

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



Antioch College, scene of the Horace Mann conference

December 1936

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TO MEMBERS OF THE JOURNAL family who have asked for a list of books and to others who wish to enrich their personal libraries or to read fruitfully during the winter holidays or to select books to give to friends at Christmas, we submit:

[1] *A Frontier Lady* by Sarah Eleanor Royce. Yale Univ. Press, New Haven, Conn. 1932. \$2. Charming.

[2] *North to the Orient* by Anne Morrow Lindbergh. Harcourt, Brace and Co., 383 Madison Ave., New York. 1935. \$2.50. A modern epic.

[3] *The Autobiography of a Philosopher* by George Herbert Palmer. Houghton, Mifflin Co., 2 Park St., Boston. 1930. \$2. Delightful.

[4] *Seventy Years of It* by Edward Alsworth Ross. D. Appleton-Century, 35 W. 32 St., New York. 1936. \$3. An autobiography full of the joy of life.

[5] *Other People's Money* by Louis D. Brandeis. National Home Library Foundation, Washington, D. C. Reprint 1933. 15¢. Invaluable.

[6] *Uncommon Sense* by David Cushman Coyle. National Home Library Foundation, Washington, D. C. 1936. 25¢. Today's problems.

[7] *Rich Land, Poor Land* by Stuart Chase. McGraw Hill Book Co., 330 W. 42 St., New York. 1936. \$2.50. Brilliant and informing.

[8] *Consumer Cooperation in America* by Bertram B. Fowler. Order from the Cooperative League, 167 West 12th St., New York. 1936. \$1. "Democracy's way out."

[9] *The Long Road* by Arthur E. Morgan. National Home Library Foundation, Washington, D. C. 1936. 25¢. Toward the social good.

[10] *Horace Mann: His Ideas and Ideals* by Joy Elmer Morgan. National Home Library Foundation, Washington, D. C. 1936. 25¢. For the Horace Mann Centennial celebration.

[11] *Man, the Unknown* by Alexis Carrel. Harper & Bros. 49 East 33 St., New York. 1935. \$3.50. Amazing.

[12] *The Prophet* by Kahlil Gibran. Knopf Inc., 730 Fifth Ave., New York. 1923. \$2. Too good not to own.

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The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privileges of the \$5 active membership for life. Subscription to non-members is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address. THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except June, July, and August, by the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1927.

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

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M I M E O G R A P H



The Horace Mann Conference

IN THE village of Yellow Springs in southeastern Ohio, stands Antioch College, originally made famous by its first president, Horace Mann, pioneer among pioneers. In spite of all the ups and downs since its founding in 1852, the college lives on—lives triumphantly and inspiringly, a pioneer still as in the days when Horace Mann gave the last years of his life that the college might go forward. Here is a school that has not forgotten what Horace Mann taught—that the purpose of all education is to build up personality and character in their everyday applications. Here is a school where college spirit means something deeper, finer, and more abiding than the rah-rahs of commercialized athletics—a college where eager young men and women are really searching after the good life.

In this setting at Antioch College on October 16 and 17 there was held the Horace Mann Centennial Conference, the first event in the Horace Mann Centennial, which is being celebrated during 1936 and 1937 under the auspices of the National Education Association. The occasion of the centennial is the entrance of Horace Mann into the field of education. The celebration will include the re-publication of the best of Horace Mann's writings, and events designed to bring his work and ideals before the nation as a whole.

The conference at Antioch had two distinct parts: One part, which centered around the dedication of the Horace Mann monument and the presentation of the Horace Mann play, is dealt with here. The other part of the program, which is covered on pages 273-76, was a conference of leading educators who

discussed the topic, "The Function of Education in a Democracy."

The central event was the unveiling, October 16, on the college campus of a bronze statue of Mann, presented to the college by Mr. Hugh T. Birch, an Antioch alumnus of the class of 1869. In his presentation address, Mr. Birch described the occasion of his first meeting with Horace Mann:

My good friends: It is a delight to see you here today. This is one of my happy days. I have lived long and have had many of them, but today is the culmination of them all. I want to say to you in a few

words what may surprise you. I knew Horace Mann. Eighty years ago this summer, I was coming up one of the streets of Yellow Springs and met Horace Mann face to face. He held out his hand to me and I reached up and took it. And I want you to remember that in that handshake, the small boy of nine years received a thrill that in all these eighty years which have passed since, has not left me.

That is one reason I am here today. I had an inspiration from Horace Mann. As a boy I fell in love with him and in all the years and struggles since, I have never forgotten him.

Horace Mann's soul is in this statue. I have brought it here for the benefit of the people of Ohio as well as the people of Antioch College. And I want it to inspire you, one and all, to some great deed in life, because Horace Mann believed in performance rather than in expression. He wanted everyone to be upright and honest and true.

Five or six years ago, I came to Antioch a lone man. I had lost all my immediate family; the last one to go was my daughter, Helen. I found that Antioch did not have ownership of the property in front of it. The college had a few scattered acres, but there was no place for the students to walk and play and be near to nature, so I conceived the idea of giving them a campus as a memorial to my daughter Helen. That has been accomplished. They have a campus.

I viewed Antioch College up and down, and it seemed to me that it needed an inspiration. All institutions should have an inspiration from a great source.

After having been in Boston where I saw the original, I had the idea of bringing to Antioch where his spirit is still lingering, a statue of Horace Mann. With the help of my splendid son-in-law, Frederick Clay Bartlett, I got in touch with the great foundry in Munich, Germany, that



Emma Stebbins, Sculptress

The great-granddaughter of Horace Mann, Barbara Mann, placing a wreath on the Horace Mann statue at Antioch

originated the first model of Horace Mann's statue, the one that is in Boston.

We arranged to have the statue cast, and here it is today. I want you all to reverence it. I believe that Horace Mann will live again among you and his great spirit will give you life to go on and do great things in the world.

Mr. Birch then presented the statue, which was accepted for the college by Mr. Homer Corry, secretary of the Board of Trustees. Mr. Corry traced Horace Mann's career as a lawyer; member and president of the Massachu-

setts senate; secretary of the Massachusetts Board of Education, "where for twelve years he served no other client than his state and the cause of education"; member of Congress and opponent of human slavery; and, finally, as president of Antioch. Mr. Corry paid tribute to Mr. Mann's great service at Antioch as follows:

It is appropriate that this statue should be located here on what is now a part of the Antioch campus and what was formerly the farm owned by Horace Mann. Here it stands looking across beautiful

Glen Helen to the college to which he gave his last full measure of devotion. Its location here is symbolic of his own appraisal of the West and of its boundless opportunities when he came to Antioch. . . .

Horace Mann in 1852 was offered the presidency of Antioch College. For him there came again the necessary choice between political preferment and the cause of education. The dominating motives of his decision were his intense interest in humanity and the supremacy of his moral nature. These furnish the key to his life.

So as an experienced man of affairs, an able lawyer, an eminent statesman, and a great educator, Horace Mann came to Antioch College. He came also as an idealist, the controlling passion of whose life was the improvement of mankind. He came to establish a college devoted to the cause of universal education. Here men and women were to have equal opportunity. The college was open to those of any color or creed or class. Merit was the only condition of admission.

Mann planned to do more. He would elevate science from a position of obscurity to its rightful proportion in the scheme of education. Art and music were to be essential. Physiology was to be taught and health emphasized as a fundamental element of achievement thru life. Teachers were to be instructed in the art of their vocation. Here there were united in one system education and character. To Mann education without religion was worse than no education at all. The diploma was more than a certificate of work done—it was a certificate of character. Education in all its aspects was to have an immediate relationship to its practical social value.

Antioch College was launched under the auspices of the Christian church with lofty ideals of freedom and service which gave promise that the hopes of Horace Mann would ripen into achievement. When Mr. and Mrs. Mann arrived at Antioch, the college buildings were not completed, and the campus was wholly undeveloped. There were many discomforts and annoyances, but these were incidental. There were other fundamental weaknesses, however, namely, a divided authority and a bankrupt college. The college property was sold on April 20, 1859, purchased by friends of Horace Mann and of the college, and turned over to a new Board. The future of the institution now seemed assured, but these troubles had enlisted the most strenuous efforts of Mann for months prior to that time. The Commencement of 1859 was one of rejoicing, but the strain

[Continued on next page]

*The original building
at Antioch, still in use*



TRIBUTES FROM THE ADDRESSES AT ANTIOCH

HORACE MANN

Horace Mann: The greatest of the American prophets of education in and for democracy.—JOHN DEWEY.

Horace Mann was truly one of the great emancipators of his time. He carried forward the "American dream" of the Founders of the Republic, and wrote a thrilling chapter in the advance of effective democracy in this country.—E. H. LINDLEY, *chancellor, University of Kansas*.

Wherever teachers would teach or children would learn, there dwells the spirit of this friend of mankind, statesman, and educator, Horace Mann.—PAYSON SMITH.

It is the business of education to keep bright the torch which lights our upward and difficult path, and our business as educators to follow the high example of Horace Mann in discovering ever brighter torches and more direct paths.—KARL T. COMPTON, *president, Massachusetts Institute of Technology*.

The spirit of Horace Mann is immortal—his pioneering, his devotion to truth, his moral fervor, his insistence upon the social purposes of education and its necessity in a democracy.—HOMER C. CORRY, *secretary, Antioch Board of Trustees*.



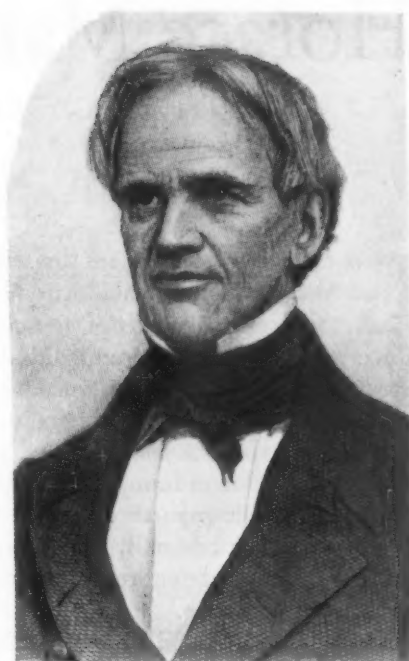
Hugh T. Birch, Antioch alumnus and donor of the Horace Mann statue

Horace Mann's farreaching work in public education has earned for him the title of "father of the common school." Of nearly equal importance were his subsequent contributions to higher education as president of Antioch College.—A. D. HENDERSON, *president, Antioch College*.

The career of Horace Mann is really a tribute to freedom and democracy. He could not dictate his reforms; he could only explain their nature and urge their trial. That is the only way whereby truth can make its victories.—STEPHEN DUGGAN, *director of the Institute of International Education*.

chusetts—chairman of the NEA's Committee on the Horace Mann Centennial. Dr. Smith's address on "Horace Mann, Educator and Statesman" appears on page 272.

A Horace Mann play, "Testament of Faith," was presented by the Antioch Players and members of the faculty. The play was given on October 16 for the guests of the conference and repeated on the following night for the people of the community. Written by Paul F. Treichler and other members of the Antioch faculty, the play opens in 1837 "when Mann was first offered the post of Secretary to the Massachusetts State Board of Education. It covers his struggles with religious sectarianism during his secretaryship, his subsequent antislavery career in Congress, and the six years of his presidency of Antioch." The drama was admirably presented, the leading part, that of Horace Mann,



Horace Mann

being carried with especial effectiveness by Arthur Lithgow.

Arthur E. Morgan, former president of Antioch, who had expected to be present at the conference, was unable to do so. Much of the credit for the present standing and achievements of Antioch belongs to Dr. Morgan, who after years of careful building, resigned to become head of the Tennessee Valley Authority.

Phases of the conference which deserve special mention were the hospitality of both faculty and students, the timeliness of the introductory statements by President A. D. Henderson, and the success with which the conference carried out its aim, "to be of some real service to education, to advance us, however slightly, towards the definition of a new educational goal."

Addresses delivered at the Horace Mann Conference at Antioch will be printed in book form by the Antioch Press. The book will contain the addresses of John Dewey, Stephen Duggan, George F. Zook, Karl T. Compton, E. H. Lindley, Mrs. Lillian Gilbreth, Payson Smith, Homer C. Corry, and Hugh T. Birch. It will also contain a brief sketch of Horace Mann's life and a condensed version of the panel discussion which closed the conference. The 176-page book, cloth-bound, will be priced at one dollar a copy. It will be available by February 1 from Antioch College, Yellow Springs, Ohio.

—JOY ELMER MORGAN.

[Continued from preceding page]

was too great, and Mann died that summer.

The spirit of Horace Mann is immortal. In the truest sense it is embodied in this institution and its principles. His pioneering spirit, his devotion to truth, his moral fervor, his insistence upon social purposes of education and its necessity in a democracy, are still incorporated in Antioch.

Following the acceptance, a great-granddaughter of Horace Mann, Barbara Mann, placed a wreath at the base of the statue. The final speech at the dedication ceremony was made by Dr. Payson Smith, for twenty years a worthy successor to Horace Mann as State Commissioner of Education in Massa-

Horace Mann: Educator *and* Statesman

THE HORACE MANN CONFERENCE AT ANTIOCH

Payson Smith

IT is extremely appropriate that here at Antioch College should be held the first of the series of exercises which will mark the one-hundredth anniversary of the beginning of the educational career of Horace Mann, who was indeed both statesman and educator. To this institution Mann brought the faithful service of his mature years. To it he brought that philosophy which was finally to permeate the entire educational structure of the nation.

We of New England find cause for rejoicing that Mann's own life work linked the west with the east. We are glad, as all educators must be glad, that not only the lower schools but the colleges came under his personal influence. As we look across the century, Antioch symbolizes fulfillment of a noble life.

The year in which Horace Mann took up his duties as secretary of the Massachusetts State Board of Education was almost exactly two centuries away from three most notable events in the history of American education: the founding of the Boston Latin School, the founding of Harvard College, and the promulgation in 1647 of a declaration in behalf of popular education. That year was likewise a half-century away from the time when Washington, Jefferson, and others of the founding fathers had stated clearly that the education of the people is essential to any form of government based on the principles of democracy.

Notwithstanding these beginnings, it was a sorry condition into which education had come at the opening of the last century. Neither free public highschools nor higher education had at all generally won the support of the people. In 1830 only three states had established free elementary schools. In most instances, even in these states, the public schools were so inferior that people sent their children to them only when they could not afford to pay the tuition charges of private schools. School buildings and school equipment were meager and shabby. The majority of children

attended school irregularly, while many were in school for extremely limited periods of time, or not at all. The teaching corps was made up of persons of scholastic equipment only a little in advance of that of the pupils.

Even more significant was the general apathy of the public. The schools everywhere were poor, and there was apparently little discontent about the matter. Perhaps no more striking commentary could be made than the disapproval expressed by the friends of Horace Mann that he should devote his talents to the lowly task of education.

There must, however, have been deep undercurrents of discontent among the people that such conditions could exist. Otherwise, leadership could not have accomplished almost within a decade results so important. Not only had a new spirit come upon the schools, but in reality a national ideal of education was firmly and permanently established. Whatever modification of detail may come, the American people are hardly likely ever to reject the proposals that were implicit in the philosophy of Horace Mann.

The educational statesmanship of Horace Mann took root in his broad knowledge and thoro understanding of the political and social problems of his time. While his interest in education was intense—so intense that he gave to it an almost fiery devotion—yet that interest was only the outcome of his clear comprehension of human needs. He was not a school man, in any narrow sense. He believed in the education of the people because he comprehended the scope of the needs of the people and believed that education could be widened to meet all of these needs. Education was to him no separate compartment of life. It was life.

Mann likewise had faith—a characteristic essential alike to the educator and the statesman. When he dedicated his life and work to posterity he gave expression to a faith that never faltered.

But knowledge, understanding, and faith are not enough. The statesman and the educator alike must accept some

philosophy as a guide. Horace Mann had such a philosophy. It was embodied in the doctrine of the improbability of mankind. His writings breathe his unrestrained enthusiasm for education as a transforming force. . . .

Mann was chiefly an individualist in that he wanted to be sure that every child should have his chance. He was not unmindful of the responsibility of education for the welfare of society, but he could see no way of raising the general culture of a people except by raising the culture of the unit.

A philosophy, however essential, must find somehow a program for its translation into action. Horace Mann at once sought a program. The task was not an easy one. A hundred years ago today there was no such thing in America as a coherent program or system of education. It is no exaggeration to say that education in this country a hundred years ago was as a whole without order, without defined purpose, and without the semblance of organized planning. . . .

Horace Mann became an evangel, no less, in the cause of popular education. No incidents of his life are more moving than his journeys up and down and across the state of Massachusetts, calling to the people to consider with him the concerns of youth. With what depression did he record those meetings which did not seem to yield the results for which he hoped; with what joy did he hail the triumph of a man won to his cause, a community moved to action!

For nearly twenty years, from my office window in the Statehouse at Boston, I would often look across the grounds. There was a statue, like the one unveiled here today. Near that spot Mann declared that he accepted posterity as his client. Near the spot where we stand today he counseled youth to be ashamed to die until it had won some victory for humanity. Yet today the circle of his influence is not bounded by the limits of Massachusetts and of Ohio. Wherever teachers would teach or children would learn, there dwells the spirit of this friend of mankind: statesman and educator, Horace Mann.

Education in a Democracy

THE HORACE MANN CONFERENCE AT ANTIOCH

PRESIDENT A. D. HENDERSON of Antioch College, in the invitation to the Horace Mann Centennial Conference, announced that its purpose was "to honor the memory of a great man by carrying on his work."

The part of the program dealing immediately with the life of Horace Mann has been presented in the preceding pages. This page and the following three are devoted to the other part of the program: discussions of "The Function of Education in a Democracy."

The conference opened with an address by Dr. E. H. Lindley, chancellor of the University of Kansas, who spoke on "Educational Opportunity in a Democracy." Dr. Lindley declared:

Within recent decades, the conception of leadership has been clarified and enriched. . . . Leadership is widely diffused throughout the social mass. It appears in every group, however small. . . . It is the magic of personal influence, specialized and varied as are the associations of men. It is as important for society that there be a best woodchopper in the gang as a best general in the field. The craving for superiority and leadership in one's own world is the sparkplug of action and the mightiest contribution to human progress. . . .

The pattern of mankind is constantly changing. Within the last minute twelve persons have been born into the world and ten have died. Infants come with blank brains to be shaped by the suggestions and traditions of their time. The mature who die carry into oblivion skills and knowledges—but also outworn conceptions and beliefs. Mankind is always dying and being born anew. One-third of the population belongs to the category of children and youth, always the most plastic and educable of our people. Verily, as childhood and youth go, so goes the nation.

Dr. George F. Zook, director of the American Council on Education, followed with an address on "The Educational Program in a Democracy." Dr. Zook said, in part:

In setting up an educational program to make democracy effective, we may well place considerable emphasis upon our ability to produce, distribute, and consume those material goods which minister to our physical comfort and welfare. . . . Long

before the Christian era, however, individuals struggling to lay hold on the meaning of life learned that "man does not live by bread alone." There is within the breast of every human being a yearning for values spiritual and cultural as definite and strong as any hunger for the material things. . . .

The program of our educational system must, therefore, provide not only appropriate curriculums suited to the vocational and professional aptitudes of individual students but it should explore the wide realm of cultural interests peculiar to individuals living in a modern world. . . .

It is to be remembered, however, that no matter what may be the number and character of interests peculiar to individuals they are, after all, only a part of a whole. The systematic botanist, the genealogist, and the archeologist may indulge their peculiar interests to the end of their days but unless their tiny bits of information are added together in such a way as to give them meaning in life their culture has not reached a high level of attainment. . . .

We are here in a realm where numerous choices in social policy must be made through the democratic process. As Horace Mann pointed out, knowledge and virtue are the two great foundations on which the success of democratic government must be based. "We need general intelligence and integrity as we need our daily bread. A famine in the latter would not be more fatal to natural health and life than a dearth in the former to political health and life." . . . The agencies to bring about this development in popular education and individual character are the schools and higher institutions. They are equally the conservers of our material and cultural past and our assurance for the future.

At the second session, Dr. John Dewey paid high tribute to Horace Mann, whom he termed "the greatest of the American prophets of education in and for democracy," thanks to whom "more than to any other one person there now exists in the states of the Union a system of free common public schools." Dr. Dewey's address dealt with the fundamental problem of the United States in Horace Mann's day and now. The concluding section of his address appears on page 274.

Dr. Stephen Duggan, director of the Institute of International Education, who because of illness was unable to be

present, sent an admirable paper, "Education, the Means of International Understanding." (See p275.)

At the third session Mrs. Lillian Gilbreth, consulting engineer in management, spoke on "Education and Individual Advancement," and Dr. Karl T. Compton, president of Massachusetts Institute of Technology, on "Education and Social Progress."

Mrs. Gilbreth raised the question, "Is the individual of prime importance?" Her answer was:

The catch-phrase of today seems to be "group-activity." But in the final analysis every group, no matter what its type or size, is made up of individuals, and one way of measuring its progress is by measuring individual advancement.

Dr. Compton's address contained these significant paragraphs:

Directly ahead of our civilization lies a complex problem of transition and revision. To work out its solution, complete freedom of thought—which includes, most emphatically, a disciplined imagination—is clearly the first requirement. A second requirement is profound respect for personality, beginning with the personality of the child. A third is the spirit of sympathetic interest and cooperation between specialists in all fields of knowledge, that wisdom may not linger while knowledge flourishes. And a fourth, beyond a doubt, is faith in the ultimate vindication of the highest moral values without which the zest for life must perish.

It is the full-rounded task of education to supply these needs and it is in the liberal air of democracy, and from its fertile soil, that these fruits may best be garnered. With free schools, an untrammelled science, and, finally, well developed philosophy to steer our life, social progress toward the worthwhile ends of living is assured. It is the business of education to keep bright the torch which lights our upward and difficult path, and our business as educators to follow the high example of Horace Mann in discovering ever brighter torches and more direct paths.

The conference was closed by a panel discussion at the fourth session in which the various speakers joined with other leaders in discussing the issues raised by the addresses.

Education, the Foundation for Social Organization

THE HORACE MANN CONFERENCE AT ANTIOCH

John Dewey

WHEN we turn to the problems and issues that are positively involved in present social life, thought about them is almost paralyzed by their vastness and complexity. It is easier, more comfortable, for educators to assume that there is a sharp division between their work and these problems. Yet to take this course is impossible as well as unfaithful. The question is whether the schools—which means finally teachers and administrators—will passively wait and accept whatever the movement of economic and social forces imposes upon them, or whether they will have recognized a constructive function: that of laying the foundations of those attitudes, purposes, and ideas that will enable a democratic society to maintain itself.

A society that does not know where it is going or where it wants to go will be reflected in an educational system that is also drifting and uncertain. To a very considerable extent this is what has been happening in the last forty or fifty years. Studies and courses have multiplied in response to special social demands; the school plant has been enormously extended, and the school population increased manyfold. Beyond a general drift in the direction of vocational education, however, it is difficult to discover unity of movement and principles in the great changes that have occurred.

Today it is not, then, the absence of educational agencies, but the very existence of schools, libraries, forums of discussion, the radio, that presents the problem of the relation between education and the organization of society. The crisis that came upon us in 1929, but that had been preparing ever since the war and even before, proves the existence of great economic dislocations and strains. The fact that the human products of the schools found themselves in such vast numbers unable to find a position and a vocation proves the incapacity of the machinery of vocational education we had created to operate. We may well ask what is the

use or sense of an educational development that finds itself unable to function. The reply that its inability to function concerns only an emergency has no point if the conditions that produce the emergency remain in force and the educational system is doing nothing to modify the social organization that creates these conditions.

I have mentioned this particular point as a striking illustration of the outstanding problem of education today. Only two alternatives exist. We may continue the policy of permitting undirected social changes to dictate what takes place in the educational system, or we must think and act upon the assumption that public education has a positive responsibility to shape the habits of thought and action that in turn shape organized conditions of social action. The latter course cannot be undertaken without a profound and courageous willingness to consider the real meaning of the American experiment and of American life, the obstacles that stand in the way of its realization, and the methods by which its basic ideals can be continuously promoted.

What, after all, is the meaning of democracy? Is it simply a form of government or is it a way of life? If it is a way of life, does that way include or exclude the economic relations of men, the industrial organization of society, the problems of employer and employee, of material security? Even if we limit our conception of democracy to the form of government, how far is a democratic government possible in the presence of great concentration of wealth on one side and economic insecurity on the other? Is an industrial oligarchy incompatible with democratic political government? In the present campaign, we hear a great deal about "the American way of life" and the forces that menace it. Are we clear what this American way of life *is*, and what the forces that threaten to undermine it *are*?

These questions concern every member of the nation, but they come home

with peculiar intensity to educators. Until there exists among teachers as a body some coherent, definite, and unified idea of what democracy means, what kind of social consequences, including economic and industrial, are compatible with the democratic way of life, there will be more talk than reality in discussing the place of education in the maintenance of democratic institutions.

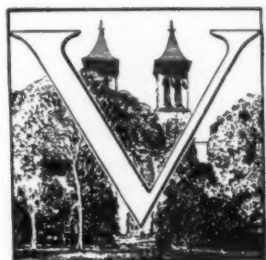
I am aware that the questions I have raised cut deeply into controverted issues, and that there exists a more or less deliberate and organized attempt—of which teachers' loyalty oaths are one example—to deter educators from even thinking about such questions. In spite of these facts, indeed to a considerable extent *because* of them, I urge that except as teachers and administrators as a professional body reflect upon such questions and arrive at a fairly unified mind about them, the relation of public education to the maintenance of a democratic way of life will remain drifting and undirected.

I think there is considerable exaggeration in the statement that democracy in this country is seriously threatened by a dictatorship from either the right or the left. I think there is more danger that we shall go stumbling along. But stumbling and drifting may be fatal to the enduring maintenance of a democratic way of life, even tho it does not eventuate in either a fascist or communist dictatorship. In order to be intelligent, the idea of the democratic way of life must not remain vague and general. It must be translated into the concrete details of what it means in every walk and aspect of life. The enforcement of an understanding of what it is and means throughout every form and mode of human association is the pre-eminent task of public education in our day and generation. We shall continue the work to which Horace Mann gave himself by engaging devotedly in the execution of this task.

Education, the Means of International Understanding

THE HORACE MANN CONFERENCE AT ANTIOCH

Stephen Duggan



VIEWED in the great sweeps of history, there has been both ebb and flow in education as a tide bearing international understanding.

There was a time when the "outlander" was believed capable of anything that was alleged against him. The assembling of thousands of young men from all over Europe to study at Paris, Bologna, Prague, and elsewhere could not fail to dispel, at least partially, the erroneous ideas held by these students before their arrival. The life lived by the wandering students might not always have been impeccable, but it can hardly be questioned that when these students settled down they became something in the nature of lighthouses in an area of great mental darkness.

But the rise of the medieval university was synchronous with the beginnings of modern nations. . . . In addition to ignorance there was added the deliberate inculcation of the belief in the unquestioned superiority of each national culture. The school was the agency whereby this was accomplished. The question arises then, whether education may not be the means of international misunderstanding rather than understanding.

What is education? Its very essence, its core, is truth. "What is truth?" asked Pontius Pilate of Jesus. Well, one thing it certainly is not. It is not deliberate falsehood. And when ulterior motives intrude, one is no longer dealing with truth as subjectmatter or with education as a constructive process. Nor is the development of a mere power to absorb information education, however accurate the information may be. "Ye shall know the truth" means questioning the probability of the facts and the soundness of the inferences.

If this is true of human activities generally, consider its importance in inter-

national relations. Every nation wishes—as it should—to preserve its traditions, its form of culture and civilization, to make the most of the fine deeds of the heroes whose names line its history's pages. But to have the young love these heroes and wish to emulate their deeds, is it necessary to derogate the men and deeds of other lands? Yet that is just what is done. The history books of every nation, including our own, are replete with unfair and sometimes slurring remarks about other nations with whom there has been friction.

To take up arms against one's government is considered rebellion and treason to boot. "Treason against the United States," reads our Constitution, "shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort." When in our history we consider the taking up of arms against the government on the part of the Southern states we term it "The Rebellion" and refer to those engaged in it as guilty of treason. But how many of our teachers, even in our high-schools, apply the definition of treason given in our Constitution to our Revolution and explain that it was the most natural thing in the world for Englishmen to try to suppress what to them was mere rebellion. I believe the patriots were right in the Revolution and I believe the North was right in the Civil War, but it is unfortunate that most textbooks studied in our schools portray our history as one succession of noble and impeccable deeds upon the part of our government.

The great danger of such an unthinking acceptance by the pupils of loaded information concerning other peoples is that no critical attitude toward news is developed. Despite the fact that more people proportionally are in college in the U. S. than in any other great country, and that an increasing percent of our population are in highschool, still many of our people must get the truth, and the ability to perceive the truth, by the time they graduate from the elemen-

tary school or at about fifteen years of age at the most. The overwhelming number of these elementary-school graduates limit their reading after graduation to the daily newspaper, the cheap magazines, and books of popular fiction. Yet in the last analysis it is these people who may be the deciding factor in settling such an important issue as whether you can export goods to foreign markets unless you are willing to accept goods for payment in your own markets.

Fortunately those who, we hope, will form and lead public opinion in the future, the students in our colleges, are receiving an education in international affairs which is most encouraging. Moreover, an informed public is gradually being developed as the result of the spread of such organizations as the Foreign Policy Association and discussion forums. In all probability were another crisis to appear in our international relations such as took us by surprise in 1914, we would undergo a similar barrage of foreign propaganda but we would not be such easy victims.

The number of newspapers that publish adequate news of foreign affairs is lamentably small and the number of people really interested in foreign affairs is also small. It is difficult enough for a citizen to learn the facts of a domestic problem in this vast country of ours. It is many times more difficult to understand the problems and difficulties of a foreign area separated from us by thousands of miles of space.

Americans cannot forget the influence upon public opinion in our country of alleged German atrocities in Belgium which were widely believed here and which contributed materially to preventing a reasonable peace settlement at the end of the war. There can be hardly any question that the deep resentment felt by Americans at their having been intentionally misled explains the attitude of distrust on the part of many Ameri-

cans toward reports concerning current affairs proceeding from foreign nations.

In 1917 and 1918, it was possible to maintain such a campaign of misrepresentation because of the existence of war. Today the world is supposed to be at peace, yet in over half of it force reigns as supreme as in time of war. Dictatorship is founded upon force. There exists no freedom, neither of speech, nor of person, nor of the press. . . . The censor determines the views that are to prevail. The press may dilate upon the daily handout of the government; it may not criticise it. The citizens of these countries themselves do not know. Only the oligarchy in control knows, and it does not publish the facts. Moreover, anyone familiar with the course of events during recent years is aware of the terrible power wielded by the censor in stimulating animosity against a foreign government or nation, which stimulus cannot be corrected by access on the part of the people to the foreign press because the circulation of the foreign press is prohibited.

The democratic system is a *sine qua non* to an education in international understanding, meaning by "understanding" a realization of the actual facts. It is true that in a democracy the press is only relatively free and that in some democracies it is purchasable. But in a democracy there always exists an opposition, and the opposition is usually sufficiently alert to prevent the total suppression of the truth.

If democracy is a *sine qua non* to an education in international understanding, an education in international understanding is essential to the maintenance of democracy. It is most necessary that the citizens of a democracy understand the methods whereby a dictatorship has supplanted democracy. There are few democracies which do not contain lukewarm adherents of the democratic system; there are some which include open enemies. . . .

It would be a great mistake to assume that a change from democracy to a dictatorship necessarily means a fall to unmitigated evil. Germany has been unified in spirit by Hitler as it was never unified before. The period of defeatism is over; the outcast nation has been put upon an equality with the mightiest. But it is equally true that freedom of speech, assembly, and the press has been

destroyed and that a rigid censorship exists. The university has been transformed into a political institution, and dissent has been forbidden even in the church. The ideal of the totalitarian state has resulted in the almost complete regimentation of the German people.

In 1789, the French Revolution sent flaming across Europe the twin doctrines of nationalism and democracy that destroyed the last vestiges of feudalism in the West. There was erected upon its ruins a new civilization, capitalistic democracy, characterized by many vicious attributes but nevertheless allowing for the fair play of the human spirit to an unexampled extent, so that science, art, music, and literature flourished as they seldom had done. This was due to the exaltation of the individual, to the insistence upon the infinite value, yes, the sacredness of personality. We are now in the midst of another world movement throwing into the discard the philosophy of individualism that has prevailed for more than a century, insisting that the individual has no rights except as allowed him by the state. All he has, all he is, are at the discretion of the state, not only his goods but his very thoughts lest they be "dangerous."

No country in the world has escaped the influence of this philosophy of life. In England, France, and the United States it has resulted in increased regulation by the government to remedy abuses that have become attached to the democratic system as the result of uncontrolled, selfish individualism. In Russia, Italy, and Germany the movement has taken the form of the totalitarian state in which no man can call his soul his own.

When a problem becomes a world problem it needs a world solution. There can be some hope of a reasonable solution of an international problem that concerns two states; the difficulty is infinitely increased when it concerns all the states. Can the two political systems, democratic and autocratic states, exist side by side in a world that is narrowing daily, or is the one destined to destroy the other?

Is democracy to yield without a struggle? Are we to accept a defeatist attitude despite our awareness of the fact that the success of totalitarianism means the gradual decay of most of the fine things of life? Now is the time to rally

our forces in defense of the gains made during the past five centuries. The Renaissance, the Reformation, and the French Revolution were movements to liberate the human spirit. Surely *we* are not yet ready to accept a philosophy whereby it will be shackled.

Thruout the length and breadth of our country, there is being celebrated the centenary of the public-school revival inseparably associated with the name of Horace Mann. *In the life of no great American have the principles advocated in this address been more fully incarnated than in Mann.* To assure himself of the justifiability of the reforms he advocated, Horace Mann visited Europe in 1843 to study national systems of education. There resulted from his visit his celebrated Seventh Annual Report, which proved to be a storm-center of controversy. Conservative teachers everywhere felt themselves attacked and made savage replies. The attention that was drawn by the controversy to the reforms advocated by Mr. Mann hastened their adoption. It was decidedly an illustration of the conquest of truth.

But it proved to be more than that. The Argentine Minister to the United States, Domingo Sarmiento, became deeply interested in Horace Mann's school reforms, and when in 1868 he became president of his own country he took with him a considerable number of Horace Mann's teachers. The vivifying influence of the Horace Mann idea and of the North American teachers trained under this idea, and sometimes selected by Horace Mann, who took up their work not only in Argentina, but in Chile, Uruguay, and Brazil, helped to lay the foundations for elementary education and the preparation of teachers in these countries and to instil a spirit among the teachers which was still to be noted a decade ago. Again was internationalism justified of its results! It is even possible that the cycle may be made complete, and that the freedom of teaching and of study advocated by Horace Mann largely as the result of his visit to Prussia may return to the land of its origin. The career of Horace Mann is really a tribute to freedom and democracy. He could not dictate his reforms; he could only explain their nature and urge their trial. That is the only way whereby truth can make its victories.

Association Activities



NEA Headquarters at Washington

THE ASSOCIATION's program of action for 1936-37 is moving steadily forward.

Encouraging progress is being made in the development of both lay and professional support for the enactment of the Harrison-Fletcher Bill providing for federal aid. [See next page.]

The establishment of a new division of the headquarters staff in the field of teacher welfare was announced in the October JOURNAL. A series of leaflets on teacher welfare is being prepared for distribution among laymen as well as teachers. Topics include tenure, retirement, salaries, academic freedom, and equal opportunity. Watch later issues of THE JOURNAL for announcements concerning the publication of these leaflets.

A number of recent projects of the Research Division have also been in the field of teacher welfare. One is the September issue of the NEA *Research Bulletin*, entitled "A Handbook On Teacher Tenure." Another is a survey of minimum salary laws now under way for the NEA Tenure Committee. Still another is a report regarding teachers' oaths, which includes copies of the oaths now required in different states. It is valuable to groups working on this problem.

Activities of the Association in the broad field of educational interpretation are numerous. . . . American Education Week was observed more widely in 1936 than ever before. A rough indication of increased interest is the fact that 30 percent more material was distributed from NEA headquarters than ever be-

fore. These materials are prepared as a service of the Association and made available at cost prices. . . . The radio programs, "Our American Schools," are being broadcast twice each week over nationwide hookups. Copies of leaflets describing these programs may be secured for distribution in your community by writing to NEA headquarters. . . . Widespread newspaper coverage likewise flows out from headquarters in releases on educational subjects. For example, a story on American Education Week went to about 4000 rural newspapers thru the facilities of a press service contacted by a member of the NEA headquarters staff. . . . The NEA Committee on the Horace Mann Centennial, of which Payson Smith is chairman, already has plans well developed for the observance.

The Educational Policies Commission will hold its fourth meeting at the Stevens Hotel in Chicago, December 4-8, 1936. Reports of sub-committees in the field of objectives are among the statements that will be presented for consideration and action.

Plans are being developed for the Detroit convention of the NEA next summer. [See page 301.]

President Threlkeld's plans are rapidly being completed for the 1937 meeting of the Department of Superintendence. [See page 279.] An innovation of the New Orleans program will consist of group meetings built around the commercial exhibits. Preparation of the 1937 *Yearbook* of the Department of Super-

intendence, to be presented at New Orleans, is nearing completion under the direction of Chairman Frank G. Pickell, superintendent of schools, Montclair, N. J. It will be entitled "The Improvement of Education—Its Interpretation for Democracy."

The Department of Elementary School Principals announces that Dorothy Dix, noted feature writer, will be the main speaker at the Department's banquet at New Orleans. The 1934 *Yearbook*, "Aids to Teaching in the Elementary School," has now gone into its fourth printing.

The Department of Supervisors and Directors of Instruction will publish special issues of *Educational Method* during 1936-37 dealing with social studies, arithmetic, language and composition, and natural science.

Many other departments of the Association have projects of interest under way. As examples: The Department of Adult Education is giving special service to adult groups and forums. . . . The Department of Business Education has just inaugurated *The National Business Education News Letter* to be sent to its members three times a year in addition to the *National Business Education Quarterly* which will be continued in its present form. . . . The Department of Secondary Education has a number of large committees at work on such vital problems as education for citizenship and motion picture appreciation.

Membership enrolments in the Association have been arriving in encouraging quantities. If the receipts continue strong, the goal adopted at Portland, "At least a 10 percent increase," will be realized by many states, before the annual midyear membership count is made on December 31, 1936. In twenty states, especially aggressive statewide enrolment campaigns have been organized by local leaders. See pages 304 and A-132 for effective enrolment suggestions.

Leadership is the great need in the task of uniting the teaching profession thru membership in the National Education Association. Present members of the Association constitute the leadership that must be depended upon. Have you enrolled one or more new members this year? Doubling the Association's enrolment and power is as simple as that if every member will do his part. Will you do yours?—LYLE W. ASHBY.

The Harrison-Fletcher Bill

Willard E. Givens

HOPES are brighter now than ever for the passage of legislation providing federal support for public education. The Harrison-Fletcher Bill was introduced in the last session of Congress and will be reintroduced at the opening of the next session.

Support of this bill is in keeping with the resolution adopted by the National Education Association at its Portland convention in July 1936:

The National Education Association reaffirms with emphasis its indorsement of the principle of federal aid for education. The Association urges upon the Congress of the United States early passage at the next session of such legislation as is embodied in Senate Bill 4793 [Harrison-Fletcher Bill] introduced in the Second Session of the 74th Congress entitled "A Bill to promote the general welfare thru the appropriation of funds to assist the states and territories in providing more effective programs of public education."

The Harrison-Fletcher Bill provides for an initial appropriation of \$100,000,000 and an increase of \$50,000,000 per year until \$300,000,000 per year is provided. These funds will be appropriated to the states to be used by them for schools. The manner in which the funds received shall be used for the maintenance of a program of public education is left wholly to the states. The funds will be apportioned to the states and territories according to the number of persons 5 to 20 years old in each. The amount proposed in the bill would provide about \$2.54 for each such person the first year, increasing to \$7.63 the fifth year.

The campaign of the National Education Association for the passage of the Harrison-Fletcher Bill is receiving most encouraging support from both educational and lay groups.

Many persons in important positions, who previously have not been enthusiastic about federal support of public education, are giving wholehearted support to this bill. For example, State Superintendent T. H. Harris writes to the United States Senators and Representa-

***T**HE TIME has arrived when the government of the United States thru its Congress must more fully discharge its obligation in the support of schools for the masses of our citizens. . . . Being founded upon the authority of the ballot, the government, in order to perpetuate and protect its ideals, purposes, and institutions, must see to it that each individual citizen is given full and free opportunity to acquire the knowledge, attitude, and will to exercise intelligently, honestly, and effectively the privilege of suffrage. . . . The need for federal assistance in the support of public education is . . . fundamentally based upon economic necessity. . . . It does not necessarily follow that control must follow the dollar. . . . The fabricated bogeyman of federal control is but a flimsy excuse for failure to admit squarely the economic and social justice of federal assistance to the states for public education.—Honorable Pat Harrison, U. S. Senator from Mississippi.*

tives from his own state of Louisiana:

This bill provides substantial support for the public schools in the different states, turns the money over to the school authorities of the different states for use in the support of the schools, and gives the federal authorities no opportunity to interfere in the administration of the funds further than to audit the federal expenditures with the view of seeing that the funds have been used for the purposes for which they are allocated by the government.

I hope that you may find it possible to support this bill. Unquestionably, the theory is sound that the entire nation should be used as a unit in raising money for public-school support. The obstacle that has stood in the way of such legislation heretofore has been the fear of federal control of the schools.

Every person or group interested in the passage of the Harrison-Fletcher Bill should remember that it is to be reintroduced at the opening of the Seventy-fifth Session of Congress. It is necessary that a sufficient number of Senators and Representatives in Congress be interested in this bill to urge early hearings and favorable action. For that reason, friends of the bill should write directly to their Senators and Representatives.

It is also important that educational and other organizations pass favorable resolutions for this bill and that the resolutions be forwarded to Representatives and Senators and to the NEA headquarters.

An example of such action was that taken by the Board of Directors of the

Michigan Education Association on September 21 when "it was moved and seconded that the Board approve the Harrison-Fletcher Bill and do everything it can to further its passage in Congress." A similar step has been taken by the Pennsylvania State Education Association.

Lay organizations should also be urged to pass such resolutions. A letter from Edward A. O'Neal, president of the American Farm Bureau Federation, September 28, 1936, says "This matter [the Harrison-Fletcher Bill] will be tackled before our convention which will be held at Pasadena on December 9-11."

A letter from William Green, president of the American Federation of Labor, October 1, 1936, states:

The American Federation of Labor has, since its inception, striven for compulsory education and sufficient funds to permit the education of every child in the United States. . . . Rest assured that representatives of the American Federation of Labor will appear at any hearings that are held to support the Harrison-Fletcher measure.

School people should make it a point to get favorable newspaper publicity, especially editorials, printed in local papers. Materials for this purpose can be obtained from NEA headquarters. Action is needed now!

If the people in the congressional districts make it clear to their Representatives and Senators that they desire this legislation, the Harrison-Fletcher Bill will become law in the near future.

Behind *the* Doors of *the* Cabildo

THE GREAT IRON DOORS of the Cabildo creak on their hinges. They have opened and closed upon a motley array of humanity in their time. Thru them has passed the most colorful and varied pageant of the New World—redmen, pirates, grandees, churchmen, scholars, warriors, and statesmen.

Over the arched arcades of this historic structure in New Orleans have floated the flags of Spain and France and the United States. Erected as the "Casa Capitular" of the Spanish colonial administration known as the Cabildo, the building has acquired the name of the government it housed.

The very physical properties of the building—the Spanish lacework in iron, the mansard roof, and the modified New England cupola—reflect the passing show of history.

The Cabildo has been Colonial Capitol, city hall, police headquarters, guard-house, hospital, and domicile for the reception of honored guests. It was the home of the first Protestant church in Louisiana. The captured pirate, Pierre Lafitte, chafed in one of its cells. The guest list includes the names of Louis Philippe, Duke of Orleans; Aaron Burr; Andrew Jackson; John J. Audubon; General Lafayette; the Grand Duke Alexis of Russia; Henry Clay; and Jenny Lind.

When the Department of Superintendence of the NEA assembles in the Crescent City, February 20-25, 1937, for its 67th annual convention, members who visit the Cabildo will find it the home of the Louisiana State Museum. Its grim three-foot-thick walls, symbolic of the city's cosmopolitan origins, house a collection of rare treasures from the past.

The paintings that look down upon the visitor bear such names as Baptiste Le Moyne, Sieur de Bienville; Maria



Dolores Esturias y Navarres; Pierre Le Moyne d'Iberville; Andrew Jackson; Napoleon Bonaparte; Bishop Delphon-sus Meugens; Don Estevan Miro; Thomas Jefferson; and Judah Touro.

The museum's objects of art and history tell the story of New Orleans and Louisiana from archeological times to the present day.

The swords of the Cabildo recall the nation's military history, and are a reminder, too, that to be an excellent swordsman was the ambition of Louisiana bluebloods of early days. The fencing and dueling exhibits represent a period of high attainment in those arts. In the exhibit devoted to dueling is an old woodcut of an expert practitioner—Señor Don Jose Llulla, Knight of the Order of Carlos III of Spain, whose gods of fortune were likely called upon by many a quaking tyro in the gray dawn of an "affaire d'honneur." "Pepe" Llulla engaged in thirty duels of his own and acted as a second in a hundred others. He died in bed at the age of seventy-three.

Jean and Pierre Lafitte and Dominick You and their piratical band on Grand Isle at Barataria Bay are known to every schoolboy as bold characters in a romantic, if somewhat unsavory, epoch of American history. A money chest, a silver samovar, "pieces of eight," and

other relics, captured most likely under the black flag decorated with skull and crossbones, are museum souvenirs of these gay buccaneers.

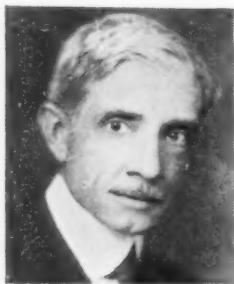
Mementos, too, of slave days rest in the Cabildo. There is the bell used to call together the slaves on the princely plantation of Bernard de Marigny de Mandeville, and tradition says that Marigny sweetened the molten metal of which the bell was made with 1000 Spanish coins. A slave block, a slave collar, slave sale certificates, and a wooden pillory are less poetic remembrances of a past epoch.

Even the Little Corsican has a deserved memorial in this varied array of souvenirs. In the hall of the Cabildo known as the Transfer Room Laussat in 1803, by Napoleon's orders, signed away Louisiana to Thomas Jefferson for the United States. "Sell when you can what you are certain to lose, anyhow," said Napoleon as he parted with 875,000 square miles of his empire for \$15,000,000. After Napoleon's banishment to St. Helena, plotters would have wished him away to New Orleans; but it was a plot that failed. The prize exhibit of the Transfer Room today is a death mask of Bonaparte made by his physician, Dr. Francois Antommarchi, and presented to the city in 1834. The original mold of this mask is one of the most prized exhibits of the Invalides in Paris.

Oddest of anomalies, the Cabildo, both treasure and treasurehouse of yesterday, stands on Jackson Square and looks out on the busy traffic of a modern city. The ghosts of silk-stockinged subjects of the Grand Monarque, Louis XIV, of the steel-helmeted dons of Old Spain still haunt its corridors, mingling with the thousands who cross its portals each year to come closer to the past. No spot in storied New Orleans is of greater interest to those who are called to that city on an intellectual mission.

—BELMONT FARLEY.

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Social Studies

The photograph of Mary Elizabeth O'Connor, president of the Department of Administrative Women in Education had not been received at the time The Journal went to press.



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A. L. THRELKELD
Superintendence



RUDOLPH D. LINDQUIST
Supers. & Dir. of Instruction



FREDA WINNING
Supers. & Teachers of Home Ec.



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HOW LOUISIANA SECURED TENURE

Mrs. Emery C. Lively

CONDITIONS under which Louisiana teachers in 1936 obtained security of position thru legislative acts, and the methods used by them to pass the necessary measures, can best be understood thru a brief review of what had been done for teacher tenure prior to that time.

Tenure for New Orleans teachers, thru a ruling of the Orleans Parish School Board had been, in 1931, an assured fact for twenty-five years. This ruling had been effective in protecting teachers because both superintendent and board had always believed in the principles underlying tenure.

Some time in 1931, during a meeting of this friendly board, one of its members pointed out to delegates of teachers organizations the imperfections of this ruling and the consequent danger to teachers if, at any time, a future board should reverse its opinion on this subject. He agreed with these delegates that the only remedy lay in an act of the legislature.

At that time there were in New Orleans two strong teachers organizations: the New Orleans High School Association, and another now called Nopsta Original New Orleans Public School Teachers Association.

Believing that a tenure law should protect not only teachers of their own parish, but those of other parishes as well, the High School Association sponsored a statewide tenure bill which was endorsed by Nopsta. This bill, presented to the legislature in 1932, because of opposition from many country parishes, was amended to apply to Orleans Parish only. In this form it passed both houses, but thru an unfortunate confusion in numbering, it failed to receive the signature of Governor Allen.

Since its organization in 1892, the Louisiana Teachers Association also has been interested in tenure. Unfortunately, few parish superintendents and legislators favored it, so that before 1934, tenure committees confined their activities to educational campaigns.

In 1934 Miss Ruby Perry, president of the Louisiana Teachers Association, appointed as chairman of the tenure committee Miss Stella Byrnes, then presi-

dent of Nopsta. Believing that the time for action had come, her committee introduced a tenure bill into the legislature. After some time had passed, it was evident that the bill was doomed, so that to save it from actual defeat, the chairman had it withdrawn.

During the same year, 1934, Nopsta introduced a tenure bill for Orleans Parish alone. The Orleans Parish School Board and Superintendent Bauer actively supported this bill, while Nopsta and the High School Association worked for it almost continuously at Baton Rouge. This bill, providing that teachers, after three years of satisfactory service shall not be dismissed except upon written and proved charges of immorality, wilful neglect of duty, or incompetence, was finally passed.

The report of Miss Byrnes in November 1934 clearly demonstrated to the House of Delegates of the Louisiana Teachers Association that to be successful, a campaign for tenure should begin long in advance of the next session of the legislature to be held in 1936. The tenure committee to be appointed for 1934-35 was therefore instructed to draft a bill which would be acceptable to State Superintendent Harris, parish superintendents, schoolboard members, and important politicians.

Mr. L. P. Terrebonne, newly elected president of LTA, and himself an ardent advocate of tenure, appointed as chairman of tenure for 1934-35, Mrs. Emery C. Lively, classroom teacher of Orleans Parish. Seven others, representing all departments of teaching were also appointed to this committee.

Profiting by the work and the experience of former committees, this group immediately set to work. Letters were written to parish superintendents and to schoolboard members, asking for opinions concerning tenure. The result was valuable, for it indicated to the committee just what opposition would have to be met and overcome. Letters were also sent to representatives of all departments of teaching, to ascertain what provisions, in their opinion, a tenure law should

contain. It was evident that all teachers of state-supported schools below college grade and all superintendents and supervisors, should share the protection of this law.

After many consultations with authorities, much study of other state tenure bills, and numerous faithfully attended committee meetings, the bill was finally written. It was presented to the convention in November 1935 and received the unanimous indorsement of the LTA House of Delegates. Believing that the same committee which had drafted the bill should present it to the legislature, the House passed a motion to retain the tenure committee for another year.

At the request of the chairman, Mr. Spencer Phillips, now president of LTA, enlarged the committee. Each of the now eleven members was constituted chairman of a sub-committee composed of representatives from parishes surrounding the parish of his own residence, in this way organizing the whole state for tenure.

By this time election day was close at hand. Each prospective candidate for office was interviewed by a member of the committee or of the sub-committee, and where possible, promises to support the tenure bill were secured. Delegates from LTA in Northern Louisiana, and from local organizations in New Orleans interviewed the candidates for the Governorship, both of whom promised to support the LTA tenure bill. Each of them, in radio talks, in newspaper interviews, and in letters to teachers, publicly announced his intention to support this legislation. Mr. T. H. Harris, candidate for re-election as State Superintendent of Education, also made this promise.

Following the primary election, Nopsta entertained at a dinner to which Governor-elect Leche; Senator Noe, at that time Governor of Louisiana; Superintendent Harris; Superintendent Bauer; members of the Orleans Parish School Board; State Treasurer Cave; the Mayor of New Orleans; and all legislators from Orleans Parish were invited. This function resulted in much goodwill for teacher-sponsored projects.

Opposition to tenure became evident

before the legislature convened in May. The chairman of the LTA tenure committee, with the presidents and other representatives of Nopsta, the High School Association, and the Classroom Teachers Federation again sought help from Governor-elect Leche, who declared that he would do everything possible to aid in overcoming the opposition.

After the legislative session had begun, it was learned that a group of teachers from Caddo Parish, affiliated with the State Federation of Labor, had also sponsored a tenure bill. After several conferences with the president of this group, happily an agreement was reached whereby their bill, introduced by Mr. Simpson of Caddo Parish, was withdrawn, and the LTA bill—House Bill No. 102, by Mr. Riddle—became House Bill No. 102 by Messrs. Riddle and Simpson. Thus, all factions of teachers became united, so that the Federation of Labor, represented by its president and its Shreveport affiliates, joined forces with the tenure committee in promoting the common cause of tenure.

Fearing that the "Budget Bill," passed during one of the extra sessions of the legislature in the summer of 1935, might jeopardize tenure in New Orleans, teachers of that parish decided to re-enact the bill passed in 1934, thus protecting at least that parish in the event that the LTA bill should fail. During the legislative session Nopsta aided materially in securing a joint session of the Committees on Education of House and Senate to hear addresses by teachers concerning legislative projects dear to them. Banners and badges were everywhere displayed by friends of teachers as well as by the one hundred teachers who had come from New Orleans for the occasion.

On the day before the LTA tenure bill was to come before the House Committee on Education, the LTA Tenure Committee distributed 1500 hand bills among teacher students at Louisiana State University. These hand bills announced the hearing, and urged teachers to be present. The committee also posted in every building on the campus huge placards making the same announcement. Five hundred badges in triangular shape were printed, bearing in large letters the words:



MICHIGAN TENURE MEETING
Tenure for teachers is being widely discussed in states where it is not already a reality. Typical of such meetings is that recently held in connection with Region I of the Michigan Education Association. Among the topics for brief addresses were: Tenure as a protection to superintendents and trustees; tenure and honest teaching; the child and teacher tenure; civil service and teacher tenure; tenure as affected by the teacher as a citizen; tenure as affected by various provisions in contracts; and Michigan cases where tenure was needed. A general discussion followed.



Five hundred persons who attended the hearing wore them. So many teachers responded to this call that it was necessary to use the Senate chamber for the hearing. These demonstrations of teacher interest did much to prove to the public that tenure is not the project of a small group only, but is the universal desire of Louisiana teachers.

During all this time, members of the LTA committee on tenure, other representatives of LTA and of the Nopsta organization, were constantly in the Capitol engaged in an effective campaign of lobbying. Notwithstanding this concerted effort, the bill most likely would have been lost had it not been for the determination of Governor Leche, who was interested in tenure, not only because of his campaign pledge, but also because of his own conviction that security of position is the right of every teacher. On the morning of the day the bill was to come up in the Senate for final passage the Governor himself persuaded many senators to support the measure *without amendment*. At his request the tenure bill was advanced on the calendar, that those interested in it might have the pleasure of knowing it safe without a longer stay in Baton Rouge. In the presence of a large delegation of teachers, and with appropriate ceremony, the Governor signed the LTA tenure bill, the Orleans Parish tenure bill, and other measures in which teachers were vitally concerned.

To sum up, the most important factors in Louisiana's successful campaign

in enacting the LTA tenure bill were:

[1] Louisiana had long been interested in tenure, and successive committees had worked hard for it.

[2] State Superintendent Harris believed in tenure, and used his immense influence for it. His arguments before the legislative committees swept all opposition from the field.

[3] The Orleans Parish School Board and Superintendent Bauer favored it.

[4] Orleans Parish teachers were strongly organized, and had been protected for two years by a local tenure bill, following twenty-five years of protection under a schoolboard ruling.

[5] The chairman of the LTA tenure committee was protected by tenure, and by the sympathetic attitude of the Orleans Parish School Board. She was materially assisted by Superintendent Bauer of Orleans Parish.

[6] The LTA committee on tenure worked unceasingly, both individually and collectively, and was retained for a second year.

[7] Universal interest among teachers was aroused by the LTA tenure committee.

[8] The LTA committee secured promises of support from candidates for election before election day.

[9] During an entire legislative session, the committee on legislation of Nopsta and that of the High School Association rendered invaluable assistance.

[10] The LTA tenure committee was not restricted in its expenditures. Transportation of committee members and any other expenses that the committee thought necessary were cheerfully paid by the Louisiana Teachers Association.

[11] Differences between teacher factions were ironed out, so that Louisiana teachers presented a united front.

[12] The support of the State Federation of Labor added much force to the campaign.

[13] The LTA Secretary, Mr. G. O. Houston, was constantly watchful of the interests of the tenure bill, and used his utmost efforts in its behalf.

[14] And most important—is expressed by a limerick written during the campaign by the chairman—

I've had an experience fresh:
I've actually seen in the flesh—
A man who won't hedge—
Sticks to each campaign pledge!
Who's this man? It's our Governor—
Leche!

Activities at the Anne Hutchinson School

Madeleine Schoenhof

THE IDEAL activity program may be carried out most effectively if there are: freedom in supervision, a selected principal, trained teachers, normal children, movable furniture, adequate space, small enrolments, and necessary supplies. However, the activity program may be admirably executed even when we disregard the *if*.

Let us consider a typical New York City school: Five-story brick structure surrounded by cement playgrounds; conventional in every detail; its rows of rooms with windows on one side only; with fixed furniture; with twice as many students as originally built for. The staff was assembled thru the list of applicants who had passed prescribed tests. The principal and many of the teachers started together in the new building about ten years ago. The children are from cosmopolitan homes. Many parents speak no English; most are occupied in the laboring and mechanical trades. The median IQ for the school is 85 while the average class register is 40. The vicinity of the school is only slightly developed. Few streets are paved and there are no stretches of sidewalk. Up until last semester many pupils came to school by bus and others plodded thru mud on rainy days and dust on clear days. The stores, which are situated in the basements of the homes, sell anything from dresses to spaghetti in the same shop. Two mediocre theaters are a long distance from the area as are also means of transportation to the downtown section. Strange for New York City, too, is the fact that many of the families own their own homes, have lived in this part of the northern Bronx for many years, and have assisted in building their neighbors' dwellings.

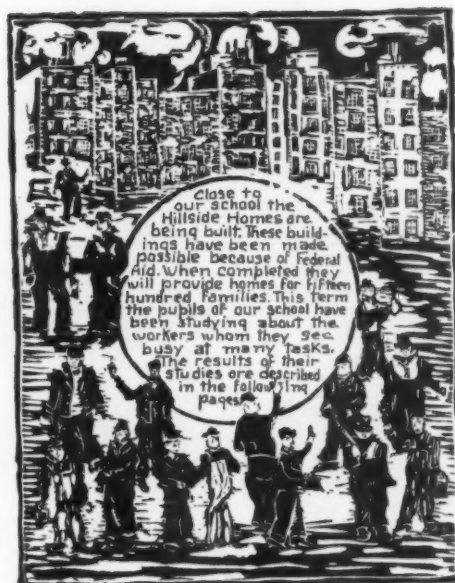
During the first five years of the school's existence the principal was kept busy with organization and administration. Five schools have since been built to hold the excess pupils from our building. This meant complete reorganization

on the average of once each year. The many problems of transportation and housing the rapidly increasing family were difficult. Instruction was formalized with frequent tests for which drill was the means of preparation.

The results of these tests were carefully analyzed by the principal, Mrs. Robson, who found the pupils were not accomplishing the material to be learned tho teachers were working hard. Interest was lacking and discipline severe. Principal and teachers realized that something must be done to stimulate learning. At length it was decided to correlate phases of the social studies with the other parts of the course of study.

The studies centered around the immediate environment of the child. The projects were assembled in a "Child's World's Fair." Following this, the principal presented to us at the opening conference, the poem by Robert Louis Stevenson, "Foreign Lands." The entire semester was spent in the land of pretend. We imagined our beautiful roof to be the "Cherry Tree" and every class looked down to discover some interesting point for study. Such common objects as clothes on a line furnished a thoro study of cotton. The telegraph wires suggested communication; the postman started the little tots in building their post office; and the firehouse furnished excitement for third-grade pupils. Everyone from kindergarten to the eighth grade found some focus from the roof. Classes could be found daily visiting some section of the neighborhood. Perhaps it was Johnny's garden, the Boston Post Road, the nearby stores, or the pig farm. We had everything in this part of New York, from fur factories to rural schools and rabbitries.

Twenty weeks flew by and we learned much about our neighborhood as it is today. The natural thought next was to

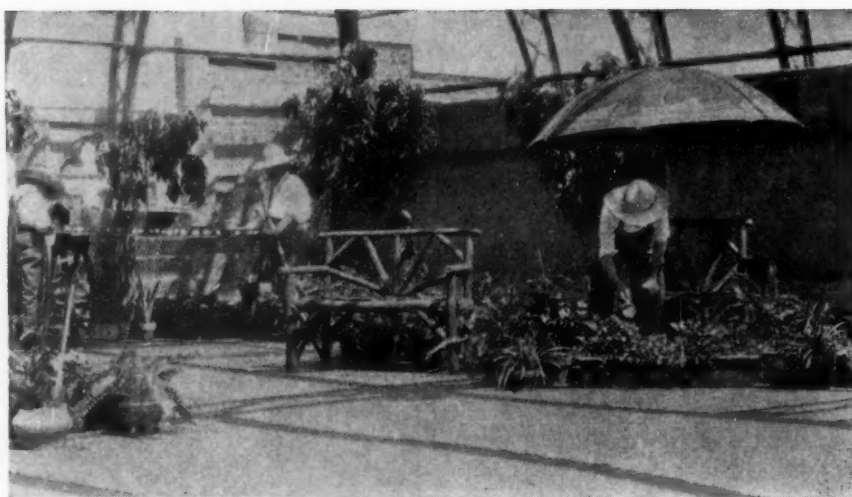


Introductory page, "The Anne Hutchinson Record"

find out how we came to be. We relived as closely as possible the historical life of our community. Carefully detailed murals depicting the life of Anne Hutchinson were painted on our walls—ours is the Anne Hutchinson School. Thru research, dramatization, construction, and writing we learned of the many hardships our ancestors endured that we might live today. The children spun thread, wove cloth, dyed it with berries, and then made it into clothing. Games of Colonial Days were played, and old-time food prepared.

Continuing the radiation from the school we increased our area to include New York, "The Wonder City." Consideration was given to the city's protection thru health and sanitation, firemen, policemen, education, and other features. The child began to see how important he was in the world's largest city. One group visited the School for the Blind and saw how the handicapped were cared for, while another inspected the various market places in sympathy with honest labor.

The various nationalities represented in each class group brought on our next study, "Children of Many Lands." Some classes kept to the represented nationalities in their group, while others selected those in which they were most interested. In the majority of cases, each classroom was transformed into some foreign setting. The parents cooperated by showing the children how to do their handicraft, telling stories of their countries,



The school roof, from which each class looked down to discover some interesting point for study.

FOREIGN LANDS

*Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.*

*I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.*

* * * *

*If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships.*

—ROBERT LOUIS STEVENSON

and submitting for exhibition treasures of the homeland. The children's attitude toward their foreign-speaking parents changed. Instead of being ashamed of them, the pupils were proud when their mothers were important to the progress of the work. Toward the end of the term several parties were held wherein the native dances were given, native food served, and colorful costumes worn. The cultural contributions of the many peoples were brought out in an original pageant showing the sun shining over all at sometime every day.

We should probably have continued farther into the study of trade relationships if it had not been that we were called home to our own back door. The federal government in cooperation with the state and city had selected the property across the street from us as the site for one of the Better Housing projects. The Hillside Housing Corporation was to erect a small city of four square blocks containing 1550 apartments with capacity to house 5000 people. The romance of construction from soil to sky came to our attention. Our efforts during the past year have centered on this development.

The pupils of the Anne Hutchinson School (Public School 78, Bronx) have

compiled a diary of the construction from its earliest beginnings. The attraction at first lay in the buildings and the streets. We were concerned in the raising of the first-aid house and the temporary office quarters. The surveying for the foundations and streets and the breaking of ground were carefully watched. Impressions were expressed thru drawing, building in miniature, and writing poems. Tonnage and power were studied by the older children.

Major emphasis was on the material used. The younger children counted the bricks placed on the hods, progressing to reading the numbers on the union badges of the workers. The intermediate classes and upper grades studied the amount of materials needed, meaning of carloads, transportation from source to user, history of the development of the material, and many other practical questions.

Last term, we went on with this study by delving into the problem of the workers. We had noticed that there were occasional strikes among the men. This led to the study of guilds, apprenticeship, unions, capitalism, labor associations, and exploitation. The salaries of the different workers were considered. We dis-

cussed the history of machinery as it concerned the effect on the workers. The costumes of the various laborers were observed. The duties of inspectors, foremen, master workmen, and helpers were classified. Many of the fathers and other relatives of our pupils were engaged in the construction of this development and were most helpful in offering information. Several housing exhibits aided in permitting the children to acquire data that solved some of their problems. Classes were in and out of the building daily. Observations were made outside and analyzed in the classrooms. Difficult mechanical drawings were made. Lower-grade pupils made their own bricks and constructed models. Practical applications were made in the rooms.

Classes interested in painting decorated school furniture, varnishing desk tops and painting book cases. One pupil wanted her play furniture painted correctly and so she brought it to school and supervised the job. The difference between painting metal and wood was noted.

To add to the painters' delight it so happened that the school was being treated to new paint, and the pupils were able to make close observation of the operation of the scaffold, the management of materials on it, and the kinds of brushes the men used. The workers were kind enough to describe the proper way to perform certain steps. The pupils took advantage by drawing from life as the men worked, modeling with clay, and in giving "blow by blow" descriptions. Dialogs were made in which the painter and his helper discussed problems. Brush exhibits were prepared, and color charts assembled. Any item of current interest in the newspaper concerning painting was brought in and placed so that all might read. Discarded union cards and buttons were obtained for close study. The topic, "Painters," brought no end of diversified study. Step by step as the work evolved it was carefully evaluated by the teacher and practically applied to the course of study of the grade in which the teacher was placed.

Modern Equipment

Modern Boilers in steel plants and sub-urbers are used to large steam plants today

STEAM FITTERS
HELPER RECEIVES
WASTAGE

Today a union steam fitter works eight hours a day at \$1.00 an hour

Every union has its own image of the day

THE WAGES AND WORKING CONDITIONS OF MANY LABORERS ARE PROTECTED BY A UNION

DO YOU EVER SEE PER RIVETING STEEL RAILS TO MAKE THE FRAME WARE OF A HOUSE?

For eight hours work these laborers receive the sum of \$1.00

THE WHEEL BARROW, SHOVEL, PILE AND "SHOVEL" MACHINES AVAILABLE BY LABORERS ONLY

SKILLED LABORERS

UNSKILLED LABORERS

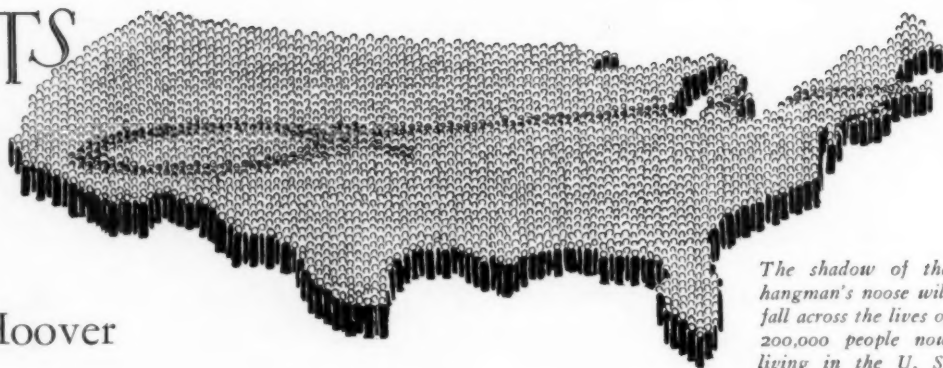
SKILLED LABORERS

[285]

TRUE COSTS of CRIME



J. Edgar Hoover



The shadow of the hangman's noose will fall across the lives of 200,000 people now living in the U. S.

IN THESE DAYS of materialism, we are all prone to look at the cost of crime from a purely monetary standpoint. We are constantly confronted with the realization that crime is costing America a minimum of fifteen billions of dollars each year and this staggering discovery tends to obscure even greater losses. . . .

When we consider that there are in America 3,500,000 persons whose chances in life have either been handicapped or absolutely ruined by their attempts to defeat the law, we begin to understand what crime really costs. When we realize that these 3,500,000 persons annually roll up a total of 1,500,000 serious crimes, each one of which affects the victim in some moral, mental, or physical manner, we are shocked even more. Beyond that, we must consider the social and financial wreckage brought upon an entire family when one of its members is sent to prison.

When we are confronted with the fact that the crime army of America includes more than 700,000 boys and girls of less than voting age, who, at the very threshold of life, were cut off from worthy careers, then, indeed, the cost of crime is recognized as a ghastly one. But the expense does not end even here. What of the 700,000 mothers who risked their lives to bring these 700,000 boys and girls into the world?

These women once held roseate dreams for the future as they carried their babies close to their hearts. They hoped for the time when these boys and girls would grow to stalwart manhood and womanhood, become worthy citizens and a means of protection against the shadowy days of old age.

But all those hopes are false, shattered by the bony, bloodstained monster of

crime; dreams of other days have become nightmares. The clank of steel doors; the pacing of armed guards atop prison walls; the weary shuffle of a gray-faced man with a weird cap on his head, traveling that last long mile; the whine of a dynamo; and the executioner standing at the switchblock, that a life may pay for a life—these must be included if we are to realize the real cost of crime. And all good citizens everywhere must dedicate themselves to work for the lessening of a tragedy of moral, mental, financial, and spiritual bankruptcy.

It is necessary, of course, that we continue to look upon the material phases of this problem. We cannot forget that an army of 200,000 persons who will commit murder before they die roams America and that before they die in or out of prison or in the execution chamber, they will send a total of 300,000 other persons to death by slaying. . . .

Every time we see a sunset, we must correlate this with the fact that between the time the sun rises upon our daily life and the time it sets in the evening, 35 persons that day arising with plans and hopes and expectations, will have been murdered. There is a death by criminal violence in the United States every 45 minutes. We must also remember that the 1,500,000 crimes are not petty infractions of the law but major violations ranging from assault, robbery, and rape to murder and kidnapping.

There is no excuse for the fact that 700,000 American boys and girls were enlisted in the army of crime prior to reaching voting age. There is no suitable explanation which the fathers and mothers of America can make for this outrageous situation. They have allowed the reins to slip from their hands; they have allowed their own personal pleasures to become uppermost; they have allowed the spirit of family discipline to

become weakened; and they have allowed youth to mangle along roads of life which lead all too often to disillusionment. Parents have become too concerned in enjoying the fleshpots of the age to give proper attention to their offspring. . . .

Many forces are combining today under cloaks of respectability to make crime an easy and paying business. I speak of the lawyer who is willing to barter the welfare of his community for the easy money paid him by criminals for advice on how to commit offenses and escape punishment. There is the doctor who feels no responsibility when he changes the gangster's features by a facial operation or attempts to eradicate his fingerprints. There is the political wardheeler who exerts his pressure upon the patrolmen on the beat that a gang hangout may be allowed to exist or that infractions of the law may go unseen. . . .

We are in dire need of a spiritual awakening. We must place rejuvenation of national morality above mundane ambitions. The business man who complains of racketeers should be made to know that he has no just cause unless he does something more than weakly protest against them. . . .

The time has come when proper respect for law should be a prime element of all education, in the church, in the home, in the school, in the college, and in our daily life. Children should be taught the filthiness of crime. They should be shown the utter lack of reward; the fear in which a person must live if he is pursued; the career of bribery and underworld chicanery he must pursue if he is to escape apprehension. Children must be shown that crime brings punishment and there is no way to escape it.—From an address delivered before the Third National Convention of Holy Name Societies.

Future Teachers of America

THE MAKING of a teacher is a spiritual process, a long growth of the finer feelings. The qualities of character which make for strong and wise leadership are developed early. It is therefore important for young people who expect to be teachers to lay the best possible foundation early in their lives.

It would be a fine thing if the students in each highschool who look forward to teaching as a career would get together in an informal group with some of the best teachers in the highschool to consider their common aims. Such groups might be organized under the name, "Future Teachers of America." The idea of the name comes from the organization, Future Farmers of America, which is a deliberate effort to create thru careful planning new ideals of rural life.

The purpose of the Future Teacher movement is not to increase the number of young people who enter teaching, but rather to encourage only those to enter who in aptitude and personal character offer the best promise of becoming worthy teachers. It is a high privilege for any teacher to give encouragement and guidance to these young people.

The plan is simple. Let some interested teacher bring together the students who would like to know more about teaching as a possible career. This may be done by personal invitation after an individual conference has disclosed in-

terest in teaching. Or a general invitation may be extended to an entire class.

The first meeting should be planned carefully. A copy of "Shall I Become a Teacher?" might be given to each who attends. This leaflet answers many of the questions which students will ask. Each pupil might be assigned a subject for discussion at the next meeting. The topics in the leaflet are suggestive: "Have I the needed qualities?" "Is teaching a profession for men?" and the like.

Encourage the students to read books written by or about great teachers. The following are suggestive:

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

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

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

Horace Mann: His Ideas and Ideals by Joy Elmer Morgan. National Home Library Foundation, Washington, D. C., 1936.

Perhaps the organization will be scheduled as an extracurriculum activity to meet at regular intervals. Or it may prove feasible to hold the meetings only occasionally and informally, at the homes of teachers or students. The Laramie, Wyoming, group is known as the

Horace Mann club of Future Teachers of America. Other groups might be named for Henry Barnard, Mary Lyon, and other educators, or for a retired local teacher.

Future Teacher groups may wish to take the lead in plans for the school's observance of the Horace Mann Centennial. The celebration, which was begun in October (see p269-76) and will extend thru American Education Week 1937, offers Future Teachers an opportunity to become acquainted with the work of America's greatest educator. Several meetings of the organization should be devoted to a study of Mann's life and contributions to education. The club may present as an assembly program one of the Horace Mann plays available from the National Education Association (see page A-129) or write an original play.

Discussions of Horace Mann may lead to an interest in the biographies of other leaders in education or a study of the history of the school as a social institution. "Schools in the Story of Culture" by Charles A. Beard and William G. Carr and "Our Public Schools" will be found useful in this connection. Another project for Future Teacher clubs would be the compiling of a history of the local school or establishment of an educational museum.

The following descriptions of the aims

FUTURE TEACHERS of AMERICA

This certifies that

having expressed a desire to become a teacher is hereby enroled in the Future Teachers of America, according to the plan set forth in THE JOURNAL of the National Education Association and will seek to cultivate those qualities of character which make for excellence of conduct and life, in the knowledge that no one can teach more than he is and that the first obligation of a teacher is to look well to the perfecting of his own life.

Date.....

Signed.....

Teacher or Sponsor

School.....

Address.....

and activities of some Future Teacher organizations may help new groups:

A leader in the Future Teachers of America movement is the Laramie, Wyoming, highschool. After a series of pupil-teacher conferences beginning in February 1936, the Horace Mann Club of Future Teachers of America was organized on April 20. Its purpose is the "development and recognition of traits of service, scholarship, sociability, character, and leadership in pupils who plan to be teachers." The school handbook contains these paragraphs about the group:

"If you can answer in the affirmative the following questions, you may be interested in the teaching profession and in the Future Teachers of America organization:

"Have you a genuine enjoyment of people? Do you have intellectual curiosity and initiative? Do you purpose to do good? Is your health sound? Are your ideals high? Have you originality? Are you interested in education? Do you enjoy observation, reading, thinking? Have you a sense of humor? Is patience one of your characteristics?"

Another pioneer in the Future Teacher movement is the Walterboro Highschool, Walterboro, South Carolina. The Future Teachers of America organization in this school has chosen as its aims:

"(1) To help pupils who expect to become teachers to choose the highschool subjects that will best further their career.

"(2) To survey the curriculum of the colleges to find the one best suited to train them for their profession.

"(3) To survey the field of teaching to guide the pupils in specializing.

"(4) To study some of the common problems of the schoolroom in order that these pupils may become familiar with

classroom management and instruction.

"(5) To read stories of successful teachers.

"(6) To act as a student reserve for substitute teaching when called on."

The Walterboro Future Teachers hold regular meetings each week. At one meeting this spring the county supervisor was guest speaker. At her invitation the pupils attended the county teachers meeting in a group. The club also sent a delegation to the state teachers meeting in March.

The William A. Bass Junior Highschool, Atlanta, Georgia, has since 1931 had a "Student-Teacher Club," whose primary purpose has been to train special students to do substitute teaching.

The student-substitutes supply for any teacher who is absent part or all of a day; long absences are filled by professional supply teachers. Some members give two afternoons per week to coaching lower-grade pupils who have failed twice in any subject; others give two afternoons a week to assisting and understudying some teacher. The requirements for student-teachers are: a high standard of character and school citizenship, a marked degree of selfmastery and poise, and scholarship. Each year a booklet on teaching is prepared by the club.

Each spring the Department of Public Instruction of South Dakota sponsors an all-day Future Teachers Conference, with the hope of giving new and prospective teachers a larger idea of their professional relations in the state. These conferences are well-attended and participated in by future teachers, teachers college students.

It is of the utmost importance to the future of democratic civilization that there come into our teachers colleges and into the profession the best talent of the

country. What are you, as a teacher, doing toward the development of future teachers of America? Are you over a period of years interesting yourself personally and continuously in at least one girl or boy who might later become a teacher? The Editor of *THE JOURNAL* will be interested in receiving your answers to these questions.

A packet of materials for Future Teacher clubs will be available from the NEA after December 15. The price is \$1. The packet will include two valuable cloth-bound books.

The leaflet, "Shall I Become a Teacher?" referred to on p287, is available from the NEA, 1201 16th St., N.W., Washington, D. C., at the following prices: 20-49 copies, 3¢ each; 50-99 copies, 2¢ each; 100 or more copies, \$1 per 100; no single order under 60¢. Cash must accompany all orders for \$1 or less. "Schools in the Story of Culture" may be ordered from the NEA; single copies, 25¢ each; discounts for quantities as follows: 2 to 9 copies, 10 percent; 10 to 99 copies, 25 percent; 100 or more copies, 33⅓ percent. "Our Public Schools" is published by the National Congress of Parents and Teachers, 1201 16th St., N.W., Washington, D. C.; 25¢, paper-bound; 50¢, cloth-bound.

Blanks like that at the bottom of p 287 [the reverse side of which is shown below], which are to be given to Future Teachers, may be secured for 1¢ apiece from *THE JOURNAL* of the National Education Association. Local organizations are invited to send lists of members to *THE JOURNAL* for registration.

TO BE THE BEST POSSIBLE TEACHER REQUIRES

PHYSICAL VITALITY. I will try to keep my body well and strong.

MENTAL VIGOR. I will study daily to keep my mind active and alert.

MORAL DISCRIMINATION. I will seek to know the right and to live by it.

WHOLESOME PERSONALITY. I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.

HELPLESSNESS. I will learn the art of helping others by doing helpful things daily in school and home.

KNOWLEDGE. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

LEADERSHIP. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

These things will I do now that when my time comes I may be worthy the high office of teacher.

Every age has had its own art, the art which best expressed its aspirations. The art of the next century or so may be the art of teaching. Why not? To mold human beings into their finest possibilities involves the same epic struggle to create beauty and harmony out of stubborn material limitations which is the foundation of all great art.—Dorothy Canfield Fisher.

Prevention of Disabilities *in* Reading

IN PRECEDING ARTICLES [See THE JOURNAL for Oct. 1936, p205; Nov. 1936, p243.] it was pointed out that there are probably nearly a half million children in the first four grades of American schools whose educational career is blocked by serious disabilities in reading, and that in higher grades a large number of children are unable to read as well as is required by the presentday curriculum.

Altho the citywide WPA remedial reading project in New York, which has provided remedial instruction for over twelve thousand pupils to date, and other studies have demonstrated the possibility of remedying these defects, it is clear that, once a child has been subjected to prolonged frustration in endeavoring to read, it is a more difficult task to correct the reading difficulty than to teach him to read properly in the first place. It is equally obvious, moreover, that great personal and social losses are entailed by permitting the pupil to suffer a period of thwarting or failure. Of primary importance, therefore, is a consideration of means to be taken to teach children to read satisfactorily in the first place and to avoid the many destructive results of prolonged failure. To determine how to prevent the appearance of reading disabilities, it is necessary to discover the basal causes and to provide means of overcoming them.

During the last decade many studies of the causes of reading difficulty have been made. It would be possible now to draw up a long list of factors which contribute in some degree to producing reading disability. In the present articles it would be impossible to discuss all of them. It will be advisable to group the

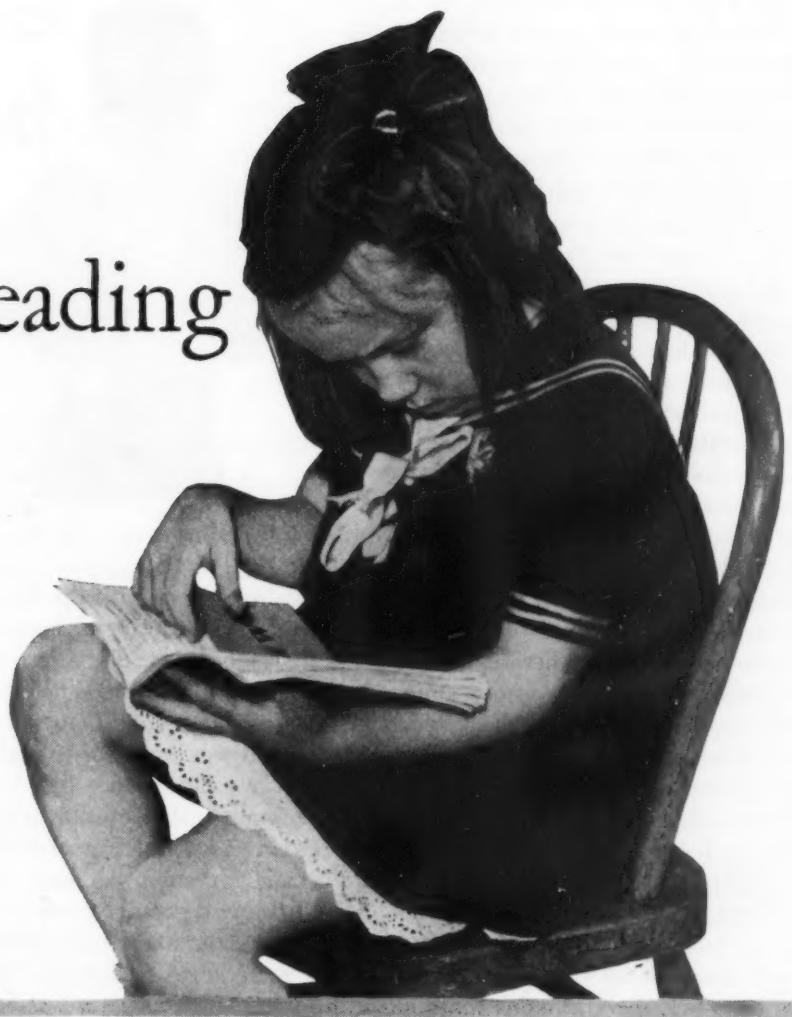
causal factors in such a way as to indicate the proper steps to be taken to prevent them from interfering with the development of reading ability.

All studies of reading disability point to the fact that the one general cause of difficulty is failure to adapt the materials and methods of instruction effectively to the needs of an individual pupil. To illustrate, if a pupil has a deficiency in hearing and is placed in the rear of the room near a noisy window in a class in which oral instruction forms an important part of the program, he is likely to encounter difficulty in reading. In such a case, to say that the pupil's failure in reading is due to his deficiency in hearing is not to tell the entire story. If this pupil's hearing had been recognized and if he had been placed in a front seat and given other special help,

he might have learned to read as well as his general intellectual endowment would permit.

In brief, it is the failure to adjust instruction to the special needs of this individual which produced the reading difficulty. It will be our purpose in this and a following article to indicate some of the major types of factors which make this adaptation to individual needs difficult under present conditions and to suggest certain changes which will help to make instruction more effective. In this article we shall deal with the influence of certain aspects of class size and equipment; in a final article we shall discuss characteristics of the pupils themselves which influence success in learning to read.

The fact that beginning children are commonly taught in large classes vary-

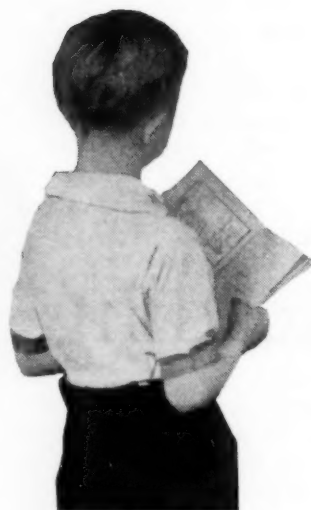


Arthur I. Gates and Guy L. Bond

ing from 30 to 50 pupils is one of the conditions which makes adaptation to individual needs very difficult. Since, as we shall see later, all sorts of individual handicaps, limitations, and peculiarities require special treatment, it is apparent that the teacher's task of becoming intimately acquainted with so large a number of pupils and of adjusting materials and methods nicely to their needs is a most formidable one. Many of these individual limitations and handicaps are extremely subtle, and special technics, information, and skill are required to detect them. Few teachers have either the training or the equipment necessary to discover many of these factors. Even if a teacher were well-equipped, it would be a difficult task to explore all of the individual pupils in the first few weeks of school sufficiently to reveal all of the limitations and peculiarities which instruction should take into account. If reading disabilities and other handicaps are to be entirely avoided, it is apparent that either classes must be reduced in size or additional officers competent and free to help the teacher study the individual pupils must be provided.

Even when the teacher is well-informed concerning the highly specialized needs of all the members of her large group, there remains the difficult task of adapting instruction to them day after day. Because of this difficulty, many teachers tend to teach the class as a whole rather than teach the pupils individually. The result of this policy is that those to whom the general class method is poorly adapted encounter many difficulties. If these are not detected and adjustments made to them with reasonable promptness, even minor difficulties may accumulate into serious deficiencies and disabilities. New organizations of materials and new methods of instruction must be provided to give the teacher greater knowledge of each pupil's progress and to make possible more effective administration to his particular needs.

Another important factor in producing reading difficulties is the dearth of suitable teaching materials and equipment. Many first-grade classrooms are provided with little more than a basal reader for each child and a collection of miscellaneous supplementary readers. The typical reader introduces a new word in about every 15 running words. Experiments have shown that this vo-



cabulary burden is very heavy for even the brightest pupils and that it is overwhelmingly difficult for the slow learners. In the majority of classrooms, pupils are rarely able really to read in the sense in which adults read. The pupils' activity consists in a continuous struggle with printed words similar to making a difficult translation of a foreign language. In many classrooms average children might pass thru the second or even third grade without ever being provided in school with genuine reading experiences—that is, with any considerable amount of material to read which did not continuously present word difficulties serious enough to halt the process and demand detailed word study.

In certain experiments conducted in the Speyer Experimental School, New York City, the pupils were supplied with the typical reading matter, each unit in which was supplemented by material especially written without additional "new" words. In this program the pupils studied the typical reader and workbook assignment in which the new words were introduced and then were provided with about twice the amount of additional material which contained no new words whatever. The remarkable gains in reading under this program imply that a large quantity of such material is one of the primary requirements of effective instruction in reading. Indeed, it was apparent in this study that the quantity of additional easy reading material was still far too small. Some of the slower pupils appeared to need far more material written within the limits of the same vocabulary than we were able to provide.

In the New York citywide remedial

project it was likewise discovered that an outstanding need in remedial instruction was a large amount of material free from vocabulary difficulties. One of the major tasks for the remedial teacher was that of preparing large quantities of such material. All these experiences have indicated, indeed, that it would be desirable for each first-grade child to have 200 or 300, or even more, running words of reading matter for each and every new word introduced, instead of from 15 to 40 which represents the typical range. To avoid the appearance of reading defects in the future one of the most obvious steps to take is that of providing the amount and kind of reading matter clearly indicated as necessary.

To equip a classroom adequately requires more than a mere addition of easy reading material. There is a need also for a liberal amount of the newer teach-and-test types of materials which make it possible for the teacher to ascertain the extent to which a pupil has learned a particular lesson and the types of difficulties, if any, which appeared during it. Within recent years a variety of combined teach-and-test materials has been developed for the purpose of enabling the pupil to do considerable reading and learning by himself, thus freeing the teacher to move about the class and help individuals according to their needs. Another purpose of these newer materials is to provide an objective record of the results of the pupil's individual work. The exercises are arranged in such a way that pictures are drawn or colored; answers are given; directions are carried out; or comprehension statements are checked; or other tangible results are obtained which have diagnostic significance. By looking over work sheets the teacher can tell whether the pupil has misunderstood the content, failed to recognize certain words, or encountered other difficulties. With this information at hand she can plan the appropriate next step. In this way, no pupil need be pushed so rapidly as to become confused or to practice errors, or otherwise take the first steps toward reading disability. Materials of this type have proved to be of greatest value in our studies of remedial methods with individuals and groups and of teaching classes of normal and especially of "dull-normal" pupils. In general, the larger the class, the more indispensable materials of this type are.

Two Philosophies of the Curriculum

Paul V. Beck

TWO OPPOSING PHILOSOPHIES of the curriculum have been competing for supremacy since the beginning of the American school system.

One of these, the traditional one, is that the school is the creature of the state and therefore the curriculum originates with the authority that establishes the school. In the selection of the texts, the naming of the courses, and the setting-up of the requirements for graduation, the school authority is dominated by the traditions of the past, by the common procedure of the present, and by the accepted authority in the field of education. The course of study is worked out according to certain definite objectives as determined by adults, usually in committee rooms and during summer courses far removed from the students who will be required to complete the work for credit. It is based on the assumption that adults know better than children what is best for them. The intellectual heritage of the race is given in such doses as the child is supposed to be able to grasp in the usual processes of memorization, absorption, and acquiring of skills and abilities in the time specified.

The other philosophy begins with the child-centered school. The curriculum from top to bottom is dominated by child needs, child abilities, and child interests as determined in the classroom. The children participate in the making of the curriculum as well as in the work itself. There is frequent opportunity for choices by the children as to what they should study as well as in the doing of it. The course of study consists largely of problems which the children have a part in selecting out of their own felt needs, interests, and abilities. Each child is given the opportunity of contributing toward the solution of the problem according to his ability and interest. The student competes with himself and is graded on his improvement. There is no difficulty in the determining of matters of discipline as the best interests of

the entire group of students determine what is best in each disciplinary problem. There is set up in the classroom a democratic society in which all participate.

What effect do these two philosophies have upon the teacher? In the traditional school the classroom teacher has little responsibility except to see that the required work is completed in a satisfactory manner, while in the child-centered school the classroom teacher has great responsibility as well as opportunity in creative work with developing children. In the traditional school, the assignments are made from a textbook which is divided into such portions as are within the supposed ability of the average student of the particular grade, while in the child-centered school each student works according to his own best rate of speed and ability.

If you wish to check up on yourself as to the philosophy that is dominating you in your teaching, the following questions will help you to decide:

[1] Do you make all the assignments yourself or do your students select their own topics for study from their own interests and needs?

[2] Do your students study from fear of failing or other punishment, or do they enjoy their work and do it because of a desire for selfimprovement?

[3] Is your class discipline enforced or voluntary? Would your class proceed with the recitation if you failed to appear for an entire period?

[4] How many of your students would take your subject if it were not on the required list? How many of your students selected you as a teacher or would select you the next time if they had the choice?

[5] Have you been able to interest your students in the course sufficiently that they want to continue to study more along the same line, or do they close the book forever after completing it for credit?

[6] Is your criterion for a good grade the correct answer based on memorization? Or do you test thinking and give credit for the reasons for the answer?

[7] Do you teach subjectmatter or students? In which are you the more interested?

[8] Do you welcome suggestions from your students as to what to study, class procedure, organization of material?

[9] Whom are you the more anxious to please in your curriculum building, the administration or the students in your class?

[10] Have you made your class a dictatorship or a democracy? Do you rule by authority or reason?

How may we keep alive the spirit of enthusiasm, spontaneity, and initiative thruout the entire school period? The student must be given as much freedom and responsibility as he is willing and able to assume in the choice of subjects as well as in the materials for study within the subject chosen. The student must be given the opportunity of seeing behind the scenes in the drama that is being enacted before his eyes. He must constantly select challenging goals for himself.

While the goal of graduation may be in sight, it should represent some definite accomplishment as well as a definite training for service which society needs, or the student's education must be counted a failure. All courses will be named according to the goal which they are prepared to reach. Practically all the work will be elective, selected according to the interests, needs, and abilities of the student. No attempt will be made to require all students to do the same thing except as there are definite reasons. Each will work according to the ability he has, at the speed that best suits him, on the work that is interesting to him, and will receive the commendation and recognition he deserves in the light of his improvement and training for service which society needs. Some of the courses may be for a few weeks, others for months, and others for the entire high-school, college, and graduate school. Perhaps we may be able to avoid the present catastrophe of sending into a needy world so many thousands of students all dressed up with diplomas and no place to go.



A Progressive School

Alma May Rodgers

ONE OF THE MOST interesting and progressive schools that I know is a two-room Negro school on the outskirts of a small town in southwestern Louisiana. The building itself is a neat little cottage with a small yard. It is equipped with old double desks and seats, blackboards, and wood heaters.

Two Negro women, with only a fair amount of college training, teach the ninety children who attend this school. These women have secured permission of the owner of an adjoining lot for the children to play upon his property. All the underbrush has been cleared away and the playground is neat and clean at all times. I visited the school a number of times in all kinds of weather, but I never did see a piece of waste paper or trash on the yard.

The work of this school may be described as a dual or twin program. Each teacher has four grades, ranging in membership from six to eighteen children. The fundamentals are taught in rather formal, conventional class periods. Grades or subjects are often combined in order that more time may be given to each recitation.

Each child, after attending a recitation with his teacher and with his class, must stay in his seat and prepare his next lesson to the point of mastery. Such a program of work goes on in thousands of conventional one- and two-room schools all over our country. In this Negro school, however, the formal classwork is only a part of the program of work. The teachers believe that the school should give the children useful tools in the way of fundamentals, and that it should provide many worthwhile activities. In accordance with this belief they encourage the children to take part in what they term, "between recitation work." Each child, having made the neces-

sary preparation for his next lesson, is free to work quietly on some activity of his choice. The following paragraphs describe some of the many interesting projects that were done last session during these free periods.

Reading tables and seats were made from old lumber. Legs for these tables and chairs were made of small trees cut from the woods nearby and sawed the proper lengths by the larger boys. On the reading tables were placed all available books and magazines donated by the supervisory staff. An interesting scrapbook entitled, "Our Journey around the World," was made by the sixth grade. The seventh grade contributed a weekly school newspaper containing items of interest to the children. This newspaper was written on notebook paper in the children's best writing.

As a project in health, writing, and language the children composed several health plays and pageants that were given as evening programs. One of the best things the older girls did was to work out a chart of foods especially designed for underweight children.

Since there were no wall maps in the school, the teachers took the children to the yard, where they made maps of the schoolrooms, the town, and later of the state and the United States.

In order to determine the best kind of soil in which to grow the field and garden crops, the children brought boxes of the various types of soil and experimented with seeds planted in each type of soil.

The music hour was always a source of pleasure and surprise to me. Negroes are very musical, and this particular group of children seemed unusually gifted in this respect. Altho they had had little or no training, almost any of the girls in the upper grades could, upon a signal from the teacher, play a march in perfect time. The primary

children, not to be surpassed, assembled a toy orchestra. The children made most of the instruments; the rest they purchased from the variety store.

There were several quartets among the older boys, who, besides singing at school, also furnished numbers for evening programs. After they had sung for me one day, a first-grade boy asked to get up a quartet of his own. With trained ear he selected his group. I was prepared to hear a primary song, but when these first-grade children got their tones and gave several spirituals with the expression that only the Negro can give, I was amazed. Their little faces were so alight with joy that they seemed to be seeing the "sweet chariot."

The rooms were made attractive with ferns and other potted plants. The first sign of spring that I saw was in the form of several bowls of narcissus in this school.

The primary children had a doll house of cardboard with everything complete, from the tiny porch swing to the clock whose face was about the size of a dime. The child who could make the neatest Roman numbers was allowed to make the clock. Tiny rag dolls lived in this house. These dolls were always clean and neat. One cold rainy day, on entering the room I found a small clothesline just over the heater. On it was stretched the apparel of the little rag dolls who were under the covers. An old flat-iron was being heated on the heater. The dolls must be clean, in spite of the inclement weather.

The children seemed to govern themselves. Because of the large number of recitations that must be taught, the children always moved quietly over the floor. They confined their indoor activities to those things that could be done without disturbing the class. Any nailing or hammering was done outside or at intermissions. There seemed to be practically no actual rudeness. There was no nagging or scolding by the teachers. The atmosphere was always one of cheerfulness and industry.

The Sophistication of Tommy.

TOMMY was what the world would call a strange child. His father called him bad; his mother, temperamental; Minnie, the maid, said he was "just plain sassy."

If Tommy had been asked his opinion of his three guardians he would have quickly responded with these three adjectives: meddlesome, stupid, and tiresome. They made him eat food he did not like and wouldn't let him eat food that he did like; put him to bed when he wasn't sleepy and made him get up when he was; and misunderstood his best intentions.

One day Daddy suddenly developed an unexpected fit of generosity and good fellowship, which took form in an invitation to Tommy to go with him to the State Fair.

Tommy was busily engaged with a new box of tin soldiers when the invitation came, so the invitation did not bring forth the burst of enthusiasm that his father had expected.

The soldiers were fascinating and then too he considered the bad half hour of the bath supervised by strong-minded, strong-muscled Minnie McGee. The knowledge that a tubbing and toweling always preceded such a trip did not make for a blithe acceptance.

As Tommy sat dumbly on the floor surrounded by his scattered army, showing no sign of a move toward the much-hated bathroom, the invitation became a command.

An hour later, Daddy led a spick and span but unhappy little boy into the September sunshine, to the waiting automobile.

Gloomily Tommy took his seat and stolid he remained all the way out to the Fair Grounds. No joyous "Look, look, Daddy" or inquiring whys escaped his lips as the car sped along.

Daddy felt that he was making a sad failure of this intended pleasure trip, but as he was never a quitter he stuck to his job of entertainment, hoping some happy chance would turn the tide.

At last the Fair Ground was reached,

Elizabeth
Brown



the car parked, and the father and son holding hands proceeded silently and systematically to inspect the buildings filled with overfat cows and uncomfortable looking pigs; stables of gay little ponies, beautiful horses, and frisky colts; kennels of barking dogs—yet not one exclamation of admiration did these ribbon winners get from Tommy.

The outburst came when they reached the poultry department. A Plymouth Rock beauty brought the hoped-for but long-delayed "Look, look, Daddy, isn't she lovely?" but it was followed by "Can't I have her? Please buy her."

Things changed. It was Daddy's turn to be unenthusiastic. "No, son, I can't think of getting you the hen for a pet; there is no place in the apartment to keep her." Then he jokingly added, "We might keep her in the refrigerator until she could be transferred to the table."

Tommy understood and hated his father for that speech. To kill that lovely speckled hen with her round and understanding eyes was murder; she looked so wise and kindly with her head turned to one side that he felt she could be trusted with all the secrets of his life. The desire to own her grew stronger and stronger as he stood before her coop. How could that Ogre of a Daddy talk of eating this beautiful creature? She was made for life and love. But all too

soon Tommy was cruelly torn away from the shrine of his divinity and taken back home to the apartment to ponder on the injustice of life and his lost soul mate, the speckled Plymouth Rock hen whom he affectionately called Lizzie.

This was Saturday. Sunday school and the box of soldiers helped him thru Sunday.

Monday brought him new interests. It was the opening day of school and he was feeling important. He had his promotion card which read, "Promoted to Second B." Also he had many lovely pencils and three new tablets with colored pictures on the outside. There was to be a new teacher, which was exciting, and best of all, he would be with the boys. Some of them he had fought but he liked them just the same.

On arriving at school he found the new teacher the center of interest. She was large, immaculate, and aloof. Tommy had a feeling that Minnie McGee had looked her over before she came to school.

The children were assembled in the classroom feeling very small and ignorant in her presence. The first-grade teacher had made them feel important and grown-up and now they all felt so weak and helpless that they wondered within themselves if they knew anything at all. The test came when all were seated and the order was given for tablets and pencils to be ready for use. Before Tommy could decide which of his lovely pencils he would use, she had elevated a large card with W-H-E-R-E printed large and black across it. Commandingly she asked for four sentences beginning with the word.

The class looked at the word, then looked again, spelled it under their breaths, but none seemed able to connect it with any other word they knew. Pencils started, wrote "where," and then stopped short.

The teacher noticed their hesitation and coldly asked the trouble, but they were paralyzed with fear. Their young faces became careworn and anxious as with puckered brows they struggled to free themselves from the spell. Pencils were chewed, in some cases to splinters, before mental reaction set in and the class got underway. But Tommy's brain seemed entirely petrified; the more he tried to produce something the more stupid he became. The teacher was walk-

ing thru the aisle to note the progress; she stopped at Tommy's desk and found a blank sheet before him. He was desperate. His pentup feeling must have an outlet, but all he could do to relieve the strain was to call her a name never used in polite society. Then relief came, for he burst into a flood of tears.

The teacher moved, and Tommy moved with her. He was lifted clear of the floor, where he felt thin air beneath his feet. He knew he had been naughty and deserved an awful punishment.

However, the thing that did happen was so unexpected and delightful that it seemed to come direct from a benign God. Tommy was placed in the hall with orders to stay there until called. The hall door stood invitingly open; to peep out at the hedge inclosing the yard was a temptation that he made no effort to resist.

There was something alive struggling to get free from the thick branches of the hedge. He went outside to investigate. What he found made his heart leap for joy, for there was his own speckled hen, Lizzie, who had escaped from the grocery-man's wagon and was caught in the hedge.

Tommy felt that God had sent her direct to him, a poor, sad little boy in the worst hour of his life. Lizzie was grateful to her rescuer and gave a soft "Took-took" as she nestled in Tommy's loving arms. Now there must be some fast work done to find her a safe refuge. He ran breathlessly to the yard to look for an empty box or barrel but he found none. He went to the alley hoping to find one there. Here he seemed to be still pursued by luck. A pair of friendly black arms belonging to a small colored boy was there to receive the prize.

Sambo promised to stay right on the spot until school was out for the day. Tommy offered to reward him with his lunch and carfare and two pencils besides. But Sambo decided the pencils would be over-pay, which made Tommy believe Sambo was entirely square.

As Lizzie was securely settled in Sambo's arms, Tommy was recalled to his classroom. By this time the class had recovered from the fright caused by the personality of the new teacher and was busily engaged in color work. Tommy was so cheered and heartened by the thought of owning Lizzie that he forgot his anger and made his best apology to

the new teacher. This healed the breach.

When recess came and the class reached the playground, Tommy ran happily to the alley for a half hour with Lizzie, and to make good his promise to Sambo. But, alas, Sambo was nowhere to be seen or found and wherever he was, Lizzie was there too. Then suddenly Tommy became sophisticated and realized he had been duped. He sat down to eat the two peanut butter sandwiches and brood over the fleeting joy which had been his during the brief

time he had owned Lizzie. After recess, he walked bravely and steadily into the schoolroom, took out his pencil and tablet, and wrote in his large first-grade handwriting four sentences:

Where is my chicken?
Where is the boy?
Where did they go?
Where can they be?

With a sad smile, he handed the neatly folded paper to the teacher. She later returned it to him with a good mark.

The Significance of Difficulty

FROM the genetic point of view we are concerned with the role of the task in the everyday life of the home and the school. Some do not like the word "task," but for a serious occupation no other term is quite as good. We may avoid the word but we cannot escape the idea. It is just because it suggests difficulty that it is a good term.

Difficulties, obstacles, opposition, are all, as we are wont to look at them, disintegrating factors. The advantage of meeting them is emphasized by the whole course of evolution. Avoid them, and they become disintegrating factors; face them, overcome them, they give opportunity for higher integration. Our genetic point of view gives striking illustrations.

Especially instructive is the training in adjustment given by gardeners in their training of plants. Luther Burbank's wizardry in doing this is wellknown, and his application of this principle to the training of the human plant furnishes some of the best suggestions for parents and teachers who attempt the training of children in adjustment to new and difficult situations.

The studies by Bose, the great scientist of India, have shown that the organization of plant life in a broad way is similar to that in animals and men. The integration of what Bose calls the nervous system in plants, together with that of the nervous system in animals and men, gives remarkable illustration of this tendency to integration in all organized life.

Luther Burbank, the master of the world's great gardeners, just mentioned, fittingly suggests a comparison between the conditions that make for develop-

ment in plants and those that favor development in children. In both human beings and plants greater variability and adjustability result from meeting difficulties. The cactus, for example, which has always had to meet hardships, is variable; the rose, which has been nursed and coddled for generations, lies down and quits when care is lacking. Burbank illustrates this fact somewhat in detail, in part as follows:

The cactus meets any form of difficulty and adapts to most unfavorable conditions. For thousands of generations this plant has met scorching heat, the searing drought of summer, the piercing cold of winter, and the parching conditions of the desert. In spite of all this it adjusts to conditions and develops. Of this he gives concrete illustration. He relates that once he hung a cactus plant on a tree for four years and then when he planted it it began to grow within ten days. Again he put a slab of cactus on a shelf covered with burlap four feet from the ground and soon discovered the cactus had sent its roots thru the burlap. . .

Of the difficulties met by these plants Burbank says: "They were robbed of their fruits, gnawed at, wounded, cut off at the base, and generally so hardly treated that they were threatened with extermination." Adjusting to such conditions they developed slabs instead of leaves and spines as a protection against buffaloes and rabbits. On the other hand, he found that the plant that for generations had lived without stress or hardship or change in its condition was "as set in its ways as a grindstone and as stubborn as a mule."—From *The Wholesome Personality* by WILLIAM H. BURNHAM. [Published by D. Appleton.]

Forums in Democracy

PLAIN TALK III

J. W. Studebaker



IT IS BASIC to good democratic action that we develop the capacity for group discussion of all issues and problems which affect our group life. Without this counseling together and sharing of ideas, facts, and points of view we have no adequate basis for coming to intelligent conclusions on public policies. Whether the discussion technic is effectively used by a labor union in getting at a consensus of opinion on a problem of collective bargaining, or by school teachers in discovering improved methods in pedagogy, or by taxpayers in getting an understanding of a tax program—or in any case you may think of—I am keenly in favor of it.

But in proposing a "system of public forums" on a national scale for the *educational purpose* of facilitating understanding of public affairs, I have in mind a very specific and specialized kind of discussion. Many people think I mean by "public forums" merely the holding of some meetings where speakers elaborate on a subject of public interest and are subsequently questioned by members of the audience. Others think I mean just the gathering together of citizens to talk over some public issues similar to college "bull sessions." Still others understand that I mean by "public forums" the staging of meetings where some leaders of more or less ability guide people in an informal discussion of announced subjects. I wish, therefore, to state briefly exactly what I do mean.

First of all, I want to see public forums operated as a regular adult education program in the public-school system. . . . Nothing can add more to the value of public civic education than to extend it to include the majority of adults in the community. Thus the public-school system will not only serve the community with facilities for lifelong

education which is needed for good citizenship, but it will bring the responsible citizens into close relation with their institutions of learning. This participation of adults in the program of the public schools will improve the exercise of citizenship in the public control of education, the selection of schoolboards, and policy-making bodies. . . .

Second, I want to see an adult civic education program along forum lines begun and developed in accord with high professional standards of leadership. . . . In my experience, forum leadership requires the highest professional talent available. It is infinitely more difficult to guide adults with vastly differing educational backgrounds and varying degrees of perceptivity in a process of open-minded inquiry into many complex and controversial questions of public policy than it is to teach regular courses to students of one general age level with the aid of textbooks.

Not only must the forum leader be a scholar himself in the social sciences, but he must be adept in the art of group discussion. The public forum is the last place in the educational world to engage amateurs. . . .

Third, I think forums should be so placed and so managed that they are readily available to all the youth and adults in the community, and in every community, rural and urban, in the nation. Democratic Sweden already serves one out of six adults with this kind of civic education. In order to achieve the ultimate goal of a nationwide program we must have at least a decade for organization. I am suggesting that we begin in about twenty demonstration centers by establishing experimental stations similar to the Des Moines program in scope and management.

A program of forums should be operated for at least 30 weeks of each year.

In the local community, a public forum program should schedule meetings in all parts of the city or township. In addition, communitywide forums which present speakers of note representing a variety of points of view on important public questions serve to bring the people of the entire community together. But in these forums I want to see a panel on the platform, including able opponents of the main speaker's position, ready to challenge and question his conclusions. . . . If we are in earnest about doing something really effective to wipe out civic illiteracy, to preserve and improve our democracy, we must insist that public discussion be so organized in our program that it actually engages the vast majority of the people.

In the last place, these public forums should strive to attain the ideal of education which is to aid the learners to learn. This means that the management of the program should be as far removed from political manipulation as possible. . . .

The existence of a free press is fundamental to democracy. Any action which tends to protect the freedom of the press adds to the strength of our democratic structure. Likewise, a vital public interest in and knowledge of public affairs are essential to the perpetuation of democracy. Any agency which effectively encourages the growth of civic understanding is to be considered a bulwark of democracy. Public affairs forums definitely serve to protect the freedom of the press and to create civic enlightenment.

A vast majority of our people are constantly on the receiving end of speeches, editorials, and articles. We have powerful mechanisms for reaching millions with a single speech or printed statement. Consequently, there is a tendency for a smaller proportion of the people to have the opportunity or inclination to speak or publish their views on public questions. . . .

When the masses of power-sharing citizens fail actually to participate in public discussion, the people tend to

form themselves into rooting sections, applauding or booing those who do discourse or write about public issues. It is only a short step from mob excitement for and against certain public expressions to actual mass-supported demands for the gagging and censorship of the unpopular view. And the sudden shifts of public enthusiasms are worth noting in this connection.

The point is that we have lost sight of the underlying significance of our civil liberties to an alarming extent. . . . Too many people are prone to regard free speech and free press as desirable only when these freedoms permit the expression of views they favor. Too few there are who will vigorously defend the civil rights of those who hold opposing opinions. . . .

An indispensable method of re-establishing mass appreciation for civil liberties as such—valuable because they protect free public inquiry and access to all views—is to involve masses of people in free discussion of public questions. It is well to remember that the establishment of the principle of free speech was accompanied by such institutions as the community town hall and lyceum. It was in these places that the rank and file of citizens practiced their liberty of expression, gained a personal appreciation of it, and therefore cherished the right of free expression for all, in press and public meeting.

To lose that personal concern for the rights of free press and free speech is to take a step toward dictatorship. The results of the workings of dictatorships abroad affecting free press are now well-known. Newspaper and magazine circulations have dropped as much as 60 percent as the hand of censorship has reached out to delete all news and comment contrary to the doctrine or practice of the dictatorship. . . .

Another result of the mechanization and concentration of active public expression is the loss of that general independent critical-mindedness which is essential to good government. The very fact that the mechanics and practice of public expression are so concentrated tends to make our people passive listeners or readers rather than active thinkers and sharers of ideas. And any circulation manager can testify to the difficulty of getting passive-minded people to read.

To the extent that citizens in our de-

mocracy lack that critical attitude and desire to know for themselves we are in danger of being swept off our feet to support rash and ill-considered innovations proposed by able demagogues. . . .

We have about 250 "public forums" now. Many of them are doing truly educational work, providing for public meetings in which the people may come to grips with public issues and discuss them from every important point of view. Others are devoted to promoting the views of the sponsors. Most of them concentrate on large meetings, sponsoring lectures, and appeal to the intellectually elite. In any case, all of these forums taken together reach no more than approximately half a million of our 75,000,000 adults.

I believe that this is a problem for public education. The objective ought to be universal and carefully organized adult civic education, so that the vast majority of citizens will have opportunity to participate in an annual program of forum discussions in every urban and rural community in the nation.

These forums ought to be built on a communitywide basis, exactly as our public-school system is made to serve all children in every community. What is now generally understood as a public forum, the large lecture-question forum, would be only one part of the community program. The much more important part would be the small discussion groups, "neighborhood forums," meeting weekly or twice monthly in schools within close walking distance of the people. In these intimate gatherings of neighborhood folk, is achieved the spirit of counseling together, the free sharing of ideas and views, and the maximum of selfexpression. . . .

Among other important activities of the community forum is the discussion of "spot news" to the end that the people may keep up with current events and analyze their significance. The foundations for these periods of group discussion are the reports in the daily newspapers and weekly periodicals. . . .

Civic interests when established will be expressed in many ways—thru further schooling; thru reading newspapers, magazines, and books; thru attending public forums; and thru participating directly in civic affairs—to mention only a few of the modes of registering concern for civic welfare.

Discussion not only stimulates the interest of people in pursuing further investigation, and watching events with more alertness, but it is by and of itself essential to any democratic procedure. It has been said that democracy is government by discussion. Some people would have us believe that this is the unfortunate part of democratic government. But, quite to the contrary, this discussion method is the glorious part of democracy and free social organization. However tedious and tiresome it may be at times, free discussion does assure, as far as is humanly possible, that action follows broad and many-sided consideration. It permits the immediate use of questions and answers. It gives people of opposing points of view free play in putting forward reasons and facts, and most of all it facilitates immediate challenge. It creates a situation in which misunderstandings can be cleared up, and gaps in the thinking of each filled in by the contributions of others. What other form of communication facilitates such rapid, complete understanding?

Why shouldn't our daily newspapers and weekly periodicals feature public affairs discussion as they now do sports, finance, society, and other features? The practical answer probably is that they will when America features the facilities for public forums as it does for these other activities.

At a time when democracy is challenged thruout the world, I think it of crucial importance that a nation originally dedicated to democratic government should take steps to undergird its structure of free selfgovernment with the maximum of opportunities for civic enlightenment thruout the entire country. To me that means the federal promotion and subsidy of community public affairs forums, under complete and independent local administration. It is my conviction that only thru widespread, systematic, and competently managed public discussion can we hope to maintain a vital, personal support for the corner-stones of democracy—free speech, free press, and freedom of assemblage.

[This is the third in a series of articles from *Plain Talk*, reprinted here with the courteous permission of Commissioner Studebaker and the publisher, the National Home Library Foundation, Washington, D. C.]

New Geography

The map is an important aid to the study of geography, but it should be supplemented by projects. York, Pennsylvania, children make their own map to show the products of the U. S.



for New Schools

Earl E. Lackey

ways in the community need improving, or perchance taxes are relatively higher than formerly, or maybe there are possibilities for new enterprises of an industrial or commercial nature that the local community should be sponsoring. Should the school encourage teachers and children to find such problems and devise methods of attacking them? Do children need practice in thinking about presentday problems?

A part of Nebraska is in the sandhill region. This is a grazing area with a sparse population. One of the problems in which all other people in the state as well as those living in the sandhill area are interested, is that of equalizing educational opportunities for Nebraska children, because the social and economic welfare of all the citizens of the state is involved.

Much of Kansas land is used for growing wheat. Not only the wheat-growers themselves but all the citizens of the state should share in the solving of the wheat-growers' problems, because taxes, transportation rates, and cost of food are all involved. Would it not be well for every citizen of Kansas to have an intelligent interest in many such problems? Should the teacher help her chil-

dren to find problems of this kind and instruct them in methods of attack?

A large amount of land in the United States that once was cultivated is now lying idle. Yet there is agitation in many quarters to reclaim cutover land, drain swamp areas, and irrigate dry lands. The welfare of every citizen of the country is involved in this problem. It is certainly one of mutual concern. Should all the citizens in our democratic republic share in the attack on this situation, or should it be left to politicians and demagogues?

Only a small percentage of the sugar consumed in the United States is produced in our country. Yet the sugar-producers of Java and of Cuba must climb over our tariff walls in order to supply our needs. This matter concerns the taxes, the food supply, and the general welfare of every United States citizen. Yet there are determined efforts in some quarters to maintain the tariff wall, with all of its implication for international discord and for inequalities in tax burden. Should the schools in a democratic society be expected to give training in finding, analyzing, and solving problems of international concern?

These four types of problems—local,

ONE OF THE MOST frequent and on the whole perhaps one of the most justifiable criticisms of the public schools today is that they are failing to give children practice in finding and attacking the crucial problems of presentday social living. These problems may be of local, state, national or international concern. Living in a democratic society is based on the assumption that every individual should share responsibility in solving the problems and making the decisions that are of mutual concern.

In every community there are problems in which all the people are mutually interested. Perhaps certain high-

state, national, and international—vitality concern the welfare of every citizen of the country. They are ever-present and never solved, but are continually in the process of being solved. In a world in which the elements entering into nearly every problem are variables this must of necessity be true.

For the purposes of this discussion, there are at least two important elements in the school situation. The first is the plastic, modifiable human organism—the child—and the second is the ever changing and partly controllable environment. The *new schools* are those that today are recognizing the ever changing nature of the environment in which the individual lives. And recognizing this, they understand that opportunity must be provided to develop abilities that will best enable the individual to continue to reconstruct his experience to fit into the rapidly changing scene in which we are living. Today we are living in an industrial age that has come upon us so suddenly that we do not yet recognize what has happened to us. The patterns of thought of the agricultural age still dominate much of our thought and action in dealing with the new problems of the industrial age.

Our lessons in the old formulas of the agrarian order have been so well learned that we have faith to believe that things will right themselves eventually. Perhaps they will eventually. Meanwhile we will muddle along as best we can. Why can we not think our way thru more clearly? Simply because we have been taught that we are living in a more or less static world—a world of absolute values—and that once we have found the formulas for the solution of our problems, then they will stay solved. Our schools were adjusted to this type of thinking and many remain so largely even to this day. Many of us in our thinking have discounted in a large measure the old theory of the transfer of training, yet we run our schools and teach largely by this old doctrine. The new school recognizes that we learn what we practice and that youth must have practice in attacking problems that are on the move.

The materials introduced by the school into the child's experience for reconstruction have been all too often dragged in from the dead past, and consequently the reconstructed patterns of

By the "new geography" we mean that all education should help children to understand the world in which they live, to adjust themselves to the good and the unchangeable features of it, and to change other conditions to meet their needs.—*Bess Goodykoontz, Assistant U. S. Commissioner of Education.*



thought have turned out to be merely the old patterns handed down by authority.

This kind of education is amply proven by the various items of indoctrination that are fostered by the school, as well as by many other institutions in our complex society. In order to inculcate patriotism we teach our children to glorify our military heroes and permit our military organizations to suggest the type of education that should be given. A new type of patriotism is difficult to develop under such circumstances, because old patterns of thought dominate the learning situation.

The new school, however, does not propose to discard the experience of the past in the educative process; it does not propose to eliminate problems of geography that deal with the past or with the *status quo*, but it does propose introducing the crucial problems of the present into the experience of the children so they may begin to reconstruct their patterns of thought with the ever changing present taken into account.

The *new geography for the new schools* takes all the foregoing principles of education into account. It recognizes: [1] That the human organism is modifiable; [2] that its modification comes largely thru its reaction to environmental contacts; [3] that it learns what it practices; [4] that it learns by the continuous reconstruction of experience; and [5] that new patterns of thought are contingent upon the nature of the materials introduced into the reconstructive processes.

In all of these several principles, the science of education is as close an ally of geography as it is of any other division of human knowledge. In fact, when it is seen that so much stress is placed on the environment by education one wonders why geographers had not

consciously capitalized upon these principles long ago.

The *new geography* will give the child practice in finding the significant problems of the present. Since he learns what he practices, we want the school to give him practice in finding significant presentday problems.

For example here are a few typical problems to illustrate the point of view.

[1] Brick and tile are used very extensively in construction work today. An organization with some money to invest is seeking a location for a manufacturing plant of this kind. What are the advantages and disadvantages of my community for an enterprise of this kind?

[2] What can be done to prevent the disastrous floods in the lower Mississippi Valley?

[3] How may the resources of Mexico be developed so more of the people will share in the benefits derived from their exploitation?

Not only will the new geography educate in finding the type of problems here mentioned, but it will give practice in searching thru the natural environment for significant factors in working them out. And since an individual learns what he practices, we want the school to provide practice in novel as well as in approved methods of attack.

The new geography will give the child practice in withholding judgment. Since this is a changing world in which we live—a world always on the move—we want him to get in the habit of not making snap judgments. If children are given practice in working on important problems of presentday living, they will soon learn that it is not possible to secure a final answer to all problems. That, in fact, problems of relationship where human items and natural environmental items are involved usually do not call for a final and absolute answer as do most of the problems of mathematics and many of those in the physical sciences.

The new geography, therefore, will lend validity to the idea that problems will not stay solved, that in fact, most of the problems in which we are vitally interested are those that are continually in the solving. Since learning is the continuous reconstruction of experience, we want to have the crucial elements of presentday living introduced into the reconstructive processes.

Social Wisdom from History

NOTES ON CIVIC EDUCATION IV

DURING the junior and senior high-school years the social studies curriculum is dominated by history and civics. United States history and civics in the junior highschool; ancient, medieval, modern, and American history, civics, social and economic problems in the senior highschool; these are the courses which have the field and which are going to have it for some time to come. If the schools are to make a contribution to civic education they must make it largely thru instruction in history.

The full contribution cannot be made along that line, to be sure, for there are limitations upon the efficacy of history as a promoter of good citizenship. Nevertheless the educator who is concerned about the political training of young people will do well to consider carefully what can and cannot be done thru the historical studies.

The suggestion is here ventured that the study of history may contribute more than it usually does to an understanding of the present if more is made of the relation of past to present at every stage of the study. Let there be a closer correlation between past and present problems. The idea may be clarified by a few illustrations.

It is customary for teachers to assign outside references or readings as they proceed with the classwork. When, for example, the Navigation Acts are being studied, the students may be called upon to read outside the text on English commercial policy. Added information is gathered relative to Eighteenth Century mercantilism. The suggestion we are now making is that the text should be depended upon to describe the Eighteenth Century aspects of that theory of foreign trade. The teacher should then explain that mercantilism is not merely a theory which flourished before the American Revolution, that the notion of national wealth to be gained by encouraging exports and discouraging imports underlies trade policies widely held today. The outside reading should relate to presentday aspects of the problem. The references should deal with the contemporary situation, relating past and present, showing that this problem of

the past is a continuing one, that we are still wrestling with it. When such studies are carried on, the student will see that, in reading of a remote period, he is not dealing with a dead past but rather with backgrounds of living issues. And when he turns to the present issues he will see that he is not looking upon something new, but a late manifestation of something old; that the present may be illuminated by a study of the past. History will then be vitalized and given meaning, while there will develop a habit of falling back upon historical experience as a means of interpreting current problems.

Possibilities of such a linking of past and present may be found on every page of our histories. When the class reaches the period of the adoption of the Constitution, the text may be depended upon to take care of the historical situation. It will show what the Constitutional Fathers considered the really national problems of their day to be. Outside readings may be taken from contemporary materials and may deal with the question of what the truly national problems of our day are and of whether or not, in the light of developments, constitutional changes should be made. The issue of neutral rights which produced the War of 1812 can be shown to be the very issue which looms on the horizon today; the issue upon the handling of which America's going to war or remaining at peace during the next few years may depend. By following the study of history chronologically and then by continually emphasizing the elements which past situations have in common with the present, history may come to life and the present may be made to stand out in a true perspective.

Here is another suggestion: The study of history should be rid of its fatalistic implications. Too often the student who reads of the past is encouraged to become an optimistic fatalist. Each event, each period, is presented as an accomplished fact. Things happened as they are described in the pages of the text. And, on the whole, progress has been made. All has been for the best. The inference is that the forces which predetermined the

Walter E. Myer

past course of affairs so propitiously are still guiding our destinies, so that, without the intervention of our wills and our determined social action, the present and future will take care of themselves.

Of course, such a reading of history is unrealistic. At every moment of time there are choices to be made. Certain of the choices which have been made in the past have been happy ones. Others have been unfortunate, and have resulted in disaster. For example, when the inventions of the early Nineteenth Century revolutionized industry and produced the factory system, the people of that day had a choice to make. They could allow the industrialization of communities to proceed without regard to human welfare so that villages sitting upon green hillsides and enjoying the blessings of fresh air might become ugly and smoke begrimed, with the inhabitants quartered in hovels unfit for human habitation. Such could become the product of industrialization. On the other hand, the people might have chosen to force the mining and factory development to proceed with due regard to the beauty of the surroundings and the health of the population. The former choice was made, and modern civilization is scourged by its Birminghams and Pittsburghs and Essens together with their smaller counterparts. This and other social developments, together with the hundreds of useless and preventable wars, have been great human tragedies.

The student who is taught to stand at each period, looking upon every epoch as a threshold to a then undetermined future, who is taught to watch the actions of men in the past and to see them carving their destinies, who is taught to criticize and evaluate historical decisions, will come into possession of the great truth that the present generation is also a carver of an undetermined destiny. And one who gains that concept is on the road to the possession of social wisdom.

The School Janitor

J. I. Sowers

THE DUTIES and responsibilities of the school janitor are different from those of janitors in other positions. This might be recognized by the adoption of a new title to express better his relations to the schools and to the community. We need also more understanding and a better appreciation on the part of the general public and often schoolmen themselves, of the janitor's relation to the educational life of the community, his influence upon the school as a whole, and upon child life in particular.

First, acting under the supervision of the school principal, he is the custodian of valuable school property. He has charge of a building which in many instances costs hundreds of thousands of dollars. He makes minor repairs of building and equipment, and he has immediate control of the equipment of the building; often this equipment is very expensive, and may be damaged or entirely ruined if the janitor is careless or untrained for his work.

The modern school building of today is a community center nine months a year, used in the evening, on Saturdays and Sundays, and during summer vacations. This community use of school buildings makes the position of school janitor not only more important than formerly, but much more difficult. Unlike the janitor of even a decade ago, the modern school janitor is the servant of the whole community.

Second, the janitor is responsible for operating and servicing the school plant. He may help select the supplies—a function requiring good judgment. He supervises the use of fuel, electricity, water, sweeping compounds, and the like.

Third, the janitor is the housekeeper of the school. An efficient janitor, trained and interested in his work, will take the same pride in keeping his building spick and span that the model housekeeper takes in her home. He will not tolerate marks on the wall, dirt or waste paper in the school home. Where the school janitor has this attitude, it usually follows that the children, the teachers, and others who use the school property cooperate with him in his work. Incidentally, it is reasonable to

suppose that as habits of cleanliness, orderliness, and tidiness are learned and required of the pupils in school, they will carry this habit over into their homes. Adults using the school buildings sometimes fail to help the janitor keep the school a clean, healthful, and sanitary home for the children. However, for the past ten years we have conducted evening schools in Miami, Florida, without the use of tobacco in the buildings, and without leaving litter to be cleaned up after our classes.

Fourth, the school janitor must keep the school buildings and property in such condition that the health and safety of teachers and pupils are safeguarded. The janitor must know some of the fundamental facts of hygiene, something about the chemistry of cleaning, the effects of dust and ventilation.

Fifth, the school janitor exercises moral and educational influence on the school. In many schools he is the only man with whom the pupils come in contact; children sometimes become better acquainted with him than with their teachers. Children ask the janitor questions; they seek his advice; they present some of their problems to him for solution. These considerations make it necessary that the janitor be a person of clean mind and body, with more than average intelligence, and possessing a large amount of common sense. Like the principal and teachers, he must know how to do his part to accomplish the fundamental aims of the school.

Sixth, the typical school janitor has often lived in the local community for many years, perhaps all his life. His acquaintance with the people and children of the community gives him considerable political and social influence.

He sees much, hears much, and occasionally says much. He can do a great deal to mold public opinion on school matters—favorably or unfavorably depending on his character, training, and standing in the community.

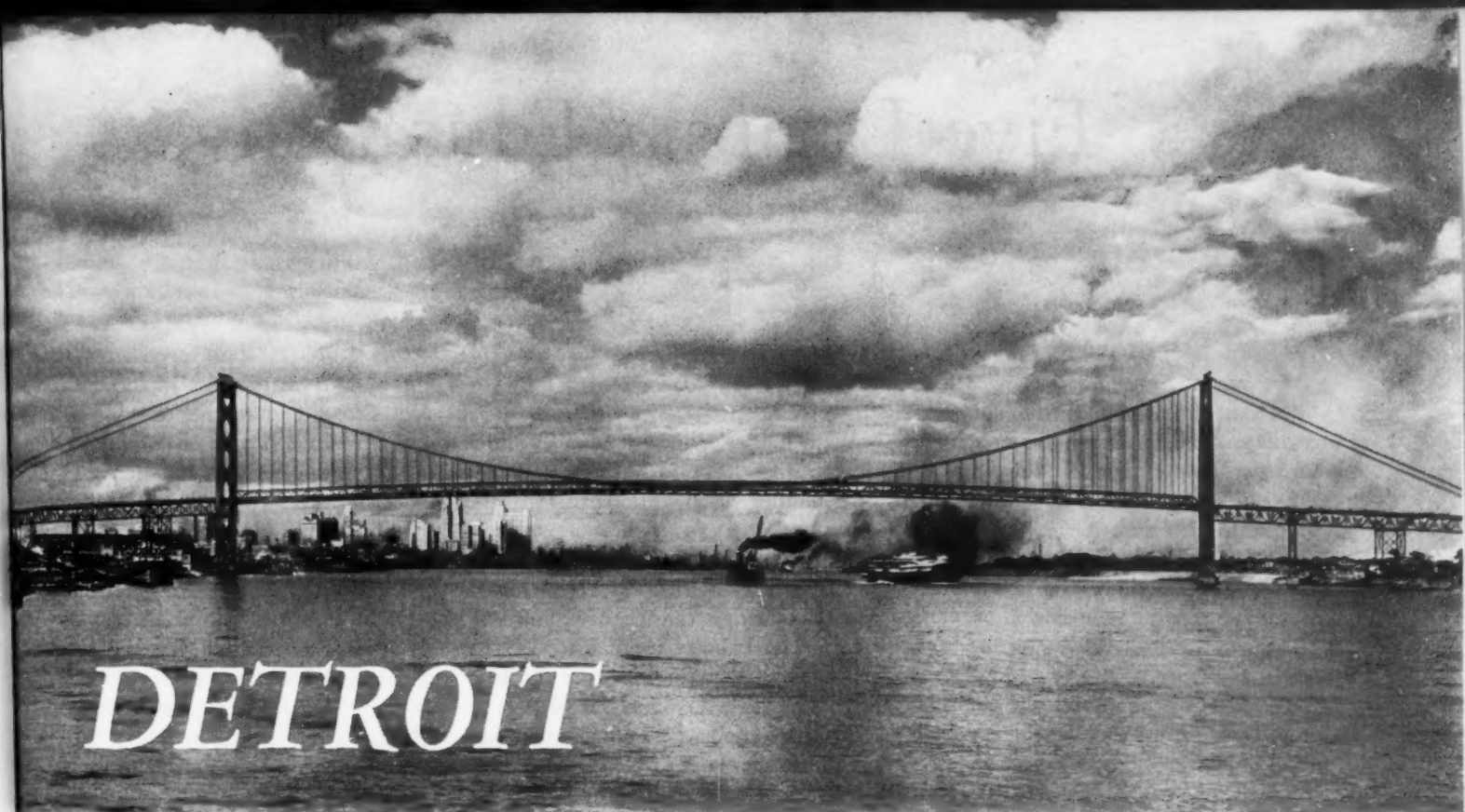
Archaic methods are still being employed in some communities in the selection of these important school employees. Too many men are employed on a "trust to chance" basis. With the rapid growth of the modern school system, janitor service has evolved from a comparatively simple, non-skilled job to that of a skilled and technical type. The time passed with the little frame school-house, when any unfortunate, maimed or aged man, whom industry could no longer use, could be expected to adequately fill this responsible position.

Minneapolis, Minnesota, has developed an efficient plan for janitorial service. School janitors and engineers are selected by civil service examination. All employees in the public-school janitorial-engineering service are required to attend for ten hours each month the training school for janitor-engineers conducted for nine months each year by the board of education. The University of Minnesota operates the training school for two weeks every summer; it is open to students thruout the U. S.

Recent investigation of school janitors in a school survey in four states in the Middlewest gives the following findings: Ten percent of the janitors' children were thru college; 14 percent, still in college. Working for less than \$100 a month, 55 percent of them own homes worth more than \$2000; 78 percent pay taxes above \$60 annually; 81 percent carry more than \$2500 worth of life insurance each; 80 percent are church members; 88 percent are fathers of two or more children.

A good school janitor is a loyal worker, responsible citizen, and friend to children.

The proper attitude of all has much to do with the degree of pride which the janitor maintains toward his work and toward the school. Many cities have definite regulations regarding the duties of the school janitor. . . . These regulations are doubtless desirable and even necessary, yet nothing can supplant a fine working spirit, a sense of pride, and a feeling of responsibility toward the success of the school.—Arthur S. Gist in The Administration of an Elementary School.



Invites *the* Nation's Teachers

ANTOINE CADILLAC in 1701 planted the French flag at Detroit over a bristling stockade that warned enemies to keep out. For more than a hundred years Detroit figured in the military operations of Indians, French, English, and the citizens of the American states. During the Revolution, the outpost was a point of departure for British-inspired Indian forays into the Ohio country. During the War of 1812, Detroit was the center of the Western campaigns. Not far away Commodore Oliver H. Perry met the British fleet in the battle of Lake Erie, and heartened General William H. Harrison on his way to recover Detroit, with the famous message, "We have met the enemy and they are ours."

Five years later the Rush-Bagot convention demilitarized the border between Canada and the United States. For 118 years no fort, no warship, no gun on 3986 miles of international boundary line from the Strait of Juan de Fuca to Grand Manan Channel in the Bay of Fundy has menaced the peace of the two great American nations. No other such example of amity between nations exists in the world.

So far from being a threat to border

passage today, Detroit encourages it with every facility of transportation. Ferryboats, tunnels—and now the great Ambassador Bridge, memorial to more than a century of peace—eliminate the Detroit River as an obstacle to free intercourse between Canada and the United States.

The friendly relationship between the two nations suggests emphasis upon the topic of international goodwill at the Detroit convention of the National Education Association, June 27-July 1, 1937. President Orville C. Pratt is inviting a speaker from a foreign country. In other ways the neighborliness of nations is expected to be stressed on convention programs.

Detroit is an ideal city for the Association's seventy-fifth annual meeting. The ten or twelve thousand teachers expected will be comfortably accommodated in the modern, well-appointed hotels of the city. The Masonic Temple has commodious general assembly and sectional meeting places. Exhibit space is ample and the arrangement suitable for effective display.

Detroit has many features, besides its importance as a friendly gateway, of interest to those who are concerned with the vital problems of human association.

Detroit is called "the most industrial city in the world." It has developed rapidly, and has met and solved some of the social and economic problems consequent to quick expansion and to the factory method of earning a livelihood.

The Automobile City is justly proud of its industrial position, but not more than it is of its schools, colleges, libraries, museums, parks, and art centers. Many of its cultural and educational advantages have followed directly the success of its factories and offices.

Henry Ford's unique Greenfield Village is an expression of the sentiment of the American people for their antiquities and traditions. Guides with horse-drawn vehicles meet visitors and take them to the schoolhouses, dwellings, taverns, grist mills, saw-mills, harness shops, and stores of nineteenth century pioneers. Here one sees many other reminders of a century past—all within a few minutes from towering skyscrapers, whirring factory wheels, and flaming foundries.

Detroit is a city in which mass production, the fine arts, workmen of foreign parentage and American tradition, the old and the modern, mingle in the culture of a new civilization.

Five Lamps of Education



RUSKIN, in his *Seven Lamps of Architecture*, enumerated the fundamental principles which ought to regulate architecture. One may, therefore, perhaps venture to state the requisites of the teacher's art by enumerating the Lamps of Education.

[1] *Knowledge*—The teacher who is not anxious to acquire knowledge every moment of his life may as well bid farewell to all hopes of distinguishing himself as a teacher.

The ideal of the knowledge to be acquired should be far above the everyday needs of teaching. The accuracy and precision necessary in all good teaching can come only to the teacher with deep and profound knowledge and one of the most serious lapses in a teacher's work is the absence of these qualities.

The Lamp of Knowledge is, of course, intended to include knowledge of methods of teaching, quite as much as knowledge of the subject itself, the two qualities together constituting the essentials of teaching on the purely intellectual side. Educational methods have advanced so much in recent decades that it is almost criminal on the part of any teacher not to place the latest knowledge and experience of methods at the disposal of his class.

[2] *Love*—The Lamp of Knowledge cannot light us a long way on our path unless it is also accompanied by what may be called the Lamp of Love. The teacher deals in his classroom, not with mechanical units to be marshalled and manipulated in accordance with certain rigid and immutable scientific principles, but with highly delicate human organisms, each with a peculiarity of its own requiring the most careful and affectionate guidance. The teacher can be compared to a highly gifted gardener whose persistent endeavors and vigilant watching enable the flowers to blossom into all their sweetness of perfume and beauty of shape. Every educational system makes the unfortunate effort of trying to reduce all to one mechanical pattern; but the successful teacher is he who con-

tinually battles against the danger and is able to treat the children as independent personalities, each different from the other.

So early as in the sixteenth century, Roger Ascham said in his *Scholemaster* that knowledge cannot be communicated in an atmosphere of fear, because when fear is roused, all other faculties are in suspense. It is surprising that even today there are teachers who do not realize the value of this fundamental principle in education. Apart from the fact that affection and sympathy are expected of any decent teacher towards the young pupils intrusted to his charge, they are necessary even for the success of the teacher's work in the classroom and they may be practiced at least for this reason, if not for any altruistic motives.

Without cheerfulness, all educational work must be depressing to the learner as well as to the teacher. The teacher must be a center of joy in the classroom, radiating cheerfulness to every child. The teacher's profession is handicapped by a number of disadvantages in emoluments and conditions of service, but cheerfulness is his duty in any adverse circumstances. Whatever his troubles in balancing his household budget, and however wearying to the flesh and to the mind his mechanical daily grind of routine duties, he ought to be a picture of joy inspiring the whole class to a happy frame of mind.

[3] *Truth*—All the moral qualities necessary to make a teacher a model to his pupils may be said to constitute the Lamp of Truth. There is nothing which exercises a more profound influence on a pupil's character than the teacher's own personal example. A high sense of duty, scrupulous adherence to truth, selfrespect, and dignity—these are qualities the possession of which in a teacher will be easily noted by his class with highly satisfactory results. The responsibilities implied in the French saying,

noblesse oblige, apply even in a more emphatic form to those in the teaching profession. The teacher cannot afford any lapse in behavior or conduct, without losing his capacity for success in his work, however eminent his intellectual qualifications. He cannot be caught using bad language, or losing his temper, or even forgetting the laws of decorum—without serious consequences. He is always in the limelight, like wellknown public men, being watched every minute by the young people who surround him. The need for high principles is all the greater in his case as his example is infectious, and each act of his is perhaps responsible for the conduct of many young men in his neighborhood.

[4] *Sacrifice*—The teaching profession deserves as good a living wage as any other and its nobility cannot be a substitute for better conditions of service without which it is impossible to achieve a high standard of efficiency.

But there is still a need for the Lamp of Sacrifice. Even if all the improvements demanded by the teaching profession are conceded, there would still be need for sacrifice on the part of its members. . . . There is sacrifice in the mere choice of the profession. . . . A good teacher wears his life out in the service of those who are intrusted to his charge and in a sense may be said to build up other lives at the expense of his own. What greater sacrifice can be expected of any profession?

[5] *Idealism*—Transcending all these qualities necessary for success in educational work, there is the Lamp of Idealism, which ought to be the dominating principle of a teacher's life more than that of any other. In no other profession is there such a demand for loftiness of aim and the cherishing of high ideals. It is idealism which makes the teacher's work yield its highest fruit and is responsible for lifting educational endeavor to glorious success.—Principal P. SESHADRI, president, All-India Federation of Educational Associations, in the *Indian Journal of Education*.

Notes and Announcements

WITH JOURNAL AUTHORS—

PAYSON SMITH [272], chairman of the NEA Committee on the Horace Mann Centennial, and former state commissioner of education in Massachusetts, is a member of the faculty of the graduate school of education at Harvard University.

JOHN DEWEY [274], who has exerted a far-reaching influence upon the thinking of men and women throughout the civilized world, needs no introduction to JOURNAL readers. Dr. Dewey is an honorary president of the National Education Association.

STEPHEN DUGGAN's [275] long service as director of the Institute of International Understanding has laid the foundations of world understanding and cooperation.

LYLE W. ASHBY [277] and BELMONT FARLEY [279] are assistant directors, Division of Publications, NEA headquarters.

WILLARD E. GIVENS [278] is executive secretary of the National Education Association.

MRS. EMERY C. LIVELY [281], a classroom teacher of New Orleans, was chairman of the Committee on Tenure of the Louisiana Teachers Association, which was successful in securing tenure for Louisiana teachers.

MADELEINE SCHOENHOF [283] is an elementary teacher in Public School 78, the Bronx, New York.

No one in the United States is better qualified to discuss crime and its cost than J. EDGAR HOOVER [286], director of the Federal Bureau of Investigation, United States Department of Justice.

Next month DR. GATES [289] of Teachers College, Columbia University, and DR. BOND of the Fredonia, N. Y., State Teachers College will present the final article in their series on reading disabilities.

This is PAUL V. BECK's [291] first appearance in THE JOURNAL. Mr. Beck, a classroom teacher at Central High School, Tulsa, Okla., was this year chairman of the Education Committee of the Tulsa American Legion Post.

ALMA MAY RODGERS [292] is supervisor of Allen Parish, Oberlin, Louisiana.



CHRISTMAS GREETINGS

The headquarters staff and officers of the Association send heartiest Christmas greetings to each member of the National Education Association and to the host of friends of the teaching profession.

ELIZABETH BROWN [293] has retired from a principalship in Louisville, Ky.

WILLIAM H. BURNHAM [294] is professor emeritus of education and social hygiene, Clark University, Worcester, Mass.

The article by U. S. Commissioner of Education J. W. STUDEBAKER [295] is particularly timely in view of a recent announcement by Secretary Ickes that \$330,000 has been allocated for continuation and expansion of civic education through public forum centers.

EARL E. LACKEY [297] is associate professor of geography at the University of Nebraska, Lincoln.

"Social Wisdom from History" [299] is the fourth JOURNAL article in a series of "Notes on Civic Education" by WALTER E. MYER, editor of *The American Observer*.

J. I. SOWERS [300] has been with the Miami, Florida, schools for fourteen years. He is director of the weekly radio programs conducted by the schools. Mr. Sowers is co-author of several textbooks, including *Trade Foundations*, *The Boy and His Vocation*, *Woodcarving Made Easy*.

P. SESHADRI [302] is president of the All-India Federation of Educational Associations.

Railroad rates to New Orleans—

Recently new reduced railroad rates went into effect on all lines, and the passenger associations discontinued the practice of granting reduced fares for conventions of any character whatsoever. In most cases the new rates are as low as or lower than those formerly authorized for conventions. *The identification certificate plan has been entirely abandoned.*

Chairman C. B. Rhodes of the Southeastern Passenger Association writes as follows:

The eastern passenger associations discontinued convention fares effective June 1, 1936, when their one-way basic passenger fares were reduced. The western associations also withdrew convention fares effective October 1, 1936, convention traffic now being referred to their daily reduced round trip fares.

It is possible that round trip winter excursion fares to New Orleans will be available at the time of the meeting of the Department of Superintendence during the last week in February 1937. Information on this point may be obtained from local ticket agents as convention time approaches.

Horace Mann portrait—Mrs. J. W. Crabtree, wife of Secretary Emeritus Crabtree, has painted a life-size portrait of Horace Mann. The picture is in oils and is painted from a recently discovered daguerreotype of Horace Mann. It shows the educator in the prime of life and is considered a good likeness. This portrait by Mrs. Crabtree was exhibited at the meeting of the Horace Mann League in St. Louis and exhibited later in Washington. Schools may secure a duplicate oil painting for \$50 by addressing Mrs. Crabtree at 1304 Euclid St., N. W., Washington, D. C. This announcement will be of special interest to Horace Mann schools, which may wish as a feature of their centennial celebration to place in the school a fine memorial to Horace Mann.

Department of Elementary School Principals—Edythe J. Brown, president, is preparing an interesting program for the Department meeting in New Orleans, February 20-25, 1937. The theme for the Monday afternoon program will be "Building a Better Citizenry thru Recreational Activities." William S. Gray, University of Chicago, who will be one of the principal speakers, will give an address on "Reading for Leisure in the New Age." The Tuesday afternoon program will be in charge of New Orleans and other Louisiana principals.

Centennial Year in North Carolina—John C. B. Ehringhaus, Governor of North Carolina, in a letter to Association headquarters, says: "I have issued a proclamation pursuant to resolution adopted by our General Assembly, designating the school year 1936-37 as Centennial Year in honor of the one-hundredth anniversary of the passing of a resolution by our General Assembly calling for a plan of common schools. . . . There has been well organized and at present there is actually functioning an organization to give somewhat continuous and proper observance of these suggestions."

Every highschool in America should offer a course in international affairs.

Budgeting of professional dues is becoming popular—Supt. Stuart R. Race of Glen Rock, N. J., reports that the Teachers Association in Glen Rock has adopted the budget system for payment of dues. Under this plan, a \$5 payment covers dues for local, state, and national educational associations.

H. Fred Hersner, elementary principal, Garfield School, Colton, Calif., recently forwarded \$36 covering a 100 percent enrolment for his school. Mr. Hersner comments: "I believe that because we use the budget system, it has been possible for us to be 100 percent this year in our local, state, and national professional organizations."

Burlington, Iowa, has maintained a 100 percent NEA enrolment record for 15 years. A member of the staff recently wrote: "For several years I personally paid the membership of one teacher rather than lose the 100 percent standing. At the present time the teachers have voted to have the secretary take their dues out of their first pay check. This vote came from the teachers, without administrative pressure."

Visual education at its best—An exceptional program of visual education is carried on by the schools of Reading, Pa., where the board of education has developed a public museum, rich in varied collections, to which school children are transported systematically in buses. In specially equipped lecture rooms they study carefully prepared lessons in which objects are observed, experiments performed, pictures studied, so that the whole range of human activity thruout the world is interpreted. During the fall, there has been in this museum an exhibit by local artists with more than 300 entries. The enterprise has been built up largely thru the genius of Director Levi W. Mengel, who has given his life to it. The correlation of the work of museums with that of the schools is making steady progress thruout the country.



Harry W. Colmery who was elected national commander of the American Legion at its Cleveland meeting. The Legion cooperates each year with the NEA in sponsoring American Education Week.

Horace Mann: His Ideas and Ideals—As a part of the Horace Mann Centennial, a 160-page book has been prepared by the editor of THE JOURNAL, who is also secretary of the Association's Committee on the Horace Mann Centennial. This volume, which contains a sketch of Horace Mann's life, his Lecture on Education, his Letter to the School Children, and other quotations, can be used as a basis for editorials and public addresses. It is suitable for highschool or college classes, for a commencement gift to students, or for a personal gift to laymen interested in the schools. Many superintendents will wish to present copies to their boards of education. Published without profit or royalty by the National Home Library Foundation, Washington, D. C., it is available for 25¢ a copy; 4 copies, \$1 postpaid.

The Radio Calendar, listing educational programs by non-commercial agencies, prepared each year by the Department of Superintendence, is now available to those whose request is accompanied by a long, self-addressed, stamped envelope.

Students dedicate new building—When a new auditorium gymnasium and building addition was dedicated at White Bear Lake, Minn., in October, the program was in charge of the student council. The program included:

Selections by the highschool band.
Flag salute led by a highschool senior.

Inauguration of the student body president and vicepresident.

Responses by the president and vicepresident.
Dedication address by a highschool senior.

Greetings and addresses by students from visiting schools.

Greetings from the board of education, the Alumni Association, the highschool faculty, the White Bear Association, and the superintendent of schools.

The local press made the following comment:

One of the outstanding features was the splendid manner in which the young boys and girls stood before the footlights and delivered their addresses. They had poise, good delivery, and their speeches were meaty—food for thought—all of which reflected credit upon the modern school systems and the ability of the teachers in charge to develop these orators in embryo.

Now to the legislatures and Congress—December is a crucial month for the officers of local, state, and national education associations; for officers of parent-teacher associations; and for every civic-minded leader. Will our legislative bodies face the educational issues or will they pursue a policy of drift or even of reaction? Active committees of teachers and citizens at work in the home district of every representative are the surest safeguard.

AEW in the newsreels—Thru the cooperation of the offices of the Motion Picture Producers and Distributors of America, several of the major newsreel companies carried an episode in honor of American Education Week in releases shown during the week. As THE JOURNAL goes to press, Paramount, Universal, and Metrotone were known to have carried the reel featuring Henry Ford's visit to his boyhood school in Greenfield Village.

The Joint Committee on Education in Wisconsin—In January 1934 the American Association of University Women in Wisconsin called together representatives of a number of statewide groups, for the purpose of concentrating with force and intelligence on the crisis in education. From this meeting has grown the Joint Committee on Education in Wisconsin, whose membership is made up of the president and education chairman of thirteen organizations. The committee's activities center around [1] the preparing of authentic, unbiased, statistical, and informational material for use in study groups in the various organizations; and [2] the sponsoring of educational conferences held in various sections of the state to bring reliable information directly to interested citizen groups.

Missouri removes ancient restriction against retirement—Citizens of Missouri on November 3 voted favorably on Amendment [Cont. on page A-129]

The Honor Roll of the NEA

Only by working together, understanding each other, keeping faith in each other and in the cause to which our life work is dedicated, improving our program, meeting new needs, strengthening our professional relationship, and utilizing lay co-operation will education move forward and meet the challenge of today and serve tomorrow's need.—Agnes Samuelson, past president of the National Education Association.

New Life Enlistments

THE NUMBER of Life Members in the National Education Association on November 1 was 5632. The following Life Members have been reported since the list was published in the November JOURNAL:

CONNECTICUT—Charlotte A. Hubbard
DISTRICT OF COLUMBIA—William H. Bristow, Chester W. Holmes
FLORIDA—Mrs. Alice W. Crawford
INDIANA—Hildegard Maehling
KANSAS—J. E. Connell
KENTUCKY—R. D. Judd
MICHIGAN—William R. Berger
NEW JERSEY—Donald C. Dellart
NEW YORK—Arvid J. Burke
OHIO—Ralph D. Purdy, M. T. Ricketts
OKLAHOMA—Wayde H. McCalister
PENNSYLVANIA—Richard E. Fuller, Jane Holliday, J. Bryce Sardiga
WEST VIRGINIA—M. P. Skinner

Completed Enrolments

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

EIGHTEEN YEARS

COLORADO—Greeley, Washington
OHIO—Kenton, Kenton Public Schools, East, Espy, Kenton Grammar, Kenton High, North, West

SEVENTEEN YEARS

MAINE—Mapleton, Mapleton Public Schools, Castle Hill, Chapman, Mapleton Elementary, Mapleton High

SIXTEEN YEARS

NEVADA—Las Vegas, Las Vegas Elementary
OHIO—East Cleveland, Mayfair

FIFTEEN YEARS

IOWA—Burlington, Burlington Public Schools, Corse, James W. Grimes, Lincoln, Horace Mann Junior High, North Hill, Oak Street Elementary, Oak Street Junior High, Perkins, Prospect Hill, Salter, Sanderson, Senior High and Junior College, Sunnyside, Washington
MICHIGAN—South Haven, South Haven Public Schools, Hartman, Indiana, Junior High, Senior High
OHIO—Oberlin, Oberlin Public Schools, Centennial, Oberlin High, Pleasant Street, Prospect Street
PENNSYLVANIA—Biglerville, Biglerville Public Schools

FOURTEEN YEARS

ARIZONA—Jerome, Jerome Public Schools, Administration Building, Clark Street, Jerome High, Public Building C
ILLINOIS—Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Washington
IOWA—Council Bluffs, Henry W. Longfellow
KANSAS—Chanute, Alcott, Cross, Lincoln, Murray Hill, Roosevelt, Royster Junior High, Senior High, Webster

MARYLAND—Galena, Galena Elementary, Galena High
MICHIGAN—St. Joseph, St. Joseph Public Schools, Garfield, Jefferson, Lincoln, St. Joseph High, Washington
NEW MEXICO—Roswell, Washington Avenue
OHIO—East Cleveland, Caledonia
VIRGINIA—Lynchburg, Garland-Rodes

THIRTEEN YEARS

DELAWARE—Wilmington, Public Number 22
ILLINOIS—Maywood, Emerson
KANSAS—Leavenworth, Lincoln
MASSACHUSETTS—Brookline, Lawrence
MICHIGAN—Grand Haven, Grand Haven Public Schools, Central, Ferry, Junior High, Senior High
NEW JERSEY—Bernards Township, Bernards High, Summit, Brayton, Lincoln
NEW YORK—Oneida, Washington Avenue
OHIO—Columbus, Heyl Avenue; Findlay, McKee; Warren, Elm Road
PENNSYLVANIA—Mahanoy Township, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, Lincoln, Mahanoy City Junior High, Mahanoy City Senior High, Maple Hill, Park Place, Robinsons, Suffolk, Washington, Wiggins, Yatesville; Munhall, Munhall Public Schools, Munhall Senior High, Ravine Street, Twelfth Avenue; Palmerton, Palmerton Public Schools, Delaware, Franklin, Hazard, Stephen S. Palmer Junior and Senior High, Special Teachers and Supervisors
UTAH—Jordan District, Jordan District Public Schools, Bingham Central Elementary, Bingham Junior and Senior High, Bluffdale Elementary, Butler Elementary, Copperton Elementary, Crescent Elementary, Draper Junior High and Elementary, Granite Elementary, Harriman Elementary, Highland Boy Elementary, Jordan Senior High, Lark Elementary, Midvale Junior High and Elementary, Riverton Junior High and Elementary, Sandy Junior High and Elementary, South Jordan Elementary, Sandy Union Junior High and Elementary, Upper Bingham Elementary, West Jordan Junior High and Elementary
WASHINGTON—Bellingham, Roosevelt
WYOMING—Casper, Grant

TWELVE YEARS

COLORADO—Fort Lupton, Fort Lupton Consolidated Schools, Fort Lupton Grade, Fort Lupton High
GEORGIA—Atlanta, Whiteford
INDIANA—Fort Wayne, McCulloch
MINNESOTA—Minneapolis, Grover Cleveland
MISSOURI—University City, Flynn Park
NEW JERSEY—Bernards Township, Bernards Grammar; Camden, H. C. Sharp; Montclair, Grove Street
NEW YORK—Oneida, North Broad
OHIO—Tiffin, Columbian High
PENNSYLVANIA—Berks County, Boyertown Borough, Caernarvon Township, Cumru Township, District Township, Douglass Township, Heidelberg Township, Jefferson Township, Kutztown Borough, Maiden Creek Township, Oley Township, Perry Township, Strausstown Borough, Tipton Borough, Upper Bern Township, Wyomissing Borough, Wyomissing Hills Borough; Kane, Central, Clay Street, Kane Sub-High, Welsh Street, West Side; Muehlenberg Township, Muehlenberg Township Public Schools, Hyde Park, Rosedale, Senior High, N. C. Shaeffer, Temple
WYOMING—Laramie, Nellie Iles

ELEVEN YEARS

COLORADO—Kirk, Kirk High
ILLINOIS—Shabbona, Shabbona Public; Wheaton, Wheaton Public Schools, Holmes, Longfellow, Lowell, Wheaton Community High, Wheaton Junior High, Whittier
INDIANA—Indianapolis, William McKinley
KENTUCKY—Ashland, Ashland Senior High, Bayless, Cole Junior High, Hager, Hatcher, Means
MASSACHUSETTS—Beverly, Junior Manual Training
MINNESOTA—Minneapolis, Margaret Fuller, Willard; St. Paul, Riverside
NEVADA—Carson City, Carson City Public Schools, Carson City Elementary, Carson City High
OHIO—Bowling Green, Church Street, South, Ridge Street; Columbus, Felton Elementary; Mansfield, Newman Street
SOUTH DAKOTA—Wakonda, Wakonda Consolidated
UTAH—Alpine District, Spencer; Salt Lake City, Lafayette
WASHINGTON—Centralia, Centralia Public Schools, Edison, High and Junior College, Jefferson-Roosevelt, Lincoln, Logan, Oakview, Washington
WISCONSIN—Kenosha, Washington Elementary, Washington Junior High; La Crosse, Hamilton; Two Rivers, Two Rivers Public Schools, Hamilton, Koenig, Washington Grade, Washington High; Wauwatosa, Lincoln

TEN YEARS

ARIZONA—Holbrook, Holbrook Public Schools
CALIFORNIA—Needles, Needles Public Schools, Needles "D" Street Elementary, Needles North Side Elementary, Needles High
DELAWARE—Western Newcastle County, Townsend
GEORGIA—Atlanta, Lee Street
INDIANA—Fort Wayne, Justine N. Study
IOWA—West Liberty, West Liberty Public Schools, West Liberty Grade, West Liberty High
KANSAS—Lawrence, Lincoln, Woodlawn
KENTUCKY—Ashland, Ashland Public Schools, Crabbe, Oakview, Wylie
MAINE—Camden, Elm Street
MASSACHUSETTS—Athol, Main Street; Medford, James; Stoneham, South
MISSOURI—Kansas City, William A. Knotts
NEW JERSEY—Bernards Township, Olcott Primary; Vineland-Landis Township, East Avenue, Park and Second Streets, South Vineland
NEW MEXICO—Albuquerque, University Heights
NEW YORK—Rome, Thomas Street
OHIO—Fremont, Atkinson, Croghan, Hayes, Otis, Stamm
PENNSYLVANIA—Bradford, Fourth Ward, Sixth Ward; Hollidaysburg, Hollidaysburg Public Schools, Gaysport, Hillcrest, Junior and Senior High
TEXAS—Texarkana, Grim, Texas Junior High
WISCONSIN—Wauwatosa, Washington
WYOMING—Sheridan, Coffeen Avenue

NINE YEARS

CALIFORNIA—Vallejo, McKinley
COLORADO—Canon City, Roosevelt Junior High
ILLINOIS—Gurnee, Warren Township High
KANSAS—Lawrence, Pinckney
MARYLAND—Westernport, Hammond Street
MASSACHUSETTS—Worcester, Thorndyke Road
MISSOURI—Maryville, Maryville Public Schools, Eugene Field Elementary, Maryville High
SOUTH DAKOTA—Pierre, Pierre Public Schools, Central
TENNESSEE—Springfield, Main Street Elementary, Springfield Junior High, Woodland Street Elementary
VERMONT—Bellows Falls, Atkinson; Enosburg Falls, Enosburg Falls Public Schools, Grade, High
WISCONSIN—La Crosse, Hogan

EIGHT YEARS

CALIFORNIA—Pismo Beach, Pismo Grammar
COLORADO—Walsenburg, Huerfano County High
ILLINOIS—Lombard, Lombard Public Schools, William Hammerschmidt, Lincoln Junior High; Woodstock, Dean Street
KANSAS—Lawrence, Lawrence Junior High
KENTUCKY—Ashland, Condit, Charles Russell
MASSACHUSETTS—Stoneham, Chas. J. Emerson
MICHIGAN—Jackson, Pleasant
NEW HAMPSHIRE—Winchester, Thayer High
NEW JERSEY—Bernards Township, Bernards Township Public Schools, Basking Ridge, Bonnie Brae, Liberty Corners; Hillside, Saybrook; Lawrenceville, Lawrenceville Public Schools
NEW MEXICO—Albuquerque, North Fourth Street
NEW YORK—Spring Valley, Lakeside
NORTH DAKOTA—Fargo, Emerson H. Smith
OHIO—Ashland, Ashland Public Schools, Arthur Street, Ashland High, Grant Street, Lincoln, Osborn, Pleasant Street; Canton, Henry S. Martin; Champaign County, Christiansburg-Jackson; Clinton County, Mt. Pleasant Public; East Palestine, East Palestine Public Schools, East North Avenue, East Palestine Junior High, Senior High, Captain Taggart; Fremont, Lutz
PENNSYLVANIA—Munhall, Franklin, Homestead Park, Nineteenth Street; Northampton, Northampton Public Schools, Central, Franklin, Northampton Junior High, Northampton Senior High, Washington, Wolf
VERMONT—Bellows Falls, Wells Street

SEVEN YEARS

DELAWARE—Eastern New Castle County, Delaware City Elementary
GEORGIA—Atlanta, Davis Street
INDIANA—Indianapolis, Public Number 71
IOWA—Council Bluffs, Abraham Lincoln High
MASSACHUSETTS—Southwick, Southwick Consolidated; Stoneham, Dean; Waltham, Thomas Hill
MINNESOTA—St. Cloud, Garfield
NEW MEXICO—Albuquerque, Monte Vista
NEW YORK—Oneonta, Chestnut Street
NORTH DAKOTA—Bismarck, Bismarck Public Schools, Bismarck High, Junior High, William Moore, Richholt, Roosevelt, Wachter, Will; Carrington, Carrington Public Schools, Carrington High, Carrington Rural, Lincoln High, Washington Grade; Fargo, Agassiz Junior High, Lincoln Platoon, Roosevelt Elementary
OHIO—Findlay, Liberty Township Centralized

PENNSYLVANIA—Ambridge, First Ward; Berwick, Fairview, Fourteenth Street; Montgomery County, Upper Merion Township Public Schools, Port Kennedy, Swedeland
TEXAS—Texarkana, Central
VIRGINIA—Hopewell, Dupont, Highland Park; Norfolk, Bay View
WISCONSIN—Kenosha, Edward Bain; La Crosse, Webster
WYOMING—Cokeville, Public (District Number 8)

SIX YEARS

ARIZONA—Hayden, Hayden High, Primary
GEORGIA—Griffin, Griffin Public Schools, Sam Bailey, Fourth Ward, Griffin High, North Side, Third Ward, West Griffin
ILLINOIS—Du Page County, Itasca Public (District Number 7); West Chicago, Community High
INDIANA—Crawfordsville, John Beard, Crawfordsville Junior High, Horace Mann, Mills, Tuttle, Willson
IOWA—Ottumwa, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, Irving, Jefferson, Lincoln, Orchard, A. W. Stuart
KANSAS—Lawrence, McAllister, New York
MASSACHUSETTS—Arlington, Brackett; Medford, Cradock
MICHIGAN—Battle Creek, Lakeview Consolidated, Prairieview
NEW JERSEY—Highland Park, Lafayette
NEW MEXICO—Albuquerque, Lincoln Junior High, Washington Junior High
NEW YORK—Geneseo, Geneseo State Normal; Geneva, High Street; Solvay, Solvay Intermediate; Westchester County, Second Supervisory (District Number 11)
OHIO—Akron, Kent; Ashland, Central; Cadiz, Cadiz Public; Newton Falls, Newton Falls Public Schools, Central, Newton Falls High; North Baltimore, North Baltimore Public Schools, North Baltimore Grade, North Baltimore Junior High, North Baltimore Senior High
PENNSYLVANIA—Ambridge, Harmony, Liberty; Berks County, Bern Township, Centre Township; Berwick, Berwick Public Schools, Chestnut Street, Berwick High, Orange Street, Ferris Heights, Orchard Street
VIRGINIA—Norfolk, George Washington; Portsmouth, Thomas Jefferson
WISCONSIN—Port Washington, Port Washington Public Schools, Hill, Port Washington High, Washington Street; Superior, Bryant

FIVE YEARS

ARIZONA—Elroy, Elroy Grammar
CALIFORNIA—Carmel-by-the-Sea, Sunset
ILLINOIS—Freeport, East Side, First Ward, John W. Henney, Lincoln, Union; Peoria, Greeley; West Chicago, West Chicago Public Schools, Lincoln Elementary, Washington Junior High
IOWA—Council Bluffs, Gunn
KENTUCKY—Louisville, Dolfinger
MASSACHUSETTS—Paxton, Paxton Center; Reading, Lowell Street; Rutland, Rutland High
NEW HAMPSHIRE—Derry Village, Pinkerton Academy
NEW JERSEY—Princeton, Princeton Elementary; Westfield, Grant
NEW YORK—Cambridge, Cambridge Union; Corning, Public Number 2; Rome, Barringer
PENNSYLVANIA—Kane, Kane Public Schools, Kane High; Munhall, Woodlawn; Westmoreland County, Rostraver Township Public Schools, Collinsburg, Darr, Junior-Senior High, Kerr Junior High, La Grange, Lebanon, Webster; Whitehall Township, Whitehall Township District Public Schools, Cementon, Egypt, Fullerton, Hokendauqua, West Catasauqua, West Copley, Whitehall High, Whitehall Junior High
TENNESSEE—Bristol, Bristol Public Schools, Anderson, Bristol High, Central, Fairmount, Haynesfield, Holston Heights, Lincoln, Rosemont, Slater, Special Teachers and Supervisors
TEXAS—Texarkana, Highland Park
VIRGINIA—Hopewell, "B" Village, Patrick Copeland
WEST VIRGINIA—Athens, Concord Elementary Training; Pageton, Pageton Elementary; Pine Bluff, Pine Bluff; Slab Fork, Slab Fork
WISCONSIN—Wauwatosa, Jefferson

FOUR YEARS

ARIZONA—Phoenix, Balsz; Ray, Ray Public Schools, Lincoln, Ray High, Washington
CALIFORNIA—San Anselmo, Red Hill
COLORADO—Englewood, Junior and Senior High
CONNECTICUT—Darien, Holmes
GEORGIA—Atlanta, Tenth Street
ILLINOIS—Libertyville, Libertyville Township High; Peoria, Longfellow
INDIANA—Indianapolis, Public Number 68; Terre Haute, W. S. Rea
IOWA—Council Bluffs, Grenville M. Dodge, Eighth Street, Benjamin Franklin, Washington
KANSAS—Cullison, Cullison Public; Lawrence, Cordley
KENTUCKY—Paris, Paris Public Schools, Paris Elementary, Paris Junior High, Paris Senior High
MAINE—Houlton, Houlton Public Schools, Bowdoin, Fair Street, Junior High, Longfellow, Niles Consolidated, Pleasant Street, Senior High

MASSACHUSETTS—Beverly, Centerville; Gloucester, Babson; Greenville, Central Elementary; Malden, Belmont, Converse; Waltham, Phineas Lawrence; Wellesley Hills, Fiske
NEVADA—Las Vegas, Las Vegas High
NEW HAMPSHIRE—Ashuelot, Ashuelot Public
NEW YORK—Geneva, Prospect Avenue; Iliac, West Hill; Southampton, Southampton Public Schools, Southampton Grade, Southampton High; Syracuse, William Howard Taft; West Nyack, Clarks-town Number 7
NORTH DAKOTA—Valley City, Valley City Public Schools, Junior High, Lincoln, Ritchie, Senior High
OHIO—Akron, King, Lawndale, Ferdinand Schumacher, Seiberling, Voris; Ashtabula, Bunker Hill; Cleveland, Sunbeam; Delphos, Franklin, Jefferson; Ohio City, Ohio City-Liberty; Toronto, Central, Franklin, Lincoln, Roosevelt; Warren, Tod Avenue
OREGON—Portland, Woodmere
TEXAS—Burkburnett, Burkburnett High, Central
VERMONT—Burlington, Ira Allen
WISCONSIN—Beloit, Cunningham; La Crosse, La Crosse Public Schools, Central High, Franklin, Jefferson, Lincoln, Logan High, Roosevelt, Washburn, Washington

THREE YEARS

COLORADO—Grand Junction, Washington
FLORIDA—East Palatka, East Palatka Public
GEORGIA—Atlanta, Joel Chandler Harris
ILLINOIS—Antioch, Antioch Grade; Aurora, Aurora Junior High; Mendota, Lincoln Grade; Payson, Payson Grade, Seymour Community High; Woodstock, Clay Street
INDIANA—Bloomington, Fairview Elementary; Fort Wayne, John S. Irwin Elementary; Indianapolis, William Penn Number 49; Terre Haute, Collett, Deming
IOWA—Council Bluffs, Avenue B, Harrison, Madison, Theodore Roosevelt, Second Avenue; Ottumwa, Ottumwa Public Schools, Ottumwa High, Washington Junior High
KANSAS—Lawrence, Lawrence Public Schools, Lawrence Senior High; Oil Hill, Oil Hill (District 36)
KENTUCKY—Owensboro, Owensboro Public Schools, Emerson, Franklin, Junior High, Robert E. Lee, Abraham Lincoln, Longfellow, Senior High, Trade High, Washington, Wilson
LOUISIANA—Donner, Donner Grade
MASSACHUSETTS—Malden, Franklin; Rutland, Rutland Grammar; Swampscott, Stanley; Waltham, S. D. Warren; Wellesley, Hunnewell; Worcester, Edgeworth Street
MICHIGAN—Holland, Junior High; Marshall, Marshall Public Schools, Capitol Hill, Central, Cray, Pierce, Senior High, Shearman
MINNESOTA—Minneapolis, Madison
MISSISSIPPI—Gulfport, Gulfport Public Schools, Central Ward, East Ward, Gulfport Junior High, Gulfport Senior High, North Ward, West Ward
MISSOURI—Kansas City, Yeager
NEW JERSEY—North Plainfield, Watchung; Summit, Hamilton; Vineland-Landis Township, Chestnut and West Streets, Oak and Main Streets, Trento Avenue
NEW YORK—Schenectady, Riverside
OHIO—Adrian, Adrian Rural; Cleveland, Tremont; Delphos, Lincoln; London, London Public Schools, Central, London High; Miamisburg, Miamisburg Public Schools, Auditorium, Miamisburg High, Miamisburg Intermediate; Middle Point, Middle Point Public; Nashport, Nashport; Toronto, Toronto Public Schools, Toronto High; Van Wert County, Hoaglin-Jackson
OKLAHOMA—Okmulgee, Okmulgee Public Schools, Checotah, Emerson, Franklin, Horace Mann, McKinley, Okmulgee High, Roosevelt, Webster, Wilson
PENNSYLVANIA—Berks County, Amity Township, Bally Borough, Bethel Township, Birdsboro Borough, Exeter Township, Fleetwood Borough, Greenwich Township, Longswamp Township, Lower Alsace Township, Marion Township, Mount Penn Borough, Ontelaunee Township, Pike Township, Richmond Township, Robeson Township, South Heidelberg Township, Spring Township, Tulpehocken Township, Union Township, West Leasport Borough, West Reading Borough; Chambersburg, Chambersburg Public Schools, Andrew Buchanan, Benjamin Franklin, King Street, Mary B. Sharpe, Thaddeus Stevens, Sub-High, Washington High; Du Bois, Du Bois Public Schools, Central Junior High, Du Bois High, Hubert Street, Olive Avenue, Second Avenue, South Avenue; Pottsville, Pottsville Public Schools
SOUTH CAROLINA—Allendale, Allendale Public Schools, Allendale High, Allendale Grammar
SOUTH DAKOTA—Lennox, Lennox Public Schools, Lennox Grade, Lennox High; Madison, Washington
VERMONT—Burlington, Champlain, Converse
VIRGINIA—Lynchburg, Fort Hill
WEST VIRGINIA—Buckhannon, East Main Street; Maynor, Cirtsville
WYOMING—Laramie, Stanton; Sheridan, Custer Street

TWO YEARS

ALABAMA—Atmore, Atmore Public
ALASKA—Haines, Haines Public

ARIZONA—Hayden, Hayden Public Schools, Hayden Grammar
ARKANSAS—Mansfield, Mansfield Public Schools
CALIFORNIA—Chula Vista, Chula Vista Union Grammar; San Francisco, Lafayette
COLORADO—Fleming, Logan County High; Otis, Lone Star High
CONNECTICUT—Stratford, Wilcoxson
DELAWARE—Eastern New Castle County, Delaware City High; Wilmington, David W. Harlan
GEORGIA—Macon, Joseph Clisby
ILLINOIS—Bowen, Bowen Community High; Chicago, Ebinger; Palestine, Palestine Public Schools; Raymond, Raymond Community High; Springfield, Matheny Elementary; Winnetka, Winnetka Public Schools, Greeley, Hubbard Woods, Horace Mann, Skokie
INDIANA—Hemlock, Center Grammar; Indianapolis, Public Number 21, Public Number 55; Noblesville, Third Ward; Peru, Lincoln; Vincennes, William Henry Harrison, La Salle
IOWA—Estherville, Estherville Public Schools, Estherville High, Jackson, McKinley, Roosevelt Elementary, Roosevelt Junior High; Iowa City, Longfellow
KANSAS—Blue Rapids, Blue Rapids Public Schools, Blue Rapids Grade, Blue Rapids High; Junction City, Departmental
KENTUCKY—Lexington, Cassidy
MAINE—Westbrook, Saco Street
MASSACHUSETTS—Arlington, Locke; Lexington, Hancock; Norwood, Callahan; Plymouth, Manomet
MINNESOTA—Minneapolis, Loring, Lowell, Morris Park, Van Cleve, Wenonah; Owatonna, Owatonna Public Schools, Jefferson, Junior and Senior High, Lincoln, McKinley, Roosevelt; St. Paul, Sheridan
MISSISSIPPI—Horn Lake, Horn Lake Vocational High
MISSOURI—St. Louis, Garfield Elementary
NEBRASKA—Elgin, Elgin Public Schools
NEW JERSEY—Ridgewood, Benjamin Franklin Junior High, Union Street, South River, Middlesex County Girls Vocational
NEW MEXICO—Jal, Jal Public
NEW YORK—Glens Falls, Ridge Street; Ossining, Roosevelt
OHIO—Canton, Roosevelt; Carroll County, Orange Rural; Cleveland, Waverly; East Canton, East Canton Public; Fostoria, Fostoria Public Schools, Center Street, Columbus Avenue, Crocker Street, Fostoria High, Sandusky Street, Sixth Street, Union Street; Hardin County, Ridgeway Public; Mansfield, Brinkerhoff, Prospect Street, West Fifth Street; McConnelsville, McConnelsville Grade; New Lyme, New Lyme Public; New Philadelphia, East Elementary, West Elementary; West Alexandria, Lanier Township; Wood County, Troy Township
OREGON—Coos County, Bridge Public; Hood River, Park Street
PENNSYLVANIA—Ambridge, Second Ward; Berks County, Alsace Township, Bechtelsville Borough, Earl Township, Hamburg Borough, Lower Heidelberg Township, Maxatawny Township, Mohnton Borough, Penn Township, Robesonia Borough, Sinking Spring Borough, Tilden Township, Upper Tulpehocken Township, Washington Township, Wernersville Borough, Womelsdorf Borough; Allegheny County, Findley Vocational
SOUTH DAKOTA—Pierre, Junior High, Lincoln, McKinley, Pierre High, Washington
UTAH—Sevier County, Redmond Public
VIRGINIA—Fairfax County, Woodlawn; Hopewell, Hopewell Public Schools, Hopewell High
WEST VIRGINIA—Beckley, Lincoln, Skelton; Charleston, Littlepage; Clarksburg, Broadway Junior High; Hillsboro, Hillsboro Graded; Rhodell, Rhodell Elementary; South Charleston, Zogg-O'Dell; Springfield, Springfield Junior High
WISCONSIN—Kenosha, Weiskopf; Oakfield, Oakfield Public
WYOMING—Rock Springs, Lowell

CURRENT YEAR

ALABAMA—Montgomery, Pintala Junior High, Sidney Lanier High; Tuscaloosa, West End
ALASKA—Juneau, Juneau High; Skagway, Skagway Public
ARIZONA—Eloy, Eloy Junior High
CALIFORNIA—Chico, College Elementary; Livermore, Arroyo Del Valle; Miranda, South Fork Union High; Needles District, Goffs-Essex Elementary, Parker Dam Elementary, Parker Dam High, Rice Elementary; San Francisco, Douglas
DELAWARE—Lincoln, Lincoln Public
DISTRICT OF COLUMBIA—Washington, Dennison Vocational, Takoma
FLORIDA—Hawthorne, Hawthorne Public
ILLINOIS—Bloomington, Jefferson; Chicago, Harriet Beecher Stowe; Edwardsville, Columbus Grade, Edwardsville High, Edwardsville Junior High, Leclaire Grade; Harrisburg, Logan; Jerseyville, Jerseyville Grade; Peru, Peru Public Schools, Lower Central, McKinley, Roosevelt, Upper Central, Washington; Peoria, William Hawley Smith; Robinson, Jefferson Elementary; Woodstock, Central Junior High
INDIANA—Bruceville, Bruceville Public; Connersville, Fifth Street, Maplewood; Crawfordsville, Lincoln; Freelandville, Freelandville Public; Hammond, Munster Public; Indianapolis, Public Number 8, Public Number 24; Liston, Liston Public;

[Continued on page A-133]

TEACHER TENURE

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A Report of the Committee on Tenure, June 1936, 31pp.15

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[Cont. from page 304] No. 3, an enabling act to remove the barrier against legislation for teacher retirement. Passage of the Amendment did not create a retirement system, but makes it possible for local boards of education to join with their teachers in setting up plans for the retirement of aged teachers.

America's first "State Theater" has been formed in the state of Washington. The Washington State Theater is sponsored jointly by the State Department of Education, the Rockefeller Foundation, and the Seattle Repertory Playhouse. Its purpose is to provide the best in classic, romantic, and contemporary dramatic literature for school children and their parents. The organization will tour the state, presenting its productions in community centers. Two tours will be made the first year (and three thereafter), the first sometime in November and the second in the early spring. The admission charges—not to exceed twenty-five cents for students—will be as low as is consistent with a production of high quality and will be reduced as future conditions permit. Policies are being determined by educators.

This year witnessed the first presidential election in America in which the balance of power was held by highschool graduates.

The Educational Policies Commission will hold its fourth meeting at the Stevens Hotel, Chicago, Illinois, December 4-8, 1936. The Commission has two subcommittees working in the field of objectives—the Eastern subcommittee, being under the chairmanship of Dr. Payson Smith, and the Western subcommittee, under the chairmanship of Dr. John A. Sexson, superintendent of schools, Pasadena, Calif. The reports of these two subcommittees are among the important statements which will be presented for the consideration and action of the Commission at its December meeting.

The second radio broadcast of the Educational Policies Commission, entitled "Freedom's Light," was presented over the NBC blue network and supplemental stations Thursday evening, November 12. The Commission will welcome suggestions from consultants and others who listened in on the program.

Schools wishing to present pageants or plays on Horace Mann may secure a copy of *Dramatic Episodes in the Life of Horace Mann* from the Committee on the Horace Mann Centennial, 1201 16th St. N. W., Washington, D. C.

Honoring a great teacher—For the first time in history the right of sepulture in the National Cathedral has been granted

to a woman for her own achievements. The ashes of Mrs. Anne Sullivan Macy, teacher and lifelong companion of Helen Keller, were placed in the Chapel of St. Joseph of Arimathea of the Washington Cathedral on November 2. Teachers who visit Washington will make a pilgrimage to her tomb as they do to the tomb of Woodrow Wilson, which is also in the Cathedral.

Teachers are citizens—Superintendent Dannelly of Montgomery, Ala., schools announced that for the session of 1937-38 only teachers who vote at elections would be offered contracts. He explained it is the schoolboard's theory that "An educator who does not vote is poorly equipped to prepare pupils for effective participation in a democracy."

The Young Citizens League of South Dakota has purchased 100,000 highway safety pledge cards to be distributed by county superintendents to the schools of the state. These pledges are to be signed by adults who will be solicited by members of the Young Citizens League, as a part of their statewide project, "Safety on the Highways."

The unit-cost plan at Rollins College, Winter Park, Florida, marks a departure from the conventional method of financing a college. [Cont. on page A-130]

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[Cont. from page A-129] The plan, which became effective in the fall of 1933, provides for [1] the budgeting of the operating expenses of the college upon an adequate but not an extravagant basis; [2] dividing the annual operating expenses of the college by the estimated student enrollment, which is limited to 500; [3] fixing the cost of board, room, and tuition of the individual student as one unit-cost of the total, which will be approximately \$1365 for 1936-37. To keep from turning itself into a "rich man's college," Rollins has between \$55,000 and \$60,000 a year available for scholarships to students.

Compare this with the cost of schools—Eleven hundred thousand persons have to attend the medical needs of 120,000,000 other persons. Every year, among this population of the United States, there are about 100,000,000 illnesses, serious or slight. In the hospitals, 700,000 beds are occupied every day of the year. The care of these patients requires the efforts of 145,000 doctors, 280,000 nurses or student nurses, 60,000 dentists, and 150,000 pharmacists. It also necessitates 7000 hospitals, 8000 clinics, and 60,000 pharmacies. The public spends annually \$715,000,000 in medicines. Medical care, under all its forms, costs about \$3,500,000,000 yearly. —From *Man, the Unknown*, by Alexis Carrel.

Reporter goes back to college for a day and he likes it—Under this heading, Ernie Pyle writes in *The Washington Daily News* for Nov. 4, 1936, an interesting description of Reed College in Portland, Ore., from which we quote:

Ever since that snowy January day when I quit college to grab a paying job, there has been in the back of my head a mythical little intention to return, some day, to school. . . . The day will never come now, I suppose . . . but in case it ever should, I have found the place to do it. It is Reed College in Portland. . . .

Reed is a liberal college. It believes in helping students think, and it practices what it preaches. It doesn't grind students out like a machine making castings. They come out as individuals, with their brains working. . . .

Reed has been a much-acused college . . . But Reed College isn't radical at all. It merely believes in opening a student's mind, and that means hearing both sides. The professors tell me the students are more liberal than the school, and that a great deal of conservatism must be introduced as a governor for the students' intellect.

The school does not believe in the theory of lectures. There is very little lecturing by professors. Mostly it is just sitting around a table, discussing things. . . . It's actually "the thing" to study here. Pupils study because they want to. . . .

I have never seen faculty members so proud of their school, or so fond of their work, or so spendthrift with their personal time in devoting it to their students. . . . It is interesting to hear them speak of other schools. Black Mountain College, in North Carolina, seems to top their list of admiration. Reed itself isn't far behind. They speak devotedly of the liberalism of Haverford, in Pennsylvania, and of Antioch, in Ohio.

"Our American Schools"—*Why should teachers present both sides of controversial issues?* Because—one-sided questions tend to produce one-sided thinkers. —Presenting both sides encourages an open mind.—It shows the student early in life that he should look for more than one answer to life's questions.—Ability to criticize, reason, and form opinions should be constantly encouraged in the child. This leads to initiative.—It is stupid to have a one-sided view of anything be it subject or object.

The fan mail of "Our American Schools" brings these positive and sympathetic responses to the program describing the violation of academic freedom in the teaching career of Galileo. The statements quoted could be multiplied many times from the letters received from citizens, following the broadcast.

The persecution of Galileo for advancing the theory of Copernicus that the earth turns, along with the theory of Ptolemy that the earth stands still, was offered on "Our American Schools," Wednesday, October 28, to show how a famous restriction on freedom of learning retarded progress in one field of knowledge for a century. Listeners were asked to state in two hundred words why they thought teachers should have academic freedom today. A



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biography of Galileo was offered as a prize for the best statement.

"Our American Schools," broadcast by the NEA, goes to thousands of homes twice each week to help citizens understand the problems of teachers and the schools. The first series of the year was devoted to freedom of learning, freedom of opinion, and freedom for selfdetermination. The second series of the year began November 18 with the purpose of showing how the schools adapt curriculums and teaching methods to the needs of changing society. Thruout the year ahead, "Our American Schools" will:

Advocate better salaries.

Explain the need for teacher retirement systems.

Show why sound tenure legislation improves educational opportunity.

Insist upon academic freedom.

Support a bill for federal aid.

"Our American Schools" is a program primarily for parents and the general public. Each broadcast employs factors of interestingness as well as factors of educative value. Attractive leaflets describing these programs have been prepared for distribution to homes. These leaflets may be obtained free from the National Education Association, 1201 16th St., N.W., Washington, D. C. Get your leaflets before the supply is exhausted.

The Penn Normal Industrial and Agricultural School is this year celebrating its seventy-fifth anniversary. This school for Negroes on St. Helena Island, S. C., is the center of community activities on the island. According to the 75th annual report, "Every day in the week you can find some teachers from the school out in the community, and community folk at the school." Examples of cooperation between school and community include the following: The school nurse conducts a community class, where the women come once a week to sew quilts for the poor, to sing, and to talk. "Planting Week" comes in the spring term, and the children are dismissed to help their parents in the fields. The Graduate's Club is helping provide recreational activities.

World Education, the bimonthly publication of the World Federation Associations, may be secured from the WFEA, 1201 16th St., N. W., Washington, D. C., at the subscription rate of \$1 a year. Each issue gives information about the Tokyo meeting to be held August 2-7, 1937.

The use of alcohol—The experience records of the Northwestern National Life Insurance Company, Minneapolis, show that the number of rejections because of overindulgence in alcohol has increased enormously since 1932, especially among

applicants under 30. For the year ending April 1, 1932, 17.6 percent of the rejections for all ages were due to excessive use of alcohol. By 1935, the figure had risen to 22 percent, and for 1936 it was 23.8 percent. But for persons under 30 the figure was 11.9 percent in 1932, 29.7 percent in 1935, and 33.7 percent in 1936. There were smaller increases in the group from 30 to 45, and a slight decrease for those over 45. Alcoholic excesses are the largest single cause of rejections among applicants under age 45. The proportion of moderate or occasional users has increased in much the same way as that of excessive drinkers.—Information Service of the Federal Council of the Churches of Christ in America.

The 1937 Commencement Packet for highschools, available December 15 at the cost price of 50 cents from the National Education Association, 1201 16th St., N. W., Washington, D. C., will be built largely around the Horace Mann Centennial.

Student Leader which, during the past year, was published at 1201 16th St., N. W., Washington, D. C., will be published this year at 5733 University Avenue, Chicago, Ill. All communications regarding *Student Leader* and the projects affiliated with it should be sent to Chicago. C. C. Harvey will continue to edit this fine student publication. [Cont. on page A-132]



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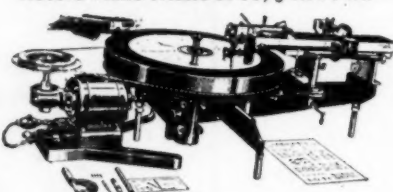
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[Cont. from page A-131] **A Christmas message**—At the 1935 Christmas dinner of the Los Angeles Elementary Principals Club, Mrs. Susan M. Dorsey (formerly superintendent of schools, Los Angeles; honorary president of the NEA) gave a "Toast to Happiness" which is so fine that THE JOURNAL is pleased to present it as a Christmas message to readers:

Happiness must be wooed to be won; it is not likely to visit much less to abide with those who have not learned some, at least, of the simplest lessons of life, such as these: that reasonable limits must be placed to all indulgences such as late hours and the participation in too many even desirable outside interests; that the absorbing pursuit of pleasures which give fair promise of great satisfaction often ends in futility. As with every other worthwhile achievement it takes time and reflection just to be happy.

If happiness is to be ours, it must be wooed by constant participation in the nobler joys of life as well as its tasks. It responds quickly with a shining face to lovely music, to a charming story, a great book. Happiness is most surely won thru persistent and joyous efforts to increase human excellence everywhere. May I offer this further suggestion; happiness, I think, will never thrive and certainly will not persist in any life that is not anchored to a faith that the spirit of man is infinite in its possibilities, is in fact akin to God Himself.

An effective enrolment plan—Two years ago Superintendent Libby of Irvington, N. J., developed an interesting and effective plan for increasing NEA membership. He asked the principals of the

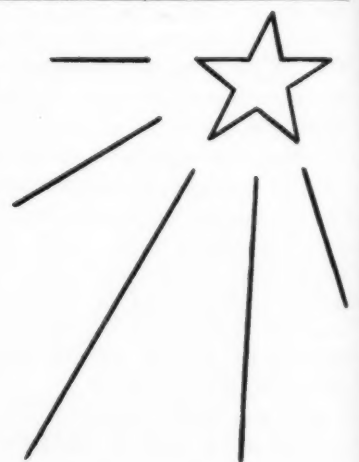


A Suggestion for CHRISTMAS

A LIFE MEMBERSHIP IN THE NATIONAL EDUCATION ASSOCIATION for yourself, your husband, your wife, or a friend. The ten-payment plan enables one to fit the cost into the personal budget and the membership continues a life-long Christmas gift, a valued professional symbol.

*For somehow, not only for Christmas,
 But all the long year through,
 The joy that you give to others
 Is the joy that comes back to you;*

—Whittier



Mail this Application today

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

Dear Mr. Givens: Please enrol me (or

Name

Address

as a "Christmas Gift" Life Member of the National Education Association on the deferred payment plan—ten annual payments of \$10 each. I will send first instalment of \$10 on (date) Kindly send the Life Membership certificate, card and pin to me at the address indicated below.

Name

Address

City and State

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NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

1201 Sixteenth Street N. W., Washington, D. C.

THE DETROIT CONVENTION OF THE NATIONAL EDUCATION ASSOCIATION

June 27—July 1, 1937

Detroit and Michigan will be hosts to the seventy-fifth annual convention of the National Education Association. * * * The convention opens with a Vesper Service on Sunday, June 27th. General sessions, department meetings, representative assemblies and other convention activities will be carried on from Monday morning through Thursday night. * * * Registration and Exhibits will be in operation beginning Saturday, June 26th. These and the larger meetings will be located in the Masonic Temple.

Hotel Arrangements. Below is list of Detroit hotels and form on which application for accommodations may be made. Although Detroit has adequate hotel facilities, it is of advantage that reservations be made as promptly as is practicable. While it may not be possible for hotels to make reservations at minimum rates for all who apply, assurance is given of the interest and effort on the part of the Hotel Committee to meet the applicant's needs as exactly as possible.

Local Committee. The Detroit Convention Committee is organized for service to the Association. Communications regarding possible service by the Committee may be addressed to Dr. Paul T. Rankin, Secretary, Convention Executive Committee, Board of Education, Detroit.

HOTEL RATES FOR MEETING OF THE NATIONAL EDUCATION ASSOCIATION, DETROIT, JUNE 27-JULY 1, 1937

The following list of Detroit Hotels, with rates, has been furnished by the Detroit Hotel Committee and includes hotels that are members of the Detroit Convention and Tourist Bureau. In addition to the hotels named on this list are many other hotels in Detroit. Address all requests for hotel reservations to Grover Stout, Chairman, Hotel Committee, 1805 Stroh Building, Detroit. Indicate three choices of hotels. If the hotel of first choice is unable to accept your reservation, the Hotel Committee will endeavor to comply with your second or third choices in the order named. You will receive confirmation direct from the hotel accepting your reservation. Be specific as to dates of occupancy, types of rooms desired and prices to be paid.

Hotel	No. of rooms	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Rate for each additional person in a double room	Rate per day for suite with parlor, bedroom and bath accommodating TWO persons
			Double bed	Twin beds		
Abington, 700 Seward	350	\$2.50	\$3.50	\$4.00 to 5.00	\$2.00	
Belcrest, 5440 Cass	400	3.00	4.00	5.00	2.50	
Book Cadillac, Wash. Blvd.	1200	3.00 up	4.50 up	5.00 up	2.00	\$10.00 to \$20.00
Briggs, 114 W. Adams	200	2.00 up	3.50 up	4.00 up	1.00	
Dearborn Inn, Dearborn, Mich.	100	2.50 to 3.50	4.00	4.50 to 7.00	1.50	
Detroit-Leland, Cass at Bagley	800	2.50 to 3.00	4.00 to 5.00	5.00 to 7.00	1.50	8.00 to 12.00
Fort Shelby, Lafayette at 1st	900	2.00 to 2.50	3.00 to 4.00	4.00 to 4.50	1.00	8.00 to 15.00
Fort Wayne, 408 Temple	300	1.25 up**	2.00 up*			
Lexington, 2940 W. Gr. Blvd.	200	2.00 to 3.00*	3.00 to 3.50*	4.00 to 5.00	1.00	
Madison Lenox, Madison & John R.	300	1.75 up*	2.50 up*	5.00		
Norton, Jeff. & Griswold	250	2.50	3.50			
Norton Palmer, Windsor, Ont.	350	1.25**	1.75**			6.00 to 8.00
Palmetto, John R. & Hancock	324	2.50 up	4.00 up	5.00 up	2.00	
Prenford, 11626 Woodward	130	2.00 up	3.00 up		1.50	
Prince Edward, Windsor, Ont.	250	2.50 up	4.50 to 5.00	5.00 to 8.00	2.00	11.00 to 15.00
Seville, 3160 Second Avenue	148 (apts.)	2.00 up	4.50 to 8.00	4.50 to 5.00	1.50	
Seward, 59 Seward	600	2.50 up	5.00 to 6.00		2.00	
Statler, Gr. Circus Park	1000	2.00 to 3.00	5.00 to 6.00	6.00	2.00	
Tuller, Park & Adams	800	2.00*	3.50*	3.75 to 4.50	1.00	
Wardell, Kirby at Woodward	650	4.00 to 5.00	5.00 to 6.00		2.00	
Webster Hall, 111 Putnam	800	1.75 to 2.50	3.00 to 3.50		1.00	
Whittier, 400 Burns Drive	825				2.00	
Wolverine, Witherell at Elizabeth	500				1.00	

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

** Rooms without bath.

Use this form for application for hotel accommodations

To Grover Stout, Chairman of Hotel Committee
1805 Stroh Building, Detroit, Michigan.

Please reserve sleeping room accommodations during the period of the convention of the National Education Association as noted below.

Hotel of 1st choice.....2nd choice.....3rd choice.....

Room(s) with bath for one person each—rate desired.....\$.....to \$.....

Room(s) without bath for one person each—rate desired.....\$.....to \$.....

Room(s) with bath for two persons each, double bed—rate desired.....\$.....to \$.....

Room(s) without bath for two persons each, double bed—rate desired.....\$.....to \$.....

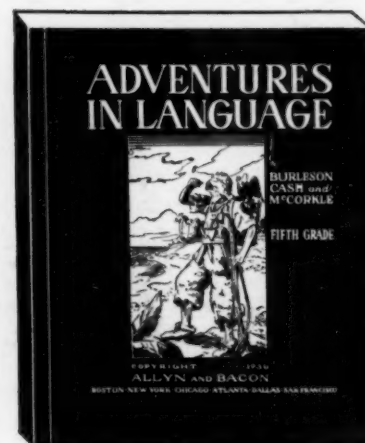
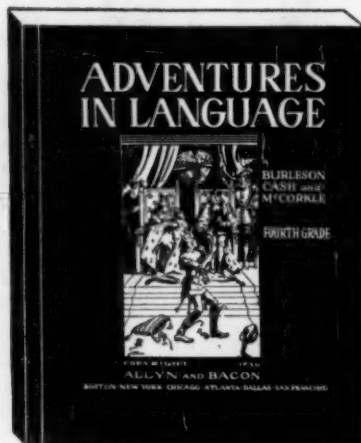
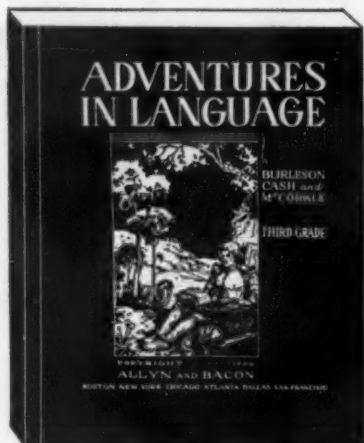
Room(s) with bath for two persons each, twin beds—rate desired.....\$.....to \$.....

Arriving June....., hour.....A. M.P. M. Leaving.....

List of occupants, other than myself, with their addresses is attached hereto.

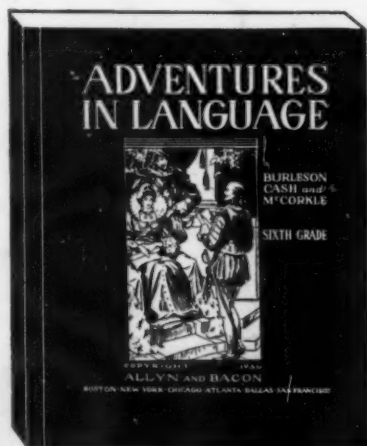
Signed.....

Address.....City and State.....



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