools," will begin again early in October. The Wednesday evening program will be broadcast for the first time on October 14 at 6 o'clock, Eastern Standard Time.

The Saturday morning broadcast (Florence Hale directing) will be resumed on Saturday, October 10, at 11:00 AM.

Both programs will be heard over the WEAf (red) coast-to-coast network of the National Broadcasting Company.

Research projects—Studies to be published by the Research Division of the Association during the year 1936-37 include the following topics and probable dates:

September—Handbook on Tenure

November—The Transportation of School Children

January—Facts on School Costs

March—Salaries in City School Systems

May—The Social Studies Curriculum.

As usual, the Research Division is serving a number of departments in the preparation of yearbooks. At the present time, assistance is being rendered to the Departments of Superintendence, Elementary School Principals, and Classroom Teachers.

The Educational Research Service of the Department of Superintendence and the Research Division continues to be popular with school systems, libraries, and universities. A \$25 annual fee is charged for this service and there are more than 400 subscribers.

Field service—A resolution of interest to educators was passed at the recent Chicago Board meeting of the National Federation of Business and Professional Women's Clubs. It asked that "Congress make appropriation to the states to assist them in financing adequate schools. . . ." Miss Charl Ormond Williams, director of Field Service of the NEA, is now president of the organization, 20 percent of whose members are teachers. The director of Field Service also attended the meeting of the International Federation of Business and Professional Women's Clubs in Paris during the summer.

Rural service—The Division of Rural Service was established in 1935 to interpret rural education to the profession and the public. It carries out the headquarters activities of the Department of Rural Education. It is also responsible for activity in behalf of the Fletcher-Harrison Bill.

School health service—The School Health Service, begun in January 1936 when the copyrights and stock of publications of the American Child Health Association were transferred to the NEA, and which was to have been discontinued in January 1937, has been extended for another year.

Horace Mann Centennial—The Division of Publications is preparing materials to assist schools in the observance of the Horace Mann Centennial during 1936-37. Further details regarding this Centennial will be found on page 183 of the September JOURNAL.

Departments (With fulltime representatives housed in the NEA headquarters building)—The Department of Superintendence is making plans for its 1937 meeting in New Orleans, February 20-25. Readers will receive additional information regarding this convention in THE JOURNAL from month to month. New Orleans is a colorful city, and advance requests for reservations indicate an intense interest in this meeting.

The 1936 *Yearbook* of the Department of Elementary School Principals

entitled "Personality Adjustment of the Elementary School Child" has just been mailed to members of the Department to reach them about October 1. The October Bulletin is also being mailed.

The Department of Supervisors and Directors of Instruction moved its headquarters offices from Teachers College, Columbia University, to the headquarters building of the NEA during the summer. Mary Hazell is in charge of the office. The *Yearbook* of the Department for 1936 entitled "The Development of a Modern Program in English" will be distributed to members in October.

The October issue of the *News Bulletin* of the Department of Classroom Teachers will be mailed to readers about October 1. Plans are underway to give a more helpful service to local associations affiliated with the NEA thru the Division of Classroom Service.

Gwladys Jones, who has been for ten years headquarters secretary of the National Association of Deans of Women, a department of the Association, resigned on September 15 to become general secretary of Quota Club International and editor of the *Quotarian*. Kathryn G. Heath, who comes from the Bureau of Labor Statistics of the U. S. Department of Labor, succeeds Miss Jones as headquarters secretary.

Committees—A new committee on the Prevention of Juvenile Delinquency and Crime has been appointed by President Orville C. Pratt. The chairman of this committee and of others where acceptances have not yet been received will be published in the November JOURNAL. Acceptances have already been received from the following as this issue goes to press:

Academic Freedom—Henry Lester Smith, dean, School of Education, Indiana University, Bloomington, Ind.

Amending Charter—Reuben T. Shaw, 1327 Real Estate Trust Building, Philadelphia

Health Problems in Education—Thomas D. Wood, Columbia University, New York, N. Y.

Horace Mann Centennial Celebration—Payson Smith, 1805 Beacon Street, Brookline, Mass.

National Education Association and American Library Association—Margaret R. Greer, Central Library, Board of Education, Minneapolis, Minn.

National Education Association and National Congress of Parents and Teachers—Mrs. B. F. Langworthy, president, National Congress of Parents and Teachers, 6 North Michigan Avenue, Chicago, Ill.

Legislative Commission—Sidney B. Hall, state superintendent of public instruction, Richmond, Va.

Retirement Allowances—M. Emma Brookes, principal, Miles-Cranwood Schools, Cleveland, Ohio.

Tenure—Donald DuShane, superintendent of schools, Columbus, Ind.

Three other committees and their chairmen by election of the committee are:

Credentials—J. E. Fitzgerald, principal, Hopkins School, Sioux City, Iowa

Necrology—H. V. Tempel, principal, Henry Clay School, Shelbyville, Ky.

Resolutions—R. L. Hunt, superintendent of schools, Madison, S. D.

By action of the Executive Committee it is proposed that under ordinary circumstances an individual shall be a member of but one committee and under no circumstances shall he be a member of more than two committees.

Membership—All of the activities of the NEA described in this article and elsewhere in this issue of THE JOURNAL are dependent entirely upon the support the teachers of the nation accord the Association thru membership.

At Portland a 10 percent membership increase in each state was set as the goal for 1936-37. Two convictions of those who study the work and place of the profession in American life are: *first*, that educators will achieve the recognition to which they are entitled only thru the organized efforts of those who have chosen teaching as their profession, and *second*, that a thoroly organized profession can be achieved only thru the enthusiastic and aggressive efforts of local leaders. In accordance with the latter, the Association has sent membership promotion material for 1936-37 to every part of the country. Among those receiving the material are officers of local and state teacher associations, superintendents, principals, presidents of teachers colleges, chairmen of NEA committees, and officers of the Association. *The Association will grow in effectiveness as local leaders grow in their numbers, ability, and determination to enrol members of the profession.*—LYLE W. ASHBY.

Failure in Reading and SOCIAL MALADJUSTMENT



Courtesy, Children's Bureau, U. S. Department of Labor



Courtesy, New York City Public Schools

Arthur I. Gates

with the assistance of Guy L. Bond

IT HAS LONG been known that failure or serious retardation in learning to read almost always results in failure or backwardness in school work in general. In the typical American public school, 17 percent or more of the pupils finish the first grade unable really to read first-grade material without help. At the end of grade three, at least 40 percent of all pupils fall below the norms shown by Dr. Lee to be the minimum required for handling the fourth-grade reading curriculum without handicap. Thus it appears that our curriculum makes a demand for a reading skill which nearly a half of our pupils do not acquire.

If serious difficulty in reading disrupts a pupil's school career, it may be expected that it will disturb his personal and social adjustment. There is much evidence that failure in school is a major catastrophe to many children and that general maladjustment is a frequent consequence. In one hundred cases selected at random from a list of "disabilities" studied by the writer, the following types of unfortunate adjustments were noted. In the list which shows the number out of one hundred, some children appeared in more than one category.

[1] Nervous tensions and habits such

as stuttering, nail-biting, restlessness, insomnia, and pathological illnesses—10 cases

[2] Putting up a bold front as a defense reaction, loud talk, defiant conduct, sullenness—16 cases

[3] Retreat reactions such as withdrawal from ordinary associations, joining outside gangs, and truancy—14 cases

[4] Counter-attack; such as making mischief in school, playing practical jokes, thefts, destructiveness, cruelty, bullying—18 cases

[5] Withdrawing reactions; including mind-wandering and daydreaming—26 cases

[6] Extreme selfconsciousness; becoming easily injured, blushing, developing peculiar fads and frills and eccentricities, inferiority feelings—35 cases

[7] Give-up or submissive adjustments, as shown by inattentiveness, indifference, apparent laziness—33 cases

In only 8 cases was there evidence that the pupil developed a constructive compensatory reaction, such as special ability in drawing or singing or dramatics.

In an unpublished study (by Bond and Fendrick) of 187 delinquent boys between 16 and 19 years of age, in the New York State Reformatory at Randall's Island, it appeared that not a single one could read as well as the average person of his mental age and that practically none was able to read, without

obstacle, materials of middle-grade difficulty. Altho this situation had not been so clearly demonstrated before, it had apparently been sensed by many persons, including George H. Chatfield, director of Attendance and Child Welfare in the New York City schools. During many years he had been developing a growing conviction that the continual frustration in school, produced by inability to read efficiently, frequently led to truancy and delinquency. When approached by the writer in 1933 with a general plan for enlisting the services of several hundred unemployed teachers in a citywide project of locating and studying children with reading defects, Mr. Chatfield launched a successful campaign to secure assistance from the Civil Works Administration.

The first study was a citywide project in detecting, roughly diagnosing, and applying remedial instructions to the most serious cases of reading difficulty to be found in the system. From 350 to more than 700 previously unemployed teachers, under the supervision of 20 to 35 specialists have been engaged in this work since January 1934. More than 12,000 pupils have been given remedial treatment during this time. The project, under the general supervision of Benjamin Greenberg, assistant superintendent of schools, is still going on.

Dr. Bond and the writer have made an analysis of the results of approxi-

mately 2700 cases selected at random from the group instructed during the first semester. These represent, presumably, the most difficult cases, instructed at a time when the teachers had the least experience and most meager equipment of material. The pupils were mainly from the "dull-normal" group—IQ's from 70 to 95. A large proportion came from homes with a foreign language background, and altho the children were mainly less than 12 years of age, over 17 percent of the boys were already listed as serious problem cases. In spite of all these and other limitations, 95 percent of the pupils made gains at least as great as the average pupil makes in the same time. Since the average IQ of these pupils was about 87, the normal gain for 40 days, for example, or approximately two months, would be 1.75 months, whereas the gain under remedial instruction was 7.68 months or over four times as much. The significant outcome lies in the fact that most of these children, as a result of learning how to use printed materials, were given a new lease on school life. From all sides came evidence, moreover, that better emotional and social adjustment and conduct usually accompanied, or followed, the improvement in scholastic ability.

In the remedial reading district supervised during the first semester by Dr. Joseph Zubin, conditions were arranged to yield data on this point. Two groups of typical reading disability cases were selected to be approximately equivalent in age, intelligence, silent and oral reading ability, and in reading, spelling, arithmetic, and classroom adjustment as rated by the teachers. One group continued with regular classroom work and the other was released 50 minutes daily for individual coaching in reading by the remedial reading teachers. Three months later, after an average of 45 days' attendance, the same tests were given and the teachers' judgments secured. The gains in reading ability of the coached group were more than three times those of the uncoached. Altho many teachers had at first feared that the remedial instruction in reading would be compensated for by a relative loss in other subjects, ratings showed that the remedial group made greater improvement than the uncoached pupils. The ratings of classroom adjustment and conduct showed twice as many gaining

in the coached as in the uncoached group.)

In considering this result it should be realized that the remedial teachers were, at this period in the project, no more experienced in handling personality maladjustments than the regular classroom teachers. Their only advantage came from listening to some comments on managing reading problem cases made in the few hours of instruction given to them before they began their work and occasional suggestions offered during visits by the supervisors.

More significant are the results obtained by certain teachers and supervisors who were better equipped to deal simultaneously with the reading and personal problems. Such results are illustrated in the following account, quoted from a report of Mrs. Edna Mann, one of the supervisors who handled certain very difficult cases herself:

"I should like to stress the value of quality versus quantity in the matter of individual instruction for the child who has not heretofore been able to learn to read. For example, the class teacher involved asserts a miracle has been done in the case of a pupil whose report showed 'F' in all subjects and now shows 'A's.' From being a timid, discouraged, sullen, friendless child, his success has made him blossom so that he has recently been elected mayor of his class.

"Frank T., another case, had been a source of trouble and lamentation for every teacher. His record card showed mostly 'D's' and two repetitions within his two and one-half years of schooling. Physically, he was below par, filthy, suffering from a skin disease, and badly in need of glasses. His interest outside of school was stealing from five and ten cent stores with a gang led by an older boy. He was a veritable juvenile gangster. After three months of individual attention the most important change is his attitude toward himself and his studies. He has stopped masturbation in class—incidentally this practice filled his present class teacher with blind disgust and rage. He now shows interest in all his work—formerly in none of it. He gets 'A's' in arithmetic daily and shows marked improvement in every subject. He takes out library books from a selected library of the reading coach, has dropped his gang, is contemplating joining a Cub Scout organization (sug-

gested by the reading coach), tho his mother still thinks a shoeshine box a more profitable resource for his leisure time.

"It is perfectly possible to teach non-readers (who have failed repeatedly) in groups but we cannot get so far or so fast or so deep. Even a few weeks of individual study by the teacher may reclaim a child who thru his long-short life has so far been a complete failure. Sometimes his reading difficulty is only the surface symptom of a complex of other disorders. It may be that a piece of soap, new shoes, glasses, a chance to confide, encouragement, an individual all to himself for one hour, may be the agency which turns the tide of his interest and his will to succeed. The reading teachers have been trained to seek and find such dynamic agencies. They have been enabled to be so because they had the child alone and the interest and time.

"What does not show in any tables may be the most fruitful result of this coaching—and that is what the children have taught the teachers. The interest in a child, no matter how dirty, how unruly, how dull, the enthusiasm for understanding and helping these backward children, the patience, liveliness, ingenuity, and charm developed by these reading teachers, indicate that they have learned more in these last few months than, perhaps, in all their earlier years of training. This may insure the happiness of the children they will teach when, if, or as, they are given the opportunity."

As the regular teachers became aware of the results obtained by means of individual study and guidance, they not only requested more and more of it, but also became much more able and willing to cooperate. This change made it possible—indeed, nearly necessary—for the remedial teachers to experiment with groups. During the second year many sizes and types of groupings and various kinds of organizations and methods have been tried. In general, it may be said that the work is successful to the extent that the teacher has the time, insight, and facilities to learn and keep informed "all about" each child. In a following article, the characteristics of children which the teacher needs especially to "know all about" will be discussed.

Discussion and Education

MILLIONS OF CHILDREN, youth, and adults enter the portals of our schools and colleges each year. What ought this to mean to our democracy? . . .

Democracy and civilization demand that education accept responsibility for maintaining peace and neutrality by offering the means by which the mass of our citizens may understand and therefore control the forces which lead toward war. Indications are so numerous that democratic government all over the world is menaced by another world war, that true lovers of democracy must work ceaselessly to prevent another cataclysm that will engulf all of us.

But the gaining of that public understanding of the war problem necessary to keep America out of war is the negative side of our national problem. The positive aspect is the development of the civic intelligence that will enable us to deal so effectively with our economic and social problems that democratic selfgovernment itself will at all times command the support and confidence of the mass of the people.

Let us keep clearly in mind the fact that *the greatest enemy of democratic government is civic ignorance*. Those who propose overthrowing democracy for some form of dictatorship are powerless to gain adherents if democracy is working reasonably well in its original function—the pursuit of life, liberty, and happiness—for the mass of citizens. We deceive ourselves if we try to defend democracy by gagging its critics.

It ought to be the primary aim of public education to enable us to get such a clear understanding of public problems that we are able to act intelligently with respect to them.

Take, for example, in this connection, our modern problem of agriculture. Land is a means to the end of growing things by which process the farmer makes his living. Ignorance and apathy concerning soil conservation have brought us to the lamentable state where the forces of wind and water are carrying many of our farms away. We now rush to diffuse understanding of how to protect and preserve that precious top soil. It is a job for public education, and

FOR A LONG TIME this country of ours has lacked one of the instruments which free men have always and everywhere held fundamental. For a long time there has been no sufficient opportunity for counsel among the people, no place and method of talk, of exchange of opinion, or parley. I conceive it to be one of the needs of the hour to restore the processes of common counsel. We must learn, we free-men, to meet as our fathers did, somehow, somewhere, for consultation. There must be discussion . . . in which all freely participate. . . . The whole purpose of democracy is that we may hold counsel with one another, so as not to depend upon the understanding of one man, but to depend upon the counsel of all.

—WOODROW WILSON

J. W. Studebaker

this year a great campaign of education on soil conservation is being planned, using more than five thousand rural highschools as centers for instruction.

But how much more important it is that we understand how to prevent the winds of demagoguery from carrying away the top soil of our democracy and depositing it where it can no longer be cultivated for free selfgovernment. How much more important that we learn how to prevent the rains and rivers of economic and social maladjustment from washing our top soil of independent and critical citizenship into a sea of chaos! In agriculture we need to plant trees as wind-breaks, and certain crops which hold the soil in place. In democracy we need to plant centers for public discussion in every rural and urban community. We need a free platform where public issues may be debated as a wind-break against the gusts of emotionalized propaganda.

Here are a few fundamental principles and technics for making public discussion prepare us for a more efficient use of democracy as a means of achieving the American dream!

First, public forums for youth and adults must be led by professionally trained men and women of special ability in working with people of all ages and vastly different backgrounds.

Second, public forums assume that the

people of the community of every political affiliation, creed, and economic view have opportunity to participate freely.

Third, the public forum insists upon hearing every important point of view on public affairs. . . . The democratic rights of free speech, publication, and assembly must be rigorously practiced and supported. Democracy means freedom of choice. You cannot really be free to choose unless you have opportunity to get a comprehensive understanding of the alternatives from which you may choose. . . .

One dangerous tendency, indicating a growing distrust of democratic processes, is the fear on the part of many people of free public discussion and the exercise of academic freedom. This expresses itself in the attempt directly and indirectly to institute censorship over the expression of ideas. . . .

I believe in the democratic technic which assumes that truth has an advantage over error in free public discussion. I want to see what are called "radical ideas" put under the clear light of analysis and critical discussion. Hushing up discussion about them only increases their attractiveness to many people. The whole forum movement, if it is directed along truly educational lines, fortifies the average man against being taken in by propagandists.

I regard free speech as of primary

importance in protecting the right of people to learn. The freedom of the speaker to speak or the teacher to teach is only incidental to the achievement of the right of free choice on the part of citizens. And when I use the word *teach* I do not mean indoctrinate. Teaching is opening the avenues to truth and new ideas; it is not taking advantage of a position as a teacher to impose one's personal opinions or choices. The latter is indoctrination or propaganda, not teaching.

Let those who want to establish an intellectual paternalism to protect the people from what is considered dangerous doctrine advocate such control of thinking, not in the name of democracy, but as part and parcel of a fascist program. Those devoted to democracy will resist such paternalism and intellectual strait-jacketing, but in addition they will serve their cause best by providing for truly free public discussion under impartial management and professionalized leadership. I believe this great task is a proper function of public education.

Let us look forward to the day, and plan for it, when school buildings will be used by fifty or sixty millions of adults each week, under trained leadership in a great offensive on civic illiteracy. Along this road of mass education lies the way to peace, freedom, and security. Delay in moving in this direction may mean the decline and decay of American democracy. . . .

Democracy has been defined as "government by discussion." In the early days of the great American experiment, the town meeting was prominent in the life of every community. In the town hall, people debated the problems of government and achieved some understanding of public affairs. During the 1830's and 1840's the American lyceum flourished, provided a medium of public discussion and a free platform for the debate of controversial questions.

But now that our people are congregated in great cities, riding in automobiles, being entertained by motion pictures, reading syndicated articles, and picking speeches right out of the ether, they are devoting relatively little time to public discussion. As a matter of fact, they really lack the facilities for promoting free public discussion. . . .

A prominent banker, noting the tendency of masses of people to accept

"crack-pot schemes" and "half-baked economic plans," recently pleaded for a remedy. He said, "I propose the most gigantic advertising campaign America ever saw, regardless of expense, to promote economic literacy. . . . a campaign that will draw a sharp line between right and wrong economics, the principles of which should be woven into the educational system of our elementary and high schools."

The maker of this proposal expressed great alarm over the tendency of "an encroaching paternalism" to "move us inch by inch away from that pioneer spirit of absolute selfdependence." Yet, when it comes to proposing a plan by which people may get an understanding of economic problems and thus become prepared for intelligent citizenship, the banker suggests that the principle of paternalism be invoked. Instead of a plan to stimulate the spirit of selfdependence in the search for economic truth, we get a scheme for indoctrinating people with economic principles, presumably certified by some group as 100 percent correct.

Of course, I am not for a moment questioning the right of groups holding pronounced views on economic principles to advocate those views by means of an advertising campaign. Nor am I depreciating the value of such widespread distribution of ideas and viewpoints. Indeed, unless business, labor, farmers, and political leaders do advertise their views and proposals, we shall have nothing specific to discuss and debate in public forums. . . . But in addition to the widespread *advocacy* of different views, which goes on to a considerable extent already, we need some means by which people may *discuss* programs, proposals, policies, and theories among themselves. . . .

Public discussion when it is true to good educational procedure, differs from such an advertising campaign fundamentally in three distinct respects:

First, the management of the public forum discussion does not attempt to get people to accept the conclusions of anybody on a controversial question. It seeks to help people to understand problems. . . . The individual citizen is left to form his own conclusions and choose for himself from among the alternatives discussed.

Second, the public forum technic of

spreading civic literacy is paid for by the public itself. . . . I estimate that a three-year, experimental program reaching the goal of sixty demonstration centers with six hundred wellpaid forum specialists would cost something in the neighborhood of seven million dollars. That would mean at least one "experiment station" for democracy in each state. Is that a lot of money compared to the billions spent to solve other emergency problems? Is it worth that much, about seven cents per adult, to try to find the way to revitalize the very sources of our democratic life?

Third, the success of an educational program of public discussion is judged by the number of citizens who are thus assisted in getting a clearer understanding of public problems. . . .

Some people may wonder why that same quality of mental keenness and the understanding of current problems cannot just as well develop as a result of reading the wide selection of printed material available. Why is it that we stress discussion?

Well, why is it that in business relations or almost any kind of human exchange of views we prefer to *discuss* the issue rather than merely to correspond concerning it? . . .

Public discussion develops the capacity and desire of people to think for themselves. It gives strength and meaning to public opinion, because it stimulates citizens to organize their thinking, and to check it by the thinking of others. . . . A government built upon a truly critical public opinion is founded upon a rock. . . .

It is toward the realization of . . . soundly supported democratic government that we must now make rapid strides. I see it as equal in importance with the feeding of the hungry and the housing of the homeless that we develop means for public discussion and thus learn to "depend upon the counsel of all." For what shall it profit America if we merely solve today's problems with tomorrow's money, but fail to gain capacity to create and manage a permanent and diffused prosperity as freedom in a great democracy?—This is the second in a series of articles from *Plain Talk*, published with the courteous permission of author and publisher (the National Home Library Foundation, Washington, D. C.).

HOMEMAKING

Jeanne Swan Luckey

ONE OF THE greatest services which any individual can contribute to his community is the building of a happy home. For years the girl has been trained for home living, while the boy has been left to rely principally upon impulse for his means of adjustment to other people and especially to the opposite sex.

From time immemorial it has been a tradition that all work outside the home must be done by men, and that all work in the home must be done by women. There is now a large field of industry in which work may be done equally well by both men and women. Since such service yields a wage return, more and more women are being employed in industries outside the home and men must cooperate by helping with the household duties. In many of our modern families, the children also contribute their share to the family coffer. These conditions, together with the fact that many families have no steady income, have brought us face to face with real problems. New psychological, social, and economic adjustments are being made in schools as well as in homes.

Highschool is no longer for a selected group. Children who in prosperous times would be working are now coming to school. Many of them expect to obtain from highschool some training in a vocation which will enable them to earn a living. The school must plan to place these children in surroundings best suited to their interests and abilities.

Many of our schools have recognized these needs and are presenting materials to meet these new and growing demands. For several semesters some of our highschool boys have asked for a class in cooking. A little practical experience had proved interesting and had shown them the desirability of more study. Last year when a new vocational curriculum was organized, a cooking class for boys was offered primarily to give some boys a chance for vocational tryouts in the food industries. Boys from other curriculums elected the course, so we have broadened our aims in an endeavor to meet the needs of a group with varied interests.

As each boy is now a member of a family group and is a potential "head" of a future family, homemaking is of prime importance. In the beginning of our course the boy is made to see that the buying and preparing of food, the choice and construction of clothing, the spending of the income, proper housing, the training of little children, the care of the sick, and good manners are significant principally in the way that they enable him to improve his attitude toward his family and his community.

To carry out such aims we have formulated these objectives:

- [1] To teach boys to live a larger and better life and to appreciate its finer things
- [2] To instil an appreciation of a comfortable, convenient home
- [3] To stimulate an interest in foods in relation to health



- [4] To develop skill in simple cookery processes at home and in camp, and to provide a vocational tryout for some
- [5] To give an appreciation of a kitchen as a wellplanned workshop
- [6] To point out the value of cleanliness and careful habits of work in the home workshop
- [7] To enable the boy to plan, prepare, and serve wellbalanced, attractive dinners to guests
- [8] To inculcate the ability to spend, to the best advantage, the money allowed for food
- [9] To increase the ability to choose meals away from home
- [10] To further the appreciation of the duties of a host upon all occasions
- [11] To satisfy the desire for proper social etiquette at home, on the street, at dances, and elsewhere
- [12] To stimulate the right attitude toward manners and social conduct
- [13] To give an understanding of preventive methods and of remedies necessary for common emergencies in case of accident or sickness in the home
- [14] To develop an interest and appreciation on the part of the boy in:
 - [a] Care and training of children
 - [b] Improvement of his personal appearance

- [c] Choice of clothing of proper color and design
- [d] Care of his own clothing
- [e] Practice of skill in simple sewing and repairing
- [f] Values derived from the wise use of leisure time
- [g] Planning entertainment for himself and his family appropriate to the family income
- [h] Values that come from the wise spending of money.

In order to attain the desired outcomes we have planned a course both extensive and practical in content. The type of boy enrolled necessarily influences the type of subjectmatter to be presented, the attitudes to be built up, and the results attained. As the majority of our boys are interested in the vocational aspect and the actual manipulation of products, we are stressing the preparation of food and the construction and repair of clothing along with improved attitudes toward all phases of homemaking. The following paragraphs will illustrate projects and devices used to motivate the work from time to time.

Interesting discussions result from such questions as the following: What influence do you have on the state of happiness of the other members of your family? What characteristics do you need to develop in order to improve this relationship? What effect does good housing have on family relationships? What can a boy do to help in the care and training of children in his home? What percentage of his income should the working boy contribute to the family budget? What qualities do you expect to find in the girl you marry?

Boys enjoy the discussion of food and its relation to health. When an athlete tells us what foods he is permitted to eat, other boys offer contributions, and we are ready for our study of classes of food and their functions in the body. Many food fads and superstitions are brought to light with good results. It is interesting to watch the improvement some boys make in overcoming lifetime food aversions and fallacies.

The boy acquires a foundation for selecting wellbalanced meals. Restaurant menu cards are collected, the meanings of unfamiliar terms are learned, the relative cost of *table d'hôte* and *à la carte* orders are discussed. Home-cooked meals are compared in nutritive value, attractiveness, and cost with those meals

eaten in commercial establishments.

Camp cookery makes an interesting approach to a foods unit. Simple foods which may be eaten at home or in camp are prepared. Camp terms such as flapjacks, kabobs, and twisters appeal to the boy. When the weather permits, "grub" committees plan for outside picnics.

Boys must be impressed with the fact that the kitchen is a workshop where neatness, cleanliness, and order abound. Even the washing of dishes becomes more pleasant when presented on an efficiency plane. Visits to outstanding commercial kitchens with a view to inspecting sanitary conditions, methods of work and order, give a clearer understanding of the need for wellplanned, organized work at home and at school.

The real knowledge of foods to include in the daily diet comes with the actual preparation and serving of meals. Breakfasts, luncheons, and dinners are taken as individual projects. Food combinations are chosen which will be suitable to all members of the family. Our problem is to serve simple and inexpensive yet attractive and wellbalanced meals because that is what most of the pupils must plan to do. Weekly menus are developed for families on various income levels.

Each boy, taking a second and third semester of foods, has opportunity to help serve company dinners. Two boys act as hosts, some as waiters, others as cooks. Some special projects included in this semester's work have included serving other boys, teachers, girls from foods classes, and highschool clubs. The colored boys taking cooking had a very pleasant time planning and serving a banquet for the Carter Dubois club, whose membership is composed of colored boys. A Roman banquet was served to the Latin club. Boys interested in getting jobs as cooks and waiters are given preference when large-quantity cooking is done.

The planning and serving of meals gives the boy a better knowledge of the nutritive value of food. Marketing for the groceries increases his ability to recognize the relation between cost of food and quality. He develops more skill in preparing food, gains greater appreciation of correct table-setting and serving, and has an opportunity to practice some rules of etiquette.

Discussions of the art of being a good

host introduce other problems of social conduct. The boys all want to do the correct thing on every occasion. After a discussion of such a topic as, "What manners do girls particularly want their boy friends to have?" the teacher has all kinds of assistance proffered in duties about the laboratory. However, there are lapses in such etiquette, and whenever a reminder is necessary, it is easy to work in one more lesson on the desirability of good manners.

A boy chooses a vocation in which he is interested, learns what qualifications he must have for this job and the remuneration offered. Some of the colored boys are investigating possibilities and opportunities offered by jobs on railroad dining and Pullman cars. Trips to the dairy, bakery, ice-cream plant, meat-slaughter house, grocery stores, and hotel kitchens make valuable contributions to other boys. Talks from food specialists are beneficial.

Minor accidents which occur on camping trips or in the kitchen present the problem of first aid which develops into a brief, practical unit in nursing. Even tho the boy does not have an opportunity to care for cases of illness in his home, he will have gained a keener appreciation of the work involved.

In the tailoring classes the boy repairs and alters clothing, doing such things as patching, darning, sewing on buttons, machine and hand stitching. He does cleaning and pressing, and makes trips to dry-cleaning plants and tailoring shops. He is able to relate the amount spent for clothing to the amount spent for other items of the budget. He learns to choose suitable clothing for himself.

Do we have proof that this teaching is carrying over into the lives of the boys? We think so. We can see much improvement in the classroom. Reports from homes are favorable. A junior-high-school counselor remarks that even boys who have strictly outlined college-entrance requirements to meet, desire to take cooking as additional work. That most boys do not consider it "sissy" is proved by the fact that a football boy has elected to return for a third semester of the work. We are sure that the attitude most of the boys have toward their homes has improved, and that in itself is enough to make us feel that we have done something to better their relations with other human beings.



Our Museum

Gertrude Broderon

HOW THE UNIT STARTED—One morning in September shortly after school opened we were having a group discussion of the activities we had carried on during the summer vacation. These activities had been planned the preceding June.

Billy, one of the fourth-grade boys, told the children about the museum which he had started at home. After listening with interest to the description of his collection of shells, stones, bugs, and animals, the children asked him to bring them to school. Billy brought the collection to school that afternoon and put it on display in our room where all the children could see it.

The next morning someone suggested that it would be fun to have a big museum at school. This led to the question, "What should we collect for a museum?" The group suggested stones, shells, dirt, metals, glass, wood, paper, cloth, flowers, ferns, leaves, bugs, animals, feathers, nuts, moss, and nests.

Our collections—It was not long before we had assembled on a large table in the room, a small black snake, a ground mole, a tree toad, a frog, a field mouse, worms of all kinds (some of them spun cocoons), snails, butterflies, grasshoppers, crickets, moths, stones, shells, flowers, and ferns. The children took turns feeding and watering the live animals.

Finding out about the objects collected—The children were anxious to tell what they knew about the various items brought to school, but there were a great many questions asked which they were unable to answer.

I kept these questions and later posted them on a large cardboard in the room where all might have access to them. Here are a few of the questions the children asked: Why do shells have hinges? From what is paper made? What kind of a lizard is the one which Frederick brought? Where does a tree toad live? Why is sand different colors? Why does a pine tree have cones? Why do birds

have feathers? From what is leather made? How do caterpillars spin cocoons? Why do leaves change their colors?

To find the answers to these and a great many more questions, we had to use for reference many books from our school library. In addition, the children asked help from their families, and used books and magazines from home to get pictures and interesting facts.

During our daily group discussions, the children told what they had found of interest thru their reading or some other experience. Pictures were drawn and discussed and original stories and poems were read and talked over. At the end of the period the questions which had been answered were checked off the list. The discussions were continued until all the simpler questions were answered. Those questions requiring additional research were referred to special committees.

Building a museum—The collection grew so rapidly that the large table was soon filled to overflowing. During a discussion one morning Norma said, "Our table is so full that I think we should make a place to put all our things." This idea was eagerly taken up.

As our room is not large, I asked, "Do we have enough space?"

One child suggested, "Let's move the library from the back of the room and put the museum there." The other pupils agreed—and promptly moved the library to a corner of the room.

The next morning the boys brought orange crates and started the frame for our museum. Altho the children worked hard, at the end of an hour they had an unsubstantial frame. In our discussion Justin asked, "Do you think our frame looks strong enough?" Of course the others said, "No." The group decided that stronger boards were needed. These I secured. The next frame which the children built was more satisfactory. Not having enough boards for the whole building, the boys and girls covered the sides with heavy cardboard. Later we painted the sides red, marking them off with black paint to represent bricks.

We used orange crates to make shelves and tables. The children covered these with paper and decorated them with colored crayon designs. The girls made a creative backdrop and sewed curtains

for the windows. The side walls were not decorated as they were used to hang up exhibits of leaves, feathers, and the like.

Our excursion—As the Slater Museum in Norwich is not far from our school, we took an excursion there one Friday afternoon. Before going we planned the excursion carefully. First we wrote to ask when it would be convenient for us to visit the museum. Then we arranged for transportation, by asking some of the parents who had cars to go with us. After talking over our plans, we knew that we wanted: To see how the building looked on the outside; to learn how the specimens in the museum were arranged, classified, and labeled; and to find the names of some of our stones.

Our trip was a pleasant one. When we returned to school we discussed what we had seen and how we could apply it to our museum. It was suggested that we write letters of thanks to the parents

who had taken us in their cars. This was the letter the children wrote:

Dear Mr. Smith: We want to thank you for taking us to the museum. We enjoyed the trip very much. When we have finished our museum we would like you to visit us. Sincerely, Hanover School, Third and Fourth Grades.

Taking care of the museum—A committee was chosen to mount the material on cardboard as it was brought to school, to see that it was labeled and placed on the proper shelf, to dust the specimens, to keep the floor clean, and to show and explain the museum to visitors.

As the unit progressed—We found we were collecting such a conglomeration that it would be best to study one classification of objects at a time. Stones were suggested as the first group to be studied. The questions regarding stones were organized and posted, and our search for information began. The children have

experimented with different stones to test their hardness, to find how they would break, and to see what was inside. Other activities carried out were making pictures, reading books, and getting pictures of famous rocks and stones. We carried on our discussions daily, each child sharing with the group the information he had obtained in his reading or experiences. Probably this study will lead to a study of shells.

The children's keen interest in their museum is evidenced by their still bringing in objects of interest and asking many questions about them. I feel that some of the chief values of the project have been: Added alertness and appreciation of the children's own environment; stimulation of a desire to know about things around them; development of desire to share with others knowledge gained; and skill in knowing where to find information.

We Want Good Schools, Do You?

THE FOLLOWING CEREMONY, prepared by an Ohio fifth-grade group, was sent to THE JOURNAL by Goodwin Watson of Teachers College, Columbia University.

FIRST GROUP OF CHILDREN CHANTS—Some people say that education costs too much.

SECOND GROUP OF CHILDREN CHANTS—Not half as much as guns or ships or luxuries.

FIRST GROUP—And so they put some forty children in a class.

SECOND GROUP—In crowds our special needs are not apparent.

FIRST GROUP—Crowded classrooms cramp our thinking.

SECOND GROUP—Space to move and do helps learning.

FIRST GROUP—Some people say that education costs too much.

Solo 1: Suppose they cut the term.

Solo 2: They'll close the doors,

Solo 3: Nail the windows shut,

Solo 4: Lock up the books.

Solo 5: They won't give us our chance!

FIRST GROUP—Some people say that education costs too much.

SECOND GROUP—Our country can afford good education.

Solo 1: Our parents want it.

Solo 2: We demand it.

Solo 3: Childhood has some rights

Solo 4: In a democratic country.

FIRST GROUP—Millions of dollars are spent on war.

SECOND GROUP—We don't want war! Give us schools instead of battleships!

FIRST GROUP—Some people say that education costs too much.

Solo 1: Kindergartens aren't needed. Our grandparents got along without them. (Pantomime: Enter kindergarten children, walk to center, and place kindergarten materials in a heap.)

SECOND GROUP—*Solo 1:* There we learn to live and work and play together.

FIRST GROUP—Some people say that education costs too much.

Solo 2: Take music out of the schools. Why should every child learn music? (Children enter and drop music books and instruments on top of kindergarten materials.)

SECOND GROUP—*Solo 2:* Enrich our lives with beauty, art, and song.

FIRST GROUP—Some people say that education costs too much.

Solo 3: Do away with gym. That's not important. (Children in gym suits enter with equipment, place it on other articles in center.)

SECOND GROUP—*Solo 3:* Gym gives us freedom, health, and happiness.

FIRST GROUP—Some people say that education costs too much.

Solo 4: Take away such fads as industrial arts. (Enter children with tools and lumber, place in the center.)

SECOND GROUP—*Solo 4:* We learn much by working with our hands.

FIRST GROUP—Some people say that education costs too much.

Solo 5: Make highschool pupils pay a fee. (Enter highschool pupils and deposit books on center pile.)

SECOND GROUP—*Solo 5:* Free education is our heritage.

FIRST GROUP—Some people said that education costs too much.

ALL—Who are those people? We won't believe them. We have our rights. We want free schools. We want a full term.

Solo 1: With gym and music, art and sewing,

Solo 2: With health and safety teaching,

Solo 3: And lessons to help us understand

Solo 4: This mixed-up world today.

ALL—We want our chance! We want good schools! *Do you?*

Developing

Hiram highschool students
testing eggbeaters



Comparing canned peas, a project
of the consumer economics class

Examining toothpastes
and toothpowders



INTELLIGENT CONSUMERS

Reign S. Hadsell

IF IT IS TRUE that an important phase of education is preparation for effective living, then the present and future duties of our highschool students as ultimate consumers deserve greatly increased attention in highschool curriculums. In his book, *Economic Life and the Curriculum*, Dr. Henry Harap of Western Reserve University states clearly the need for consumer education:

The schools have not taught our population to live effective economic lives. Day by day, the great mass of people are blundering in their daily habits of consumption. Unwittingly they reject beauty, health, and comfort. They suffer tremendous waste of food and fuel. With an inadequate income, they are ignorant of the most economic habits of purchase of food, clothing, homes, and fuel. Economic life makes a fundamental demand which education will increasingly heed in order to restore "the well doing of everything that needs to be done."

In progressive schools all over the country there is an increasing awareness of these conditions and there has been a decided trend toward a vital and realistic consumer education. Home economics teachers are emphasizing the principles of intelligent buying. In their business economics courses, commercial teachers are not only stressing business principles of importance to the consumer but are considering salesmanship from the consumer's rather than the producer's viewpoint. Social science teachers are discussing, as an important social

problem, the position of the ultimate consumer in American society. Administrators and boards of education are realizing that consumer education is of such practical value and social importance as to warrant a full length course in the curriculum.

There are other signs pointing to an increased recognition of the consumer problem. The last two years have brought a flood of popularly written consumer books. The fact that some of these books have been of a most militant and sensational type has branded the rest as such and has presented one of the difficulties of education in this field.

Another indication of the importance of the consumer is the attention he is getting from the federal government. President Roosevelt said in his first message to Congress in 1934, "We would save and encourage the slowly growing impulse among consumers to enter the industrial market-place equipped with sufficient organization to insist upon fair prices and honest sales." In implementing this policy the President has established a Consumers' Counsel in the Agricultural Adjustment Administration and a Consumers' Project in the Department of Labor.

History of Hiram consumer economics course—Hiram, Ohio, highschool

students were first introduced to consumer education thru a unit of work occupying about a week's time in the regular economics course given during the school year of 1932-33.

This work was expanded the next year to form the basis of the highschool's first course in adult education. A group of interested citizens met at the school once a week for a semester to discuss different phases of this subject. When the regular economics course was offered again during the school year 1934-35, the accumulated materials made possible a three weeks' consumer unit.

During the summer of 1935 the author and a Hiram senior spent three weeks visiting consumer organizations in Washington, D. C.; Washington, New Jersey; and New York City. More important than the extensive materials collected was the opportunity to secure a clear picture of some of the cross-currents which are disturbing the consumer movement. Anyone who thinks of the efforts to improve the position of the consumer as a well-coordinated, single-minded movement is in error, and it is important that teachers of consumer education know something of this situation before they begin instruction.

The matter of including a consumer economics course in the curriculum was presented to the Hiram Board of Education in July 1935. The course was approved.

Objectives of consumer education—
During the remainder of the summer

a study guide containing twenty-nine projects was prepared to meet certain broad objectives of consumer education. A list of these objectives follows:

[1] The consumer must be made conscious of the benefits that might accrue to him if he would only organize his billions of purchasing power for his own good rather than letting it be guided indiscriminately by others for private profit.

[2] The consumer should be made aware of the agencies now working for his protection and should have a practical plan for strengthening these organizations.

[3] Public opinion must be aroused that will demand such standards and information about consumers' goods that the average citizen will have a reasonable chance of knowing what he is buying. We need a substitute for the present practice of "Let the buyer beware."

[4] Our national habits of consumption should be studied with a view to discarding those which are thoroly bad.

[5] The consumer should have an understanding of the powerful forces that are working all the time to modify his habits of consumption.

[6] Students should have a working knowledge of the technics of intelligent buying.

[7] Students must be shown the importance of organizing to introduce and support legislation for the benefit of consumers. The deplorable situation of the present food and drug legislation is a case in point here.

The course was offered to juniors and seniors for the first time last semester. Altho it was classified as a social science, the other departments made special contributions. When the time came to discuss the purchasing of fabrics, the domestic science teacher had charge. The advice of the chemistry teacher was secured as to certain testing procedures. If the school had not been offering commercial law, this instructor would have been asked to talk on principles of law particularly significant to consumers. Until we have specially trained teachers, the cooperative presentation of materials in the specialized fields will probably be the most successful method.

Statement of method—The Hiram course was organized on an activity basis as contrasted with the usual textbook-recitation procedure. The following quotation from the syllabus indicates what was done.

[1] *Reading*—There will be no textbook in this course and no recitation in

the usual sense of the word. The students will spend a major part of their time in reading the books and pamphlets listed in the syllabus and in working on projects.

[2] *Laboratory work*—The laboratory work will consist of [a] simple commodity tests, [b] making up products of interest to the consumer on the basis of easily compounded formulas and [c] comparison of different priced brands of canned goods.

[3] *Investigations*—Students will be expected to write up original investigations in the field of consumer economics. The reports will be bound by the students and added to our consumer library.

[4] *Displays*—It is expected that the results of some investigations will be of public interest and can be displayed. The pictures of the "Chamber of Horrors" display of the Food and Drug Administration may be suggestive.

[5] *Notebook*—Each student will be expected to keep a notebook on projects.

[6] *Open forum discussions*—There are certain projects on which the class will work at the same time. These work periods will be followed by open forum discussions for the exchange of ideas. (Typi-



Barstow, California, Highschool Has Consumer Exhibit

UNDER the direction of Jack N. Miller, instructor in consumer education, the Barstow Highschool last winter put on a "Consumer Education Exhibit." According to Consumers' Research Bulletin, "fifteen demonstration tables, each with its student exhibitor, were arranged in the highschool auditorium. Crazy quilts of advertising copy were spread over the tables and hung thruout the auditorium. Dozens of signs, executed by the art department, reinforced the display. . . . The fifteen exhibitors, one by one, gave from their wellfilled storehouses of information. . . . One student, a budding chemist, manufactured tooth powder, toothpaste, brilliantine, a hand lotion, giving his manufacturing costs as contrasted to those in the trade. . . . He even gave them distinctive odors and richness of appearance so as not to be gainsaid when he claimed to have duplicated proprietary brands for a fraction of their selling price."

cal examples of open forum topics are: the cooperative movement, the strike at Consumers' Research, reform of mal-practices in advertising, and the need of a new food and drug act.)

The reading program occupied such an important part in our work that a further word about it seems in order. In addition to a classroom library an extensive file of pamphlets was provided. The filing folders and the material in the file were arranged alphabetically and numbered.

No special effort was made to sort out the controversial material. A special technic was employed in handling it which may be useful elsewhere. A file of book reviews published in magazines for the most important books in the consumer library was assembled. In collecting these reviews a special effort was made to secure reviews having different points of view. Thus after reading a book a student would read several conflicting reviews of it before he would write his own review. In many cases the student would go back to the book for a careful rereading of some of the passages. This method is a good antidote for the habit which many of our high-school students have of believing everything they see in print. It trains the students to think for themselves and gives them a picture of the many conflicting viewpoints within the consumer movement.

For five weeks the students read books, wrote book reviews, and kept up with current consumer literature. Occasionally a student would report on some special question or problem of general interest. A progress chart was kept so that the teacher could see at a glance what each student was doing. After five weeks of preliminary reading the students were ready to begin work on the projects.

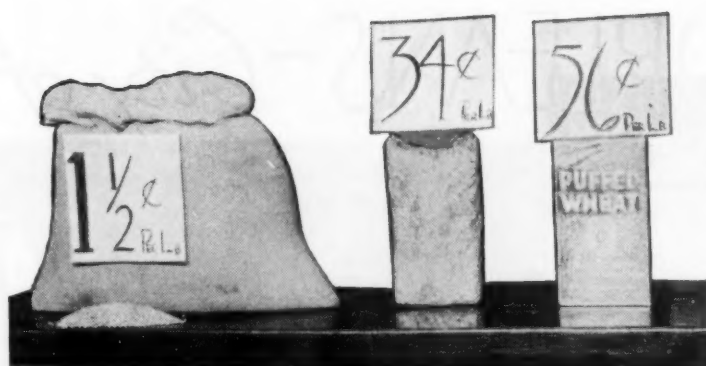
Project work—The first section, which was called, "Surveying the Consumer Situation," included projects on advertising; the need of a new food and drug law; how to buy clothes intelligently; the significance of corporation control; and shall we buy by guess or by standard?

The project on advertising proved to be the most interesting of this group. Each student secured a copy of the same issue of the *Cleveland Sunday Plain Dealer*. The class spent one week analyz-

ing and discussing the advertising in this particular issue. Twenty-eight advertisements were selected as questionable. As most of these were ads for quack remedies, it was decided to send them to the American Medical Association to secure further information about them. The comments of this association were mounted below the advertisements and sent to the Cleveland Better Business Bureau, which in turn showed the material to the advertising manager of the *Plain Dealer*. This gentleman passed the matter off by saying that the *Plain Dealer* secured competent medical advice about the products advertised. It is difficult to see why there should be such a discrepancy between the medical opinion the *Plain Dealer* secured and that of the American Medical Association. The advertising policy of the *Plain Dealer* remains the same, but Hiram students read their advertising more carefully and discriminately. If this type of study were more universal, advertising would conform to more intelligent standards.

For the project on the Food and Drug Bill, propaganda on both sides of the question was studied. Literature on the bill was secured from the Proprietary Association and the United Medicine Manufacturers as well as from the National League of Women Voters and the American Association of University Women. A realistic picture of the lobbying forces at work was obtained from an examination of the congressional hearings on the bill. This project showed very clearly the need for consumer organization.

Survey of consumer agencies—The second section of the projects was devoted to a survey of agencies to help the consumer. A special effort was made to get the student to consider both the strengths and weaknesses of the organizations. Among those considered were the Federal Trade Commission, Consumers' Research, the Bureau of Standards, the Food and Drug Administration, the Better Business Bureaus, AAA Consumers' Counsel, Bureau of Home Economics, and the Consumers' Project of the Department of Labor. The group



Hiram students compare prices of wheat in different forms

also considered several broader problems of consumer organization such as the cooperative movement, credit unions, and the proposed scheme for a federal department of the consumer. When this section on projects was completed, the future of consumer organization was discussed in an open forum session.

Voluntary projects—The first project in this section was entitled, "Original Contributions to Consumer Education." In Hiram we are preparing a series of bound typewritten pamphlets for our own consumer library entitled, *Hiram Highschool Studies in Consumer Economics*. The titles thus far are as follows:

- [1] *A Comparative Study of Grade Labeling in the U. S. and Canada*
- [2] *I Am a Member of the Chain Letter Gang*, a study of the chain letter racket
- [3] *How To Be Gypped In Ten Easy Lessons*, stories of how Hiram people have been swindled

The special investigation of a commodity is an example of a second type of contribution. One student investigated the cost of trombone slide oil. He found that our band members were paying for oil at the rate of \$36 per gallon when they purchased it in small bottles. After some correspondence he found a reliable instrument company which offered to sell in gallon lots at 60¢ per gallon plus transportation. Now we buy trombone oil by the quart and fill students' bottles for them at correspondingly low prices.

Other titles added to the series mentioned in the above project during the year were: how Hiram families save money, treatment given problems of the consumer and the cooperative movement in highschool economics text-

books, and the study of *Plain Dealer* advertising.

Other voluntary projects which the student might attempt were: finance companies, packaged vs. unpackaged goods, grade labeling, comparative costs of breakfast foods, correspondence schools, testing commodities, handling personal finances, study

of Federal Trade Commission report on public utility propaganda, and a comparative study of rates for electric current.

A comparative study of canned goods was made by the class group as a part of their work in this division. A member of the class purchased all the varieties of canned peas and peaches available at stores where Hiram people shop. Comparative tables were prepared showing weight of solids, weight of liquid, texture, color, flavor, and cost. The girls of the class showed unusual interest in this project.

The question most often asked by outsiders is, "Don't you get into trouble with your local merchants?" There has been no protest of any kind. The wife of the owner of the local grocery store is a member of the Board of Education. Her comment on the syllabus when it was presented to the Board was, "That is exactly the kind of education our young people need." The honest merchant has nothing to fear from education in intelligent buying.

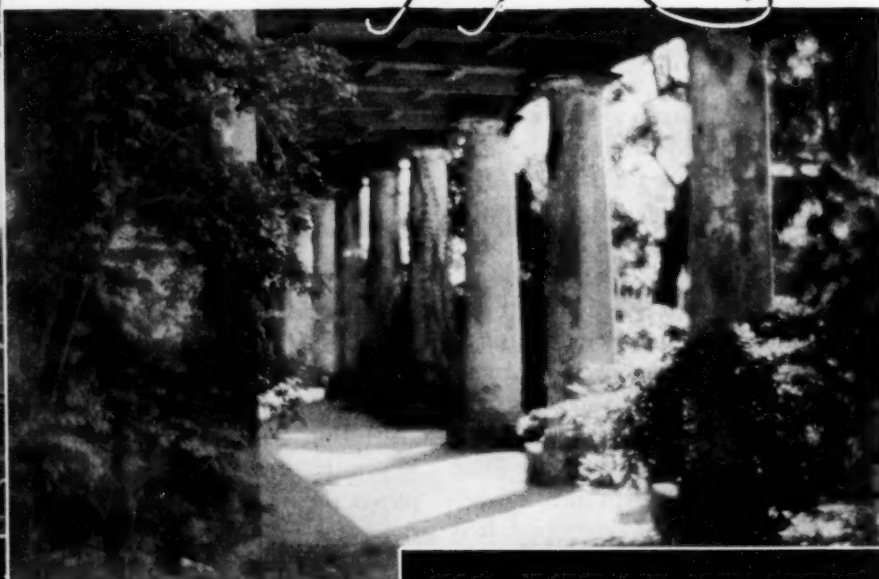
The course has created an interest in consumers' problems in the community. One of the local women's clubs is devoting one-half of its programs for the year to consumers' problems and members of this group make frequent use of the materials at the highschool. The Hiram church has a class studying the cooperative movement, and again the pamphlets in our file on that subject are being widely circulated. Now that the first semester has closed, many of the books in our consumer library are on loan to the public library where there seems to be a demand for such material.

Both from the standpoint of student interest and social worth, consumer education has won a place in our highschool curriculum.

NEW ORLEANS—*City of Romance*



Thru the embroidered ironwork of antebellum slaves can be seen, from this Pontalba balcony, many colorful vistas of the Old French Quarter. The St. Louis cathedral, built in 1792, is shown in the background.



Comfort, hospitality, and beauty are characteristic of this and other old Colonial homes on Bayou St. John in New Orleans.



The Napoleon House in the Vieux Carré, or Old Quarter, was erected more than a century ago as a refuge for the exile in the hope that he might be brought to New Orleans from St. Helena by a rescue expedition under the leadership of Nicholas Girod. Bonaparte's death thwarted the plans.



Peaceful Lake Salvador, once the haunt of the pirate Lafitte and now pierced only by the trim fishing smack or palatial yacht, is one of the numerous bodies of water around New Orleans.



The Patio Royal is one of the Quarter's loveliest courtyards. The home was that of Paul Morphy, the world's greatest chess player. It earlier housed the first bank of the Mississippi Valley, established in 1804.

THE Sixty-seventh Annual Convention of the Department of Superintendence will be held in New Orleans, February 20-25, 1937. The visitor will find a peculiar charm in the city, particularly in the Old French Quarter with its quaint narrow streets and overhanging balconies, little changed since Colonial days.

Utilizing

STUDENT POWER

Earl C. Kelley

AN AXIOM has it that no ten students can be disciplined and controled by any one teacher, dean, or bogey man, unless the ten as a group want to be so disciplined and controled.

American lore contains much about the pupil-desperadoes of the terrible one-room schools of the early days. The favorite sport of the bad boy of the hills was to take time off from coon hunting long enough to run the still lower form of animal life, the country schoolmaster, out of the township. The first requisite of a good teacher became his efficacy as a bouncer, and these pedagogical pugilists roamed from school to school, staying just long enough to subdue the erstwhile coon hunters with sticks of firewood. Time has colored these tales, and perhaps we will never know just how much blood was actually shed to establish the Three R's; but if folktale can be trusted, the bouncers lost about as many battles as they won.

These furious battles were fought and frequently won by small groups of people who did not want to be educated or disciplined. Probably the average country school of the eighties and nineties did not contain more than twenty-five pupils. About half of these were girls. The boys—who, we trust, did most of the fighting—ranged from the A-B-C class up thru the easily spankable and on thru the tough to very tough. There could not have been many of the latter classification as a rule, altho occasionally they may have concentrated their forces. Contrary to song and story, it seems probable that allowing for an occasional freak of nature, they were the same size as the boys the schools handle today.

Could not some salesmanship on the motives and value of the school have been substituted for some of the stove-poker-brandishing with good effect? If the students could have been made to *want* the school and desire the success of the institution, teachers could have been substituted for bouncers.

Imagine trying to discipline and control not ten but ten thousand students without their wishing to be controled! The Milwaukee Vocational School in 1929 had 13,500 students between the

ages of 14 and 18 in its day school; not all at once, of course, but a more or less prolonged contact with that many each week. No, not all at once; they came in relays, fresh to the fray! And, since many came purely at the behest of the law, not all brought with them great quantities of loyalty and school spirit. They were big enough and strong enough to have left not one brick upon another, had they so desired. There were enough boys over 16 to have fought both sides of the battle of Bunker Hill. They had to be sold!

Not that they were a bad lot. I am firmly convinced that no large group of American youth ever is. They were heterogeneous. They came from virtually every block in Milwaukee. They represented every nationality, every economic state, every outlook to be found in a city of 600,000. Many wanted to come, and counted the Milwaukee Vocational School as friend and asylum. Some did not.

The device used to sell this large body of people on the purposes of the school was a system of student participation in government, called the School Council.

Some underlying principles—Before the system of student participation in government was instituted, a few important ideals or principles were laid down to serve as guides as progress was made.

[1] *The name must be all-inclusive.*

The name was selected with a view to including everyone under the roof of the school. Since cooperation was what was desired, and since cooperation is a two-sided proposition, the name was selected to include not only the students, but the teachers, counselors, principal, engineers, janitors, and anyone else who belonged to the school. The usual name of student council was therefore rejected and the name *School Council* was adopted. This was explained carefully to both students and staff.

[2] *People must learn how to get along with others.* Modern educators seem pretty well agreed that one of the greatest gifts a child can have is the ability to get along with others. The School Council had in mind from its inception the teaching of cooperation.

[3] *The faculty must not try to fool the students.* This is probably the most important principle in the operation of any system of student participation in government, or in any other mutual enterprise in which students and adults engage. It is the spot where most student government enterprises fail. The faculty cannot surrender the entire management of the school to the students, and then sincerely follow them wherever they may go. The head of the school is, after all, responsible to the board of education for running a good school. No teacher or administrator should ever delude himself into thinking that he can long fool the young people with whom he is working. If the administration makes promises that it is not prepared to carry out, or if it tries to make the students think it is carrying out promises when it is not, or if it tries to create an organization that has the semblance of power but is only a chore-doing and errand-running device, its student participation in government will collapse or will sink into innocuousness and only the most obsequious will hold office.

This difficulty is easily avoided by making a clear and sincere statement to the students in the beginning and, as new students enter, restating over and over just what their province is and where it cannot extend. Such a statement, instead of lessening the students' enthusiasm, makes them feel that they

are on sure ground and strengthens their interest. After clearly explaining the project to the student body, the administration must stick to the students in all their successes and failures and must permit them to make mistakes and profit by them.

[4] *Existence of many rules makes compliance a contest between enforcer and enforces.* The creation of a large number of rules results in the erecting of hurdles which the students will most certainly try to jump. We have attempted never to make a rule with regard to anything except those conditions unique to our school. All conduct is judged on the basis of what constitutes good citizenship. A student may do anything which does not interfere with the rights of others, with the school society of which he is a part, or with his own success in that society.

[5] *Let students do something for the school; then it will be theirs.* It is an ideal of the School Council that each student shall do something for the school that will make it run better and make it a better place in which to live and work. The school thus belongs to him and he develops pride in its proper operation. The task may be trivial and insignificant in itself but the feeling of belonging that comes to the student far exceeds in importance the actual getting of the task done. It has often been said that farm boys, because they have had chores and responsibilities, are more selfreliant than city boys and more capable of taking their place in the world. In a school as large as the Milwaukee Vocational School there are many chores to be done.

[6] *Why imitate other governments?* The students must be made to feel that the operation of the school is an important task and one that requires their best abilities. The governmental setup must be made to fit the school. If a boy is elected mayor of the school, he knows perfectly well that he is not a real mayor and the whole project is given an appearance of play. If he is elected president of the School Council and is taught that it is not an imitation position, but a big, serious job in itself, the attitude of the boy will be more serious toward the job.

[7] *The monitor system trains only for guard duty.* The quite common practice of having students on guard

about the building at all times has much against it and very little to commend it. The average student cannot study when he is doing police duty. Furthermore, the emphasis is wrong. Students who use halls that are lined with monitors cannot feel that much dependence is placed upon them for proper conduct. It should be the aim of the school to develop socially conscious citizens who do not need watching rather than to train a small number of efficient watchmen.

[8] *The government of the school is a serious matter.* Some schools visited while the School Council was in its formative stage displayed a spirit of levity in the carrying out of the serious duties of office. Levity is one of the most serious menaces to the successful participation in government. The students must be made to feel that the carrying out of the functions of their office is serious business.

Further, serious subjects should be considered by the students. Sometimes the student governing body becomes an organization for running school dances and parties. Altho officers may well interest themselves in attending social affairs, they are not properly matters of government and should be handled by a separate social committee.

[9] *Have a good place in which to work.* It is extremely difficult for any system of student participation in government to work well unless it has a proper place in which to work. If the Council meets in the most dilapidated, worst furnished, and least adequately ventilated and lighted room in the building, students are apt to feel that the enterprise is rated thus by the administration. While it is true that lack of finances may not permit the establishment of as attractive a place as might be desired, the administration should, in all cases, make the students feel that it has given them the use of the best room and equipment within its means.

What profits may be expected to accrue? The practical educator will quite naturally want to know what profits may be expected to come from the operation of a rather complex system of student participation in government requiring some expenditure of funds.

The largest profit will come from the fact that the school will be teaching self-control, control that comes from within.

This selfcontrol will stand the student in good stead when he leaves the school to take his place in society. Since the beginning of schools, students have been controlled in order that the teachers might be more comfortable. This is necessary at times, but control should be *taught*, and human relationships should be elevated from the status of police work to at least that of geography and history. Creation of a successful cooperative society in the school will so relieve teachers of the necessity of battling students that they can devote their time to history and geography. Difficult mental problems caused by conflict will then be elevated above the status of the "bawling out." The technic of "bawling out" students has doubtless served its purpose in furnishing a nervous outlet to teachers and principals, but it is doubtful if it ever resolved a conflict or promoted a child's welfare. It has in fact been an expensive outlet when submitted to human accounting. This profit, then, will be in human adjustment, and hence, human happiness.

The students of the school should profit in capacity for leadership. They will learn a little parliamentary law, and this will enable them to take the lead in any group in which they may later find themselves.

A greater interest in government, and hence, probably, better government, is certain to accrue. Experience in governing a school is apt to stimulate interest in governing a city. Ample evidence attests the fact that if democracy fails it will be because of apathy on the part of the best and most intelligent of the electorate. The grafters and gangsters have found interest in government profitable; they are in fact so enthusiastic about their right of franchise that they exercise it over and over at the same election. If conducting a laboratory in government in school can break up apathy against such abuses, our form of government is certain to profit immensely.

If a school has a socially conscious, cooperative student body, the school will certainly profit by becoming a happier, more comfortable place in which to work and live. The comfort of the teacher is not the prime purpose of the school, but if it can be achieved in line with constructive teaching, it will greatly facilitate the educative process.

Making Plans



STOCKHOLDERS IN THE SCHOOLS

AMERICAN EDUCATION WEEK is observed annually to inform the public as to the needs, aims, and achievements of the schools. It is sponsored by the National Education Association in cooperation with the United States Office of Education and the American Legion. Scores of local and state organizations, both lay and professional, also take part in this growing observance in which many thousand American schools participate.

A movement that causes six million adult citizens to visit the schools, carries a message of the schools to ten million laymen, and calls forth proclamations from more than thirty-five governors and hundreds of mayors, challenges the attention of the entire educational profession. These are but a few of the tangible results of the 1935 observance.

The public-school system of the United States is one of its greatest economic enterprises. It is the major interest of one-fourth of the nation's population, including teachers and pupils. Such a far-flung public service calls for the interest and attention of every thoughtful citizen if it is to succeed in achieving its purposes in a democratic society. For this reason AEW is an occasion of special significance to the layman as well as to the educator.

Begin your plans at once if you hope to have the most satisfactory observance of American Education Week in 1936. Here are a few general suggestions taken from the AEW *Handbook* which, with its scores of specific suggestions, is available from the NEA at low cost prices. (See inside back cover of this JOURNAL.)

[1] Appoint committees. Most communities find it desirable to have a *general committee* consisting of five or seven members, one or two of whom may well be laymen. This committee decides upon the topics for local use and appoints subcommittees such as the following:

[a] The *general program committee* plans the day-by-day programs around the topics selected. For suggestions, see p220. One member of every other subcommittee may well be a member of this one.

[b] The *research committee* provides data—on local, state, and national educational issues—to be used during the week.

[c] The *publicity committee* handles newspaper and other avenues of public in-

The public schools are the basic instruments of the people for the achievement of that intelligent understanding of personal and public responsibilities which will enable a democracy to function. If any person, group, vested interest, or clique is manipulating the public business for private or group advantage, the remedy is collective action. During American Education Week each American stockholder in the great public corporation of organized learning is urged to see for himself how the business is being conducted and to find out how he may use his influence to improve the general commerce of ideas.

J. W. STUDEBAKER

United States Commissioner of Education

formation including radio, window display, bill boards, street car placards, film strips, and motion pictures.

[d] The *community organizations committee* will seek the support of community groups such as the parent-teacher association, churches, service clubs, and the American Legion. The influence of this committee will probably be enhanced if several prominent laymen are secured as members.

[e] The *publications committee* secures or prepares and distributes leaflets and other publications to the homes and to various community groups.

[f] The *school exhibits committee* supervises the preparation of exhibits of school work.

[g] The *individual school committee* is appointed to carry out the program for the week within each given school.

[2] Write to your state education association for material and information concerning its participation in the observance. In 1935, for example, the Alabama Education Association published a 32-page printed *Alabama Handbook American Education Week*. Write to your state department of education for similar information. Join with others in making this occasion an educational awakening in your state.

[3] Order from the National Education Association supplies needed for the observance in your school. (See inside back cover of this issue.)

[4] If the governor of your state has not already issued an AEW proclamation, write him a letter asking that this be done.

[5] Join with others in urging the mayor of your city to issue an American Education Week proclamation.

[6] Provide a shelf of reference books, pamphlets, and other materials constituting a special AEW library.

On the following page is presented a number of general suggestions for activities in connection with each of the American Education Week daily topics. On the inside back cover are listed materials especially prepared for use at various school levels. A 32-page printed *Manual* is included in each of the elementary, high-school, and rural AEW packets, in addition to posters, leaflets, stickers, and other materials. These *Manuals* give general suggestions, specific activities for each day, some ideas and facts regarding the type of school with which the *Manual* deals, and plays and pageants to be used in AEW programs. The other packets contain mimeographed suggestions suitable for use by institutions of the level indicated by the name of the packet.

As Dorothy Taylor Rea points out in her description of the Salem, Oregon, AEW observance for 1935 (p221), an important step in making plans for American Education Week is to survey the technics and results of the observance soon after it is completed. It is hoped that many American Education Week committees will do this. Please send reports on your program to the Division of Publications of the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Include copies of all materials prepared.

are on sure ground and strengthens their interest. After clearly explaining the project to the student body, the administration must stick to the students in all their successes and failures and must permit them to make mistakes and profit by them.

[4] *Existence of many rules makes compliance a contest between enforcer and enforcer.* The creation of a large number of rules results in the erecting of hurdles which the students will most certainly try to jump. We have attempted never to make a rule with regard to anything except those conditions unique to our school. All conduct is judged on the basis of what constitutes good citizenship. A student may do anything which does not interfere with the rights of others, with the school society of which he is a part, or with his own success in that society.

[5] *Let students do something for the school; then it will be theirs.* It is an ideal of the School Council that each student shall do something for the school that will make it run better and make it a better place in which to live and work. The school thus belongs to him and he develops pride in its proper operation. The task may be trivial and insignificant in itself but the feeling of belonging that comes to the student far exceeds in importance the actual getting of the task done. It has often been said that farm boys, because they have had chores and responsibilities, are more self-reliant than city boys and more capable of taking their place in the world. In a school as large as the Milwaukee Vocational School there are many chores to be done.

[6] *Why imitate other governments?* The students must be made to feel that the operation of the school is an important task and one that requires their best abilities. The governmental setup must be made to fit the school. If a boy is elected mayor of the school, he knows perfectly well that he is not a real mayor and the whole project is given an appearance of play. If he is elected president of the School Council and is taught that it is not an imitation position, but a big, serious job in itself, the attitude of the boy will be more serious toward the job.

[7] *The monitor system trains only for guard duty.* The quite common practice of having students on guard

about the building at all times has much against it and very little to commend it. The average student cannot study when he is doing police duty. Furthermore, the emphasis is wrong. Students who use halls that are lined with monitors cannot feel that much dependence is placed upon them for proper conduct. It should be the aim of the school to develop socially conscious citizens who do not need watching rather than to train a small number of efficient watchmen.

[8] *The government of the school is a serious matter.* Some schools visited while the School Council was in its formative stage displayed a spirit of levity in the carrying out of the serious duties of office. Levity is one of the most serious menaces to the successful participation in government. The students must be made to feel that the carrying out of the functions of their office is serious business.

Further, serious subjects should be considered by the students. Sometimes the student governing body becomes an organization for running school dances and parties. Altho officers may well interest themselves in attending social affairs, they are not properly matters of government and should be handled by a separate social committee.

[9] *Have a good place in which to work.* It is extremely difficult for any system of student participation in government to work well unless it has a proper place in which to work. If the Council meets in the most dilapidated, worst furnished, and least adequately ventilated and lighted room in the building, students are apt to feel that the enterprise is rated thus by the administration. While it is true that lack of finances may not permit the establishment of as attractive a place as might be desired, the administration should, in all cases, make the students feel that it has given them the use of the best room and equipment within its means.

What profits may be expected to accrue? The practical educator will quite naturally want to know what profits may be expected to come from the operation of a rather complex system of student participation in government requiring some expenditure of funds.

The largest profit will come from the fact that the school will be teaching self-control, control that comes from within.

This self-control will stand the student in good stead when he leaves the school to take his place in society. Since the beginning of schools, students have been controlled in order that the teachers might be more comfortable. This is necessary at times, but control should be *taught*, and human relationships should be elevated from the status of police work to at least that of geography and history. Creation of a successful co-operative society in the school will so relieve teachers of the necessity of battling students that they can devote their time to history and geography. Difficult mental problems caused by conflict will then be elevated above the status of the "bawling out." The technic of "bawling out" students has doubtless served its purpose in furnishing a nervous outlet to teachers and principals, but it is doubtful if it ever resolved a conflict or promoted a child's welfare. It has in fact been an expensive outlet when submitted to human accounting. This profit, then, will be in human adjustment, and hence, human happiness.

The students of the school should profit in capacity for leadership. They will learn a little parliamentary law, and this will enable them to take the lead in any group in which they may later find themselves.

A greater interest in government, and hence, probably, better government, is certain to accrue. Experience in governing a school is apt to stimulate interest in governing a city. Ample evidence attests the fact that if democracy fails it will be because of apathy on the part of the best and most intelligent of the electorate. The grafters and gangsters have found interest in government profitable; they are in fact so enthusiastic about their right of franchise that they exercise it over and over at the same election. If conducting a laboratory in government in school can break up apathy against such abuses, our form of government is certain to profit immensely.

If a school has a socially conscious, cooperative student body, the school will certainly profit by becoming a happier, more comfortable place in which to work and live. The comfort of the teacher is not the prime purpose of the school, but if it can be achieved in line with constructive teaching, it will greatly facilitate the educative process.

Making Plans



STOCKHOLDERS IN THE SCHOOLS

The public schools are the basic instruments of the people for the achievement of that intelligent understanding of personal and public responsibilities which will enable a democracy to function. If any person, group, vested interest, or clique is manipulating the public business for private or group advantage, the remedy is collective action. During American Education Week each American stockholder in the great public corporation of organized learning is urged to see for himself how the business is being conducted and to find out how he may use his influence to improve the general commerce of ideas.

J. W. STUDEBAKER

United States Commissioner of Education

AMERICAN EDUCATION WEEK is observed annually to inform the public as to the needs, aims, and achievements of the schools. It is sponsored by the National Education Association in cooperation with the United States Office of Education and the American Legion. Scores of local and state organizations, both lay and professional, also take part in this growing observance in which many thousand American schools participate.

A movement that causes six million adult citizens to visit the schools, carries a message of the schools to ten million laymen, and calls forth proclamations from more than thirty-five governors and hundreds of mayors, challenges the attention of the entire educational profession. These are but a few of the tangible results of the 1935 observance.

The public-school system of the United States is one of its greatest economic enterprises. It is the major interest of one-fourth of the nation's population, including teachers and pupils. Such a far-flung public service calls for the interest and attention of every thoughtful citizen if it is to succeed in achieving its purposes in a democratic society. For this reason AEW is an occasion of special significance to the layman as well as to the educator.

Begin your plans at once if you hope to have the most satisfactory observance of American Education Week in 1936. Here are a few general suggestions taken from the AEW *Handbook* which, with its scores of specific suggestions, is available from the NEA at low cost prices. (See inside back cover of this JOURNAL.)

[1] Appoint committees. Most communities find it desirable to have a *general committee* consisting of five or seven members, one or two of whom may well be laymen. This committee decides upon the topics for local use and appoints subcommittees such as the following:

[a] The *general program committee* plans the day-by-day programs around the topics selected. For suggestions, see p220. One member of every other subcommittee may well be a member of this one.

[b] The *research committee* provides data—on local, state, and national educational issues—to be used during the week.

[c] The *publicity committee* handles newspaper and other avenues of public in-

formation including radio, window display, bill boards, street car placards, film strips, and motion pictures.

[d] The *community organizations committee* will seek the support of community groups such as the parent-teacher association, churches, service clubs, and the American Legion. The influence of this committee will probably be enhanced if several prominent laymen are secured as members.

[e] The *publications committee* secures or prepares and distributes leaflets and other publications to the homes and to various community groups.

[f] The *school exhibits committee* supervises the preparation of exhibits of school work.

[g] The *individual school committee* is appointed to carry out the program for the week within each given school.

[2] Write to your state education association for material and information concerning its participation in the observance. In 1935, for example, the Alabama Education Association published a 32-page printed *Alabama Handbook American Education Week*. Write to your state department of education for similar information. Join with others in making this occasion an educational awakening in your state.

[3] Order from the National Education Association supplies needed for the observance in your school. (See inside back cover of this issue.)

[4] If the governor of your state has not already issued an AEW proclamation, write him a letter asking that this be done.

[5] Join with others in urging the mayor of your city to issue an American Education Week proclamation.

[6] Provide a shelf of reference books, pamphlets, and other materials constituting a special AEW library.

On the following page is presented a number of general suggestions for activities in connection with each of the American Education Week daily topics. On the inside back cover are listed materials especially prepared for use at various school levels. A 32-page printed *Manual* is included in each of the elementary, high-school, and rural AEW packets, in addition to posters, leaflets, stickers, and other materials. These *Manuals* give general suggestions, specific activities for each day, some ideas and facts regarding the type of school with which the *Manual* deals, and plays and pageants to be used in AEW programs. The other packets contain mimeographed suggestions suitable for use by institutions of the level indicated by the name of the packet.

As Dorothy Taylor Rea points out in her description of the Salem, Oregon, AEW observance for 1935 (p221), an important step in making plans for American Education Week is to survey the technics and results of the observance soon after it is completed. It is hoped that many American Education Week committees will do this. Please send reports on your program to the Division of Publications of the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Include copies of all materials prepared.

AMERICAN EDUCATION WEEK

Some Suggestions



THE GENERAL THEME suggested for American Education Week in 1936 is "Our American Schools at Work." The daily topics and a few general suggestions regarding each are given below.

MONDAY, NOVEMBER 9

The Story of the Schools

[1] Introduce into the curriculum units on the story of the schools. [2] Let English and social studies classes study the history of the schools. [3] Interest advanced students in writing a history of the local schools. [4] Dramatize episodes in the history of education on local, state, and national fronts. [5] Develop exhibits contrasting early and presentday schools. [6] Ask older citizens to recall the history of the local schools. [7] Have addresses on the story of the schools.

TUESDAY, NOVEMBER 10

The Changing Curriculum

[1] Invite parents to become acquainted with the curriculum by visiting the school and observing what is taught. [2] A special school session may be held in the evening, perhaps running thru an abbreviated schedule. [3] Let a committee consisting of teachers and laymen analyze the local curriculum in terms of individual, community, and general social needs, and report by means of a jury-panel or forum type of program. [4] Describe the work of local and state curriculum revision committees. [5] Explain the increasing emphasis of the curriculum upon the needs of pupils rather than upon subjects as such. [6] Discuss the increasing emphasis upon character and the social studies. [7] Exhibit curriculum materials.

WEDNESDAY, NOVEMBER 11

New Services to the Community

[1] Hold a public meeting of the jury-panel or forum type, in which representatives of industry, the professions, community organizations, and branches of local government discuss what is and should be the role of the school in the local community. [2] Describe cooperative programs between the schools and the community as in Detroit and Portland, Oregon. [3]

A great American, Daniel Webster, said: "Knowledge, in truth, is the great sun in the firmament. Life and power are scattered with all its beams . . . Knowledge is the only fountain, both of the love and the principles of human liberty." ☆ With much of the world running riot, with democratic-republican government generally suppressed, with "totalitarianism" riding hard in the saddles of Europe and Asia—it were well for Americans to reflect upon Webster's statement. ☆ Our form of government contemplates free public schools as the very foundation stone of that democracy which Thomas Jefferson so clearly visualized—which Washington and his soldiers made possible. ☆ American Education Week offers to the people of America an opportunity to repledge themselves to support of our great public-school system. Were it destroyed, our every other liberty would go with it.

RAY MURPHY

National Commander, American Legion, 1935-36

Have advanced students, under the guidance of an adult committee of teachers and citizens, make a census of unemployed youth in the community and report their findings and recommendations. [4] Utilize AEW as an opportunity to begin a series of public forums on topics of current general interest. [5] In addresses and other ways stress the philosophy of the school as a community center.

THURSDAY, NOVEMBER 12

The Unfinished Business of Education

[1] Have a symposium program in which a number of citizens state in five-minute addresses what educational activity they consider most in need of improvement or inauguration. The addresses might be followed by a panel or general discussion. Representatives of community organizations and occupational groups may participate. [2] Similar projects may be worked out within the schools by the advanced pupils. Their panel programs may be used in assemblies, classes, and before adult groups. [3] Plan a series of articles for newspapers by citizens and educators on this day's topic.

FRIDAY, NOVEMBER 13

Financing America's Schools

[1] Publish the facts. [2] Compare school costs with other governmental costs, with the cost of education in private schools, and with the cost of non-governmental services. [3] Prepare charts showing how the local school funds are secured and spent. [4] Ask citizens to express themselves concerning the value of the public-school system. [5] Have lectures and discussions on the place of state and national government in the financing of education. [6] Contrast services received from dollars spent for taxes with dollars spent privately. [7] Prepare a series of articles on school finance for the daily press to run during AEW. [8] Members of boards of education, school officials,

and advanced pupils may address civic and social groups on the cost of local schools and the return for the investment. Visual materials such as charts, slides, and film strips are very helpful.

SATURDAY, NOVEMBER 14

Education for Physical Fitness

[1] Stage outdoor field meets stressing participation of all students, not just a few athletes. [2] Hold indoor evening meets for active participation of adults. [3] Have folk and ballroom dances. [4] Have a committee rate and report on the school's physical education equipment. [5] Show by addresses and articles that the recreational skills acquired by pupils will endure thruout life. [6] Stress the teaching of the underlying principles of healthful living. [7] Discuss community planning as related to the school's program of health and physical education. [8] Invite other agencies, such as park and playground services, to participate. [9] Emphasize standards for physical fitness. [10] Demonstrate the health and physical education program of the schools. [11] Present copies of *Children's Charter* to clubs, churches, and other groups. (Attractive copies available from School Health Service, NEA, 20c.)

SUNDAY, NOVEMBER 15

Education for Character

[1] Ask ministers to deliver sermons on education for character. [2] Let school choruses take the place of regular church choirs. [3] Have religious radio broadcasts discuss this topic. [4] Let school officials, board members, and pupils discuss it before church groups. [5] Young people's groups and Sunday school classes will find this question interesting and appropriate. [6] Distribute leaflets to church groups describing the character education program of the public schools, and stressing the need of cooperation and coordination in the work of school and church leaders.

AMERICAN EDUCATION WEEK

The Observance in Salem, Oregon, 1935



EDUCATORS must have somewhat the same feeling toward American Education Week that a certain small boy had about Christmas Day. Looking around on the wealth of mysterious packages and parcels under the shining tree he sighed, "Only three hundred and sixty-five days until we can have another Christmas."

The observance of American Education Week should be such a fruitful source of both tangible and intangible results that school people would begin planning its celebration from one year to the next. There should be kindled a finer feeling of appreciation, culminating in a nationwide spirit which will give to the cause of education its deserved position as one of the major phases of American life.

Dorothy Taylor Rea

It was with this larger outlook and this wider conception of American Education Week that the public schools of Salem, Oregon, made their plans for the week in 1935. Their project divided itself into three parts: the planning and preparation; the activities; and the evaluation of the results of the week.

Early in the school year the superintendent selected the six members of the central committee, choosing persons who were known to be enthusiastic participants in former educational activities involving cooperation between the public and the school. Committee meetings were held to a minimum, an important factor that will always elicit the hearty support of busy people. At the first meeting of the central committee the general and daily themes for national observance were presented and accepted as the topics to be stressed. The

committee worked out a list of activities for general and specific use. Two points were emphasized: *first*, that the list of activities be lengthy enough to allow a choice that would fit the particular interests and needs found in the community served by each school, and *second*, that enough general activities be carried on in common by all the schools to give the plan unity and harmony thruout the city.

Suggestions for general activities included:

Preparation—suitable explanation made to all pupils on "Why we observe American Education Week."

Open house—planned in cooperation with the PTA or adult organization in the school neighborhood.

Visiting classwork—anytime during the week or on specified days.

Records of visitation—to be kept during the week and the totals sent to the main office for future reference.

Daily press publicity—brief, attractive notices giving the theme for the day, special events in each school, and terse comments of educational interest.

Church—contact made with the Ministerial Association asking for the cooperation and interest of the church people.

Service clubs—whole or parttime programs available for all service clubs meeting during the week, furnishing adult or student numbers and various musical numbers.

Administrative open house—for the inspection

SCHOOLS
ordering or
reproducing
this
leaflet
may wish
to use
the space
on the
back cover
for an
appropriate
comment
about
the
local
schools.

Our American Schools *at work*



THIS leaflet comes to you as a part of a nationwide observance of American Education Week. During this Week parents and citizens thruout the nation *visit* and *study* their schools.

Visit your school.

**American
Education Week**

NOVEMBER 9-15, 1936

of plans and models of new buildings proposed and under construction.

Local radio—short talks of educational interest and entertaining programs of music and speech by local students.

Display windows—window space in downtown stores for exhibits from each school.

The second list of suggested activities to be carried on as specific building projects included:

Open house—preferably at night to accommodate parents unable to visit during the day.

Guide sheets—attractive mimeographed folders for the use of visitors, listing particular points of interest in each room.

Displays—room and hall displays and exhibits.

Daily schedule—secondary schools to run thru a shortened schedule with each parent following his child's program.

Mothers' meetings—informal meetings of mothers with explanation and discussion of pertinent problems of the grade or demonstration of class-work.

Assembly—making use of the assembly period in schools having that activity.

School procession—planned procession of all pupils on a tour of inspection of points of interest in other classrooms and about the building.

Tag day—preferably Friday, when pupils whose fathers or mothers have visited the school during the week, may wear a designated tag. (This was found to be one of the best devices for bringing parents to school.)

Copies of these suggested activities were sent to each school. Members of the central committee volunteered for the chair-

manships of the committees for church, press, service clubs, radio, and display windows. Each chairman was left free to choose his committee members and made further contact with the central committee head only as necessary.

While no one school observed all the activities, they were so used that it was possible to evaluate each activity in at least one actual situation.

Sometimes the most valuable meeting a committee can hold is after its duties have been discharged. Then the reports of the successes and failures can be given and reasons assigned for both. There is always an aftermath of statistics and inevitably a number of excellent suggestions of what might have been done that would have bettered the whole undertaking. At a convenient time soon after American Education Week a meeting was called of the central committee and one member of each faculty not represented on the committee. In order to unify the evaluation each member was sent a copy of the following questionnaire:

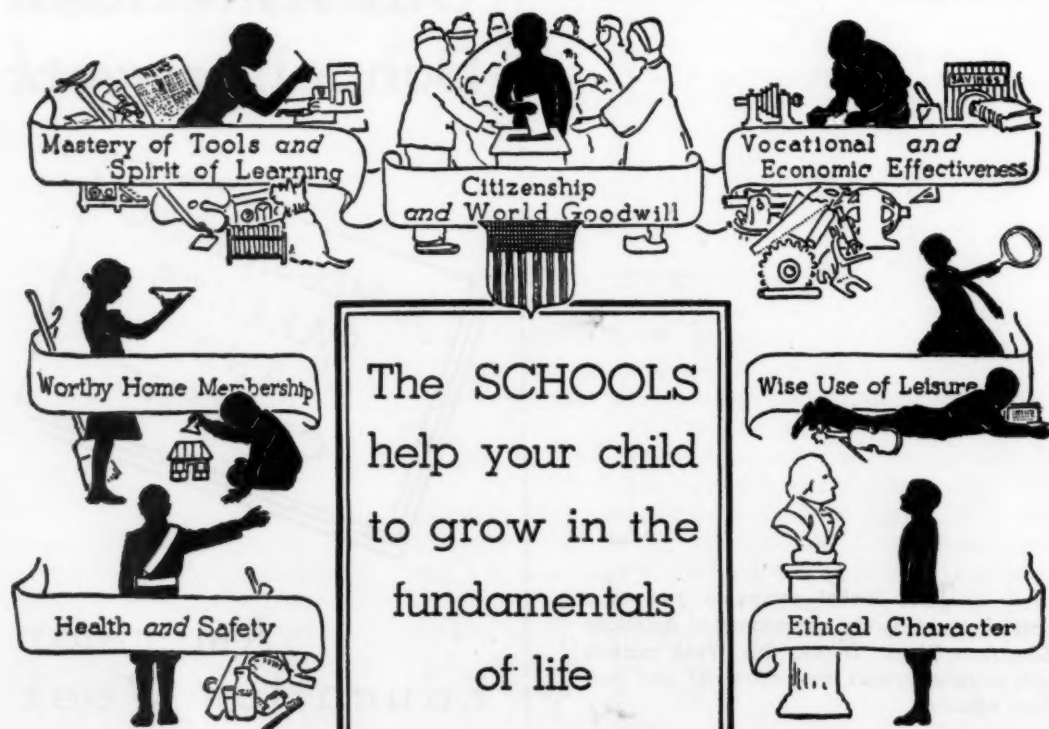
Approximately how many persons visited your school? Approximately what percent of heads of families visited school during the week? Which was more popular, day or night visiting? Which activities did your school find most valuable from the standpoint of the objectives of the week? What activities would you discontinue another

year? Why? Was the majority of your faculty sympathetic? Were your students interested and active? Did the preparation for this event disrupt your school? If so, why? Was there much extra work entailed? How? What new ideas and suggestions has your school to offer? Were there any unpleasant contacts, due to this activity, with non-school people? List several teachers from your building who would make good committee members for next year's observance.

This meeting was lengthy, but interesting and permeated with a fine spirit of cooperation and enthusiasm. This group recommended that definite planning and preparation should get under way as early in the school year as possible and that all reasonable means of publicity should be used so that the purposes of the week may be brought before the maximum number of people.

The program herein described capitalized the interest and active participation of thousands of the city's children, teachers, parents, and patrons and it enlisted the cooperation of various civic organizations. Its democratic program was so varied that all talents were enlisted in its execution and made their contribution toward the common goal which was to further acquaint the public with the personnel of the various schools and to make better known the scope and extent of the city's educational activities.

OUR AMERICAN SCHOOLS AT WORK



THIS LEAFLET

is one of the special 1936 American Education Week publications. Turn to the advertising section for a complete list of these helps and an order form.

AMERICAN EDUCATION WEEK

The Observance in Indianapolis, 1935



William A. Evans

WHEN MORE THAN 73,000 adults have the same idea and do practically the same thing during the same week, something interesting must be happening. It was in the Indianapolis public schools that these 73,591 patrons made visits during American Education Week last year. In practically all of the schools in the city there was standing room only on certain nights and a steady flow of visitors thruout the week.

Most of the schools did not schedule a speaker for an auditorium program but allowed pupils to have a greater participation and threw open their classrooms for visiting and conferences between teachers and parents. "Educational clinics" was the phrase used to catch the eye of the public. Emphasis was laid upon more direct contacts between parents and teachers, and efforts were made to have the parents see samples of all the pupils' work rather than selected exhibits.

From comments received by the principals, the plan of laying greater stress on conferences and less emphasis on speeches was generally considered an improvement over previous years' plans.

The daily newspapers gave a great

amount of space to the week's activities, and each ran friendly editorials. Radio programs were utilized to call attention to the celebration; and the Indianapolis Street Railways gave the use of advertising space in all trackless trolleys and street cars.

Personal invitations were made by the children and sent to the parents inviting



Our American Schools at Work

THIS ACCOUNT of the American Education Week program in Indianapolis, together with the one concerning the Salem, Oregon, activities presented on another page, is typical of observances held in thousands of cities and towns thruout the nation during American Education Week each year. The theme, "Our American Schools at Work," provides an excellent basis for the 1936 observance. During this week millions of citizens will restudy the American schools of which our profession is their trustee. Let us make this occasion one of genuine rebirth of public interest in education. One of the surest ways to safeguard our democracy and to solve its problems is the continued improvement of the public schools.

them to come to school. Some of these invitations took the form of small leaflets with the front page representing a school house with the door standing open, illustrating the idea of open house. Some of the invitations were very simple notes, but, written by the children themselves, they carried a great appeal to parents. One parent wrote to the principal:

"Open house nights give me an opportunity to meet the teachers of the school and talk with them, to examine the work and projects of the children, and in so doing to have a greater sympathy and understanding of the problems of both teacher and pupil.

"Then, too, our boys appreciate the interest we take in their school work and the reaction on them is to inspire greater effort and more pride in their work. Because of the knowledge and information obtained in visiting the schoolrooms and teachers, we are better enabled to help our children.

"I want to congratulate you and the school on the manner in which your open house is conducted. You all were so human and hospitable, the exhibits in the various rooms so interesting, I not only derived considerable benefit but thoroly enjoyed myself."

The Indianapolis Council of Parents and Teachers, the Ministerial Association, the Federation of Churches, the Federation of Public School Teachers, the American Legion, the Indianapolis Free Kinder-



VISIT THE SCHOOLS *This Week*

DEMONSTRATION CLASSES · PARENT CONFERENCES
OPEN HOUSE MEETINGS

AMERICAN EDUCATION WEEK · NOV. 11 - 17
GO BY TROLLEY OR BUS



garten Society, and the Children's Museum cooperated in observing the week.

The success of the program was achieved because of the splendid cooperation of every principal and teacher in the school system. No program of activities can be made effective without the complete cooperation of the entire personnel of the school city. Each school did its best to make the parents feel that their presence was especially desired.

Seventeen elementary schools each reported more than one thousand visitors during the week, and one school reported more than two thousand. Arsenal Tech-

nical Highschool had more than ten thousand visitors. School No. 70 celebrated its centennial with an elaborate program, excellent publicity, and a generous response by its community.

The Public School News, which featured American Education Week, the child-centered school, and cooperation between school and family, was distributed on Friday before the opening of the week's observance. Each school home in the city received a copy of the paper. Copies also were distributed at luncheon meetings of seventeen civic and service clubs, in an effort to reach citizens who were not patrons of the schools. Fifty thousand copies were printed. Numerous elementary and highschools published special editions of their school papers.

The attitude which the school officials wished to portray was excellently stated in an editorial in *The Indianapolis News*. An excerpt from the editorial follows:

"What the educators in charge would like to have the public feel is that the school system is an open book, and there will be disappointment if the book is not inspected."

The advantages of a better understanding by parents as to what the schools are doing were set forth in an editorial in *The Indianapolis Star*. An excerpt from this editorial follows:

"Wherever the parents and taxpayers are familiar with details and results of

the present scholastic system, little is heard of that old-time complaint that too many frills have all but supplanted the traditional readin', 'ritin', and 'rithmetic."

Elementary and highschool newspapers were utilized to advantage by publishing in them news stories in advance of the week. Some forty-seven elementary-school papers and six highschool papers thus helped to create interest in the various parts of the city.

In order to promote interest well in advance of the week, each principal was asked to send to the central office an outline of the plans for his school's activities during the week. This material was used for advance newspaper publicity in the daily papers.

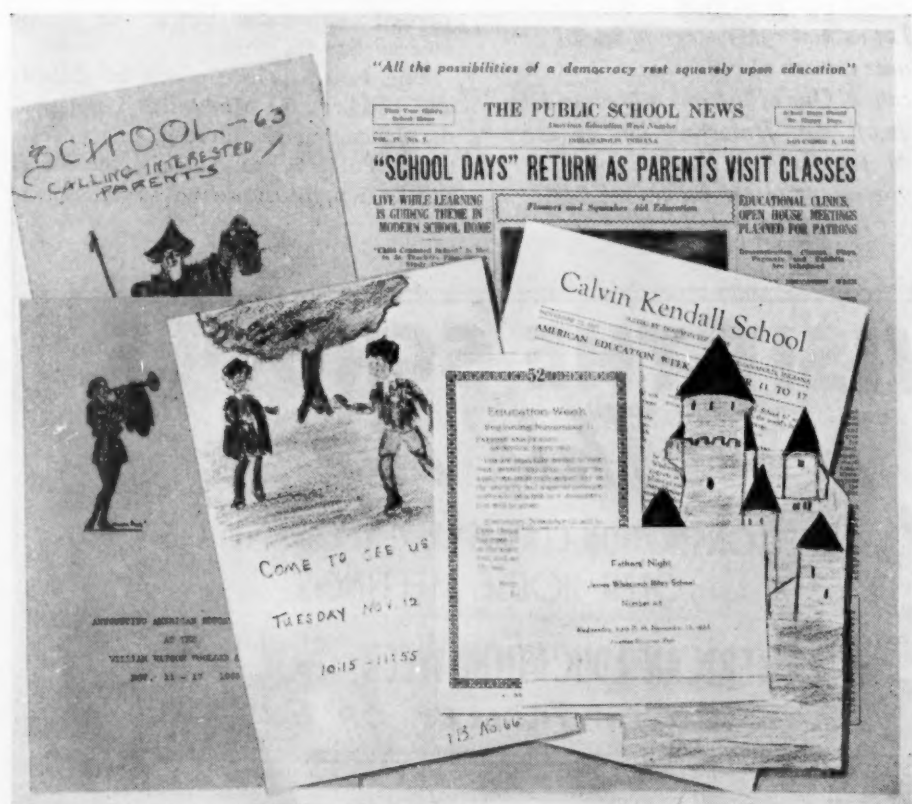
The community papers, of which there are approximately fifteen in Indianapolis, were also outlets for news items giving plans for the week. Material was sent to both community and daily newspapers by the Department of Publications. This Department arranged also for numerous "candid camera" shots of pupils engaged in interesting school activities.

We found that newspapers greatly prefer pictures of one or two individuals rather than photographs of large groups. Altho to obtain these photographs sometimes disappoints teachers or principals who would like to have the entire class or group in the picture, the photograph showing only one or two children is much more effective when it is reproduced in the newspaper. There is much greater opportunity to show the personality of the child and also to show the project upon which he is engaged.

Special radio programs were broadcast. The week's events were highlighted in several programs preceding the event. The Department broadcast regularly three programs each week thruout the year, and some of these were utilized to inform the public of the special activities.

Many ministers of the city delivered sermons regarding education or otherwise emphasized Education Week by special announcements. School executives and principals were scheduled for many public addresses, altho emphasis was not placed upon this feature.

We want Indianapolis parents to keep in close touch with their children's progress the year 'round. The observance of American Education Week is an occasion upon which this attitude is especially emphasized. The Week has come to be an annual event of major importance in this city.



A Tribute and a Challenge

An Assembly of Sixth- and Seventh-Grade Pupils
Thomas C. Hassell School, Dallas, Texas

PART ONE

School president—We observe January 10, Thomas C. Hassell Day, as Our School Day in honor of Thomas C. Hassell, an educator of Dallas for thirty years and principal of this school which bears his name. Our present principal, Mr. Jacobs, and we, the teachers and pupils, want to make this day a time of remembering the worthwhile traditions of our school; a time of examining ourselves; a time of taking our measure that we may know our weakness as well as our strength, may correct our faults as well as commend our merits. We would make it a time for looking ahead and planning a future that will carry on the best traditions of the past and give us a goal worthy of our ever-increasing advantages and opportunities.

The history of this school—its heritage, its standards, the foundation on which we may build—is closely associated with the life and work of Mr. Hassell.

Primary teacher in T. C. Hassell School—Thomas C. Hassell School, known originally as the Fair Park School, had four rooms in those early days. On the four corners of our playground, as we enjoy it today, there were four buildings, a store, a church, the janitor's house, and a large shed. There were no adjacent paved streets. When rain made a flowing stream of Second Avenue, Mr. Hassell would leave his office and wade knee-deep thru the water and mud to help the small children across to school.

As time passed, the school grounds were enlarged by the removal of the buildings from the corners, and the schoolhouse grew thru the addition of the first wing and later the lunchroom, the playroom, and the auditorium. The grounds were bare. Mr. Hassell said, "We must give these children beauty." Because there were no funds for beautification, he told Mr. Kirby of the need. From his nursery, Mr. Kirby gave seventy-five slips which have grown into the beautiful trees surrounding our building.

Mr. Hassell knew how to reach the good in every girl and boy who came to his school. I have seen the worst of boys come to this school and so change as to become its best citizens and most loyal defenders.

Last year I was at a banquet in the city. A fine-looking man came up to me and asked, "Did you not teach at Fair Park School?"

Corin Humphries

FOR AMERICAN EDUCATION WEEK—"A Tribute and a Challenge" illustrates the effective way in which the Thomas C. Hassell School, Dallas, has emphasized thru dramatization the contribution of one of its own educational leaders. The emphasis which it places on personal work and influence is especially timely. Schools planning American Education Week programs will find this pageant suggestive and helpful.



"Yes," I replied, "I still do. It is called Thomas C. Hassell School now."

He continued, "I went to that school. I owe more to Mr. Hassell than to any other person. I was drifting and headed wrong. One day after school, Mr. Hassell got on the same street car that I had taken. I always have felt he got on it because he saw me. He sat down across the aisle from me and began talking to another man. Suddenly he turned toward me. "You're — —, aren't you? Your father was one of the finest men I ever knew." With that he turned away, said nothing more to me, but continued his conversation with the other man. At the next car stop I got off, didn't go where I had planned to go, but took the next car home."

If I were to tell you this man's name you would be surprised to know he ever attended this school—but you'd recognize his name by his prominence in civic affairs and his leadership.

We saw this influence work year after year. Mr. Hassell knew how to reach girls and boys, how to inspire them to act as men and women. He was not a man of many words. Someone once said he spoke so briefly that there seemed a hesitancy in his speech; another who knew him well said, "But there is no hesitancy in his thought." The result of his word, thought, action, all three, was positive. Russell Herman Conwell in his *Acres of Diamonds* has said, "All men can make their kind better; they can labor to help their neighbors and instruct and improve the minds of the men, women and children around them; they can make holier their own locality; they can build up the schools and

churches around them, and they can make their own homes bright and sweet. These are the elements of greatness."

If this be true, then it was of such men as Mr. Hassell the poet said,

We live in deeds, not years;
In thoughts, not breaths,
In feelings, not in figures on a dial.

We should count time by heart throbs
He most lives who thinks most,
Feels the noblest, acts the best.

Superintendent of city schools: Mr. Hassell was not a man who talked much; he dropped the poignant word and left it to work its effect. He made no show, had no affectation. At one time he was sent from this school to be principal of another school in Dallas. A store across the street from this school burned. Before the insurance people had time to evaluate the effects, the ruins were being raided. The owner sought Mr. Hassell and told him what was happening. Mr. Hassell said, "I'll see what I can do to help you."

Later in the day he casually dropped in on an assembly in the school auditorium, and asked if he might say something to the children. "I know you boys and girls, I think, and I can say this to you. I know there's not one of you who would hit a man if he were down. I don't believe any one of you, if a man were knocked down by a car, would run up to him and take his watch or money. Well, we have a neighbor who has been hurt. He is sick; his business has been ruined. I'd like for you boys and girls to do all you can to help him—to keep him from being hurt any more while he is in trouble." Nothing more.

Beginning the next morning, children brought supplies that had been taken from the store—pencils, five hundred tablets—and stacked them on Mr. Hassell's desk. "We wouldn't want to hurt a neighbor already in trouble."

Mr. Hassell sent for the owner who could scarcely believe what he saw. "Never in my life have I seen anything to equal this," he said. He gave the supplies to Mr. Hassell to be donated to children unable to buy.

An English poet has said, "The evil that men do lives after them; the good is oft interred with their bones." This isn't true. Mr. Hassell did no evil, had no evil in him that I knew, but the good in him which was great lives on in the lives of the people who knew him; lives on in this school where he worked.

School—(Recites in unison "Recessional" by Rudyard Kipling.)

PART TWO

A Pageant by School Children

(*Education*, in a long white Grecian robe with crown of gold and the gold letters, E-d-u-c-a-t-i-o-n, across the chest, meets *Thomas C. Hassell School*. The latter is wearing a light blue robe with a wreath of silver leaves. Three boys, *America*, *Texas*, and *Dallas*, stand at center stage, back. *Education* and *T. C. Hassell School* speak from opposite sides of stage.)

Education—*Thomas C. Hassell School*, the past is your heritage, but you live in the present and in the present is your opportunity. I, *Education*, ask: "What are you doing today?"

Thomas C. Hassell School—I am training girls and boys. I am trying to teach them skills, to develop appreciations, to create interests that will make the girls and boys of this community informed, capable, honorable citizens of our country.

Education—If your efforts result in knowledge, in loyalty, in service, in a sense of responsibility and brotherhood, you do contribute to citizenship. (Four school children have entered from the right.)

Gladys De Lee—I have gone to this school all my life, and my father attended it before me.

Doris Thompson—I have recently come here from another Dallas school.

Roy Pate—I came to *Thomas C. Hassell* from El Paso, Texas.

June Salyer—And I came from another state.

Education—Your school, your city, your state, your nation reflect your citizenship.

Do you girls and boys understand the meaning of the word "citizen"? (The boy who represents *America* at back of stage steps to center front.)

America—I speak for American citizenship. "To be an American is the highest honor in citizenship that can come to any man. One may become a citizen of America by birth or by naturalization and yet not be a true American in spirit. To be a real American one must believe in and be loyal to those ideals which have dominated America from the beginning and made her what she is.

"He must believe in the spirit of freedom, as did the pioneers of colonial days—who not only demanded freedom for themselves, but were willing to grant it to others.

"He must believe in the common good of the common people and be willing to forego if necessary certain things for himself if they injure other people or the common welfare.

"He must believe in education as the privilege and duty of all. He must know the history and hero stories of America, and the sacrifices that have been made so that he may enjoy the blessings of freedom.

"To be a real American, he must love America above any other country in the world and be willing to vote whenever opportunity offers, to accept public office as a public trust, and to serve the common cause in every way possible. He must honor the American flag as a symbol of his country and protect it from harm or discredit.

"To be a real American, he must live in the spirit of America, for the honor of America, and in helpful cooperation with all other Americans." [This statement, "An American," is by J. O. Engelman and Lawrence McTurnan.] (At conclusion *America* takes a position at left of stage. As he speaks, *Education* moves slowly to center back and stands on an elevation during the remainder of program. Second boy, *Texas*, steps to center front.)

Texas—I speak for Texas citizenship.

"Texas, our Texas!

All hail the mighty state!

Texas, our Texas!

So wonderful—so great!

Largest and grandest,

Withstanding every test;

O Empire, wide and glorious,

You stand supremely blest.

"*Chorus*—God bless you, Texas!

And keep you brave and strong,

That you may grow in power and worth,

Thruout the ages long.

"Texas, O Texas!

Your free-born single star

Sends out its radiance

To nations near and far.

Emblem of freedom!

It sets our hearts aglow,

With thoughts of San Jacinto

And glorious Alamo.

"Texas, dear Texas!

From tyrant grip now free,

Shines forth in splendor

Your star of destiny!

Mother of heroes!

We come, your children true,

Proclaiming our allegiance—

Our faith—our love for you."

[by Gladys Yoakum Wright and

William J. Marsh]

(Second boy joins first one at left. Third boy, *Dallas*, comes to center front.)

Dallas—I speak for Dallas citizenship. (Repeats "The Athenian Boy's Oath":)

"We will never bring disgrace to our city by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for our ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those about us who are prone to annul them and set them at naught; we will strive unceasingly to quicken the public's sense of civic duty; and thus in all these ways we will strive to transmit this city not only not less but greater, better and more beautiful than it was transmitted to us." (Third boy joins first and second boys at left.)

Education—I like what you say of citizenship, but what have you done? Actions still speak louder than words—and citizenship must begin at home. What are you doing to carry on?

Thomas C. Hassell School (moving from left front of stage to center left, at base of elevation on which *Education* stands)—Times change, bringing us greater opportunities for work and service. Besides our classroom work, our lessons, we have clubs and activities that give valuable training and experiences in citizenship, and these could crowd out fundamental work unless our whole school organization is well planned.

Education—Yes. Gladys De Lee spoke of her father's attending this school. In those days there was less need for organization than now. Today it is the first essential—it ties together your studies, your activities, your interests. No matter how great your organization, there are three factors that will make it work successfully—cooperation, correlation, inte-

gration. (Four children with placards, *Junior Safety Council*, *School Health Department*, *Junior Red Cross*, *Parent-Teacher Association*, have entered from right.)

Junior Safety Council—I certainly know what the first one is—cooperation. Our Junior Safety Council could not be the strong organization it is without the cooperation of the principal, teachers, and pupils. We try to be of service in the school building and on the street, but everyone helps.

We stand for respect for constituted authority, for the preservation of life, and for the protection of property.

We patrol one of the worst streets in Dallas for traffic. And we are grateful that during the last three years we have had no accidents. It is the cooperation of all—principal, teachers, pupils, and patrols—that has made this so.

Health—The health work which means so much to our school and community depends upon the cooperation of the home and the school, the teachers and the pupils, with our school nurse, Miss Francke. It is a chance for real home service thru cooperation.

Junior Red Cross—The Junior Red Cross motto is: "I serve." We reach out and touch hands with children of other nations. We can serve the cause of international peace best if we understand and appreciate the people of other countries. We begin thru cooperation in our own school with our sponsor, Miss Teel.

Parent-Teacher Association—This organization has a long record of service in Thomas C. Hassell School. No school in the city has been more active in welfare work. This service calls for cooperation between the parent-teacher association, the school, and the community.

Education—School spirit and true sportsmanship grow from cooperation, which is the very essence of citizenship. What is that "Prayer of a Sportsman" Miss Reilly taught the Sportsmanship Club?

Roy Pate—(recites "The Prayer of a Sportsman" by Berton Braley)

Education—That is a creed that works alike on the playground, in the classroom, in the auditorium, at home, and on the street. Now, the second factor: correlation.

Girls and Boys—We don't know what that is.

Thomas C. Hassell School—You are not familiar with the word, but you know something about correlation.

Education—Cooperation exists between people. You have just told how pupils, teachers, parents, and principal are working together. Correlation exists between

subjects, between studies, between activities. And of course, back of correlation there must be cooperation.

Thomas C. Hassell School—Think, girls and boys, of the many times the art classes under Miss Alderman have helped in homeroom lessons, projects, and programs. Four times this year they have painted settings for special programs in the auditorium and hardly ever is there an assembly for which they do not do some work. The art classes correlate their classroom work with other school subjects and activities.

Again, how many times in the library has Miss Napier made research in English, geography, history, easier? This is correlation.

The writing department constantly serves the rest of the school. Miss English expects her classes to correlate good writing with their work in every subject.

It is the same with the music department. Singing classes, choral club, orchestra piano classes never fail to help. Miss Kline has a song for every occasion and music for every need.

Yes, *Education*, correlation does have a part in our school life and work. We hope it may have a still greater part.

Doris Thompson—I've been listening and thinking and I believe I know just what correlation is. It's like this: Just suppose word comes from the office that the English classes are to write themes on the Texas Centennial.

Gladys De Lee—That word did come, you know, and we wrote those papers in Miss Teel's classes.

Doris—Well, there was an opportunity for schoolwide correlation. We could have done it this way and have gotten more out of it—if we'd had more time. You see the Centennial is upon us, this year, right across the street. We are all interested. We should all know a great deal about it. Here's how we could learn. First, in arithmetic with Miss Lewis we could make graphs, study expenditure and constructions. With Miss Hess in geography we could learn about Dallas' part, make a natural museum for the Centennial, study resources, build product maps. In history we could ask Miss Marshall to let us elect a Texas Hall of Fame. Then Texas art and Texas artists, Texas music, Texas writers. What a wealth of material from which to choose!

Miss Teel would have had different Centennial themes to send in to the office if they had been the result of this kind of unit work. And then as the culminating activity, an assembly in the auditorium: "The Centennial!—in Texas, in Dallas, in Thomas C. Hassell School." There!

Wouldn't that be co-operation and correlation?

Education—Yes! and you'd also have the third factor. When cooperation and correlation so characterize a school's life and daily work that there is a vital interest, a unified activity, a common goal, then we have the third factor—integration. Such living, working, and accomplishing together is the finest kind of teamwork: *It is citizenship.*

June Salyer—(recites "Teamwork" by Edgar A. Guest)

School—H-A-S-S-E-L-L
H-A-S-S-E-L-L

That's the way you spell it
Here's the way you yell it
Hassell! Hassell!

Gladys De Lee—The glory of Texas isn't in her broad prairies, her fertile fields, her lofty skyscrapers, her whirling wheels, or her wells of flowing gold. . . .

"The wealth of Texas isn't silver or gold,
Or the diamonds or rubies its caverns
may hold,
Or the trees in its woods, or the power in
its pools;
The wealth of Texas is today in its schools.
For nothing has value which lies in our
ken
Without the high thinking of women and
men.

"When you have added the dollars, and
measured the ore,
Take stock of the children that play at
the door.
For the wealth of Texas which on paper
you pen
Is as dirt to your feet without God-
fearing men,
And the strength of our state lies not in
our guns,
But deep in the minds of our daughters
and sons."

[Quoted by exgovernor Pat M. Neff, president of Baylor University, in "Making Texans."]

Thomas C. Hassell School—Our school has not yet reached her full growth; she is still striving for a greater stature, a higher goal. She looks for guidance and inspiration to her leaders, Mr. Jacobs and Dr. Crozier.

Directly across the street will be the central exhibit of the Texas Centennial. Our immediate future is the Centennial of Texas—One Hundred Years of Growth.

Is it possible for *Thomas C. Hassell School* to have a part in that celebration; a part that will be a credit to Dallas—to Texas—to American citizenship? Can she, as a standard bearer of *Education*, welcome Centennial visitors?

Cultivating Interests and Sympathies

WALTER E. MYER

THE FIRST STEP in civic education is to enlarge the interests and to broaden the range of sympathies. Sympathy comes from understanding, and understanding is the product of expanding knowledge. Let the boys and girls and young men and women in the schools acquire knowledge concerning peoples of different sections, occupations, classes, nations; knowledge concerning ways of life, the problems, ambitions, aspirations. Let this knowledge be imparted by every art which teachers, acquainted with human reality and armed with fact, imagination, and skill, can devise. Let this educative process be continued thruout the school years, and the result will be a generation of citizens acquainted with the human problems which are the real stuff of politics, and inspired by the impulses of generosity and sympathy which are so essential to good citizenship.

The time to start such a course in civic education is the day the child enters school. The work can be undertaken without any revolutionary curriculum changes. An examination of courses of study now being followed in numerous school systems discloses a widespread disposition to introduce geographical elements into the earliest elementary grades. The children are frequently told stories about peoples of other regions or countries. Perhaps they are shown some of the operations of mining or farming or manufacturing. They are taught that certain people furnish us with coal, others produce the wheat from which bread is made, and so on. The idea of the interdependence of sections and occupational groups is brought in.

The purposes which we are considering might be served by continuing such elements of commercial geography while adding a considerable measure of human geography. There might be realistic stories, supplemented by moving pictures, showing how the people—the men, women, children, families—live in different sections and classes. A study of mining, even the most elementary study, might include little stories of life in the mining villages.

These stories, in order to secure the best effect among the very young, should be fictionized, stories about concrete people, with names and life pictures. Naturally such lessons would necessarily call for preparation with great care and definite knowledge lest they should give other than a true picture, lest they should present pictures out of proportion to the whole social situation. The life studies should include a number of sections and groups—farmers, share-croppers, factory workers, middleclass and prosperous families. They should, so far as possible, reflect American life truly even tho in miniature. These stories about real human beings, so artistically presented as to stir the interests, understandings, and sympathies of the children, should naturally include peoples of foreign lands as well as our own country.

It is important to the success of such a plan that, during the early years, these pictures of peoples should not be presented as problems. The object should not be to convince children either that social conditions should or should not be changed. Primary pupils are too young for that. The object should be gradually to give the young people a picture of representative Americans as they are and of America as it is. The studies should not be tinged with either conservative, liberal, or radical bias. No effort should be made to assess blame when poverty is depicted or lack of opportunity is revealed. No morals should be drawn. The essential purpose should be twofold: first, to give young America the facts as to what America and the world are like in human terms, and second, to give the young citizen such an intimate picture of different elements of populations, here and abroad, that he may extend his sympathies and develop a warm, human interest in the people of his country and other lands. The socially educated individual is one who has come to feel what Franklin H. Giddings has called a "consciousness of kind."

A direct study of human beings in typical geographical, economic, and social situations should probably be carried on in a continuous, separate course from the kindergarten thru the college, but much can be accomplished without such a working over of the curriculum as that would imply. History, civics, international relations, all the social studies, can be given new life and meaning if reduced to human terms and pursued with typical human situations in mind. If the social studies should take such a form we might expect that the educated man or woman would really understand the life problems of multitudes of his fellows. Politics would then cease to be a matter of abstractions. If one read of strikes and turmoil in the steel industry, there would come to his mind images of miners, so well understood as to seem to be his friends, struggling with the problems of mine village life; images, too, of employers, managers, with their own problems and difficulties. If there were a revolution in Spain, the educated American would see in his mind, not abstractions about "Right" and "Left," but far-off friends, living, working, hoping, despairing under the conditions which actually prevail in contemporary Spain.

To ask teachers to give students more than facts; to ask them to set stirring in the hearts of the young a warmth of human feeling; to ask them to make of politics and economics something more than relatively meaningless abstractions; to ask them to relate social science to the problems of actual human beings, is to ask them to be artists in the performance of their tasks. It is only thru a work of art that people can be made to see and feel those common elements of experience that should bind them altogether in a cooperation which, in political terms, we call democracy, and in religious terms we call the brotherhood of man. But it is only by such a combination of intellectual and artistic gifts that the teachers of America can furnish a civic training commensurate with the needs of our complex civilization.

Both Candidates *favor* ACADEMIC FREEDOM

GOVERNOR LANDON

At Chautauqua, New York, August 24, 1936

OUR FOREFATHERS knew that the success of a free government depended upon an educated and informed citizenry. This is still true today. . . . Our forefathers put their trust in the wisdom and ability of the people to create their own institutions to serve their own needs. . . . This freedom of educational opportunity has been one of the priceless assets of American life. . . .

Today, perhaps to a greater degree than ever before, the control of our educational institutions must be kept in the hands of the local communities and the educators themselves. For we may as well face the fact that the tide is running against free government today. In many lands, the hand of government is closing down upon education. It is being made into a tool for autocratic purposes. . . .

If education is to realize its true goal, it cannot confine itself to an academic discussion of life—it must become part of life itself. I believe education is making a great contribution to the solution of our difficulties. It is creating increased interest and stimulating discussion. Letting every man have his say is the constitutional method of solving our problems. Why should we make teaching into a suspect profession by making our teachers take a special oath?

The selfsacrifice and devotion of our teachers is one of the finest examples of public service.

I believe that a teacher has a right to the same freedom of speech in expressing his political, social, or religious convictions, as any other citizen.

And I believe that a teacher has the same right to work for the accomplishment of his political and social ideals as any other citizen. . . .

We must ever remember that academic freedom, political freedom, religious freedom, and freedom of opportunity are all bound together. Infringement upon one will soon lead to infringement upon the others. In fighting to maintain our freedom, we will make greatest progress by fighting for the freedom of all.

We should not overlook the fact, however, that today, both at home and abroad, men are striving for power thru leadership of the mob. Because of this, I believe that our educators should make a more than normal effort to see that our youth is given a background of our heritage and tradition—a fundamental understanding of the form and philosophy of our government. If this is done, we need have no fear of allowing our youth to study any and all systems of government to which their curiosity leads them. . . .

We Americans are still in control of our destiny. We can remain so only thru the processes of sound education.

PRESIDENT ROOSEVELT

At Temple University, Philadelphia, February 22, 1936

AS LITERACY INCREASES, people become aware of the fact that government and society form essentially a cooperative relationship among citizens and the selected representatives of those citizens.

When we speak of modern progress it seems to me that we place altogether too much emphasis upon progress in material things—in invention, in industrial development, in growth of national wealth.

But progress in the things of the mind has been even more striking in these past fifty years. . . . Educational progress in the past generation has given to this country a population more literate, more cultured, in the best sense of the word, and more aware of the complexities of modern civilized life than ever before in our history. And while the methods of spreading education are new, the lessons of education are eternal. The books may be new but the truth is old.

The qualities of a true education remain what they were when Washington insisted upon its importance.

First among these qualities is a sense of fair play among men. As education grows, men come to recognize their essential dependence one upon the other. There is revealed to them the true nature of society and of government which, in a large measure, culminates in the art of human cooperation.

The second great attribute of education is peculiarly appropriate to a great democracy. It is a sense of equality among men when they are dealing with the things of the mind. Inequality may linger in the world of material things but great music, great literature, and the wonders of science are and should be open to all.

Finally, a true education depends upon freedom in the pursuit of truth. No group and no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth is found when men are free to pursue it. Genuine education is present only when the springs from which knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law and observed in our everyday dealings with the problems of life, that distinguishes us as a nation.

In our ability to keep pure the sources of knowledge—in our mind's freedom to winnow the chaff from the good grain—in the even temper and in the calmness of our everyday relationships—in our willingness to face the details of fact and the needs of temporary emergencies—in all of these lie our future and our children's future.

A WELL-INTENTIONED highschool Latin teacher taught me that education came from *educere*, "to lead out." Fifteen years later in graduate school I learned that education was, in fact, derived from *educare* which means "to nourish." Some persons still cling to the former idea, but I find real inspiration in the concept that education with its comprehensive, potential contributions to wholesome growth and stable development, is, in the strict sense of the term, a nourishing process for all individuals who experience it.

Adequate and appropriate nourishment, when administered to an organism whether a society or an individual, tends to serve its total growth and maintenance needs. We rely upon education to preserve and nurture our democratic ideals. We turn to education for the increase of socially desirable knowledge; for the acquirement of valuable skills, for the cultivation of appreciation of beauty and truth; and for the impartation of emotionalized ideals that emerge in enduring spiritual satisfactions and in high-grade human living.

In the realm of physical nutrition, we have heard much, in recent years, about the necessity for adequate variety in the vitamin content of diet in order to insure balanced growth and development of the individual. Similarly, in the realm of educational nurture, there is need for a variety of experiences or "vitamins" in the cultural diet of the young and adults too if they are to realize a richer, better, and fuller life. We of the human family are not born ready made. We are born to be nurtured.

America faces unprecedented social potentialities. A vitalized educational program as broad in its scope as human problems and extending from the nursery thru adult life is the chief medium for arriving at maturation. It is, of course, futile to expect desirable educational returns if we fail to work in harmony with the dominant needs, interests, and proportional capacities of the individuals concerned. It is possible to classify the nourishing aspects of a broad educational program for America in terms of their specific or "vitamin" values.

Vitamin A, in the area of education, designates the activity-stressed program, which is analogous to the anti-infection vitamin of medical research in that it recognizes the prophylactic qualities of objective activities upon the individual. A society whose members are motivated by wholesome, purposeful participations develops resistance to undesirable expressions of the human urge for activity. The

Educational Vitamins



atmosphere surrounding educational effort needs to become an activity-centered, a person-centered climate with the idea of neutralizing anti-social infections that devastate rather than elevate life. Such a program, intended to foster individual growth and selfdevelopment, calls for teachers who realize that they should do nothing for the child that he can safely do for himself. The child craves deliverance from an adult-dominated world.

The application of *Vitamin A* to the total educational program, suggests a wide variety of wholesome and satisfying activities of a physical, mental, social, and spiritual nature that can be carried over into adult life. A safe and healthy society must be practiced in the wise use of leisure. The quality of leisure and hobby interests that are nurtured determines the direction of release from toil. The new America will require sane educational engineers to design and supervise a nationwide program of re-creative leisure.

Vitamin B suggests the bread and butter or vocational training that is essential to a wellbalanced life. The parallel between the term as used here and the *Vitamin B* of chemistry is the fact that its absence occasions disruption and lack of appetite with resultant breakdowns in social and physical metabolism.

The bread and butter vitamin is primary in the total scheme of an improved society. Primitive needs must be satisfied before we can plan for refinements of living and emerge to higher levels of cultural attainments. The application of this vitamin to education, when conceived as a nourish-

ing process, suggests the training of all workers in some form of economic enterprise to the end that their services may be efficient, economical, and desired. It, likewise, suggests provisions for retraining workers who become submerged in obsolescent enterprises by virtue of technological change or change in social demands.

A required study of vocations, vocational guidance, and training in the light of possible placement can motivate the prospective worker and consequently increase his enthusiasm and efficiency. Society rewards us for doing gracefully and well a service that it wants or needs to have done. Work, as a cooperative factor in our complex and intricately specialized life, needs to be emotionalized as part of a great ongoing and sharing human service enterprise. Consequently, the occupational values to be stressed are honesty, tolerance, fair play, and the dignity of all labor.

Vitamin C, recognized in the research laboratory as the anti-scurvy vitamin, characterizes the culture of courageous, chivalrous citizenship. Surely the preventive for a debilitated society lies in vigorous study of social problems and periodic introductions of fresh vitalizing facts and philosophies.

Both youth and adults must acquire a broad and realistic understanding of the

social milieu and cultivate a dynamic disposition to correct existing social ills. The fundamentals of economic production, distribution, and consumption remain to be written by some world economist. Education needs to administer a critical evaluation of the culture in which we live and assume corrective attitudes toward it. We must have freedom for research, freedom of speech, and release from fear. The truth

by

Merle Prunty



will make us free. To be on the popular side of a controversial issue is one thing; to be on the right side, in the long run, is another thing.

We can eventually have the kind of society that we want to have. The personal liberty idea, apart from community welfare, has been overmagnified in the past. We can choose to realize an acquisitive society of go-getters or we can choose to cultivate an altruistic democracy. The challenge to education is to recognize the productive genius of science in terms of a broad constructive social purpose and to synchronize the economic, political, and social gears in the total life of America. We know that social change is not only inevitable but desirable; that social and economic planning is necessary; that interdependence is a fact in modern living; that cooperative endeavor contributes to social welfare better than does competition; that tolerance breaks down prejudices; and that human beings are more important than things. The pursuit of these ideals on a nationwide scale would free us from the frustrating paradoxes that now enmesh us and release social energy

for the improvement of human welfare.

Vitamin D may be applied to disarmament policies with the corollaries of goodwill, understanding, and relief from warped, twisted bodies, from chilling fears and haunting suspicions. Absence of the corresponding anti-rachitic vitamin in the physical diet produces nervousness, induces fever, causes super-sensitiveness, susceptibility to epidemics, head enlargement, and a weakened distorted spine.

If nations are to promote the orderly and unified progress of mankind, they will need to become helpful neighbors rather than jealous, envious, and antagonistic aggregations of armed enemies. We share the contributions, both material and cultural, of other nations. Cynical and prejudicial propagandizing to promote the interests of delusive profit seekers at the expense of human life is a poison to be shunned. The mental and emotional attitude of the individuals that make up a society is the key to the situation. Adults must know more than how to read in order to contribute to world peace. Antidotes for insidious motives might include placing some mothers and young men at the war council tables, taking the profits out of war, doing away with the glamour of bands and uniforms and, finally, getting a vote on the declaration of war from those who are to do the dying.

This vitamin if applied in the educational diet of all Americans would gradually work out in the physical, economic, and social world the principle, "Thou shalt love thy neighbor." Appropriations should be made for the promotion of peace that would have for their objective the stretching of hearts and minds around the world. Such a procedure would soon have a telling effect upon the peace attitudes of all peoples.

Vitamin E, conceived as an educational term, denotes emotional training and spiritual culture. The actual ills in our anemic social organism are due to sterility in spiritual life as truly as physical sterility in an animal is due to the lack of the nurture of this chemical vitamin. Herein rests the opportunity to nourish the human spirit; to cultivate appreciative attitudes toward nature, music, art, poetry, drama, and rhythm, thereby contributing to good taste, decency, chivalry, sobriety in life, and counteracting selfishness, lewdness, suspicion, and poisonous gossip. We must, obviously, provide a more substantial social diet to achieve such purposes than is to be found in comic strips, radio chatter, and cinema chaff.

Youth lives primarily in the realm of the emotions. Altruistic and idealistic youth is restlessly seeking today for a con-

trolling vision. There must be a new interpretation of service to one's country. Thomas Jefferson said, "It is the manners and spirit of a people which preserve a republic in vigor." Unfortunately, there seems to be a greater solidarity of effort on the part of selfseeking and debilitating forces in our society than on the part of the openminded and constructive agencies. Surely, here is fertile soil for pioneers of the spirit, warmed in the sun of an improved social and spiritual climate and nourished thru the productive avenues of education. We need to become honest students of the adversities in American life that are impeding human welfare. Choice spirits and pioneering minds who live the life of love, walk in the way of honor, and serve in the light of truth are the most precious possessions which institutions of learning can harbor. The supreme and enduring values in human life are spiritual values.

Vitamin G, the only other recognized vitamin, is considered by the chemists as a complex element rather than a distinct and isolated property; hence, it is appropriately analogous to the group life as found in the home and family. It is the business of education to reveal the ideals, duties, and responsibilities of home life, and to supply nourishing, functional, and instructional activities which point toward worthy home membership. Many so-called homemaking courses in our schools today lack essential application to the elements in one's own immediate life situations and fail in the enrichment of personal satisfactions. In social studies we need to idealize the home as a vital and transforming social institution; in literature, to interpret the genuine human elements that make a home. We need to call upon music and art to beautify and add joy to the home, and upon science for the applications of biology, physics, chemistry, and hygiene in home life and reproductive functions. We should use the problems of home administration and budgeting as a basis of desirable mathematical calculations. Prominent in this particular aspect of training, is the fact of the wide range of individual differences calling for specific analyses.

Educators have long been bold enough in their pronouncement of goals but too lethargic in prescribing functional educational diets. If we will coordinate educational potentialities with a sovereign vision of the pregnant social possibilities which lie out ahead, and enlist the loyalties and enthusiasms of children and adults in the realization of the vision, America can nourish the most humane, "the most beautiful, the most majestic civilization ever fashioned by any people."

Notes and Announcements

WITH JOURNAL AUTHORS—

WILLARD E. GIVENS (202) is Executive Secretary of the National Education Association.

LYLE W. ASHBY (203) is assistant director of the Division of Publications, NEA.

ARTHUR I. GATES (205), professor of educational psychology, Teachers College, Columbia, has long been counted an authority on the teaching of reading. Dr. Gates is the author of numerous books, among them, *New Methods in Primary Reading*, *Interest and Ability in Reading*, and *Improvement of Reading*.

GUY L. BOND (205) is an assistant professor at the State Teachers College, Fredonia, N. Y.

JOURNAL readers will welcome the second article (207) in the "Plain Talk" series by U. S. Commissioner of Education J. W. STUDEBAKER.

JEANNE SWAN LUCKEY (209) teaches home economics in the Morton Senior Highschool, Richmond, Indiana.

GERTRUDE BRODERSON (211) is also a teacher. She has charge of the intermediate group, Grade IV, Hanover, Connecticut.

"We Want Good Schools, Do You?" (212) was worked out in the Avondale School, Cincinnati. Teachers responsible were MADELINE SCHMIDT and ROSE ZELIG.

REIGN S. HADSELL as principal of Hiram Highschool, Hiram, Ohio, introduced a number of experimental courses into the curriculum to give students a more realistic insight into current economic and political problems. The courses dealt with consumer economics (see p213); a national election project, as described by Mr. Hadsell in the March 1936 JOURNAL; and public opinion, propaganda, and lobbying.

E. C. KELLEY (217) is dean of men, Milwaukee Vocational School, Milwaukee.

DOROTHY TAYLOR REA (221), principal of McKinley grade school, Salem, Oregon, was city chairman of American Education Week activities last year.

WILLIAM A. EVANS (223) is director of publications, Indianapolis Public Schools.

CORIN HUMPHRIES (225) is auditorium director, Thomas C. Hassell School, Dallas.

"Cultivating Interests and Sympathies" (228) is the second in the series of Notes on Civic Education by WALTER E. MYER, editor of the *American Observer*.

MERLE PRUNTY (230), formerly superintendent of schools at Tulsa, Oklahoma, is now director of personnel and head of the extra-curricular division, Stephens College, Columbia, Missouri.



BOOK WEEK POSTER, 1936

The special theme for Book Week, November 15-21, is "Books to Grow On—The Modern World for Young Readers."



IMPORTANT DATES FOR AMERICAN YOUTH

- 1635—Founding of the first Latin Grammar School in Boston
- 1636—Harvard College established in Cambridge
- 1751—Franklin's academy founded in Philadelphia
- 1821—English Classical School (highschool) founded in Boston
- 1833—First coeducational college opened at Oberlin
- 1842—First child labor law passed in Massachusetts
- 1852—First compulsory attendance law in Massachusetts
- 1856—First coeducational highschool in Chicago
- 1862—Morrill Act passed by Congress extending the principles and practice of federal aid to education
- 1868—Hampton Institute established as first school of higher education for Negroes
- 1874—Decision in Kalamazoo case upheld taxation for secondary schools.
- 1899—First juvenile court established in Chicago
- 1918—Seven cardinal principles of secondary education prepared by a committee of the National Education Association
- 1930—White House Conference on Child Health and Protection called by President Hoover
- 1933—Establishment of the Civilian Conservation Corps Camps and (in 1935) their educational program placed under the federal Office of Education
- 1935—Launching, under federal and private auspices, of several national agencies to study and help youth

American Education Week—Suggestions for making our 1936 observance effective are found on pages 219-227 of this issue. Lists, prices, and descriptions of helpful material which may be secured from the Association appear on the inside back cover.

American Education Week News Reel—According to the office of Carl Milliken, secretary, Motion Picture Producers and Distributors of America, the news reel companies are interested in the filming of an episode on American Education Week for distribution during or after this observance. It is necessary to find some highly striking human interest material, ideas, or events in connection with schools and American Education Week. The news reel editors cannot accept such an episode unless it will stand the test of competition for public interest with other highlights in the world's news of the week. Readers are urged to submit suggestions to the NEA for this proposed news reel. Since a good news reel has an audience of about 50,000,000 persons a week it will be exceedingly valuable if an AEW episode can be developed.

Let the children in your school read "A Tribute and a Challenge," p225.

WE KNOW A TEACHER we admire,
WHO LOVES his pupils.
EVERYBODY is his friend.
HE IS a gentleman in school,
AT HOME, or when he is
AMONG FINE PEOPLE elsewhere,
BUT HE is a sincere teacher and
DOES NOT feel superior or
TRY TO subordinate others. He can
ADOPT their best attitudes, leaving
OTHER PEOPLE'S choice of thought and
MANNERS to their own selection.
HE IS a humble fellow, living
SIMPLY and not shoving
HIMSELF forward. Perhaps
THAT'S WHY his pupils respect him.
WE LIKE to go to church Sundays, but
THIS TEACHER seems to worship every day.

—DOUGLAS E. LAWSON,
Assistant Principal, Brush Training
School, Southern Illinois State
Normal University, Carbondale,
Illinois

Professor Jesse B. Sears, of the School of Education, Stanford University, has been appointed to the staff of the Educational Policies Commission for the autumn quarter of 1936. Dr. Sears has been granted a leave of absence from Stanford University in order that he may accept this appointment which involves the

drafting of a comprehensive plan for studying the effect of the depression on schools and other educational agencies.

Motion pictures as a means of educational interpretation — Under the direction of S. H. Lyttle, principal of the Saginaw Highschool, Saginaw, Michigan, a movie was made last year of high-school life and activities. From the first day of school thru the spring activities, more than 1500 students and teachers were photographed in classroom, athletic, gym, school parties, student organization, and office scenes. Faculty members cooperated in rehearsing, directing, and preparing script. By means of an amplifying system, the production was made to resemble a talking picture. The result—an hour and three-quarters motion picture, "What You Missed"—gives a complete picture of high-school life. The movie was shown two nights, and the large school auditorium was inadequate to accommodate the numbers of people desiring to see it. This film will be invaluable not only as an interpretative medium but as a historical record of the year's activities.

A federal library agency in the Office of Education will be established in 1936-37 with a budget of \$25,000 provided in the Department of the Interior Appropriation Bill signed by President Roosevelt June 23. The event is significant because it is the first time a federal office has been made specifically responsible for fostering a national program of library development. The work of the new agency will include making surveys and studies regarding libraries; fostering coordination of public and school library service; and coordinating national library service with other forms of adult education.

Thru the generosity of Director Connell of Los Alamos Ranch School, New Mexico, an otherwise poor mountain district is enabled to secure the most modern housing and equipment. This model two-room rural school, in Sandoval County (see photo below), was built by Mr. Connell.



A LESSON IN ARITHMETIC

	Amount of Debt Outstanding	Interest on Basis of Ordinary Bank Loan Practice	Finance Charge on Automobile Finance Co. Basis
1	\$300	\$1.50	\$1.50
2	275	1.375	1.50
3	250	1.25	1.50
4	225	1.125	1.50
5	200	1.00	1.50
6	175	.875	1.50
7	150	.75	1.50
8	125	.625	1.50
9	100	.50	1.50
10	75	.375	1.50
11	50	.25	1.50
12	25	.125	1.50
		\$9.750	\$18.00

To all the devious ways of making the cost of a new automobile appear lower than it really is, is now added a new and insidious form of camouflage. The buyer is led to believe that under the new 6 percent time-payment plans he will be financed at the low rate of 6 percent per annum. To find the actual rate of interest to which the financing charge is equivalent, add up the interest payments due on a bank loan which is paid in instalments in the same way as the unpaid residue of an automobile financing loan, but on which bank loan interest is charged only on the amount outstanding at any time. Then compare the total interest with the financing charge for the use of the same amount of money under the so-called 6 percent financing plan. For example, assume that \$300 is to be paid off in 12 monthly payments of \$25 each, as shown in the table above.—*Consumers' Research Bulletin*, February 1936.



The Enterprise, Alabama, City School has a most worthwhile recreation and lunch-room. Begun three years ago for the serving of hot lunches to underprivileged children, it has met with such success that today it serves the entire school with educational talking pictures, radio programs, entertainments, club activities. It serves hot lunches to three groups of children: cash lunches to those desiring them; free lunches to underprivileged children; exchange of produce of transported children for hot lunches. Superintendent H. T. Grace states that the project "is one outgrowth of a New Deal experiment with relief teacher thru the co-operation of the PTA and merchants of the city."

[Cont. on page A-104]

The Honor Roll of the NEA

For several years I have been wanting to become a Life Member of the National Education Association but have not been able. However, when I received your letter yesterday regarding a Life Membership, I said, "I've waited long enough." So I am inclosing a check to complete my first year's payment. In our present state of great social and economic problems much serious responsibility rests with us teachers. We need to unite as never before.—L. W. Ripple, principal, High-school, Weed, New Mexico.

New Life Enlistments

THE NUMBER of Life Members in the National Education Association on September 1 was 5609. The following Life Members have been reported since the list was published in the May JOURNAL.

CALIFORNIA—Annie McKenzie, Dwight M. Lydell
CONNECTICUT—Thomas F. Richardson
DISTRICT OF COLUMBIA—Hugh S. Smith
GUAM—A. B. WonPat
HAWAII—Mrs. Grace C. Hamman
ILLINOIS—Harold F. Koepke
KANSAS—Beulah Courtney
MARYLAND—Harry Wm. Krause
MASSACHUSETTS—Herman H. Stuart
MICHIGAN—Leslie A. Butler
MINNESOTA—Mrs. Myrtle Hooper Dahl, Mrs. Eva I. Freeman
MISSOURI—Ulysses S. Donaldson
NEVADA—Mrs. Myrtle V. N. Pierce
NEW JERSEY—Arthur B. Wrigley
NEW YORK—National School of Commerce, Lamont F. Hodge
OHIO—Claude B. Benedict
OKLAHOMA—Carl J. Blomfield, Walter Gungoll, M. E. Hurst
OREGON—Isa Eudora Botten, Jane A. Goddard, Margaret F. Sagaherd
PENNSYLVANIA—John Nevin Land, Charles B. Pierce
PUERTO RICO—Herminia Acevedo
SOUTH CAROLINA—W. B. Southerlin
TEXAS—Winnie Cannon
WEST VIRGINIA—B. Trendon Tharp

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association for 1936-37.

SEVENTEEN YEARS

MISSOURI—St. Louis, Simmons

ELEVEN YEARS

MISSOURI—St. Louis, Roe, Wyman

SEVEN YEARS

MISSOURI—St. Louis, Mallinckrodt

SIX YEARS

MISSOURI—St. Louis, Benton, Dumas, Eliot, Gundlach, Herzog, Madison, Meramec, Pestalozzi, Shendoah, Washington, Wilkinson

FIVE YEARS

MISSOURI—St. Louis, Carondelet, Carr Lane, Clay, Clinton, Delany, Dewey, Humboldt, Longfellow, Oak Hill, Resident Open Air, Rock Spring, Scruggs, Special Number 3, Wheatley

FOUR YEARS

ILLINOIS—Mount Morris, Mount Morris Elementary
MISSOURI—St. Louis, Ames, Central, Cole, Cottage Avenue, Grant, Harrison, Jefferson, Lincoln, Meramec Hills, Mullanphy, Riddick, Stix, Turner, Walbridge

THREE YEARS

MISSOURI—St. Louis, Adams, Baden, Bellefontaine Farms, Carr, Chouteau, Dozier, Harris Teachers College, Lafayette, Monroe, Penrose, Porter Open Air, Shaw, Siegel, Stowe Teachers College, Wade, Wade Ninth Grade Center

TWO YEARS

MISSOURI—St. Louis, Buder, Charless, Dessalines, Fanning, Freemont, Gallaudet, Gardenville, Gratiot, Hodgen, Long, L'Ouverture, Mason, Michael, Mount Pleasant, Peabody, Riddick Ninth Grade Center, Schroeder, Sherman, Taussig Open Air, Special Number 2, Special Number 7, Waring, B. T. Washington, Woodward
[Continued on page A-109]

NATIONAL MEMBERSHIP RECORDS FOR 1935

[From the Program of the Portland convention]

The fourteen states which achieved the goal "At Least a 10 Percent Increase in NEA Membership" were:

State	Number of NEA Members		Percent of Increase
	1934	1935	
Colorado	3,750	5,303	41
Oregon	1,949	2,708	39
Nevada	571	762	33
Texas	3,112	4,084	31
Vermont	597	759	27
Washington	3,080	3,791	23
West Virginia	1,844	2,261	22
New Mexico	577	671	16
Idaho	631	729	15
Indiana	5,476	6,322	15
Kansas	3,084	3,566	15
Alabama	1,249	1,404	12
South Carolina	603	671	11
North Carolina	595	660	10

The eight states and territories which enrolled more than 50 percent of their teachers in the NEA were:

	Estimated No. of Teachers	No. of NEA Members	Percent of Teachers Enrolled
Hawaii	2,512	2,180	87
Nevada	900	762	85
Alaska	271	216	80
District of Columbia	2,946	2,009	68
Colorado	9,195	5,303	58
Arizona	3,500	2,000	57
Delaware	1,628	903	55
Utah	4,980	2,581	52

The five states which had the largest total NEA membership were:

Pennsylvania	23,620
California	18,952
Ohio	17,185
New York	11,952
Illinois	11,633

The five states which had the largest number of NEA Life Members were:

California	477
Ohio	474
Pennsylvania	425
New York	327
Texas	280

The following cities have reported 100 percent NEA membership enrolment for fifteen years or more:

No. of Years	City	State	Record	Superintendent
18	St. Joseph	Missouri	1918-36	I. E. Stutsman
18	Morris Township	New Jersey	"	Roy P. Stillwell
17	Kenton	Ohio	1919-36	L. E. McKinley
16	Piedmont	California	1920-36	H. W. Jones
16	Mapleton	Maine	"	Elmer H. Webber
16	Sedalia	Missouri	"	Heber U. Hunt
15	Prescott	Arizona	1921-36	D. R. Sheldon
15	La Junta	Colorado	"	Glen T. Wilson
15	Bedford	Ohio	"	A. E. Moody
15	Scienceville	Ohio	"	Warren L. Richey
15	Altoona	Pennsylvania	"	Robert E. Laramy

Kansas City, Kansas, holds the national record for being the largest city to have a 100 percent enrolment. Her population is 121,857. She has been on the Honor Roll for twelve consecutive years.

Keeping pace with music-loving America

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In the 1880's

Mason's Music Readers and Charts by providing sound instruction in *reading* music helped to gain for music a regular place in the curriculum. Later the New Educational Music Series provided new opportunities for advancing this skill.

In the 1920's

came a realization that training in *music appreciation* as well as in singing was essential in an increasingly music-conscious world. The merits of Ginn and Company's Music Education Series, correlating singing and listening, are known from coast to coast.

And today

Ginn and Company are again ready—ready with a new program to care for today's emphasis on activity. Singing, listening, and *playing* are all embraced in The World of Music—the biggest program in music education ever presented. By ten editors, The World of Music offers vocal courses for elementary and junior high school, a kindergarten course, a course for ungraded schools, piano, band, and orchestra courses, a course in appreciation—all top-notch for quality and planning.



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Department of Education

AMERICAN TYPE FOUNDERS

ELIZABETH, NEW JERSEY

Types used: Tower, Romany, Bernhard Gothics

[Cont. from page 233] **Academic freedom**—The statement on page 229 gives the views of the major parties on academic freedom. The candidates of other parties are equally strongly committed to this fundamental principle of democracy in human liberty.

Thoughtfulness is the keynote of the Hallowe'en celebration in Oberlin, Kansas, and Seattle, Washington:

Gerald Van Vleet, a 1935 graduate of the Oberlin Highschool, writes: "Dozens of front yards raked clean, whole truckloads of leaves and debris carted away and burned, hundreds of eager school boys and girls given an evening of constructive fun—all balanced against the other side of the ledger showing not a single window soaped, not one house ticktacked, not an extra policeman employed, and not one cent of property damage inflicted. This is the accounting Oberlin, Kansas, a town of 1700, has given its Hallowe'en activities for eight years. About 300 highschool students and 150 elementary-school pupils rake the lawns of the aged and disabled people of the town. The highschool domestic science department prepares and delivers little baskets of food for these people. In return, the business men give the students weiners and apples, which are served around a bonfire. The 'clean-up' is in charge of a highschool boy, who is elected captain, and eight lieutenants."

Thru the efforts of students and faculty of the Seattle schools during the past two years, Hallowe'en observances have been greatly improved. An Inter-School Council for civic service by young people grew out of the first year's activ-

ities. On October 29, 1935, student members of this Inter-School Council, assisted by Superintendent Worth McClure, the mayor, the chief of police, the chief of the fire department, the president of the board of education, and other citizens presented a half hour broadcast, describing what had been done to bring about a safe and sane Hallowe'en in Seattle.

A tribute to the late Randall J. Condon—The Cincinnati Board of Education has changed the name of the School for Crippled Children to the Randall J. Condon School. This recognition was based in part upon the interest Superintendent Condon had in this particular school, whose beginning took place during his superintendency. Dr. Condon was an active worker in the National Education Association and president of the Department of Superintendence for 1926-27.

"Reconstructing Education Thru Research," the *Official Report* of the 1936 meeting of the American Educational Research Association, is now available at \$1.50 per copy. Order from the American Educational Research Association, 1201-16th St., N. W., Washington, D. C. This report contains the addresses delivered at the St. Louis meeting of the Association, February 1936, and represents the second time the AERA has published a report of its annual meeting in separate printed form. Deans of schools of educa-

tion, librarians, and others engaged in teaching in colleges and universities will find this report valuable for textbook and supplementary reading.

The fundamental idea which should be put into our curriculum is to teach that a government can be always progressive and yet always stable. There is a second phase of curriculum revision that is sadly needed. We must bring into the study of the problems in school life the great economic questions of the day. A third great change in our curriculum should be grouped around the idea of solution of social problems. Children should be taught that the great problems that now confront society in general can be solved.—*Willis A. Sutton.*

The World Federation of Educational Associations will hold its seventh world conference in Tokyo, Japan, August 2-7, 1937. Information can be obtained from Federation headquarters, 1201-16th Street, N. W., Washington, D. C.

Adult education—The Board on the Library and Adult Education of the American Library Association suggests to sponsors of adult education projects:

[1] That a wide choice of reading matter pertinent to the subjects being studied should be easily available.

[2] That there be consultation with librarians

when plans for the project are in the formative stage so that reading may be made an integral part of the whole program.

[3] That provision of followup reading opportunity is as important for the informal type of program as for classroom or lecture programs.

[4] That adequate reading facilities for larger projects frequently involve special costs that libraries cannot meet, and that a portion of the budget of such projects should be designated for reading materials and services.

An NEA member from West Virginia writes: When in your home you have both a radio and a child who is half-way between three and four years of age you are often inclined to throw the former into the junk pile because of the undesirable *stuff* which comes over the air. Already our boy has not only learned slang words and phrases from the radio, but has picked up the intonations and inflections given them by the broadcasters. There are possibly three million children in this country of preschool age who are subjected to the same abominable radio productions that come into our loud speaker. It is impossible to keep out undesirable programs entirely because of the quick change from good to bad. Even if you sit beside the dial and shut off or change when the good programs for adults are thru, what is there coming over the air for children of nursery and kindergarten ages?

Shall federal aid to students be continued after the emergency has passed? If so, who shall administer it? To whom shall it be made available? Shall the state or the communities from which the individual student comes be required to share in the expense of his education? Shall assistance to him be in the form of loans or scholarships, or shall it be in payment for work performed? What provision shall be made for the specially gifted but wholly impecunious youth? What can be done for the youngster who is floundering with respect to the choice of a vocation? How can trained young men and women be placed when they are ready for employment?—From the report of the Committee on Policy of the National Youth Administration, adopted July 24, 1936.

Reports which give us a thrill—Reports like the following received August 25 from Superintendent F. R. Harris give encouragement and stimulate enthusiasm: "Enclosed, herewith, is a check for \$98. This constitutes a 100 percent enrolment in the NEA for the Greenfield, Ohio, school system—McClain Highschool, McClain Junior Highschool, and Greenfield Elementary School."

What has the state university in your state contributed to an understanding of economic problems among the people? Have there been surveys which reveal local economic trends?

Who Will Pay

the Doctor
the Nurse
and the
Board Bill

—When You Are Sick or Injured?

This is the question you must decide, and you are deciding it right now—whether you will continue to carry the risk of financial loss and embarrassment in time of need, or whether you will let T.C.U. assume the risk and share the burden when the loss comes.

Bad Luck Hits 1 Out of 5 Teachers Every Year

It is an actual fact, proven by the records, that every year one out of five teachers suffers enforced idleness through Sickness, Accident or Quarantine. You may be that unlucky fifth teacher this year. Why take the risk of being compelled to use up your savings, or to run into debt, to carry you through a period of enforced idleness, when the T.C.U. stands ready to help bear that burden?

What the T.C.U. Will Do For You

The Teachers Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure an income when you are sick or quarantined, or when you are accidentally injured. It will also pay you Operation and Hospital Benefits.

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Just fill out and mail the coupon. We will then send you full particulars of how we protect teachers. Please do it today. No agent will call.

Teachers Casualty Underwriters

659 T.C.U. Building, Lincoln, Nebr.

The National Home Study Council, 839-17th St., N. W., Washington, D. C., is attempting to eliminate "racketeering" correspondence schools and salesmen from the home study school field. JOURNAL readers who have had an unfortunate experience with a fraudulent correspondence school during the past year are asked to write the National Home Study Council giving full details.

Kagawa on peace—Millions today recognize the principal causes of war as economic. These same millions must now learn that the foundations of world peace can be laid only thru organizing cooperatives.—*Toyohiko Kagawa.*



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"I am very glad that I am under the T.C.U. Umbrella. When I was ill, my salary stopped and I had extra expense. The T.C.U. was very prompt and fair. It is a great comfort to feel one has a real friend like the T.C.U."—

—Georgina Brown, Esperance, N. Y.

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"I can speak only good words for the T.C.U. It seems to make no difference how, or when, or how often a person needs their help, they are always prompt and cheerful in extending it; and always fair in making a settlement of claims."—

—Josephine Bailey, Geneseo, Ill.

Such a Comfort

"I surely appreciate the promptness with which you sent your check. It was such a comfort to me while in the hospital to know that I, too, would find shelter under your umbrella."—

Dena Greenwalt, Palouse, Wash.

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I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

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(This coupon places the sender under no obligation)

The slogan, "Know your schools," which has been applied to parents, should first be applied to teachers. Did anyone ever hear of visiting days when the instructor in the machine shop is sent to visit the music department, or the commercial teacher sent to the kindergarten, the primary teacher to the commercial department, or the highschool principal to a fourth-grade room?—Roscoe D. Case, in *Minnesota Journal of Education*

Research Problems in Reading in the Elementary School is the title of the fourth annual research bulletin of the National Conference on Research in Elementary School English. [Cont. on p. 107]

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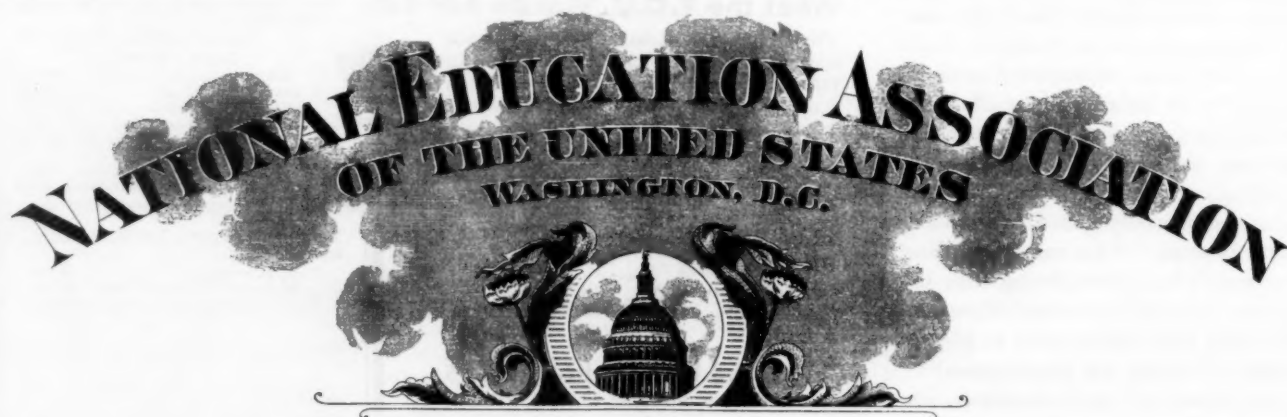
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[Cont. from page 105] Copies may be obtained for 50¢ by addressing C. C. Certain, Box 67, North End Station, Detroit.

The Child Labor Amendment—The American people favor ratifying the pending Child Labor Amendment, according to a sample poll of voters in all states made by the American Institute of Public Opinion. The poll reveals that if this amendment were submitted to the people, 45 states would ratify by popular referendum. However, only 24 of the people's legislatures (out of the necessary 36) have ratified the amendment. What does this mean? If your state has not already ratified the amendment, have you taken up with your representative in the state legislature the question of where he stands on this issue?

Favorite children's books—Ten children's books which have stood the test of time and are still favorites with juvenile readers, according to the American Library Association, are: *Little Women*, Alcott; *Adventures of Tom Sawyer*, Clemens; *Treasure Island*, Stevenson; *Heidi*, Spyri; *Robinson Crusoe*, Defoe; *Pinocchio*, Lorenzini; *Alice in Wonderland*, Carroll; *Hans Brinker*, Dodge; *Rebecca of Sunnybrook Farm*, Wiggin; and *The Tales of Robin Hood*. Almost as much in demand were *Peter Pan*, Barrie; *Adventures of Huckleberry Finn*, Clemens; *Smoky, the Cowhorse* by James; *The Story of Dr. Dolittle*, Lofting; *Swiss Family Robinson*, Wyss.

The National Union of Teachers adopted the following resolutions April 1936 at Southport, England:

This conference is of opinion that the government and the local education authorities should at once cooperate in making a planned advance over the whole field of public education, especially in view of the slowing down which has characterized the last five years. The chief features of this advance should be:

[a] The immediate and progressive reduction of the size of classes to thirty on roll.

[b] Immediate raising of school-leaving-age to 15 without exemptions and with maintenance allowances where necessary as a first step towards secondary education for all.

[c] Restoration of the 50 percent building grants and of a grant system at least as generous as the pre-1931 system, with special grants for distressed areas.

[d] Provision of nursery schools and/or classes.

[e] Extension of free health services.

Conference therefore instructs the executive to initiate a national campaign in cooperation with the local associations and such organizations as it may choose in order to focus public opinion upon the need for such a planned advance.

"Every Member of the Family a Success Club"—A group of Atlanta, Georgia, highschool students have organized a club whose purpose is thru discussion and the exchange of experience to work toward the improvement of family life. The aim is [Cont. on page A-108]

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- ☐ "THE STORY OF SALMON" a completely revised and beautifully illustrated booklet telling the history of salmon and how it is caught and canned. The booklet also contains a resumé of the important nutritional research in canned salmon.
- ☐ "THE GEOGRAPHIC STORY OF SALMON" a wall chart 39" x 53" showing a five-color map of the world; surrounding the map are 4" x 5½" photographs, in color, showing how salmon is caught, how tin and iron are mined and tin-plate made, and how salmon is canned. (Please send 10¢ for postage.)
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- ☐ "COFFEE FACTS FOR HOMEMAKERS" a small booklet about coffee for the consumer.
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[Cont. from page A-107] that every member of the family—whether baby brother, mother, father, or grandfather sitting in the chimney corner—shall be a success and shall have a sense of making a positive contribution to the happiness and wellbeing of the whole family. This project has a profound effect on the minds of the young people. It gives them a different idea of the meaning of success and teaches them that their daily life in school and home is best when each is working for the welfare of all.

New teacher's in town—The "11:45" is in. It has brought the new school teacher. Lightly, pertly she skips down the steps. Confidently she looks around. She is thinking, you are sure, "Well, little old city, I've come! You may expect great things from me." And so, no doubt, you may.

But beneath that saucy bonnet and inside that pretty new fall suit may be a quite bewildered young woman. For settling in a strange city is an adventure, full of excitement and nostalgia, that threatens anyone's dignity.

But look! A pleasant man and woman approach our school ma'am. "I beg your pardon. You are Miss Hemple, aren't you?" asks the gentleman. "I am Mr. Dunham, and this is Mrs. Dunham. We heard about your coming and we would

like to help you if we may. Would you like to come to our house for lunch?" She would, and off she goes, her spirits really soaring now, with Rotarian Dunham and his wife.

That simple but important drama will soon be repeated in countless cities, merely because many Rotary Clubs are convinced that a sincere and hearty welcome helps and pleases new (and old) school teachers. That first greeting, if followed by, say, a party for all the teachers of the city, can do much to give these instructors confidence and a fair picture of their city.—Editorial in *The Rotarian*, Aug. 1936.

The business of the teacher is the best personal growth of each pupil in his classes and the social improvement of the community as a whole. This is much broader than scholarly attainment.

The first use of radio by the National Education Association began in 1923, before the days of commercialized radio which came later. That year there were broadcasts at the Oakland-San Francisco convention. Beginning in November 1923 and extending thru the spring of 1924 the Director of the Division of Publications managed a program of one speaker per week over Station WRC in Washington. This was before the days of radio advertising and chain broadcasting.

William Holmes McGuffey—One hundred years ago this July "there was published in Cincinnati a modest little brown book that, for some 70 years, was to mold the thought and lives of millions of young Americans thruout the republic." On July 17-19, 1936, at Miami University, Oxford, Ohio, the anniversary of the publication of the first McGuffey Eclectic Readers was celebrated. A monument to McGuffey was unveiled by Lorado Taft; speeches were made by Henry Ford and others. Between 1836 and 1900 it is estimated that half the children in the United States used the McGuffey readers, sales of which amounted to 122,000,000 copies.

Some eighty years ago, a father and mother in Illinois decided to name a son after Horace Mann, whose pioneering work for schools has meant so much to children. This son grew up into a true gentleman, a noted judge, and later a member of Congress who championed measures for the improvement of education. It would be a fine thing if, during the Horace Mann Centennial Year, many parents could honor themselves and their sons by relating their lives in this way to that of Horace Mann, the great friend of children.

Making use of the noon hour—In the Elk River, Minn., Highschool a

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noon hour program that attempts to provide for student leadership, to give opportunities for guidance in recreation, to take care of the desire for activity, and to provide opportunity for transportation pupils to participate in recreational activities has been developed. The locker room has a large open space convenient for boxing; the lunch room has a shuffle-board diagram painted on the floor, and its tables are placed two together to serve for ping-pong; all the typewriters used for the regular commercial work are available; the agriculture room has several long tables suitable for games such as checkers and chess; the English room is equipped with a stage; the shop is at present not being used for classroom purposes and contains no equipment except a piano. The lower grades are occupied with simple table games in their rooms.

Best practises in the classroom—
 THE JOURNAL is interested in hearing from teachers who feel that they have handled some matter in the classroom in a way that would be helpful to other teachers. Write your experience in 60 to 100 words and send it to the Editor.

Applied conservation in the rural school—
 The rural teachers of Waukesha county, Wisconsin, have been teaching conservation in their schools for the past five years. Five years ago a small group of teachers organized the Waukesha County Teachers Garden Club. The club has sponsored many all-county conservation projects, and this year the efforts of the group are directed to the establishment of a circulating conservation library. Thru the efforts of the county agent the extension division of the University of Wisconsin has donated the services of its landscaping department to the group. Landscape plans have been made for each school participating in the club. Students at the Woodside school have erected a bird feeding station, developed a bed of evergreen seedlings, and have individual garden plots at home.

[Cont. from page 234]

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