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The Journal

of the NATIONAL
EDUCATION
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OF THE UNITED STATES

Between Editor and Reader

IT BECOMES increasingly apparent, as we have pointed out again and again in THE JOURNAL that the school cannot save itself if civilization goes down. If the war spirit destroys freedom of study and teaching, the schools deteriorate. If war places burdens upon the public treasury, there is less for schools. If parasitic industries debase humanity, a weakened family life sends inferior children into the schools, which must meet the competition of powerful diseducative forces. If corporate monopolies become more powerful than the state and dominate the schools, the ideal of democracy is lost. If the economic system itself collapses thru bad management and lack of vision, the schools are carried down with it. The schools must help save civilization if they are themselves to survive. They must help advance civilization if they are to go forward. In keeping with the goals laid down by the Association's Committee on Social and Economic Goals [see THE JOURNAL for January 1934] special features dealing with major social trends are published from time to time. The one in this issue has special significance because the schools themselves are a cooperative enterprise carried on to promote the welfare of all the people.

A FIVE POINT PROGRAM FOR 1937

- [1] To do some individual work in the classroom each day on personality and character.
- [2] To constantly encourage parents in the careful rearing of their children.
- [3] To encourage the finest young people to take up teaching as a career.
- [4] To work on the problems of the profession.
- [5] To help to maintain in the community a wholesome civic and cultural atmosphere.

The Journal goes to all members of the National Education Association

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

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

VOLUME 26
NUMBER 1

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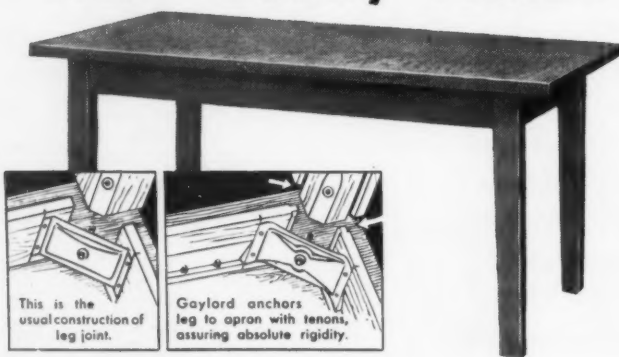
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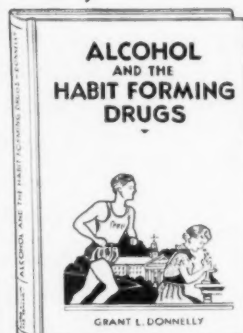
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ALCOHOL AND THE HABIT-FORMING DRUGS

By GRANT L. DONNELLY, A.B.-M.D.
Associate Research Professor, School of
Pharmacology, The Medical School,
University of North Carolina

Illustrations by
MARY deB. GRAVES

ALCOHOL AND THE HABIT-FORMING DRUGS is a health book. Its purpose is to give to adolescents in their formative years information of a simple, scientific nature about alcohol and various drugs that will help them to guard health in later life. Such information has not been impressed with any degree of emphasis upon the minds of children in the past and as a result few adults of the present generation have an intelligent understanding of the effects of the agents discussed in this book.

This text is not a crusade against the use of alcoholic beverages and habit-forming drugs. It is without political propaganda. It is an attempt to give in a true, scientific and unbiased manner the effects of the use of alcohol and narcotics on the human body. In the evaluation of this work great pains were taken to write it in simple language. It is written on the vocabulary level of the work required for children of the sixth and seventh grades and by an author outstanding in the field of education and medicine.

NOTE: This text has been adopted by the North Carolina Board of Education for exclusive basal use in the sixth grade of all the public schools of North Carolina.

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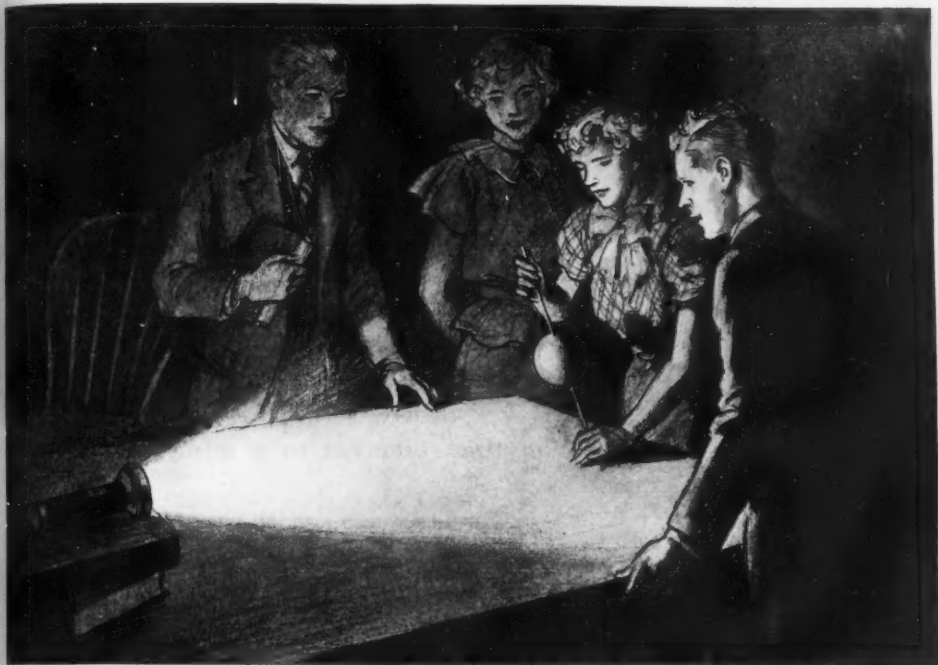
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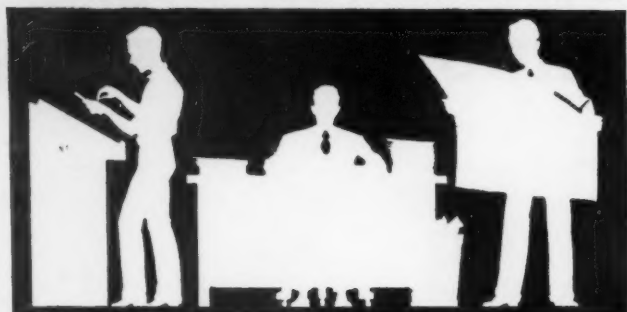
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VOLUME 26, NUMBER 1; JANUARY 1937

[A-5]

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AMERICAN TYPE FOUNDERS

DEPARTMENT OF EDUCATION
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[Cont. from p. 30] Association of Teachers Colleges, and the National Association of Principals of Schools for Girls.

On Saturday afternoon, the National Society for the Study of Education will present its yearbook on "Reading" in a joint session with the American Educational Research Association and the Society for Curriculum Study. The evening session of the National Society will be devoted to "International Understanding thru the Public-School Curriculum."

The opening session of the Department of Superintendence will be the Vesper Service on Sunday afternoon.

Loyalty oaths—There will be a movement in the various states for the repeal of the teachers' loyalty oaths. Teachers interested in this subject will wish to keep in touch with their members in the state legislature.

A scholarship for the hard of hearing—The Nov. 1936 issue of *The Lip Reader*, published by the Department of Lip Reading of the NEA, announces that "Coralie Noyes Kenfield, a former president of the Department of Lip Reading of the NEA, ever devoted to the cause of education for the hard of hearing, gave additional evidence of her loyalty when she enriched the field of opportunity for the hard of hearing by her bequest of a scholar-

ship to the University of California at Berkeley." Miss Kenfield left \$5000 to the University for a scholarship to be named in memory of her friend, Eva Augusta Josephi. The scholarship will amount to approximately \$250 a year. Competition is open to any hard of hearing young person in the U. S. Send applications to the Dean of Undergraduates, University of California, Berkeley.

Schools that are prophecies—The following letter is so admirably typical of the kind the JOURNAL editor would like to receive more frequently that we are publishing it in full:

Dear Mr. Morgan: There is a new development in adult education out here which you will want to know about. The Center for Continuation Study, a building which will be used for those successful in their fields and in positions of leadership in their communities, was dedicated Nov. 13 and 14, at the University of Minnesota.

The services will be given in institute form, no credits but much study, and will vary to meet the needs of the type of membership. Dr. Harold R. Benjamin, who has been assistant dean of the College of Education, has been appointed Director.

The Center began functioning November 16, with a four weeks' institute for managers of cooperative associations. A number of other institutes are planned, for doctors, architects, students of international relations, pharmacists, clergymen, parents.

The whole plan is characterized by flexibility. The standards for membership, entrance, type of study method will vary to meet the needs. The



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building is a residence hall equipped to serve 78 people with lounge, library, chapel, and refectory.

The dedication conference which occupied two days and at which there were discussions as to the purpose of the Center and how best it could be met was a thrilling one. Dr. Alvin S. Johnson of the New School for Social Research, and Arthur E. Bestor, president of the Chautauqua Institution were guest speakers. President Coffman and Dean Benjamin outlined the plan, and the conference broke up into groups to discuss how the Center could contribute to the continuing education of the professional, civic, and cultural groups represented. A panel discussion of "what should be the nature and extent of the University's obligations to adult learners" brought out some fresh thinking on the subject including the bloc of leisure for professional people who cannot well shorten their day's work but could shorten their year's work.

This particular adult education project isn't going to "jell" until it has worked thru experience. It is fortunate in having President Coffman and Dean Benjamin in charge.

I hope you can visit it sometime and see it in action. Sincerely, BERNICE DAINARD GESTIE, managing editor, *Minnesota Journal of Education*.

Freedom's Light—Many schools are presenting this dramatic story of American education as an assembly feature, or are broadcasting it over local radio stations. "Freedom's Light" was broadcast nationally during American Education Week by the Educational Policies Commission. Copies will be sent free on request while the supply lasts. Address the Educational Policies Commission, 1201 16th St., N. W., Washington, D. C.

A demand for special teachers—
The National Association of Teachers' Agencies, in a recent report, presents an encouraging picture of the teacher placement field for 1936-37. Of particular interest is the fact that during the past year there has been a distinct shortage of teachers "in the fields of home economics, commerce, general shopwork, agriculture, and art, the demand taking up the slack which had accumulated during the depression years. . . . Probably the emphasis on adult education will create new opportunities in the public-school field."

"Interesting Facts About Japan,"
a mimeographed statement available from the World Federation of Education Associations, 1201 16th St., N. W., Washington D. C., for 10¢ a copy, will be especially interesting to those planning to attend the WFEA conference in Tokyo, August 2-7, 1937.

The Department of Elementary School Principals will have two general sessions during the convention of the Department of Superintendence at New Orleans Feb. 20-25, 1937. The topic for the Monday afternoon program, "Building of a Better Citizenry thru Recreational Activities," has been divided into the following subjects:

Reading for Leisure in the New Age—William S. Gray
Remedial Reading for a Better Citizenry—Margaret White
Sane Views of Sports and Their Uses in Elementary Schools—Thurman B. Rice.

The New Orleans and Louisiana Principals will have charge of the Tuesday afternoon program, which is as follows:

Group of French folk songs and dances—Pupils of McDonogh School No. 16
The Curriculum Study Program in Louisiana—Murphy P. Rogers, Baton Rouge, La.
Pupil demonstration: A unit of activity on the Choctaw Indians of Louisiana, by pupils of third grade, Audubon School, New Orleans
An Experiment in Progressive Education—Dr. Phillips, director of elementary training school, Louisiana Polytechnic Institute, Ruston, La.
Pupil demonstration: Humor in Reading—Pupils of departmental grades, McDonogh School No. 7
Moving Pictures of Various Activities in Hahnville, La., School—E. J. Landry, principal
"Extra-Curricular" Community Services of the School—Agnes Hanley, principal, McDonogh School No. 23

Leadership in crime goes to 21-year-olds—This dubious distinction has for many years belonged to the 19-year-old group. According to J. Edgar Hoover, director of the Federal Bureau of Investigation, the arrest records received since June 1935 "reveal a shift in the majority of individuals arrested to the ages of 21, 22, and 23. Whether this is attributable to the 19-year-old group's continuing its criminal tendencies and be- [Cont. on page A-8]



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[Cont. from page A-7] coming second offenders, to the effectiveness of the concerted drive against crime or to an improvement of economic factors is a matter of speculation."

"Our American Schools," twice-weekly radio program broadcast by the National Education Association in behalf of teachers and schools, has completed a series of programs devoted to freedom of learning and teaching. One of the programs describing the restriction of academic freedom imposed upon Galileo, inventor of the telescope, was followed with an offer of a biography of Galileo to the listener who prepared the best brief essay on why teachers should have an opportunity to explain both sides of a question. The biography was offered by the NEA broadcasters as a select volume for someone's rare book collection—the biography was printed in 1832.

Judges who rated the manuscripts received from the audience of "Our American Schools" selected the statement on academic freedom written by Miss Margaret Klein, 123 Elliot Place, Bronx, New York City. Miss Klein is 18 years old and a graduate of Hunter College Highschool of New York City. At present she is preparing for secretarial work at the Merchants and Bankers School in New York

City. Miss Klein's statement follows:

It is unfortunate that in some schools teaching is still achieved by means of the presentation of a fact or thought to the pupil and compelling him to accept it as final or suffer the consequences of failure or ridicule should a dissenting view be held.

This type of education and training can do no more than create minds which are content to adhere to any resolution placed before them, or else uphold fallacies believed true today but which will have fallen by the wayside in the forward march of progress.

Of these, the latter is the most disastrous, for it is the narrow and closed mind that is forever impeding science—erecting obstacles in the paths of truth and social betterment.

In the dark ages, men were punished—tortured and put to death—for their freedom of thought; writings were destroyed; science was at a standstill and so was civilization. When we think how doctors and men of other sciences were jeered at and mocked for their beliefs which are commonplace today, when we know that even in the latter part of the nineteenth century Pasteur was called a fool and the works of Lamarck were considered nonsensical, we must pause for a moment and "cut down" on all the mocking we ourselves have consciously or otherwise been guilty of.

Therefore, the fundamental reason for having teachers present both sides of a topic to the pupils is that they, the future citizens of the world, should form a double perspective by which to judge things in the future. New problems placed before them shall be weighed not solely in terms of old standards but also the new, and thus be given a chance. In this way the evolution of progress will be given a chance to proceed at a more liberal rate leaving in its footsteps a better life and civilization.

Nebraska's unicameral plan—Civics classes will watch with interest Nebraska's experience with a one-house legislature, which meets for the first time on January 5. Instead of a State Senate of 33 members and a State House of 100, the new governing body will consist of 43 legislators chosen at the polls on a non-partisan basis.

Albert M. Shaw of Los Angeles, president of the Department of Classroom Teachers of the NEA, made a two weeks' field trip thru the state of Washington in November. He spoke to the teachers in about ten different cities and held many informal conferences with organization leaders, superintendents, and principals.

"The Place of the Arts in Education" will be the general theme of the New Orleans meeting of the Department of Art Education of the NEA. On Feb. 25 a meeting will be held at 9:30 AM and there will be a luncheon with program from 12:00 to 2:00.

A good habit—V. M. Rogers, superintendent of schools, Boulder, Colo., recently sent \$200 covering 100 percent enrolment of his staff, with the following significant comment: "We are glad to report another 100 percent year for our schools. It has become a habit with us."

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Evils of heavy teacher-load—Education will never cease to be an individual matter. Hence efficiency in instruction will always be hindered when classroom teachers are forced to deal with too many students. One individual conference is sometimes worth more than several days of crowded classroom teaching. Teachers who have so many students that they find it a physical impossibility to follow the work of any of them closely, cannot do the most skilful teaching. Taxpayers should realize that when the teacher-load is made too heavy, poor instruction is very likely to be the result.—Alice Vail, in *The Arizona Teacher*.

One hundred percent amidst adversity—“Beginning with September 1921 the teachers of Bedford City Public Schools, Ohio, have been 100 percent enrolled in the National Education Association, the Ohio Education Association, and the Northeastern Ohio Teachers Association. During some of these years we have had our troubles in raising the membership fees as sometimes we were six months behind in our pay but our teachers are professional and have persevered thruout the depression in retaining a 100 percent membership in these three organizations.”—A. E. Moody, superintendent.

A lecturer recently referred to three types of teachers: The rowboat type who have to be pushed, the sailboat type who go forward when winds are favorable, and the steamboat type who go under their own steam.

The National Association of School Secretaries was organized in Washington, D. C., in July 1934. The purpose of this Association is to pool the ideas and ideals of school secretaries in a cooperative effort to improve their service to the schools and the community. Meetings have been held at the 1935 and 1936 conventions of the NEA. Meetings are planned for New Orleans in February and Detroit in July. The third Eastern convention is to be held in Washington, D. C., March 13 and 14 at the Mayflower Hotel. Persons interested in these meetings or in the bulletin of this association should write to the president, Louise B. Henderson, Cassidy School, Philadelphia.

NEA membership recommended to CCC camp advisers—Carl Reitman, district educational adviser, CCC camps, Fresno, Calif., reports that he has urged all educational counselors in his district to become members of the National Education Association.

Seven new forum demonstration centers announced—The U. S. Office of Education announces [*Cont. on p. A-11*]



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LITTLE
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Vol. XIV No. 5

November 1936

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[Cont. from page A-9] that adult civic education thru public forum meetings will reach nearly 2,000,000 additional Americans in the near future in seven new public forum centers. Set up under local control, the new demonstration centers will be established at Stamford and nearby towns in Connecticut; Dayton and vicinity in Ohio; Seattle, Wash.; Atlanta and vicinity in Ga.; two counties with headquarters in Waco, Tex.; seven counties centering in Goldsboro, N. C.; and Delaware Co. in Pa.

Civic teachers—Are your classes studying the national incorporation bill proposed by Senator O'Mahoney of Wyoming? Raymond Clapper in the *Washington Daily News* for Nov. 16, 1936, points out: "The idea is simple, that corporations doing interstate business should be incorporated federally. In other words, if a concern expects to do business in a number of states, Congress ought to lay down the terms under which that corporation shall act. . . . What do we have now? Corporations pick out an easy state and incorporate there. Many of them pick on Delaware. In one office building in Wilmington the names of some 10,000 corporations will be found on the wall directory in the lobby. . . . They have no 'home offices' there except in the technical legal sense. It is a racket." William Howard Taft recommended such a bill 25 years ago, so—as Clapper points out—the constitutional doubts about it cannot be very serious.

Interpreting the school to the student—The relation of the school to good living and to social welfare is so obvious to teachers that they have generally neglected to study the school in the school. Every child every year should be taught something about the schools—their history, purposes, achievements, and needs—locally, in the state, the nation and the world. How many teachers on their return from a teachers convention take the trouble to tell the children about it? How many talk about the work of the board of education and pay tribute to worthy service? How many will celebrate Horace Mann's birthday next May 4 in their classes or schools?

Institutional memberships—Action was taken at the Portland convention of the National Education Association to the effect "that no institutional memberships be recognized other than college library, university library, and public library memberships." For these institutions the regular membership fee is \$5 and includes subscription to *THE JOURNAL*, *Research Bulletins*, and the annual *Volume of Addresses and Proceedings*. A limited membership which includes only a subscription to *THE JOURNAL* may be had for \$2. [Cont. on A-12]

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[Cont. from page A-11]

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New NEA Publications

A report on *Minimum-Salary Laws for Teachers* is being issued by the Committee on Tenure, Donald R. DuShane, chairman, with the cooperation of the Research Division. Minimum-salary laws are now in effect in 20 states. The report gives a detailed analysis of the 20 laws, cites court decisions affirming their constitutionality and providing for their enforcement, discusses the relation of state school support to minimum salary laws, and quotes opinion and evidence on the effectiveness of these laws in operation. Members of legislative committees in teachers associations, and other groups concerned with the economic status of teachers, will find the report a useful source of information. Available early in January; price, 25¢ per single copy.

[Cont. from page 34]

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VIRGINIA—Norfolk, Chesterfield Heights
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COLORADO—Canon City, McKinley; Denver, Columbine, Gilpin; Englewood, Washington; Greeley, Franklin; Oxford, Oxford Public
DISTRICT OF COLUMBIA—Washington, Bunker Hill, Dent, Fairbrother, Crosby Noyes
FLORIDA—Florida City, Florida City Elementary; Homestead, Homestead Junior-Senior High, Neva King Elementary; Miami, Shenandoah Elementary, Shenandoah Junior High
GEORGIA—Americus, Furlow; Decatur County, Decatur County Public Schools, Attapulgus Consolidated, Bell-Dixon Consolidated, Bethany Consolidated, Brinson Consolidated, Climax Consolidated, Faceville Vocational, Fowlstown Consolidated, Mt. Pleasant Vocational, Pine Hill Consolidated, Recovery Consolidated, Twin Lakes, West Bainbridge Consolidated
IDAHO—Pocatello, Bonneville; Moscow, Russell Elementary
ILLINOIS—Aurora, Center, Oak Park; Bloomington, Sarah E. Raymond; Chicago, Brenan, Kershaw; Enfield, Enfield Community High; Golden, Community High; Grand Chain, Grand Chain; Harrisburg, McKinley; Mokena, Mokena Public Schools; Peoria, Irving, Tyng; Peru, Peru

Public Schools; Roodhouse, Grade (Dist. No. 72); Sherrard, Community High
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IOWA—Ames, Ames Public Schools, Beardshear, Central Junior High, Louise Crawford, Lincoln, Roosevelt, Senior High, Welch Elementary, Welch Junior High, Whittier; Des Moines, Lucas; Sioux City, Webster, West Junior High; Waterloo, Waterloo Public Schools
KANSAS—Dodge City, Dodge City Public Schools, Central, Coronado, Junior College, Junior High, Roosevelt, Senior High, Sunnyside Grade; Kingsdown, Kingsdown Consolidated; Lehigh, Lehigh Public; Spearville, Spearville Public Schools
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MARYLAND—Brunswick, East Brunswick, High; Knoxville, Knoxville Public; Middletown, Middletown Public Schools; New Market, New Market; Pasadena, Pasadena Consolidated; Rockville, Richard Montgomery High
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The Philosophy of the Centennial

THE HORACE MANN CENTENNIAL, sponsored during 1936-37 by the National Education Association, is the best opportunity which this generation will have to interpret anew the fundamental ideals of the American common school. The keen public interest in the dedication of the statue at Antioch [reported in the December 1936 JOURNAL] foreshadows the growing possibilities of the Centennial year. It shows how earnestly the people care about their schools. It reveals their eagerness to understand the man who more than any other single person is responsible for the establishment of the American free public school.

There is a close parallelism between Horace Mann's day and ours. The country was then in the depths of a depression. The people were paying the price of war, greed, indifference, vice, and corruption—as they are now. Powerful leaders openly doubted the capacity of the people to rule and talked of other forms of government, as they do now. Fear and confusion were everywhere. Then as now, conditions in other countries were uncertain. Then as now, rapid social-economic changes were creating the need for an enrichment and expansion of education for which neither the public nor the teachers were prepared. Then as now, people felt the need for a revival of the spirit of reform and for re-dedication to freedom and the rule of the people.

Because of this parallelism, the life of Horace Mann is not only inspiring; it is immensely and immediately useful. Altho Horace Mann started out as a lawyer, statesman, and humanitarian, he made himself a schoolmaster in the highest sense. He gave sustained study to every phase of child growth and school management. He set standards for progressiveness which have not even yet been attained. His sense of values was remarkably true. Above all he understood the relation between the

school and our democratic civilization.

By studying his life as a whole and reading his addresses and writings, we get a perspective and a basis for comparison which we all need. Even his human weaknesses and failures teach us lessons, for we too must meet them in ourselves. Looking at his labors against the background of a century, we can see how amazingly fruitful they were. There are more people today in our American highschools than the total population of the nation in Horace Mann's boyhood.

The teaching profession needs a common mind and to achieve that mind it needs a common classic. For teachers in a democracy that classic is found in the life and writings of Horace Mann. These should be the heart of the library of every teacher. They are a corrective for our overspecialization, a safeguard against discouragement, a guide to our labors, a source of inspiration.

The people in our democracy likewise need a common mind in their understanding of education. They need to take a deeper interest in their children and in the improvement of their own lives, that they may be fully equal to the demands of freedom and democratic civilization. The life of Horace Mann appeals especially to laymen. During his lifetime his writings circulated around the world. He talked and wrote for the people. His writings are part of our American cultural heritage—worthy to be studied in every school and college for their nobility of thought, their beauty of expression, and their concern over the fundamental values of life.

The Centennial year is a good time to establish the practice of teaching the school in the school so that young people will receive as a part of their preparation for citizenship a knowledge of the history, purposes, and achievements of the institution by which democracy maintains intelligence and freedom. Every American school child

should understand that Horace Mann ranks with Washington, Jefferson, and Lincoln as one of the greatest builders of America.

The publishing program of the Centennial is perhaps its most important feature. Thru the books to be issued; thru material published in THE JOURNAL; thru the programs for Horace Mann's birthday, for commencements, and for American Education Week 1937; as well as thru the press, radio, and the movie, this material will be given a wide distribution.

The announcement of a Centennial edition of the long-out-of-print, 600-page *Life of Horace Mann* by his wife has met with generous expressions of appreciation (see page 33). The enrichment of the lives of individual teachers and citizens thru the study of the life of the greatest teacher America has produced is the purpose in republishing this great biography. Our profession has in the *Life of Horace Mann* a priceless heritage which should be in the personal library of every teacher. The story of Horace Mann's struggles against the indifference and greed of his day will help us all in the present struggle to safeguard and improve the schools.

To meet the need for popular, inexpensive material, a little volume entitled *Horace Mann: His Ideas and Ideals* has been published. It contains, in addition to a sketch of Horace Mann's life, his inspiring Lecture on Education, his Letter to School Children, and other quotations. This volume is suitable for use in school classes and for distribution to influential citizens.

As we go forward into the Centennial year, let us appreciate the fact that the celebration is but an instrument. Its real significance is in the future, in the growth of the seed now sown, in the clarification of our purpose, the quickening of our imagination, the reinforcing of our courage, and the renewal of our faith.—JOY ELMER MORGAN

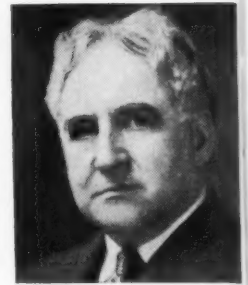


The Harrison-Fletcher Bill

Senator
Pat Harrison
of Mississippi

HOWARD A. DAWSON

Congressman
Brooks Fletcher
of Ohio



IN ITS CAMPAIGN for Federal Aid, the National Education Association is seeking to safeguard educational standards and to lay the foundation for a new advance.

The Harrison-Fletcher Bill was introduced into the last session of Congress by Senator Harrison of Mississippi and Congressman Fletcher of Ohio. It will be re-introduced by the same sponsors in the session beginning a few days after this JOURNAL is published. It provides for an initial appropriation of \$100,000,000 and an increase of \$50,000,000 a year until \$300,000,000 is provided. The funds will be apportioned to the states and territories according to the number of children 5 to 20 years of age in each. The manner in which the funds shall be used is left wholly to the states.

This article deals with two questions frequently raised regarding the bill.

First, since the wealthier states are known to be several times as able to support education as the poorer states, should not this bill equalize educational opportunity among the states rather than provide the same amount per child to each state?

There are several objectives that might be selected in apportioning funds to the states for education: [1] The subsidizing of special types of schools or instruction, such as vocational education; [2] the encouragement of the states to make greater effort thru the matching of funds; [3] the equalization of the support of general education thru large appropriations to the poor states and relatively little or no appropriations to the rich states; or [4] the appropriation of funds to the states for the support of education somewhat in proportion to the interest of the federal government in the education of its citizens.

As to the first of these two objectives, it can be said that in the past they have been found useful. The federal govern-

ment is now engaged in fields represented by both. A survey of the opinion of educational administrators has shown that an overwhelming majority are in favor of continuing such programs now underway. With regard to further participation of the federal government in the financing of education, however, opinion predominantly favors appropriations by Congress direct to the states for education in general.

The third possible objective, the equalization of school support, is generally acceptable in principle, but exceedingly difficult and technical in practice. The legislative sponsors and friends of the Harrison-Fletcher Bill are unwilling at present to undertake the presentation of such a bill.

The fourth possible objective, that of requiring the federal government to finance in all states at least a reasonable part of the cost of the education of all children, is thought to be more generally acceptable and certainly more practicable from a legislative point of view. In introducing the Bill in the 74th Congress, Senator Harrison said:

The basis of apportionment of funds to the states and territories is the number of children 5 to 20 years old in each state and territory. This method of apportionment is based on the principle that the federal government should provide for the support of schools in all the states somewhat in proportion to the federal interest in education of the entire population. Admitting that the federal interest is, at this time, not subject to accurate measurement, it can be safely asserted that the amount provided in this bill does not exceed the federal government's fair share of the cost of educating the citizens of the nation.

Altho not designed primarily for that purpose, the Harrison-Fletcher Bill is a definite step toward equalization of educational opportunity as evidenced by the fact that the school funds in the poorest state will be increased 62.1 percent as compared to only 7.7 percent in the richest state. In the 12 poorest states school funds will be increased 36.7 per-

cent as compared with only 10.1 percent in the 12 richest states.

Second, if the Harrison-Fletcher Bill becomes a law, how much will each state receive from the federal government as compared to what it pays into the federal Treasury?

This question is not pertinent. If it were seriously considered with regard to all activities of the federal government, such as roads, post offices, district courts, public health service, agricultural services, rivers and harbors, a large part of the federal services would be impossible. Such restrictions on federal activities are unwarranted from the point of view either of history or commonsense. In some respects, this is a nation and not an aggregation of nations. The collection of taxes and the distribution of services according to the needs of human beings, rather than according to the place of the tax collection, is fortunately one respect in which the United States is a nation.

Furthermore, the fact that most tobacco taxes are collected in North Carolina is no indication that this state pays the tobacco taxes. The same is true of taxes from industrial and banking institutions in the centers of wealth. The economic structure of the nation refuses to heed state boundaries.

Congressman Brooks Fletcher, in introducing this bill into the House, said:

It is unavoidable that thru the development of our economic system, the increase in the corporate form of wealth, and the concentration of taxable wealth in the industrial centers, the federal government should more and more become the tax collecting and distributing agency. . . .

The time has come, therefore, when the states must demand a return of some of the federal tax collections to be used for schools.

Interest yourself in the passage of the Harrison-Fletcher Bill. Ask your representatives in Congress to support it. Ask your lay friends to do the same. Do not depend on someone else to do your part.

PRESERVING ACADEMIC FREEDOM



Edward G. Olsen

In the October JOURNAL, the creation of a Division of Teacher Welfare at NEA headquarters was announced. The following article discusses academic freedom, one of the fields of professional welfare in which this Division is at work. Other fundamental fields of teacher welfare to which the Association is giving special attention include salaries, tenure, retirement, and equality of opportunity.

ACADEMIC FREEDOM? Young man, academic freedom is not a *right*; it's a *privilege*—and it's a privilege that has to be earned!" This terse advice drives straight to the heart of a problem that properly agitates the educational world today. Ideally, wishfully, desirably, academic freedom is the *right* to teach and to learn unfettered by administrative or pressure-group dictation. But actually, realistically, practically, it is a right which exists on sufferance.

Educators who are concerned about the prevalent widespread attacks upon academic freedom would do well to analyze this vital distinction in terms of their own personal status in their own communities. Perchance they will then realize that the degree of academic freedom permitted the teacher is usually proportional to a complex of three factors: [1] The extent to which the teacher's expressed convictions upon controversial issues agree with those of the community's dominant groups; [2] the actual defensive power of the professional organizations with which the teacher is affiliated; and [3] the amount of personal respect which the teacher has earned for himself in his community.

Every school administrator knows that the teacher who has made himself generally respected as a wellinformed, judicially-minded, and courteously considerate person has freedom to express opinions and engage in activities which would draw instant fire upon the heads of less respected people. If a community likes a teacher *as a person* it tends to be tolerant of his ideas. And if we assent to the proposition that the socially sensitive and professionally competent teacher has a moral obligation to keep his job, then it becomes clear that he has the obligation to make himself personally liked in his community.

Know your own prejudices—All one's thinking is inevitably colored by his

previous emotional conditioning. It is therefore the first obligation of the aspiring teacher to dig out and to understand his own underlying "frame of reference"—his personal complex of attitudes, biases, and prejudices which have developed in reaction to past experiences and which now strongly influence or even dominate his thinking. Unless the teacher of controversial subjectmatter is careful to recognize and then honestly analyze his own pre-judgments and rationalizations he can hardly expect to avoid being tripped up by them. Let him constantly inquire: Do I evidence an air of superiority as psychological compensation for felt feelings of inferiority? Do I project my personal failures in life upon the "System," and blame it for all my misfortunes? Do I want to find some personal devil upon whom to fix all responsibility for economic disaster—the communists, the plutocrats, the international bankers, the brain trust, and the like? Do I naively indoctrinate my own particular social values in the guise of legitimate "education," while I strenuously oppose differing viewpoints as insidious "indoctrination"?

Remember the obligations of a scientist—Charles A. Beard has warned that "the teacher who asks for academic freedom is under obligation to present his subjects in the classroom with calmness, in appropriate language, in the judicial spirit." Emotional maturity is almost a *sine qua non* of academic freedom. The teacher must cultivate habits of emotional stability which will permit him to discuss and to analyze capitalism or religious traditions with the same lack of emotion with which he speaks of tomorrow's weather. This does not

mean that he must assert no emphases or possess no deep personal convictions, but simply that he must not display overt emotional behavior in the classroom. The teacher who wants to win and preserve his privileges of uncensored instruction must remain critical in his approach, balanced in his judgments, sincere in motive, and judicious in treatment of his subject. He should surely develop a wholesome sense of personal responsibility for improving and reconstructing the civilization of which he is a part, but above all he must retain his full intellectual and professional integrity, having sold out his mind to no man and no party.

Analyze your community—Before beginning to teach in a strange community the astute teacher will survey that community in terms of its dominant interests and its present and possible tensions. He will discover so far as he can what the general spirit and the popular attitudes of that community seem to be, who its leading citizens and powerful political figures are, what its industries are and by whom they are owned, who the schoolboard members are and what their occupations and prejudices are, which is the liberal minister and what is the extent of his influence, what causes of friction between teachers and town have arisen in the past, and so on. He will endeavor, in short, to take account of all factors which have or might have a bearing upon his own position as teacher in that community. This is certainly not to suggest that he ought to compromise his convictions upon fundamental issues, but only that by thus analyzing the local situation in advance he is better able to foresee and so to avoid small indiscretions which may of-

fend community sensibilities and so become points of irritation against him.

Participate in community activities—Remember always that men tend to give or to withhold their allegiance because of emotional sympathies, and not after a rational balancing of the facts. Popular acceptance or rejection of a teacher's ideas will depend far more upon the total impression which that teacher makes in the community than it will upon his sayings alone, however wise they may be. Studies have shown that there is a high correlation between the average man's *feeling-tone* and his personal *judgment*. It is therefore essential that the novice teacher deliberately set out to build up "status" for himself by becoming an integral part of the community as quickly as discretion permits. Most people have the "outside agitator" complex, and will quickly resent advice or criticism, no matter how friendly and valid, which comes from someone who is not yet "accepted." If he is wise, the new teacher will therefore enter fully into community activities and will make whatever personal contributions to the community life his own talents and time permit. He will be constructive in all his suggestions, and will emphasize always the necessity of preserving the American traditions of democratic government, full civil liberties, and equal economic opportunity for all. Needless to say, he will respect community mores.

Know your facts—The wise teacher will never express an opinion upon controversial issues unless he is prepared to substantiate his statements with chapter and verse from recognized sources. Unless he is absolutely sure of his facts and is able to name and defend his sources of information upon demand, he will inevitably lose prestige when challenged, and suspicion of exaggeration or even of fabrication will fall upon him. The effective educator will therefore remember that facts are both shield and sword, and will arm himself accordingly. He will discriminate carefully between sources of information, and will be especially critical of statements which tend to substantiate his own point of view.

Avoid stereotyped phraseology—Walter Lippmann's classic analysis of the "stereotype" and its role in blocking the thought-process deserves careful study

by every teacher. Lippmann pointed out that the use of such words or phrases as "agitator," "Harvard man," "international banker," "100 percent American," "bureaucracy," "regimentation," "drive the communists out of Washington," and the like arouse violent emotional reactions in the hearer and thereby effectively block further critical reasoning in that area of discussion. Such emotionalized slogans are the natural weapons of the demagog, but they will be carefully avoided by the educator who wants to cultivate in his students habits of thoroughgoing critical appraisal. This does not mean that he may not discuss the *concepts* involved, for that he must do if he is to be an effective teacher. It simply suggests that "almost anything can be said on any subject on any occasion if appropriate language is chosen," as Dr. Beard has recently reminded us.

Fight shy of labels—There is a distinct tactical advantage in not being vulnerable to political labeling. It is certainly the right of any teacher to join any political party which he favors, but exercise of that right is usually not strategic. Once the teacher has publicly pinned upon himself the insignia of some particular political faction, he will find people giving less consideration to the intrinsic merit of his views and more to his status as a party man. Critics will then tend to ignore the soundness of his views with the explanation that "of course he thinks that way—he's a Socialist" (or a Liberty Leaguer, or a Democrat, or a Communist, or a Republican). The vitalizing teacher should be a keen critic of *all* political parties and a special pleader for none of them if he wishes to attain his maximum effectiveness as stimulator of critical thinking in his students.

Expose fallacies; don't suppress them—Wellinformed educators are keenly aware of the extent to which reactionaries and radicals alike attempt to distort or to suppress their opponents' opinions, statements, and viewpoints. The critical teacher, however, has the clear obligation to present all sides of controversial questions to his classes, and to assure each side of a fair hearing. He would do well to bring reactionary, liberal, and radical speakers into the classroom for questioning by his students, for he will know that the best way to

destroy fallacies of fact and of logic is to expose them to intelligent and critical scrutiny. Thus his students will gain actual and invaluable practice in learning to challenge constructively all dogmatic statements whatever their source of origin, and to accept no man's opinion except upon the basis of the best evidence available. Students predisposed either to blind conservatism or to unthinking radicalism should benefit equally by using this technic of searching classroom analysis.

Appeal to practicality, not to morality—Purely moral issues arouse little public enthusiasm today. The teacher who favors a basic reconstruction of our social-economic system will therefore find his efforts far more fruitful if he charges capitalism with incompetence and breakdown than if he merely points out that it is wicked and unjust. Likewise, educators who oppose loyalty oaths for teachers will do well to base their opposition primarily upon the fact that such oaths are threats to free schools, dangerous to democracy, forerunners of fascism, and the like, and only secondarily upon the ground that teachers' "rights" are imperiled thereby.

Be tolerant of individuals—Attack institutions, not persons. Flay irresponsible power, special privilege, but not individual men and women. Remember that individuals are often better than the social system in which they live, and that all people are potential allies so long as they are not abused personally. When the individual is directly attacked, he is immediately on the defensive, and his own self-respect compels him to solidify his opposition.

One word more—Let the individual teacher become ever so discreet in his community relationships; let him consciously build up whatever personal status he can achieve—and he still remains relatively easy prey for any determined reactionary attack. But let him ally himself with those professional organizations which are already struggling against widespread teacher intimidation, and he will find his own chances for scholarly freedom enormously increased thereby. For true strength lies only in unity, and in the long run it is collective action alone which can protect the individual teacher from the enemies of realistic education.

The Case for Subjects *in the* Curriculum

Carleton Washburne

THE TRADITIONAL breaking up of the curriculum into subjects, each of which was kept in a water-tight compartment, unrelated to the others and unrelated to the child's life, has resulted in a natural and wholesome reaction. This reaction has led to "activities programs," "project method," and "integration."

Like most reactions, this one has swung to the opposite extreme. It is supposed that one center of interest must be the basis for all of the child's work, and that it is a violation of sound psychology and of the child's rights, to have a period in the day set aside for arithmetic and another period for spelling. I remember visiting a school that boasted of its "centers of interest." In one grade the "center of interest" for the month was fish. There the history had to do with the history of fishing; the geography, with fisheries; the reading was all on fish and fisher folk; the compositions were on the same subject; the spelling words were chosen from this field; even the arithmetic problems all dealt with the price and weight and quantities of fish. This story may sound fishy, but I assure you it is true.

More intelligent attempts at integration use some one activity—sometimes a chance activity resulting from the interest of a child—on which the whole class can center. As the children carry this activity or project forward, the teacher sees to it that they do not avoid any arithmetical, literary, artistic, or other implications—in fact she often drags in these implications by the heels. When she doesn't, she guiltily smuggles in an arithmetic period or a spelling period and says nothing about it.

A complete interrelation of all things a child studies is unimportant and unnecessary. Life itself is full of separate, unrelated activities. We adults go to a movie or a dance. We read a book, attend a luncheon or dinner. We go to a concert or a baseball game. We do certain jobs that are parts of our vocation. We find no disintegration of our lives as a result of our divergent and diverse activities. On the contrary, the variety adds zest to living.

What is really important is that each

thing we teach the child be integrated with his own life and his experience. It must fulfill some need; it must give expression to some impulse; it must contribute to some thinking. It must, in short, have significance. But the significance of one thing may be quite different from that of another, and no harm whatever is done by variety of experience, provided that the separation is between one subject and another, and not a separation between the subject and the child.

In mastering a skill, readiness and ripeness are necessary. Any test shows a wide divergence between the slowest and the fastest child in a class—the range is usually at least four years. To assume that one center of interest, one project, is going to result in learning processes that fit equally children of widely disparate stages of maturity is to ignore the facts.

In mastering a skill certain technics need practice, and the amount of practice needed varies with individuals. If all children in a class are trying to master the same technic at the same time with the same amount of drill, even tho it has been "motivated" by a project or "integrated" with the other subjects in a center of interest, the children are deprived of their right to wait until they are ripe before being required to try to master a topic. The psychology of learning is ignored.

In mastering knowledge, a certain order and organization are needed. So, too, are certain foundations. To give a bit of knowledge here and a bit of knowledge there, because they happen to be related to a project or a center of interest, is to fail in the orderly development that characterizes the thinking of an educated person.

It is manifestly absurd to suppose it contrary to sound education to be systematic and orderly, to suppose that thoroughness is the antithesis of good learning. Yet the time has come when a per-

son almost has to apologize for a kind of education that develops a subject in an orderly, systematic manner.

The answer does not lie in a reversion to the old compartmentalization of the curriculum, but neither does it lie in an attempt at complete correlation and the kind of "integration" which assumes that all subjects must be integrated with each other and with some center of interest or grow out of some one activity.

The solution lies in having a basic course required of each child as he reaches the right stage of development, and including in that course only those items which really function or can be made to function in the experience and training of the child. Each of these things—call them subjects if you wish—should be taught in relation to the child's life and interests. They should be taught when the child is ready to use them thru having his interest aroused and when he has reached that mental age found by research to be most suitable to the learning of a given topic. And in doing this, the school may well use a number of the old categories—arithmetic is, after all, quite different from social science, and spelling is not related to creativeness and initiative.

On the other hand, any balanced educational program must provide a rich background of experience and activities. It must provide, thru electives and thru opportunities in connection with common enterprises or activities, a chance for each child to find and follow his own special interests and abilities; a chance for him to use originality, creativeness, and initiative; and most decidedly opportunities for him to work cooperatively with his fellows and to develop a sound social consciousness. These are basic parts of his education. But so, too, is the mastery of those fundamental skills and that body of common knowledge which are essential to living in an organized society.

McDonogh gave New Orleans TWENTY-SIX S

Caroline S. Pfaff

The first, principal, and chief object I have at heart—the object which has actuated and filled my soul from early boyhood with a desire to acquire a fortune—is the education of the poor, without a cost of a cent to them, in the cities of New Orleans and Baltimore.—From the will of John McDonogh.



CHILDREN PLACING FLOWERS ON THE McDONOGH STATUE.

A TINY SATIN SLIPPER and a bit of faded ribbon found reposing amid a heap of papers—these are the foundations upon which rest the romantic stories that fill so much space in the brief biographical sketches of John McDonogh, the great benefactor of the New Orleans schools.

Tradition tells of a handsome establishment at the corner of Toulouse and Chartres Streets in New Orleans in which the distinguished, courtly McDonogh entertained with lavish hand. Early in the nineteenth century, still under thirty years of age and already

signally successful in his quest for wealth, he was a marked figure in the city. Probably he often danced opposite some fair lady, touching the shapely white hand lightly in the co-tillion, or encircling with his arm the slender waist in the waltz of the period.

When John McDonogh was approaching middle age, he became enamoured of the exquisitely beautiful Spanish girl, Micaela, daughter of Don Andreas Al-

monaster y Roxas. Because of religious differences, marriage between them would have been unthinkable. The scion of a long line of Scotch Presbyterians, judged in the light of his well-known sturdy religious character, could never have bartered his faith and that of his unborn children for his love.

The story continues. Because of his hopeless love for the noblewoman who was destined to become the Baroness Pontalba, the despondent suitor melodramatically exclaimed that the name of McDonogh would be on the tongues of thousands long after that of Almonaster had been forgotten. How foreign this boast to the prior and later serenity of the man! We wonder—had Micaela's dainty foot ever pressed the slipper found years later buried beneath neglected business manuscripts? And what of the bit of ribbon?

Later by a few years comes report of a second consuming passion that tore the heartstrings of a man whose life at this time was indisputably bound to the purpose which grew out of his first love affair and towards which, with indomitable will, he was now steadily working. Miss Johnson, the handsome daughter



McDONOGH SCHOOL NO. 14, NEW ORLEANS—ONE OF JOHN McDONOGH'S MANY GIFTS TO THE CHILDREN

X SCHOOLS

NEW ORLEANS CONVENTION

of a noted Southern family, is said to have captivated him. Religious opinions again formed a barrier, and the opposition of her family prevailed over her love. She became a nun.

Innumerable instances of the kindness and generosity of John McDonogh have been recorded. From the correspondence we learn that he was rearing this little girl, the daughter of a dear, departed friend; or that little girl, the orphaned child of a distant relative.

On Saturday, October 26, 1850, John McDonogh died. He had amassed real estate completely circumvallating the city and extending far out into the parishes. According to the terms of his will, his entire fortune, with the exception of a few bequests to his family and to charitable causes, was to be divided between his native city, Baltimore, and the city of his adoption, New Orleans, for the erection of free schools.

Litigation and mismanagement lessened the legacy and delayed the execution of McDonogh's plans. However, about \$750,000 was finally turned over to the city of New Orleans, and McDonogh School Number 1 was built before the Civil War. It was described as "an elegant two-story brick building, capable of accommodating 500 pupils." It is still in use.

After the War between the States, new schools were erected in rapid succession. Today, there are twenty-six McDonogh buildings in use in New Orleans, some of the early schools having been destroyed by fire or abandoned as obsolete. The last building erected was finished in 1933.

McDonogh's request to his beneficiaries, the children, "to plant and water a few flowers around my burial place," is acceded to in New Orleans, where on the first Friday in May, thousands of children—a literal personification of Gratitude—bear flowers to adorn the McDonogh monument in Lafayette Square. This memorial was erected thru the donations of the children of the New Orleans public schools. It was gleaned thru the years by penny contributions from the children, for whom he so earnestly labored that they might "find thru education a path to rectitude and virtue."

DURING a nine-day period, February 17-25, at New Orleans, over 600 men and women will address meetings of the Department of Superintendence and allied organizations. Beginning with its Vesper Service on Sunday, the Department will hold nine general sessions and 36 afternoon discussion groups. About 150 meetings will be held under the auspices of other departments and organizations. Eighty-nine breakfasts, luncheons, and dinners will be listed in the Official Program.

Headquarters will be at the Municipal Auditorium, which is conveniently located in the downtown section. Its main arena has a seating capacity of 6000. The concert hall will accommodate an audience of 3300. There are 18 small assembly rooms. The exhibit hall, under the same roof, provides for 281 booths.

Veteran convention-goers will miss the pink railroad identification certificates. Last summer all passenger fares were reduced and at the same time special convention rates were discontinued. In most cases the new rates are lower than those formerly authorized for conventions.

The selection of New Orleans was popular. On July 1, sleeping room reservations there exceeded those at St. Louis on the same date in 1935 by exactly 666 rooms. Hotel rooms are now exhausted. Superintendent Nicholas Bauer, aided by a citizens' committee, has secured 1800 rooms in private residences. For reservations, address Sam Fowlkes, chairman, Housing Bureau, New Orleans Association of Commerce.

The following discussion groups of the Department of Superintendence will meet on the afternoons of Monday, Tuesday, and Wednesday, February 22, 23, and 24:

Business Administration as It Applies to Materials and Financing—Homer W. Anderson, supt. of schools, Omaha, Nebr.

Teacher Participation in School Administration—E. W. Jacobsen, supt. of schools, Oakland, Calif.

The Professional Status of the Teacher—L. W. Mayberry, supt. of schools, Wichita, Kans.

The Professional Status of the Superintendent—W. H. Lemmel, supt. of schools, Quincy, Ill.

Safety Education—Millard C. Lefler, supt. of schools, Lincoln, Nebr.

School Finance—Lloyd W. King, state supt. of public schools, Jefferson City, Mo.

Rural Education—Francis L. Bailey, state commissioner of education, Montpelier, Vt., and president, Department of Rural Education, NEA.

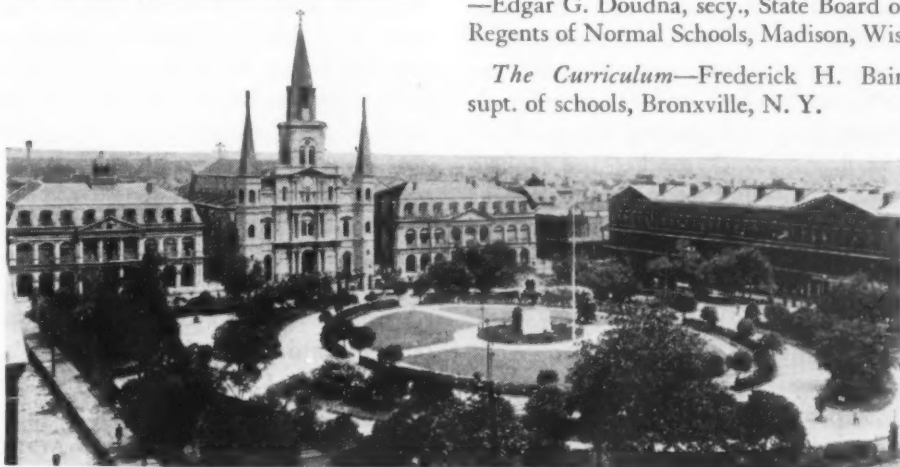
Relationship of the Library to the Educational Program—George M. Wiley, assistant state commissioner of education, Albany, N. Y.

A Public Relations Program for Schools—A. Helen Anderson, supervisor of publications, Public Schools, Denver, Colo., and president, National School Public Relations Association.

Adult Education—S. M. Brownell, supt. of schools, Grosse Pointe, Mich.

Our Professional Organization Problem—Edgar G. Doudna, secy., State Board of Regents of Normal Schools, Madison, Wis.

The Curriculum—Frederick H. Bair, supt. of schools, Bronxville, N. Y.



JACKSON SQUARE in the heart of the Vieux Carré of New Orleans. On the right can be seen the Pontalba Apartments built by the fair Micaela, the Baroness Pontalba of later days.



An Evening with the Magazines

WHAT IS A TEACHER WORTH?—Some teacher who is also a logician surely will reply to Jean Ricochet Boyd's article in the December 1936 *Forum*. It will be tempting to challenge the line of reasoning by which he concludes, on the basis of his own unsatisfactory five years of teaching science in highschool, that all teachers are overpaid because their work is of so little value to society. Mr. Boyd believes that most teaching deals with inert knowledge which people do not want to acquire.

"The average youngster is interested in sex, athletics, sports, clothes, food, movies, radios, fireworks, parades, spectacles, Friday afternoons, Christmas, holidays of all kinds, the possession of things of all kinds, outwitting his parents and teachers and others who obstruct him, and passing his grade in school. Add stock market and make a few other minor changes incident almost wholly to advancing years and you have the list of things the average adult is interested in. Where, in all of this, is there any compelling necessity for mathematics, history, literature, languages, science, and all the rest of it—except to those people who use a specific part of it in their work or business? . . .

"But the average human does acquire knowledge. He does learn. When? He learns when he *has* to. . . . He learns when he is confronted with an element

of immediate and compelling necessity, which may be either utilitarian or instinctive. And it is obvious that this situation does not obtain as regards about 99 percent of the school curriculum. He does not need or want that kind of knowledge at that time. . . .

"I do not mean to decry education. I am just dubious. Reasonable and adequate *opportunity* should be provided—for those who *want* it and can take it. Nothing more; for beyond that I doubt if there is anything one can do. I do not believe that I accomplished anything in the five years I tried it."

Communism on Plymouth Rock—Communism did not work for the Pilgrim Fathers, says Ray W. Sherman in the November 1936 *Pictorial Review*. After telling of the unsuccessful experience of the Mayflower colony in 1621 and 1622, when the Pilgrims were pooling all resources in one common stock, he quotes Governor Bradford's comment on communism, written three hundred years ago:

"The experience that was had in this common course and condition, tried sundrie years, and that amongst Godly and sober men, may well evince the vanitie of that conceite of Plato's and other ancients, applauded by some of later times, that the taking away of property and bringing in communitie into a common wealth, would make them happy and flourishing, as if they were wiser than God."

But where is the school, asks Mr. Sherman, that teaches this story of an American experiment with communism? "Some way should be found," he says, "to teach the simple truths that men have learned thru thousands of years of trying to make a living, have homes, and be happy." Courses in economics are being taught in a few schools, which is a step in the right direction. Textbooks and teachers for these courses are not easy to find. But that should not prevent further efforts to provide children with basic knowledge that would protect them from false prophets and economic racketeers.

What Is a General Education?—An education which will cultivate the intellectual virtues is the ideal which Robert Maynard Hutchins proposes for higher education. There will be no electives in the college which Mr. Hutchins describes in the November 1936

Harper's, a junior college which will receive students at the levels now found in the last two years of highschool and the first two of college. What he proposes is a single course of study to be provided for every one alike, or at least to the two-thirds who can learn from books. For the other third—"the hand-minded and the functionally illiterate"—he suggests that experimentation be continued so that in time general education may be available to them also. Says Mr. Hutchins:

"The truth is everywhere the same. Hence education should be everywhere the same. . . .

"The free elective system as Mr. Eliot introduced it at Harvard and as Progressive Education adapted it to lower age levels amounted to a denial that there was content to education. Since there was no content to education we might as well let students follow their own bent. . . . This overlooks the fact that the aim of education is to connect man with man, to connect the present with the past, and to advance the thinking of the race. If this is the aim of education, it cannot be left to the sporadic, spontaneous interests of children or even of undergraduates. . . ."

The permanent studies which Mr. Hutchins proposes are the classics, without which it is impossible to comprehend the contemporary world. He mentions the writings of Plato, Shakespeare, Cicero, Milton, Galileo, Adam Smith, Newton, Aristotle, and Herodotus as examples. "The false starts, the backing and filling, the wildness, the hysteria, the confusion of modern world result largely from the loss of what has been thought and done by earlier ages. . . ."

To the classics Mr. Hutchins would add the technics of study—grammar, rhetoric, logic, and mathematics. Of this course of study he says: "If our hope has been to frame a curriculum which educes the elements of our common human nature, this program should realize our hope. If we wish to prepare the young for intelligent action, this course of study should assist us; for they will have learned what has been done in the past and what the greatest men have thought. They will have learned how to think themselves. If we wish to lay a basis for advanced study, that basis is provided."

—HAZEL DAVIS.

Children with reading disabilities are shown using specially prepared supplementary reading remedial material. Drawings made in connection with the unit are on the board.



Arthur I. Gates
and
Guy L. Bond

Prevention of Disabilities in Reading

IN AN ARTICLE ON reading disabilities, in the December JOURNAL, attention was directed to the fact that large classes, dearth of suitable materials, and other factors intrinsic in the modern school situation make it difficult for the teacher to understand and teach each pupil individually. This situation permits the development of difficulty in reading. The need of administering to the needs of individual pupils implies, of course, that pupils do differ markedly from each other. In this article, we shall discuss the character and significance of certain types of individual differences which are of importance to the teacher of beginning reading.

Several series of careful studies indicate that various types of constitutional limitations constitute handicaps in learning to read. Many of the scientific studies of reading disabilities have concerned themselves primarily with such limitations as low IQ, low mental age, various defects of hearing and vision, motor handicaps, speech defects, poor sense of word sounds, left-handedness, left-eyedness, emotional instability, weak atten-

tion, defective memory and imagery, motor incoordination, and so on. In general, it should be observed that although these and many other factors are a contributing or primary cause of difficulty in learning to read in a typical classroom, few such defects block the path to reading when adequate adjustments are made to them. For example, a severe case of astigmatism may result in serious difficulty or failure in reading, but if the visual difficulty is properly diagnosed and corrected, if reading material of suitable type is provided, and if a favorable position for observing classroom work is given, the pupil may learn to read with little or no handicap.

The relation of low mental age to the time of beginning reading is one of the most debated problems. Many students of normal and remedial reading are inclined to think that few children can learn to read without risk of failure before they have reached a mental age of six and one-half years. If this were true, more than half of the children who are taught reading during the first term of the first grade in American schools

would be handicapped. The facts seem to be that the typical program, pursued with a typical reader and only a moderate amount of supplementary material and taught by conventional methods, is a rather difficult one for most beginners. The initial stages of many programs are best adjusted to children who have a mental age of about six and one-half years or more. Other programs, however, as shown in certain of our recent experiences in the Speyer Experimental School and elsewhere, can be arranged which are equally welladjusted to pupils of lower mental age. In other words, it is both theoretically and practically possible to organize materials and methods to teach children to learn to read successfully at the mental age of six years or any other higher level.

Difficulties in learning to read result from failures to make any adaptation to these low mental levels and to teach the whole class with a program suited to only a part of them. The ultimate solution of this difficulty is to determine the time at which it is most valuable for a child to learn to read and then to develop materials and methods which will enable him to learn without difficulty at this time. Recent experiments have shown that this may be done, provided other constitutional limitations which interfere with learning to read are detected and taken care of. It should be

noted that many of these constitutional factors, such as defects in vision and hearing, will be handicaps at any time the pupil begins to learn. They are not eliminated by postponing the beginning of reading. Some, in fact, may become more serious.

Two decades of active work in the study of the causes of failure in reading point unmistakably to the need of a thoro canvass of the makeup of each child on entering school. Failure to recognize various types of constitutional limitations and levels of capacity are responsible in no small measure for educational tragedies. Altho the necessary program of study of entering children will require the addition of technical workers to the staffs of schools, the costs of these services will be more than offset by savings resulting from avoidance of maladjustments, wasted efforts, and repeating grades.

A final source of failure in reading results from starting the beginning pupil to work in a fixed and rigid program before he has acquired a background of certain necessary interests and skills. This consists in beginning formal instruction in book reading before the pupil has attained "reading readiness." Reading difficulties are avoided by beginning with the pupil at his own level and providing a wellrounded series of activities in talking; discussing; observing simple picture books; learning a few important words such as one's name, *danger, exit, stop, go*; acquiring familiarity with a few phrases; developing some of the basal skills, such as knowledge that lines of print and individual words must be observed from left to right. Properly managed, such a program will develop not only certain skills in handling books, pencils, and other objects, but an interest in using books and other materials. This policy is simply the application to the beginning stage of the principle of helping the pupil progress by easy and interesting steps which he is able to take successfully. Many of the difficulties in reading result from forcing the child to make abrupt changes and to attempt steps that are too difficult for him to take. If work were begun with the pupil as he is on entering school and carried on carefully from that time, there would be no abrupt transitions, no dangerous leaps at any stage. To the extent that the program is reasonably

adjusted to the pupil's ability to make progress, difficulties and failures will be reduced.

It should be noted that the preparatory or prebook reading stage will vary, not only with different children, but with different reading programs. In some programs the first lessons are very difficult and in others, very easy. Some programs provide a number of steps immediately preceding book reading which greatly facilitate the latter activity, whereas others provide less adequately for the prebook reading. A definite formal "reading readiness" program is likely to present the same faults as an inflexible primary book-reading program. Both must be effectively adjusted to varying individual needs.

At the present time there is considerable disagreement concerning what is embodied in "reading readiness" and concerning the school and preschool activities which contribute to it. Recent investigations seem to show that reading readiness is not a simple or single state of affairs. It embraces a number of different abilities, interests, and habits, which a given child may possess in various degrees. Thus, one pupil may be very eager to read from a book and competent to handle the book as an object but he may be deficient in language control and have developed methods of observing printed forms which would almost certainly lead him to reversal errors and other difficulties. Another child may have an excellent technical equipment but little interest in book reading and insufficient background of language experiences for full appreciation of typical beginning stories and informative selections. The latter child may profit most by a period of time

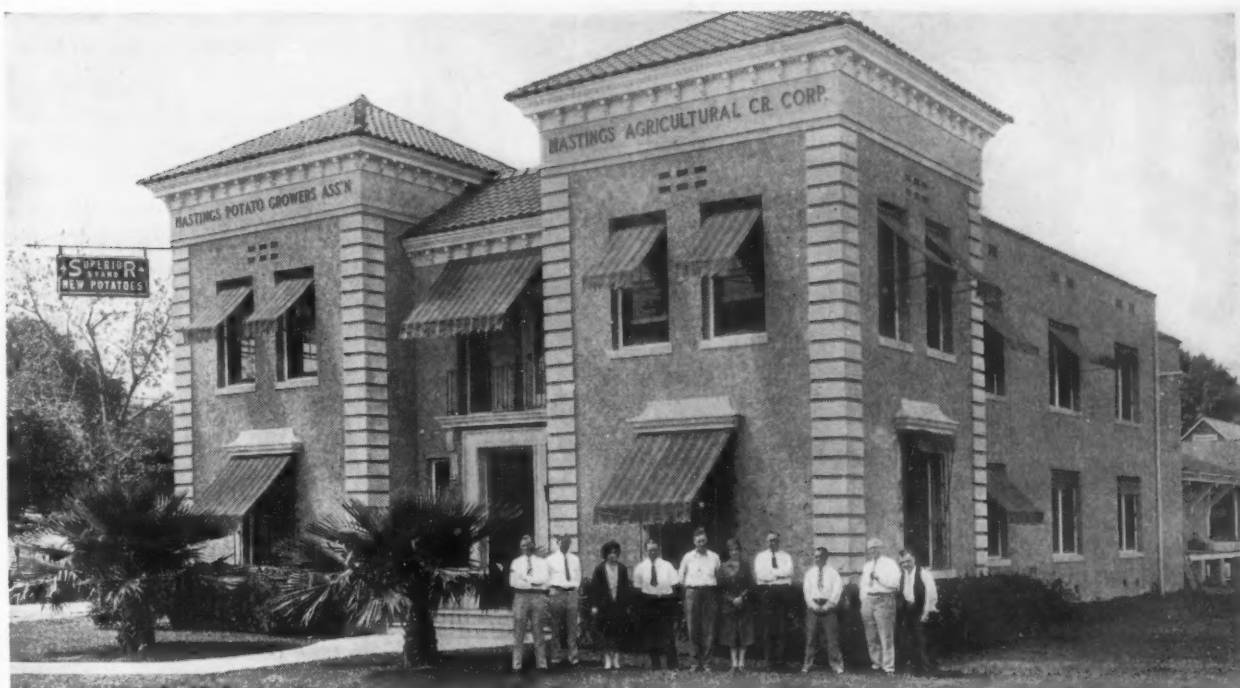


devoted primarily to observations, excursions, and other nonreading activities. Reading readiness embodies a variety of different and often loosely related factors, each of which indicates the direction for further training and experience. It is, therefore, important that a teacher be able to appraise the various special interests, abilities, and habits, as well as the constitutional factors which are related to progress in reading. Within recent years, fortunately, progress has been made in developing tests, questionnaires, and other types of appraisal of both features of the pupil's equipment.

If the dire effects of failure in reading are to be avoided, it seems necessary that schools should provide for each entering pupil examinations or appraisals of at least each of the following characteristics:

- [1] Intelligence by means of individual nonreading tests.
- [2] Vision and hearing.
- [3] Speech and motor coordination.
- [4] Emotional and intellectual balance and stamina.
- [5] Meaning vocabulary and range of understanding.
- [6] Ability to understand and use English in class activities and conversation.
- [7] Prerequisite reading abilities and interests, such as interest in books, ability to handle books, to recognize individual words and phrases.
- [8] Ability to function in a schoolroom situation, including ability to listen to what the teacher or other pupils say; work by oneself; cooperate with other pupils; use pencils, chalk, paper.

It should be noted that the information required to enable a teacher effectively to teach a pupil to read is of equal importance in guiding him well in other phases of school life including those activities designed to further social and personal development. For successful management of a child in *any* situation, a teacher should have, as an absolute minimum, such information about him as these appraisals will provide. Inasmuch as these facts can be secured at the present time at relatively small cost, it is difficult to see how education can continue to require teachers to assume responsibility for the development of a child without them. To an engineer or scientist or good business man, the failure to secure such vital data, when it could be obtained so definitely and cheaply, would seem preposterous.



Courtesy, Consumers' Guide

THE COOPERATIVE MOVEMENT

Benson Y. Landis

DURING THE LEAN YEARS since 1929 the cooperative spirit has increased measurably among the American people. Membership in consumers cooperatives has grown steadily during the depression, until now over three million of our citizens are members of various types of cooperatives.

A number of powerful forces are responsible for this interest in the cooperative movement:

[1] Even tho a certain degree of recovery has taken place, mass unemployment continues to be a major problem. In spite of increased industrial production, figures of unemployment for November 1936—according to estimates of the Department of Commerce—showed 9,000,000 still unemployed.

[2] Concentration of wealth remains an ever-present issue. Studies of the Brookings Institution show that in the year 1929—when we reached a peak in the national income and in the production of goods and services—12,000,000 families had an income of less than \$1500. On the other hand, 36,000 fam-

THE ULTIMATE DEMOCRACY—The cooperative movement is of the people, by the people, and for the people. It serves every type of human need, both economic and cultural. It thrives in every country where freedom is not entirely destroyed. It removes the causes of war and of internal strife. To a world disheartened by unemployment and torn by war, it offers a peaceful pathway toward a better civilization. The cooperative movement gives people a sense of responsibility for their own destinies. It is a most powerful form of education; people learn by doing; they develop faith in themselves and in each other. The cooperative movement is the practical application of the Golden Rule; it is the ultimate democracy.—Joy Elmer Morgan.

ilies had yearly incomes in excess of \$75,000 and aggregate incomes of \$9,800,000,000. Even in 1929 seven-tenths of America's families spent practically all their income for bare necessities. Certainly the large proportion of our families must have more purchasing power.

[3] Too long have high pressure methods forced goods on an unwilling people. Too long has much of our advertising given us half truths and outright deception. Too long has the consumer been confused by inaccurate labels.

[4] The federal government has been partly responsible for the increased interest in a better system of distribution. Washington, like the rest of us, has been discovering the consumer. The government has established consumer agencies

compiling information in regard to price trends and publishing data that directly assist the consumer. Altho these agencies have limited power, they are of great value as educational forces.

[5] Many citizens fear a recurrence of former trends toward war, not only in other countries but in our own. They see crime

rampant and believe that one of the major forces making for crime is a bitter economic struggle spurred on by our great inequalities of wealth and income.

[6] A trend of modern capitalism has been to make tenants of the people. Take farm tenancy. In 1880, 25.5 percent of our farms were operated by tenants; in 1935, 42.1 percent were manned by tenants. The people no longer own America. Today corporations control much of our wealth.

But another powerful institution, the cooperative, has arisen to challenge the powerful corporations. The purpose of this JOURNAL feature is to explore the development of the cooperative movement and to examine the possible contributions it may make to American life.



Courtesy, Consumers' Guide

Women's Cooperative Market,
"Farm-to-Home," Bethesda, Md.

WHAT *the* CHOICES ARE

WILL ROGERS once said that there were certain areas of the country in which it appeared that every citizen had published at least one pamphlet proposing a "way out." We have citizens who want to go back to the days of free competition, those who want controlled capitalism as under the New Deal, those who want fascism, those who want socialism, those who want communism, those who want the cooperative movement.

Free competition—Many among us say it was individualism that made the country great and enabled the pioneers to subdue the continent. The men and women in the covered wagon did less complaining, it is being said, than do the American tourists riding comfortably in their automobiles. We must recover the traditional type of private business enterprise. Men and organizations must be free to take risks, to engage in great enterprises. In this process they will reemploy our millions of workers.

Controlled capitalism—This has been the trend for two generations. If unrestrained private enterprise leads to too many abuses, the state must step in as umpire and draw up new rules for

carrying on business. In 1887 an Interstate Commerce Commission was established, originally for the purpose of preventing railroads from charging exorbitant rates or discriminating against shippers. Subsequent acts and court decisions have greatly added to the powers of that Commission. However, not only must the government control, some say, but it must also compensate for the deficiencies of our system and permanently supply work for those who cannot obtain it thru private enterprise.

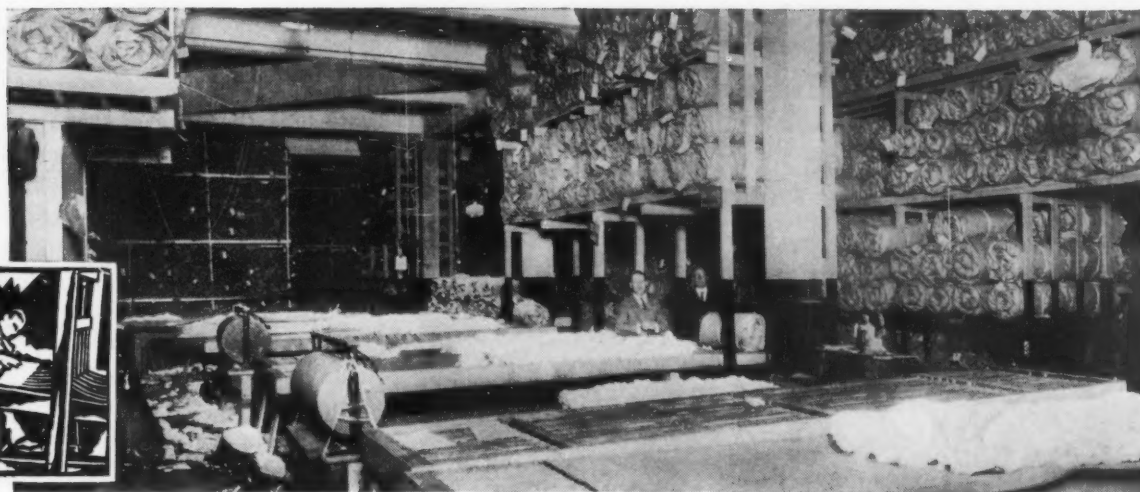
Fascism—The corporative, totalitarian state suppresses its opponents, discards parliamentary rules. It is extremely nationalistic. Fascism, as it has developed in Italy, has bolstered capitalistic institutions. Private property is respected but state control of industry is almost complete. No class conflict between labor and capitalism is allowed. Industry is organized into corporations. There is complete regimentation under the control of the state.

Socialism—Altho variously defined, socialism generally refers to a system which provides for the control of the means of livelihood by the state or by the industrial workers. In the United

States the aim of the socialists has been mainly an extension of public ownership of the basic industries—the railroads, coal mines, steel industry, large factories. Socialism would retain a considerable degree of private property in the form of consumers' goods. It would have all utilities owned by the state and endeavor to provide, by means of social insurance, for old age and security against unemployment and illness.

Communism—Generally speaking, the communists have believed that the capitalist system is doomed to decay. Therefore, it is necessary for workers to organize themselves into small disciplined groups, ready in time of crisis to take power from the capitalistic leadership. All communists base their doctrines on the writings of Karl Marx, who emphasized a materialistic interpretation of history and economic evolution. The experience in Russia has indicated that once power is secured, the communist minority will establish a dictatorship of the proletariat. The aim is to eliminate all privilege and to have eventually a classless society controlled by those who work with hand and brain.

The cooperative movement—The cooperative movement, which is thoroly in accord with sound American procedure and tradition, calls for the voluntary organization of consumers to meet their needs. The method is slow and evolutionary; it emphasizes education and local group discipline. Experience has indicated that it results in the training of technical workers needed in the processes; the establishment of great businesses in which leaders receive relatively small salaries; and efficiency in production. Its protagonists claim that the cooperative movement is a promising middle way. Many people who fear a strong central government look hopefully to the cooperative because of its emphasis on voluntary methods rather than on state compulsion. Furthermore, the cooperative movement is being held before us as a practical method whereby we may advance our ethical idealism—a way whereby we can bring justice and decency into economic relations and at the same time establish a system of production for use that will eventually insure plenty for all.



*Classing room
for a modern
cotton pro-
ducer's cooper-
ative*

ORIGIN *of the* COOPERATIVE MOVEMENT

THE PLIGHT OF WEAVERS in the mills at Rochdale, England, in the early nineteenth century was typical of conditions in capitalistic industry at that time. The poverty among the industrial workers was almost unbelievable. In fact, the years between 1840 and 1850 may be called the "hungry forties" for the industrial classes of England. The Rochdale textile workers, in the first flush of the industrial revolution, were startled at the rapidity with which men were being displaced by machines.

In 1843 the Rochdale weavers lost a strike and some found themselves without jobs. The "crazy weavers" met many times to consider a new way of organizing their economic life. They had the old dream of owning the factories and the stores—and they brought their dream to earth by organizing themselves into a society of 28 members, one of them a woman. From this humble beginning, the group worked out what are known as the Rochdale principles, the tested methods of the cooperative movement. The Equitable Society of Rochdale Pioneers first struggled with the question of capital. The savings of each member, a pound apiece, were pooled. At the end of twelve months their share capital amounted to \$140. The Pioneers rented an old warehouse on Toad Lane, a street just about as unattractive as the name implies. Half of the capital went for equipment and improvement of the building. The other half went for goods—a small amount of flour, sugar, butter, and oatmeal. On December 21, 1844, Samuel Ashworth, the first employee of

the cooperative, opened the doors of the store and announced that the Society was ready for business.

The handful of weavers gathered together in the store were not quite certain whether to buy or to run away from the enterprise. They had to submit to derision of every sort. But the Rochdale Pioneers had known what it was to be laughed at before and they knew how to persist in spite of ridicule.

Charles Howarth was the man mainly responsible for drawing up the purposes of the organization. They were put concisely as follows:

- [1] The establishment of a store for the sale of provisions and clothing.
- [2] The building of a number of houses in which those members desiring to assist each other in improving their domestic and social condition, may reside.
- [3] The manufacture of such articles as the Society may determine upon, for the employment of such members as may be without employment, or who may be suffering in consequence of repeated reductions in wages.
- [4] The purchase of estates of land which shall be cultivated by the members when out of employment.
- [5] As soon as practicable, this Society shall proceed to arrange the powers of production, distribution, education, and government; in other words, to establish a self-supporting home colony of united interests.
- [6] That, for the promotion of sobriety, a Temperance Hotel be opened in one of the Society's houses as soon as convenient.

The Rochdale Society, which began with 28 members and 28 pounds of capital in 1844 grew decade after decade

until now its membership numbers more than 44,000 persons and the capital is over half a million pounds.

There were others who contributed to the origin of the cooperative movement. A predecessor of the Rochdale Pioneers was Robert Owen, an idealistic factory owner who could not forget the misery of the workers in England. He appealed to the factory owners and to his government to change conditions. Owen, who made his own factory a model for the nation, launched experiments aimed at bringing happiness to the laborer.

Another man who preceded the Rochdale Pioneers was William King, "the father of British cooperation." Dr. King, a physician who spent the major portion of his time ministering to the poor, was not content to be concerned about diseases or the methods of making the sick well. He resolved, in addition, to do something about the overwhelming poverty that was one of the major diseases of the nation. He published a magazine called *The Cooperator*—in which, like Owen, he advocated that the workers own their machines. Like the Rochdale Pioneers, he appealed to groups of workers to start cooperative stores. As early as 1829 he reported the organization of a number of associations for mutual aid but they did not last.

Neither King nor Owen had the necessary technic to launch a permanent movement. It remained for a group of hungry weavers to supply the method and the will for a cooperative movement destined to spread to 40 nations of the earth.



Sorters at work in a cooperative walnut plant

PRINCIPLES of COOPERATION

COOPERATION is a nonpolitical and voluntary method whereby the people unite and use their resources to supply their needs. The purpose is to get the largest possible direct access to the things that people want." These are the words of J. P. Warbasse, who has been for many years president of the Cooperative League of the USA, the educational agency of the American consumers' cooperative movement. Dr. Warbasse explains further:

Thru cooperative societies the consumers perform for themselves the useful functions of supply which are otherwise performed by profit business, by the political state, by charity, or by the unaided individual.

These services are: The retail distribution of commodities, such as food, clothing, personal and household needs; the

supplying of services such as banking, insurance, entertainment, recreation, education, news, transportation, communication, housing, and health and property protection; the supply of electricity, gas, heat, water, and other powers; importation and trading; the manufacture, production, processing, and warehousing of useful commodities; the production and supply of raw materials such as metals, coal, wood, grains, fruits, vegetables, meat, and milk; printing and publishing; the conducting of such useful institutions as restaurants, hotels, laundries, and baths; the promotion of art, science, invention, and research; the adjustment of differences between individuals such as can be effected by arbitration; the provision of useful work for labor as a means of livelihood; and the performance of all other services and the supply of all other commodities such as people need for their common good.

What are the differences between a corporation and a cooperative?

THE CORPORATION

- [1] The business is conducted mainly for the benefit of stockholders.
- [2] Voting at stockholders' meetings is carried on in accordance with the number of shares held.
- [3] Value of shares varies in accordance with market demands. Speculation is not only permitted but encouraged.
- [4] Earnings go to the owners in proportion to the amount they have invested.
- [5] The incentive of stockholders is mainly that of profit-seeking.

THE COOPERATIVE

- [1] The business is conducted for the benefit of the consumers.
- [2] Every stockholder has but one vote no matter how many shares he may own. There is no voting by proxy.
- [3] Shares of stock are sold at par value thru the cooperative. There is no speculation or watering of stock.
- [4] Share capital is paid the legal rate of interest. Earnings are distributed to members in proportion to their patronage.
- [5] The incentive of the member is quality, economy, and service.

One of the principles of the cooperative is that there shall be no religious, political, racial, or social discrimination in membership. Members of cooperatives are, of course, members of other community organizations and of political parties.

Sales are made for cash at prevailing market prices. This has been a tested technic in most countries. Particularly when a cooperative is being established it is hardly in a position to engage in competitive price-cutting with established concerns. The cooperative usually makes savings for its members, however, and returns these savings by means of a dividend.

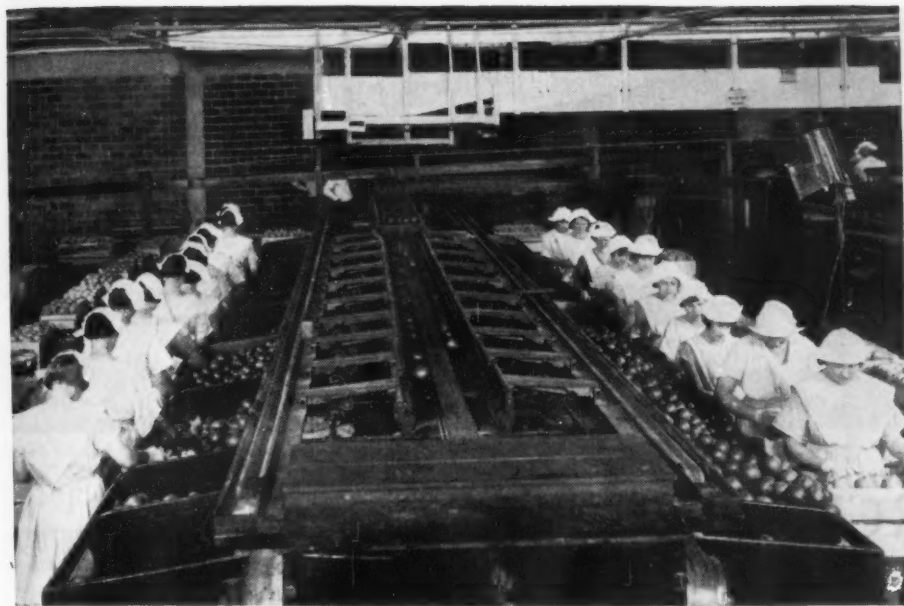
In the United States we customarily think of four types of functions performed by cooperatives:

Purchasing cooperatives—These are the most inclusive and probably most important of all cooperatives. Ordinarily consumers' cooperation starts with a group of people who engage in the retail trade. Consumers' cooperation encourages the development of private property in consumers' goods such as homes, while at the same time it works for the social ownership of the means of production and distribution thru voluntary efforts.

Credit cooperatives—Here is a specialized function performed by credit unions and associations of various types. Cooperative credit organizations may supply both shortterm and longterm credit to their members. The aim has been to provide credit at low interest rates and to take the private profit out of the credit institution.

Marketing cooperatives—Agriculture is distinguished by individual production on the small family-size farm. But farmers need collective action when it comes to dealing with distribution problems. Hence there has come about a great development of marketing associations.

Production cooperatives—Of these there are few on the North American continent. They have been confined to isolated instances of industrial workers who have combined to own and operate a factory or a small group of fishermen who have organized in order to process and can their products. There is apparently an opportunity for producers' cooperatives among isolated groups that are exploited when selling their products in an unorganized way. Production cooperatives may also develop out of consumers' and marketing associations.



Packing oranges in a California mutual orange association

FARMERS' MARKETING COOPERATIVES

MANY A CITY PERSON will tell you glibly that farmers are rugged individualists and that urban dwellers are experienced in methods of working together. But the people who have joined cooperatives in significant numbers in the United States are farmers.

Over 2,000,000 of the nation's 6,800,000 farmers are members of at least one cooperative. Of the 20,000 farmers' associations, 8794 were engaged primarily in marketing, had a gross membership of 2,490,000, and did an aggregate business of \$1,343,000,000 in 1935.

The farmers' ventures into commerce by means of cooperative marketing associations have been described as one phase of the peaceful agricultural revolution which during the past four decades has brought about marked advances in methods of production, distribution, and consumption. Cooperative marketing is one of the most significant of the American rural movements.

Informal farmers' cooperation in the United States dates from the early 1800's. Not until after the Civil War, however, when the Grange made its appearance, did we have widespread application of the tested technics of cooperation. In the 1890's farmers' grain elevators, creameries, and cheese factories began to appear in the Middlewest and Northwest.

Later on, livestock shipping organizations were formed. Fruit growers, notably those producing citrus fruits, began to organize. There was a growing recognition of the fact that individual marketing had failed the farmer. Therefore, of necessity, farmers banded themselves into marketing associations which promised them protection, better rewards, and more efficient distribution.

Cooperative marketing by farmers rarely means direct marketing to the consumer. That has not been found practical in the United States. It means a setting up of a marketing agency owned and controlled by farmers to perform services otherwise rendered by an individual or a privately owned corporation.

There have been three main types of farmers' marketing associations in the United States:

[1] A large majority are strictly local enterprises with an average membership of 40, organized mainly to market grain, dairy products, livestock, fruits, and vegetables. Minnesota, Iowa, and Wisconsin lead in number of these organizations.

[2] Federations of local associations have been formed for business efficiency in many sections. One of the earliest of these was the California Fruit Growers Exchange organized in 1895 as a central selling agency serving local and district

associations. "Land-o-Lakes" butter is a product of a selling agency serving hundreds of local creameries in the Northwest.

[3] Spectacular movements for the organization of statewide or regional marketing associations have included farmers in a large area. The first such organization was started among the raisin growers of California in 1912. In the postwar period large numbers of farmers joined organizations of this type for the purpose of marketing cotton, tobacco, and grain. The author is of the opinion that the first and second types described above have demonstrated staying power that exceeds that of the third type.

Localism has been both a strength and a weakness of the farmers' marketing movement. These community organizations are deeply rooted in the social life of the community. The members usually know each other well. The manager is generally a farmer. The cooperatives, which are formed to solve local problems such as handling costs, grading, and selling, frequently handle several products of the community. The success of these cooperatives has frequently been due to the social and spiritual cohesion of the members.

However, the business advantages of purely local associations have in most cases been few. The cooperative with an average membership of 40 farmers does not handle a large volume of products and is unable to apply the most efficient methods of distribution to the enterprise. Local co-ops have seldom made much impact on any large market. The managers are not usually the most skillful marketers available. Organization has often been on a loose, insecure basis. The great need is still the development of centralized marketing agencies that preserve the democratic principles of historic cooperation.

There is a National Cooperative Council, with headquarters in Washington, established by farmers' cooperatives to promote their interests. It includes 51 large cooperatives, with which are affiliated 4000 farmers' marketing and purchasing cooperatives having 1,450,000 members. In the year 1934-35, these cooperatives did a business of over \$1,000,000,000.



Courtesy, Consumers' Guide

FARMERS' PURCHASING *and* CREDIT COOPERATIVES

THE FARMERS of the United States have not only been exploited in the processes of selling their products but also in the processes of purchasing their supplies. It would appear that the glories of rugged individualism have largely vanished.

During the past 25 years American farmers have been pace-makers in the organization of purchasing cooperatives. In 1913 there were 111 farmers' purchasing cooperatives doing an annual business of about \$6,000,000 a year. In 1935 there were over 1900 such organizations with a total membership of 790,000 farmers and doing a total business of \$187,000,000.

The Farm Credit Administration reports that "these organizations have become of increasing importance in the cooperative field." It is estimated that one-eighth of the total farm supplies of the nation are now bought thru cooperative agencies. The main supplies are feed, seed, fertilizer, containers, spray materials, twine, oil and gasoline. A rapid development of cooperatives handling oil and gas for farm members has taken place recently.

During the past ten years there has been a marked development of large-scale cooperative purchasing associations among farmers. An example of this type of an organization is the Eastern States Farmers' Exchange with headquarters at Springfield, Mass., which reports more than 62,000 members. The Exchange was organized in 1918 for the purpose of cooperative purchasing of feed, seed, and fertilizer. The annual turnover in terms of volume increased

from 4290 tons in 1918 to more than 325,000 tons in 1935.

In agricultural credit a unique method has been worked out between the government and cooperatives thru the work of the federal farm credit agencies during the past 20 years. It does not seem to be generally known that the United States now has at least one complete public credit system. Its facilities are available only to farmers. These important federal credit agencies, now administered by the Farm Credit Administration, have loaned over \$3,700,000,000 during the past three years to farmers. For the most part, the federal credit agencies do not deal with farmers directly. Rather, loans are made in most instances to cooperative associations which in turn make loans to the individual. This feature has given added strength to the farmers' credit system.

American farmers may secure long-term or mortgage credit thru the Federal Land Banks which began to function in 1917. One-third of the nation's farm mortgages are now owned by the Federal Land Banks, the loans made thru 5000 local Farm Loan Associations. In 1923 the federal government established the Intermediate Credit Banks which make loans to cooperative associations or to local banks. These institutions have met the need for loans running for periods of 6 months to 3 years. They are made usually for the purpose of development, for the purchasing of equipment, and sometimes for production or marketing.

Within the past two years, 557 local production credit associations have been formed thruout the country. Within the reach of almost every farmer, they make available to those who can qualify, short term credit for a term of not over one year. Each local organization serves an average of about 5 counties.

Many farmers' cooperatives have been encouraged and developed by the large farm organizations such as the Grange, the Farm Bureau, and the Farmers' Educational and Cooperative Union. The Ohio Farm Bureau Federation, a strong and vigorous organization interested in cooperative marketing, credit, purchasing, and insurance, has taken action to encourage the organizations not only of farmers but of city consumers.

More than half of the farm property of the United States that is protected by fire insurance is covered by mutual fire insurance associations owned and controlled by farmers. The Cooperative Division of the Farm Credit Administration reports that there are now about 1900 farmer-owned mutual fire insurance companies in the U. S. Fully half of these have operated continuously for over 50 years. The first dates back more than 100 years. During the past two decades the business of these farmer mutuals has more than doubled.

During the past year farmers in various sections of the nation have pioneered in organizing cooperatives for electrification, working with the newly organized federal Rural Electrification Administration.

OVER 1,200,000 people are members of about 5400 credit unions in the United States. The credit union is the cooperative agency which meets the shortterm credit needs of the individual with average or small income.

The credit union idea originated in Germany in 1848 with Frederick William Raiffeisen, whose life motto was: "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." In the 1840's as mayor of the small town of Flammersfeld, he strained every nerve to find a new way of helping peasants and townspeople to deal with an extreme financial depression. Myron T. Herrick, formerly ambassador from the United States to France, and a student of cooperative credit, said of Raiffeisen:

His strength lay in his indomitable will, his persistent fidelity to ideals, his ability to toil long and hard to make practical use of whatever theoretical knowledge he possessed, and above all his deep religious nature. . . Many Catholic priests and Protestant ministers acknowledged that his work for cooperation had more effect on the peasantry than all their sermons and ministrations.

The credit union idea first began to grow on the North American continent in Canada, where a credit union was organized in 1900 by Alphonse Desjardins in Levis, Quebec. In 1909 the Massachusetts credit union law was passed. At present forty-one of our states and the District of Columbia have laws authorizing the organization and providing for the supervision of credit unions.

In June 1934, the Federal Credit Union Act was passed by Congress and approved by the President. It permits federal charters for credit unions that meet the necessary requirements anywhere in the United States. A federal credit union system has been established and its administration centered in the Farm Credit Administration. Seven people may start a credit union, but the group should have at least 75 potential members. The credit union simply receives deposits from and makes loans to its members. As a rule loans are made without collateral, on the security of indorsed notes. Three-fourths of the credit unions in the U. S. have been organized since 1929.

One of the oldest and largest credit unions is that among the employees of

CREDIT UNION MOVEMENT

the New England Telephone Company. It was started in 1917 to serve members living in the Boston area but its services are now available to nearly all employees of the system. These employees now have 8 credit unions and 2 cooperative banks, with total annual receipts exceeding \$5,000,000. This represents remarkable growth from an experiment begun by 20 employees with \$20 almost 20 years ago.

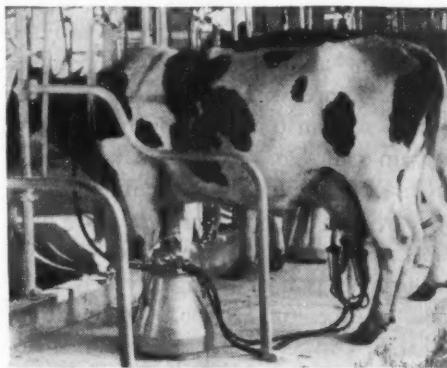
The Waukegan, Ill., Cooperative Credit Union was organized in 1930 with 13 persons as incorporators. This is a credit union that has grown up within a consumers' cooperative. At the end of the year 1931 there were 90 members and the total assets were over \$3000. At the end of the year 1936 there were 286 members and the total assets were almost \$35,000. During every month of the credit union's existence it has added new members to its ranks.

A public-school teacher in Pittsburgh, Pa., found herself hopelessly in debt. Some of her colleagues who wanted to rescue her found she was paying 42 per-

cent interest on loans. Investigation showed that Pittsburgh teachers had borrowed \$125,000 at 30 percent interest from one company alone. The teachers thereupon organized a credit union with lower interest rates. Within three years the credit union had a flourishing organization with assets of \$150,000 and had paid dividends on the investments of its members.

Parish credit unions have been organized largely as a result of the deep interest taken by various Catholic organizations in the subject of cooperative finance. A parish credit union national committee has been set up by the Catholic Rural Life Conference. Over 60 credit unions have been started, mainly among the rural Catholic churches of the nation. An example is St. Andrews Credit Union, located in St. Louis County, Mo., organized in 1927. It started with 48 members; two years later the number had increased to 185 and gains have been made since.

An example of a rural credit union is the one at Ellenville, N. Y., a village of 4000 people. The credit union which started with a handful of members, early in 1936 reported a membership of 400 and assets of about \$100,000. When the union was started 13 years ago, it represented a daring venture in cooperative banking. It has never engaged in a drive for members. Large depositors have been turned away so that the credit union might meet the needs of persons with small savings. Interest has been brought down to 4½ percent.



PRODUCERS CREAMERY CO.
"We Own the Cows"



CONSUMERS' COOPERATION in the UNITED STATES

IN THE UNITED STATES consumers' cooperation is rapidly moving to town. During the depression, membership in consumers' associations has increased at a rate of about 10 percent a year. The associations are doing a business of over \$1,000,000 a day.

Perhaps the first attempt at consumers' cooperation began in Boston in the pre-Rochdale days, when a tailor named John G. Kaulback organized a buying club which later became a store. Local societies were organized by the hundreds and each operated a store, but the movement of population westward and the Civil War almost put an end to the movement. There was another wave of consumers' cooperation in the early 1870's. The Knights of Labor and the National Grange encouraged cooperative purchasing. Most of these efforts failed. Out of them came a movement known as the "Sovereigns of Industry," which functioned in the Northeast, beginning in 1874. This movement also rose and fell. Consumers' cooperation in the United States has been a slow development as compared with that of a number of other nations.

In the early 1900's immigrant groups in the Eastern states began to organize cooperatives, using the methods they had known in Europe. In 1915 was organized what is now the Cooperative League of the USA to serve as a central educational agency. It gives advice and assistance to cooperatives and to individuals

endeavoring to organize cooperatives. The League publishes an official organ, now called *Consumers' Cooperation*.

It is estimated that there are now about 4000 consumers' cooperative societies (in addition to the credit unions) with about 1,000,000 members. This includes the organizations operating retail stores, the farmers' purchasing groups, the oil and gas stations, and those carrying on specialized activities such as housing, bakeries, insurance, telephone service, medical care, and other services.

Periodicals with large circulation and the modern journals of opinion have paid considerable attention to the cooperative movement. For example, *Scribner's Magazine* for April 1936 published an article entitled "The Masses Go into Big Business," by Bertram B. Fowler.

Many new organizations have been formed thruout the U. S. during the last three years. In Flint, Mich., for example, a cooperative organization was formed in 1933 with 8 members and a capital of \$22. At the end of 1935 it had 260 members and operated a cooperative grocery store with a monthly business of \$3000. Consumers' Cooperative Services in Chicago, organized by 9 people in 1932, functioned as a buying club for a year, then opened a grocery store near the campus of the University of Chicago in 1934. It is now doing a yearly business in excess of \$35,000. A cooperative oil station in St. Paul, organized in 1930,

now does an annual business of \$40,000 and returned savings of \$3000 to its members in 1935. In Columbus, the Ohio Farm Bureau Cooperative Association assisted a group of city consumers, led by a member of the faculty of Ohio State University, to organize a cooperative oil station. It also serves as a buying agent for coal, fuel oil, and dry cleaning.

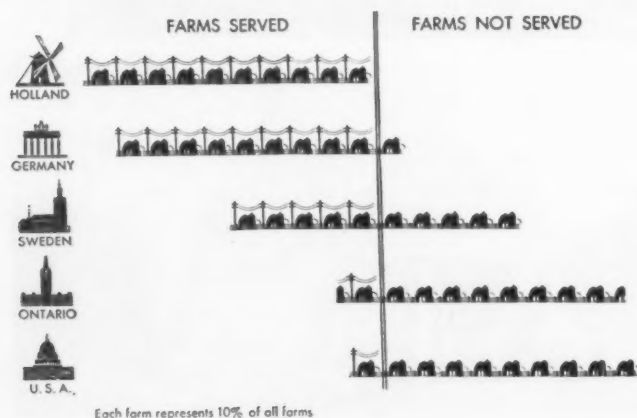
Consumers' Cooperative Services in New York City, which started business in a small cafeteria in 1920, now has 11 cafeterias, a credit union, bakery, and lending library. The cafeterias served more than a million meals and took in a total of \$434,396 during the 12 months ending March 31, 1936. Savings returned to members were over \$20,000. This is the cooperative association that found itself paying 30 percent more than the wages called for in the NRA code for the restaurant trade. Consumers' Cooperative Services was the only employer which appeared before the NRA and asked that the code wage rate be increased. This cooperative, which has paid special attention to the maintenance of wage rates thruout the entire depression, recently adopted a rule that the highest salary paid in the organization should not exceed five times the minimum wage.

Examples of older cooperatives in towns and cities are the stores in Cloquet, Minn.; Waukegan, Ill.; Sault Ste. Marie, Mich.; Dillonvale, Ohio; Maynard, Mass.; and Fitchburg, Mass. Each store has been doing a business averaging half a million dollars a year.

National Cooperatives was organized in 1933 as a purchasing agency for existing cooperatives. It served 891 retail cooperatives thru the 11 wholesales that are federated in the national agency. During 1935 these units carried on a total business of almost \$26,000,000. They handled 51,000 automobile tires and tubes, 20,000 cars of motor fuel, 4,851,000 pounds of twine, and large quantities of other products.

E. R. Bowen, general secretary of the Cooperative League of the USA, contends that "consumer distribution is necessary in an age of automatic power production. Distribution of purchasing power thru patronage dividends on purchases will not only produce economic justice but will also permit increasing amounts to be produced and distributed each year."

RURAL ELECTRIFICATION IN VARIOUS COUNTRIES



Courtesy, Rural Electrification Administration



This is the modern, attractive interior of a Swedish shoe store, owned and operated cooperatively

A NEW FORM of consumer cooperation in the United States is now being organized. Edward A. Filene, the noted Boston merchant, believes that cooperative department stores are necessary as an outlet for modern large-scale production. These stores are to be founded on wellknown cooperative principles.

To encourage this development, Mr. Filene has established the Consumer Distribution Corporation, a national management organization, with \$1,000,000 capital supplied by him. Before a store can be established in a community, there must be a sufficient number of persons interested in consumers' cooperation to supply the needed local capital. This requires education as to the benefits to be derived from cooperative organization. One suggested technic is to organize discussion groups of not more than 20 members in each group. When 10 groups are organized, a central cooperative committee is to be formed composed of one representative from each group. This committee will then consider the possibility of organizing a store. It must estimate the approximate sales volume for the first year. For example, cities having 500,000 population and over should expect annual retail sales of \$3,000,000 and over as a minimum; those with 200,000 to 500,000 population not less than \$1,000,000.

A steady campaign is planned to organize as many local groups as possible. As the number increases, they are given representation on the central committee. Those converted to cooperation must be willing not only to purchase from a store but also to purchase shares which will provide the necessary capital. The purchase of one share at \$10 is necessary for membership but a person may purchase as many more as he wishes. However, to prevent control from falling into the hands of a few people a member has only one vote no matter how many shares he holds.

The shareholders in a local store will not receive more than 6 percent on their investment. The financial benefit that members receive is in the form of divi-



Reproduced from "Swedish Cooperative Wholesale Society"

COOPERATIVE DEPARTMENT STORES

dends on their purchases. Nonmembers may purchase at a cooperative store, but they do not receive dividends on their purchases. The dividends they would have received had they been members goes into a reserve which may be used for educational purposes, for expansion of existing enterprises, and for loans to newly organized stores to assist in initial financing.

Usually cooperative enterprises charge competitive market prices. However, if cooperative organizations can be operated at lower costs than profit-making enterprises, cooperatives should be able to sell at lower prices. By so-doing they may compel profit-making enterprises to reduce their prices, as has been done in Sweden.

It is estimated that the minimum capital necessary to start a store should be one third of the expected annual sales. For example, \$1,000,000 of yearly sales would require \$333,000 of capital.

Community committees, it is estimated, must try to accumulate locally as much capital as possible. Seeking outside aid for even temporary financing in-

volves going into debt and may be dangerous to the success of the enterprise.

The cooperatives might purchase on favorable terms stores operating on an unprofitable basis, if they have the necessary facilities, because no payment for goodwill is required. If all conditions seem favorable, the Consumer Distribution Corporation will make a survey of the project to discover whether it is a promising venture. If no going store can be found, the central committee must make a survey of buildings which seem suitable. Here again the Consumer Distribution Corporation will render aid by surveying the essential factors.

Mr. Filene has declared that the depression convinced him that "a system of retailing, to be most effective now, must be a system in which the customers are not only securing every possible assistance from the distributors but in which they know and feel that all the profits are to be theirs." He believes that a better distribution of the goods and services which our economic system is capable of producing is "our basic economic problem."

The NEGRO and COOPERATION

THE NEGRO has found a new hope in consumer cooperation," said J. L. Reddix, a teacher in the public schools of Gary, Ind., in a recent address. Mr. Reddix has had a large part in the development of Consumers Cooperative Trading Company of Gary, perhaps the most successful consumers cooperative among Negroes in the United States. This entire page is quoted from the address of Mr. Reddix:

Let us give a brief picture of a typical industrial city, with a large Negro population, in the winter of 1932. I shall use my own city of Gary, Ind., as an example. At that time about 21,000 of the city's hundred thousand were being fed by relief agencies. About one-half of the total Negro population of 20,000 were on relief. Gary is a one-industry town and at this time the steel mills were all but closed. Only one of the city's thirteen banking institutions remained open. The situation looked hopeless.

A group representing some 20 families and also several teachers met in the Roosevelt Highschool to discuss ways of combating the ravages of the depression. We decided that the only hope of the group was to organize as consumers. At the first few meetings we collected about \$24 with which we started a buying club. One of the members visited each family weekly and collected orders. Arrangements were

made with one of the local Negro merchants to fill and deliver these orders. However, practically no savings were made by this arrangement.

About three months later the group was fortunate enough to rent a closed store with fixtures. The store employed two helpers. One of the members who had an ancient truck made deliveries. These were trying times for the young cooperative, which was laughed at by the merchants in the neighborhood. But the organization struggled along thru the spring and summer of 1933 with a turnover of about \$200 per week.

Successful cooperative organizations do not grow up overnight. Many hours of effort must be given unselfishly to it. We believe that the most important single factor in our progress at Gary has been our educational program. We realized from the beginning that if a cooperative business were to help our people, they must be able to distinguish it from ordinary profit business. They must study its fundamental philosophy, ideals, and history. In the fall of 1933, the educational committee made arrangements with the director of adult education of the Gary schools to start a class in cooperative economics as a regular course in the evening schools. The class now requires two instructors, one giving a course in "History and Philosophy of Cooperation," the other, "Organization and Management of Cooperatives." The creation of this class proved to be a tremendous stimulus to the success of the organization.

The women members of the class organized an active guild.

In the spring of 1934, the educational committee published a pamphlet, "A Five-Year Plan for Lifting the Social and Economic Status of the Negro in Gary." The first item on the program called for the opening of a large modern grocery store and meat market. The buying club store described above was closed and the new store opened in August 1934. In November the Consumers' Cooperative was organized to take care of the credit needs of the members, both for grocery accounts and otherwise.

Our organization has now reached the stage of rapid and healthy growth. Persons who a few months ago were skeptical are now becoming loyal supporters. We have over four hundred members and we give employment to seven persons regularly. Our turnover for 1935 was \$35,000.

What can consumer cooperation contribute toward a solution of the problems of the Negro in America?

First, the program of cooperation is one of mutual selfhelp and it is only thru selfhelp that any people can lift themselves permanently. The capitalist system has been benevolent to the Negro: It has given him YMCA's, schools, and a dole. But does it leave him with his selfrespect? Does it leave the race permanently parasitic? Does it cure Negro poverty?

Second, cooperation contributes toward interracial goodwill. In Gary, for example, a splendid spirit of interracial cooperation was shown by officials of such organizations as the Indiana Farm Bureau Cooperative Association.

Third, consumers' cooperation is within the present capacity of the Negro. Cooperators start with the simple phases and gradually develop toward the larger. Cooperation continually widens the field in which the common people's minds may function. When we consider the limited field in which the Negro mind has been permitted to function in the social and economic life of America, is there any wonder that the Negro has been impoverished both mentally and physically?

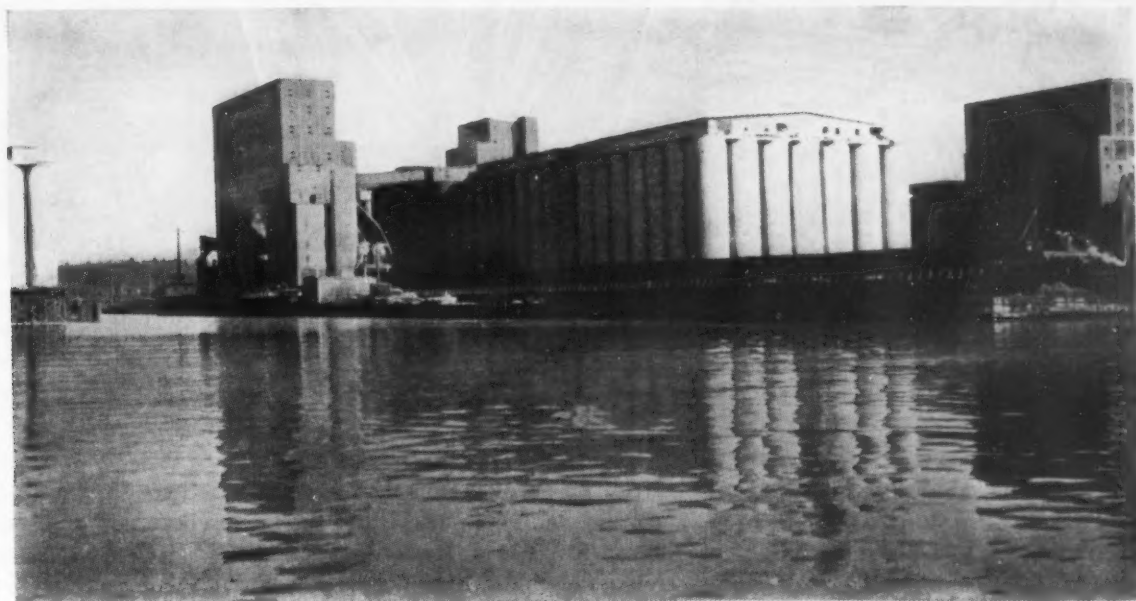
Fourth, it is an inspiring sight to watch the new spirit that comes to a lowly people when a cooperative is developed among them and to see them realize that they have achieved for their mutual good. It is fine to see former mill hands and laborers serving on boards of directors, managing stores, controlling finance. The Negro has found a new hope in consumer cooperation.

A few of the members of the Valley Consumers' Cooperative, Cincinnati



Courtesy, The Cooperative League

COOPERATION *in* GREAT BRITAIN



Lake front view of two terminal elevators owned and operated by a Canadian cooperative

WITHIN 20 years after the Rochdale Pioneers organized in 1844, there were over 400 similar associations in England. In 1863 these local associations took the first step toward federation by organizing the North of England Cooperative Wholesale Industrial and Provident Society. The progress at first was slow, within two years it was evident that the principle of federating local units into an efficient wholesale organization would succeed. In 1869 the Wholesale built a warehouse in Manchester.

After ten years there was a demand from the locals that the Wholesale, in addition to acting as a purchasing agent, produce for the consumers who were members. First a jam factory was established, later a soap factory and a shoe factory. Today this federation, known as the Cooperative Wholesale Society, is the largest business in England. It has 150 manufacturing plants which make more than 200 products for its members. It has its own cooperative banks, the volume of whose business is second only to that of the Bank of England.

Today there are about 1200 local consumers' cooperative associations in England, with a total of over 7,200,000 members. One-eighth of the retail trade of the country now passes over the cooperative counters. In the midst of the world crisis the cooperatives of England have maintained the money wages of their

employees at the 1929 level and as a result the purchasing power of their employees has increased. During the depression, while the corporations of the United States were releasing people from their payrolls, the cooperatives of England increased employment by over 30,000 persons.

Cooperation in England did not grow without struggle and pain. In the early years there was a confusion of aim. Furthermore, the economists, educators, business leaders, government, and intellectuals of 1844 were divided into those who did not know what was happening in Rochdale and those who, knowing, ridiculed the experiment. But by 1870 a different story could be told. In the period from 1870 to 1890, the lecturers and writers on the movement included a distinguished group of Christian Socialists, including J. M. F. Ludlow, F. D. Maurice, Charles Kingsley and John Stuart Mill. About that time, too, the trade unions began to be interested.

Meanwhile, there arose a new leader, J. T. W. Mitchell, a great prophet who has influenced the cooperative movement of Britain from that day to this. Chairman of the Cooperative Wholesale Society, his vision and faith shaped the course of that organization during the critical years.

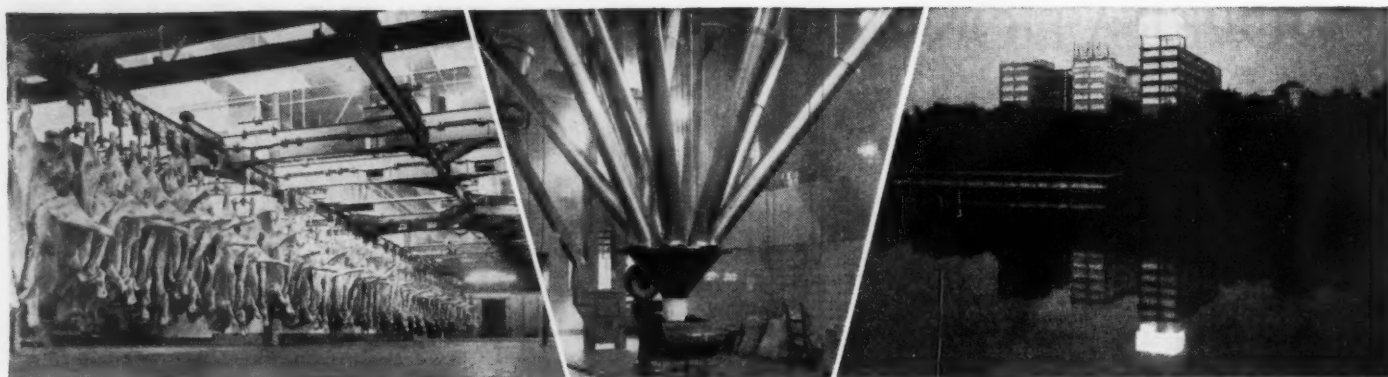
In describing the reasons for the remarkable development of the cooperative movement in England, Beatrice

Webb—one of the noted historians of the cooperative in England—writes:

It is not that these cooperators have been men of exceptional ability. . . . They have, it is true, been men of character, and often even of moral distinction, because they have been attracted to the work not by the vision of "making money" for themselves, but by the satisfaction of rendering a public service. . . . They achieved for their societies a financial success because they adopted a system of organizing industry which (besides being based on morality) proved to have a solid economic foundation.

In England today every employee of a cooperative society carries a trade union card. Horace M. Kallen, the eminent American philosopher, says after studying the English cooperatives as employers, that they have been much more favorable to organized labor than private employers have generally been. The right of labor to organize is automatically recognized. Cooperative employees are members of a special trade union of their own. Joint boards, representing the cooperatives and the organized employees, have been set up for the adjustment of disputes.

The British Cooperative Union, founded in 1869, carries on propaganda and education. In 1919 a cooperative college was established in Manchester. The Union also carries on extensive publishing activities.



THE BUTCHER, THE BAKER, THE CANDLESTICK MAKER IN SWEDEN.

From "Swedish Cooperative Wholesale Society"

Packing house, crisp bread factory, and Luma electric light plant—typical Swedish co-ops

COOPERATION in SWEDEN

IN 1934 the editor of the *St. Louis Post-Dispatch* noticed a report from Europe to the effect that Sweden was the first nation to recover from worldwide depression. He thought there might be a story for the United States and immediately dispatched a member of his staff to Sweden. The result was a series of articles by Marquis W. Childs. Recently the Yale University Press has brought out Mr. Childs' illuminating book entitled *Sweden: the Middle Way*.

Within the past year numerous articles about Sweden's accomplishments have appeared in the American press. Isaac F. Marcossion, writing in the *Saturday Evening Post*, said:

The roster of the idle in Sweden has gone from the top figure of 180,000, recorded late in 1933, to 43,000, or less than 1 percent of the population. The backbone of Swedish recovery is a vital democracy. . . . It expresses itself in the cooperation that, in fair economic weather or foul, has been the mainstay of economic stability. . . . The educational program includes so-called group conferences of 25,000 workers in K. F. [Kooperativa Förbundet, "Co-operative Union"] shops and factories. . . a correspondence school . . . a summer school . . . a summer resort. . . . K. F. publishes a weekly magazine with a circulation of 500,000 and a fortnightly review.

The Swedish cooperative movement has the reputation of being a "trust buster." The Swedish movement first followed the Rochdale principle of selling at market prices but it soon aimed to destroy private monopoly by competing directly with the great trusts. In one commodity after another the cooperatives have forced prices down. The co-operative union, a central federation,

carries on wholesaling, manufacturing, propaganda. Over one-third of the families in Sweden are enrolled in cooperative associations. The 750 co-ops now carry on over one-fifth of the retail and wholesale trade of the nation and manufacture about 10 percent of the goods.

As an example of the way the co-operative union has benefited the consumer and successfully competed with the most highly organized private enterprise in the world, let us consider the case of electric light bulbs. For many years Swedish consumers thought they were paying too much for bulbs. For example, in 1928 the prevailing price for a 25-watt lamp was 37 cents in Sweden. About this time the cooperative union began to study the possibility of producing electric light bulbs. In May 1931—in cooperation with the wholesale societies of Denmark, Finland, and Norway—the Swedish cooperatives helped to form the North Europe Luma Co-operative Society. They built a plant and production was begun. Even while the cooperative plant was being constructed, private enterprises reduced the price of light bulbs in Sweden from 37 cents to 27 cents. Soon after the Luma cooperative lamp appeared on the market it was made available to the consumer at 22 cents. Even this price represented a safe margin to the cooperative producers; the private manufacturers and distributors immediately proceeded to meet the price of the cooperatives. In the first year of its operation the cooperative plant serving the Scandinavian countries made 3,000,000 lamps. The Swedish cooperatives have given publicity to this experience in production and distribution, and

Swedish consumers recognize what has been accomplished.

The Swedish cooperatives have also made a demonstration of low cost housing. Today in Stockholm, a city of over a half million people, nearly 15 percent of the families live in cooperative apartment houses. Co-op insurance societies have also been successful in Sweden.

Marquis W. Childs observes:

It is obvious that the men who direct this great enterprise are impelled by more than a monetary motive. They take a pride, which is not unlike a species of family pride, in the achievements of the organization. This is apparent as they show the visitor thru the Tre Kronor mill that rises like a massive cliff above the blue water of Stockholm harbor, pointing out the latest machines and the newest and most efficient laborsaving devices. . . . It is an evidence of vitality that younger men are coming on to replace those who have built up the organization.

The cooperative enterprise is managed by Albin Johansson, who is widely regarded in Sweden as "the most astute merchant in the country." Johansson receives a salary the equivalent of about \$5000 a year in the United States; the salaries of other executives are in proportion. Sweden has been fortunate in having its cooperative movement led by a man who combined business genius with cooperative methods. Johansson, who began as a shop clerk at the age of 17, is today a leader in the nation's public affairs. He lives in a three-room apartment to avoid the criticism that he "enjoys a life of luxurious ease at the expense of the cooperative movement." This success story differs from those fed to the American public for decades!

*A cooperative creamery in
Denmark, land of cooperation*

ANOTHER SCANDINAVIAN COUNTRY that has continually been held up as an example for the American people, particularly for the American farmer, is Denmark. The Danish cooperative movement and the remarkable educational institutions—the folk highschools—have succeeded in transforming what was a hopeless peasantry in 1860 into an agricultural society that is probably as efficient, as satisfactory as any on the face of the earth. In the 1860's more than 40 percent of the farms were operated by tenants, exactly as in the case of the United States today. Today farm tenancy is practically eliminated in Denmark. Two generations ago the proportion of illiteracy among the adult population was high. Today Denmark is reported to be a literate nation.

The rebirth of the Danish people began shortly after the war between Denmark and Germany in the 1860's, which resulted in the defeat of Denmark. The land was worn out; the people, discouraged; the national spirit, at a low ebb. Fortunately, there emerged leaders among the people. Among the most noted of the leaders was Bishop N. F. S. Grundtvig, a clergyman, educator, and prophet, who became the father of the folk highschools, or people's colleges. Over one-fourth of the young people of rural Denmark have attended these people's colleges. One of the earliest of these schools put its motto on a sign before the main entrance. It was a quotation from the Dane, Enrico Dalgas: "What is lost outwardly must be won inwardly."

The Danish farmers began to recognize the necessity of changing their practices. The Western farmers of the United States were producing a surplus of grain, much of which was shipped to Europe at prices lower than those prevailing there. As the Danish farmer could not compete with the cheap grain from the American prairies, he shifted from grain crops to animal products. The rise of the cities in Western Europe provided a market for the bacon and the butter and eggs of the Danish farmers.

The farmers' cooperative movement in Denmark was begun under the leadership of Stiller Anderson with the or-



COOPERATION *in* DENMARK

ganization of dairies in 1882; there are now over 1400 of these local creameries. In 1887 cooperative bacon factories were started; these within recent years have handled 85 percent of Danish bacon production. The farmers also have organized over 700 societies for the export of eggs, over 1300 feed purchasing societies, over 1400 fertilizer societies. Total membership in these agricultural production and marketing associations is over half a million. Most Danish farmers are members of several local cooperatives. These are united in the Federation of Danish Cooperative Societies.

The consumers' movement has also been highly developed in Denmark. The first cooperative store was founded in 1866 at Thisted in Jutland under the leadership of Christian Sonne. By 1885 there were 200 cooperative stores; today there are more than 1800. As in most other nations, the organization of retail stores was soon followed by their federation into wholesales.

Cooperative credit has also been extensively organized in Denmark. Small cooperative banks, federated in a central bank with headquarters at Copenhagen, serve the individual member. Loans on real estate are made available thru cooperative building societies. In Denmark, as in Sweden, the cooperative movement has been accompanied by a labor movement and by political action on the part of both urban workers and the farmers. The railroad, telegraph

lines, and long distance telephone lines are owned and operated by the state. The railways are used to serve a social purpose rather than being operated for the benefit of stock holders. The farmers and the workers are the ruling classes. Denmark seems to have taken a great many steps toward eliminating the extremes of wealth and poverty. The Danes have achieved a wide diffusion of the ownership of homes and of consumer goods. They have, by cooperative effort, made it possible for farmers and workers to secure credit at low interest rates. They have socialized the state to a remarkable degree and have put thru credit legislation providing for health, old age, and unemployment insurance.

Maurice Francis Egan, formerly Minister of the United States to Denmark, comes to the following conclusion:

Denmark is above all a land of cooperation and a land whose people are very highly civilized. In fact, no people existing are more literate, more interested in things of the mind, more advanced socially, than the Danes.

Frederic C. Howe, wellknown American journalist, who has for many years been a student of Denmark, writes:

The culture of the country has literally issued from the soil. There are more newspapers read per capita in Denmark, and a higher degree of intellectual curiosity about all kinds of subjects, including political and cultural ones, than in any other country with which I am familiar.

SOCIAL *and* ETHICAL RESULTS of COOPERATIVES



Toyohiko Kagawa

THE FINEST PRODUCT of the cooperatives is the cooperators," says I. H. Hull, president of National Cooperatives and general manager of the Indiana Farm Bureau

Cooperative Association. "The cooperative movement is an exemplification and a practical application of the Golden Rule."

In 1912 two commissions went from the United States to Europe to study agricultural cooperation in the various nations. One was the official Congressional group, whose report resulted in the establishment of Federal Land Banks. The other was an unofficial group known as the American Commission for the Study of Agricultural Cooperation in Europe. One of the members of that Commission, C. O. Gill, then secretary of the Commission on the Church and Country Life of the Federal Council of Churches, reported in 1914:

The rapid expansion and magnitude of these organizations are not more impressive than their social effects. . . . Cooperation has had a most marked effect on the promotion of thrift. . . . Cooperatives are promoters of business integrity. They are promoters of democracy. . . . Cooperation is a great developer of responsibility among individuals. . . . Illiterate men are taught to read. Neighbors who were enemies become friends. Many men make great sacrifices for the cooperative movement. Some leaders think of cooperation as a sort of social reform and in some cases almost a religion. . . . Many agricultural societies impressed the investigator as Christian institutions quite as much as did the churches in that country.

Mr. Gill tells of the social contribution of Raiffeisen banks in Germany:

They supported infant and continuation schools. They furnished schools with maps, musical instruments, and other equipment. They made grants to village libraries, organized circles for reading and acting, and

established clubs for adults and juveniles. They conducted village institutes; built meeting halls; and established children's savings banks, telephone services, and arbitration courts. They organized gymnastic societies, local nursing centers, infant aid associations, and anti-tuberculosis leagues, and engaged in other work of great variety.



Courtesy, Rural Electrification Administration

In 1919 the Roman Catholic bishops of the United States adopted a program of social reconstruction which included the following statements:

The astonishing difference between the price received by the producer and that paid by the consumer has become a scandal of our industrial system. The obvious and direct means of reducing this discrepancy and abolishing unnecessary middlemen is the operation of retail and wholesale mercantile concerns under the ownership and management of the consumers.

In addition to reducing the cost of living, the cooperative stores would train our working people and consumers generally in habits of saving, in careful expenditure, in business methods, and in the capacity for cooperation. When the working classes have learned to make the sacrifices and to exercise the patience required by the ownership and operation of cooperative stores, they will be equipped to undertake a great variety of tasks and projects which benefit the community immediately and all its constituent members ultimately. . . . No machinery of government can

operate automatically, and no official and bureaucratic administration of such machinery can ever be a substitute for intelligent interest and cooperation by the individuals of the community.

Walter Rauschenbusch, one of the great prophets of social religion, described cooperatives as one of "the powers of the coming age," and added:

The cooperative associations represent a new principle in economic life, clearly of



Electricity—which is being made available to rural America thru the Rural Electrification Administration—lightens burdens

a higher ethical quality than the principle dominant in capitalism. . . . They have proved what a fund of good sense and ability lies unused in the lower classes. . . . They are creating everywhere trained groups, capable of assuming larger responsibilities when the time comes, and a new spirit that can afford to look down on the exploiting spirit of capitalism. Thus the achievements of these humble cooperators are the beginnings of a higher business morality.

Toyohiko Kagawa, noted Japanese leader, who spoke to tens of thousands of people in the U. S. in 1936, says:

Personally I am pouring my prayers and the reddest blood of my life into the work of carrying forward this quiet, undramatic economic reformation. . . . Christianity in the early centuries had power to readjust economic values. Lately, Christianity has not done much to readjust the economic system in terms of religious values. Christianity now needs some new method in order to influence a world with tremendous machinery and equipment, a world actually suffering from plentifulness. *How shall Christianity change the economic system? Thru cooperatives, which are the love principle in economic action.*

EDUCATION *by the* COOPERATIVES

A MARITIME MIRACLE is the phrase used to describe the methods used and the results attained by the Extension Department of St. Francis Xavier University in Nova Scotia.

This University has carried on a unique project of adult education aimed largely at the organization of cooperative institutions so that there will be a better life among the farmers, fishermen, and miners of Nova Scotia. During the war the University conducted a people's college for adults. From time to time since, its professors have conducted study clubs for adults who are struggling to learn about new economic practices. Last year there were 900 study clubs, each enrolling about 10 persons.

As a result of study clubs have come cooperative buying clubs. Twenty-five of these have already evolved into consumers' cooperative stores. Cooperative production has been begun in lumber mills, factories for canning lobster meat, and other processing plants. These cooperative societies have also marketed their products. Forty-five credit unions have been started with a total capital of \$90,000.

This widespread experience in cooperative selfhelp in Nova Scotia has resulted in a new interest in education not only of adults but also of children. In the fishing village of Dover, cooperative efforts resulted in both a factory and a credit union. In one year the surplus returned by the cooperatives to 55 families was \$4000. Dover then established a two-room instead of a one-room school for its children.

The Central Cooperative Wholesale, with headquarters at Superior, Wis., during the past several years, has conducted 8-week training schools for prospective employees of cooperative stores. The last annual meeting of this cooperative voted to participate in the establishment of a national cooperative college with other interested central cooperatives.

Minnesota, thru its State Department of Education, has prepared curriculum materials on cooperation which is made available to schools and to such adult study groups as may request them. Wisconsin is the first state to enact a law



Courtesy, Consumers' Guide

requiring the teaching of cooperative marketing and consumers' cooperation in the public schools. The following statutes became effective September 1, 1935:

Every highschool and vocational school shall prescribe adequate and essential instruction in cooperative marketing and consumers' cooperatives. . . . The governing boards of the university, state teachers colleges, and county normal schools shall provide in their respective institutions adequate and essential instruction in cooperative marketing and in consumers' cooperatives. . . . The state superintendent of public instruction and the dean of the college of agriculture at the state university shall cooperate in the preparation of outlines to be used by teachers in the courses offered . . . and they shall have the power to request the assistance of any teacher or professor in any of the schools of the state in the preparation of such outlines. They may also make a recommended list of material now in pamphlets or books for guidance to teachers of these courses. . . . In granting certificates for the teaching of the courses in economics, the social studies and agriculture, adequate instruction in cooperative marketing and consumers' cooperatives shall be required.

A Recreation Cooperative has been organized with headquarters at Delaware, Ohio. It is described as "a national mail order cooperative for the promotion of cooperative leisuretime activities such as music, dancing, drama, games, etc., and for the supply of necessary materials and equipment." The officers of

The wise consumer buys according to quality standards

the Recreation Cooperative also organize institutes for the training of recreation leaders. "On the theory that cooperative economics and cooperative play go hand in hand," the Noble County, Ind., Farm Bureau and the cooperatives of the county, have for several years stressed cultural and recreational as well as economic activities.

In the summer of 1936 over 1000 persons from 30 states attended 12 cooperative institutes maintained by consumers' cooperatives and their educational agencies in the United States. Instruction was given in technical questions for officers and employees of cooperatives and also in general consumer problems for members of cooperatives and others interested. The Ohio Farm Bureau, with headquarters in Columbus, Ohio, has published a Guide Book on the organization and literature of discussion groups entitled "Cooperative Discussion Circles."

During the school year 1934-35 there were 137 student cooperatives on 112 college campuses.

More than 150 colleges, members of the Midwest Debate League, argued the merits of consumers' cooperation as the chief subject for intercollegiate debate this fall and winter. The subject was, "Resolved: That the Further Development of the Consumers' Cooperative Movement Is Socially Desirable."

SUGGESTIONS *for* FURTHER STUDY

EVERY PERSON interested in education and democracy may well study the fast-growing cooperative movement. This 16-page JOURNAL feature will be found useful in the following classes: Economics, history, current events, sociology, social problems, agriculture, banking, commerce, home economics.

The Consumers' Counsel, Agricultural Adjustment Administration, Washington, D. C., will send free upon request *Sources of Information Regarding Cooperatives*, a useful list of agencies interested in cooperatives.

Among governmental agencies publishing data of use to students and teachers are the following: Farm Credit Administration; Consumers' Project, U. S. Department of Labor; Bureau of Labor Statistics, U. S. Department of Labor; Consumers' Counsel, AAA—all in Washington, D. C.; and Tennessee Valley Associated Cooperatives, Knoxville, Tenn.

Voluntary agencies of the cooperative and related groups that give services to students and teachers include:

Cooperative League of the USA, 167 West 12th St., New York, N. Y.

The National Cooperative Council, 1731 Eye St., N. W., Washington, D. C.

Regional Educational Agencies: Central States Cooperative League, 3954 West 27th St., Chicago, Ill.; Eastern States Cooperative League, 112 East 19th St., New York, N. Y.; Northern States Cooperative League, 458 Sexton Building, Minneapolis, Minn.; National Cooperative Women's Guild, Box 1000, Superior, Wis.; Credit Union National Association, Madison, Wis.; Public Ownership League, 127 N. Dearborn St., Chicago, Ill.; Consumer Distribution Corporation, 330 West 42nd St., New York, N. Y.

Periodicals publishing current information on cooperatives include:

Consumers' Cooperation. Monthly. Cooperative League of the USA. 167 West 12th St., New York, N. Y. \$1 a year.

Cooperative Journal. Every other month. 1731 Eye St., N. W., Washington, D. C. \$1 a year.

News for Farmer Cooperatives. Monthly. Farm Credit Administration, Washington, D. C. 50¢ a year.



Courtesy, The Cooperative League

Consumers' Guide. Twice a month. U. S. Department of Agriculture, Washington, D. C. Free.

The following bibliography will be found useful to students of the cooperative movement:

General

Hughes, Hugh J. *Cooperation Here and Abroad*. Minneapolis: Northern States Cooperative League, 1933. 48p. 10¢. A comprehensive treatment of cooperation in many nations.

Kallen, Horace M. *The Decline and Rise of the Consumer: A Philosophy of Consumer Cooperation*. Order from the Cooperative League for \$2.75. 1936. 484p.

Farmers' Movements

Elsworth, R. H., *Statistics of Farmers' Cooperative Business Organizations*. Washington, D. C.: Farm Credit Administration, 1936. 129p. Free. The story of American farmers' marketing organizations.

Knapp, Joseph C., and Lister, John H. *Cooperative Purchasing of Farm Supplies*. Washington, D. C.: Farm Credit Administration, 1935. 92p. Free. Extent of farmers' cooperation in buying.

Myers, W. I. *The Farmers' Stake in Cooperative Credit*. Washington, D. C.: Farm Credit Administration, 1936. 18p. Free.

Consumers' Cooperation

Cowling, Ellis. *A Short Introduction to Consumers' Cooperation*. Bloomington, Ill.: Central States Cooperative League, 1935. 43p. 15¢. A basic interpretation.

ETERNAL AS THE
UNENDING CIRCLE



HARDY AS THE
EVERGREEN PINE

Symbol of the Cooperative League

Fowler, Bertram B. *Consumer Cooperation in America*. Order from the Cooperative League for \$1. 1936. 305p. An account of the recent growth of consumers' cooperation.

Parker, Florence E. *Consumers' Credit, and Productive Cooperation in 1933*. Washington, D. C.: Bureau of Labor Statistics, Department of Labor, 1935. A comprehensive review.

Warbasse, J. P. *Cooperative Democracy*. 3rd ed. Order from the Cooperative League for \$1.50. 1936. 285p. A thorough discussion of the consumers' cooperative League, 1936. 24p. 15¢

Webb, Beatrice. *The Discovery of the Consumer*. New York: The Cooperative League. 32p. 10¢. A brief analysis of the fundamentals of a society based on consumers' cooperative organization.

Credit Unions

Bergengren, R. F. *Credit Union: A Cooperative Banking Book*. Madison, Wis.: The Credit Union National Association, 1931. \$1.50. A valuable treatise on credit union organization and development.

Federal Credit Unions. Washington, D. C.: Farm Credit Administration. Circular 10. 1934. Describes cooperative thrift and loan associations.

Cooperation in Europe

Bowen, E. R. *Sweden: Land of Economic Democracy*. New York: The Cooperative League, 1936. 24p. 15¢.

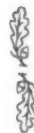
Childs, Marquis W. *Sweden: The Middle Way*. New Haven: Yale University Press, 1936. 171p. \$2.50. An interpretation of Sweden's economic democracy.

Goldmark, Josephine; Hollman, A. H.; and Brandeis, Alice G. *Democracy in Denmark*. Washington, D. C.: National Home Library Foundation, 1936. 158p. 25¢. The remarkable story of an enlightened people.

Webb, Beatrice and Sidney. *The Consumers' Cooperative Movement*. London: Longmans Green & Co., 1921. \$7.20. A thorough historical study.

Hall, F., and Watkins, W. P. *Cooperation: A Survey of the History, Principles, and Organisation of the Cooperative Movement in Great Britain and Ireland*. Manchester, Eng.: The Cooperative Union, Ltd., 1934. 408p. \$3.

YOUR PROFESSION in the Making



By JOY ELMER MORGAN
Editor, *Journal of the*
National Education Association
Washington, D. C.

*A personal message
to the student member*

["Your Profession in the Making," may be secured in leaflet form from the NEA, 1201 16th St., N. W., Washington, D. C., at the following prices: 20-49 copies, 3c each; 50-99 copies, 2c each; 100 or more copies, \$1 per 100. No single order under 60c. Cash must accompany all orders for \$1 or less.]

A Personal Word

LET US ASSUME that we are seated at my desk in Washington; that you have come to talk over your plans to be a teacher; that you are eager to prepare yourself thoroughly not only in scholarship, but in purpose and spirit; that you wish to make a good start and to get ahead on the basis of merit; that you wish to appreciate both the opportunities and responsibilities which come to one as a member of the teaching profession—the greatest of all professions. You are asking about the National Education Association and its work. I shall try to answer your questions as a friend and fellow teacher and to say to you some things of importance which I wish could have been said to me at the beginning of my career as a teacher. The point to remember is this: You have a direct personal stake in the future of the teaching profession. Only thru the cooperation of you and your associates can the profession continue to improve.

"What Is Meant by a Profession?"

THAT is a good question to begin with. A profession is distinguished from other occupations by the fact that it requires high standards of personal character and cultivation; dedication to the common welfare; thoro preparation for the special field chosen; some form of license to practice; continued study and growth in service; and careful attention to the requirements of professional ethics. When this country was being settled and Harvard College was established in 1636, the purpose was to have a school on this side of the water to prepare for the three professions then recognized as such: the law, ministry, and medicine. Each of these had slowly won its claim to professional status by insisting on higher and higher standards for those who wished to practice. Teaching had not yet become recognized as a profession.

"How Did Teaching Become a Profession?"

IN TEACHING, as in law, medicine, and the ministry, the professional ideal developed gradually. In the days before Horace Mann became secretary of the Massachusetts Board of Education in 1837, little attention was given to preparation for teaching. Many teachers had been to school but a few weeks themselves. The position of the teacher was so little respected that he was commonly driven from the community by the older scholars who refused to obey him. In 1839 under the sponsorship of Horace Mann, Massachusetts established the first public normal school in the United States. Year by year other states founded normal schools. State teachers associations developed. The National Education Association was formed. Laws were passed setting higher certification standards. Gradually teaching came to meet standards associated with the professional ideal.

"How Does Teaching Compare with Other Great Professions?"

ALL of the professions have this in common: that they exist for the welfare of humanity. But each has its special obligation and field of work: The lawyer to improve the law and perfect justice; the physician or surgeon to safeguard health; the minister to cultivate spiritual life and safeguard social ideals; the engineer to assure public safety; the architect to construct useful and beautiful buildings; the teacher to foster lifelong learning and growth among the people. It will be observed that the task of the teacher is at the foundation of all the others. There cannot be justice without intelligence; health without knowledge; spiritual life without good habits; or art and engineering without taste and aspiration. The teacher's work is the most important because it touches all of life.

"What Is the National Education Association?"

IT is the all-inclusive organization of educational workers throughout the country. It includes both teachers and administrators. It covers elementary, secondary, higher, and adult education. Its Representative Assembly or governing body is composed of delegates from state and local associations. Its departments represent special phases of education such as Classroom Teachers, Elementary School Principals, Superintendents, and Teachers Colleges. Carefully selected committees work on special problems. The Association is maintained as a cooperative enterprise from dues paid by its members. It has a professional and clerical staff responsible for its administration under the direction of the executive Secretary. This staff is housed in the Association's own building situated six blocks from the White House at 1201 16th St., Washington, D. C.

"What Are the Chief Services of the NEA?"

THERE ARE two kinds of services: First those which reach the member directly, such as *The Journal* and other publications, conventions, and correspondence. These promote personal growth and build up the common mind of the profession. There are many indirect services, such as the work for teacher welfare, which over a period of years have tremendous importance. The Association's research in all the fields of teacher welfare is outstanding. Its interpretation of education to the public thru American Education Week, radio programs, and news releases strengthens the hands of teachers everywhere. The member may not be aware of the relation between organization and his tenure, his salary, or his retirement; and yet advances at all these points have been won thru the sustained work of state and national associations.

"What Is Meant by Teacher Welfare?"

THAT QUESTION is especially important just now because the schools have suffered seriously during the depression and the time has come to recover the losses and to move forward into a new advance. The Association is now concentrating especially on the program of federal aid which would bring money into the states to increase school support. Federal financing has drawn so heavily on the reservoirs from which state and local taxes come that federal support for schools is imperative. The campaign for teacher welfare also includes salaries, tenure, freedom of teaching, and retirement. Salaries in many communities are now too low to permit a reasonable standard of living. The present is an auspicious time to push forward in each of these fields of teacher welfare so that schools may share in the gains of any general recovery.

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"How Do I Become an Active Member?"

STUDENT MEMBERSHIP becomes active membership as soon as the student begins teaching and pays his first dues to the Association. It is important to preserve and send in the card giving your teaching address in September. If not paid earlier, the statement of your dues will be sent to you in November as set forth in the enrolment plan. There are three types of active membership: The two-dollar membership entitles one to all privileges of membership and to receive THE JOURNAL for one year. The five-dollar membership includes THE JOURNAL, the annual volume of convention *Addresses and Proceedings*, and the *Research Bulletin*. The Life Membership of \$100, which may be paid in ten yearly instalments, entitles one to the privileges of the five-dollar membership for life. Life Membership, a symbol of lifelong dedication, justifies urging others to take part.

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"How Can I Learn More about the NEA?"

TALK with your teachers about its work. Form the habit of reading the NEA JOURNAL regularly. Turn to the JOURNAL for September 1936 and read the Association's Platform and Resolutions. These represent years of study and growth. Read the Code of Ethics in the March 1935 JOURNAL. The February 1937 issue will contain an outline with references for the study of the Association. Examine the files of the Association's *Addresses and Proceedings* in your school library. Attend conventions and make it a point to meet officers of the Association personally. The National Education Association, "the one organization that holds together and has the possibility of welding together the hundreds of thousands of teachers in this country," is still in the making—and you can have a part in its further growth and development.

[10]

"How Many Active Members Are There?"

THE PROFESSIONAL GOAL of the Association is expressed in the ideal: One hundred percent enrolment in local, state, and national associations with every teacher at work on the problems of the profession. It will take time to attain this goal but it is worth working for. The Association was organized in 1857 with only 43 members. It had 364 members in 1880; 2300 in 1900; 52,850 in 1920; and 101,000 in 1935. There are now more than 5000 Life Members. The present plan is to encourage each state to increase its membership by 10 percent each year. Several states, led by Pennsylvania, now follow the conclusive plan of enrolment which gives the teacher a chance to enrol in local, state, and national associations at one time. The improvement of the schools and the growth of professional organization will go forward together, each helping the other.

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"What Is NEA Student Membership?"

NEA STUDENT MEMBERSHIP is a plan whereby students in teachers colleges and schools of education enrol as of January 1 of their senior year. From January to May they receive THE JOURNAL without charge. The following fall they become active members and pay their dues for the current school year. They thus receive 18 months' service in return for the first year's dues. Students who do not obtain positions are under no obligation to pay dues or become active members. The plan is arranged so that the enrolment of students will be as simple as possible to administer and free from any charge until the student is deriving an income from the profession. The plan is a group arrangement made available thru the officers of schools which indicate their desire to participate. It cannot be extended to individual students in schools which do not participate.

[11]

"What Can I Do To Help?"

I AM GLAD you asked that question. It shows that you are thinking of what you give as well as what you get. In the first place you can be a good member yourself—keeping in touch with the work of the Association thru THE JOURNAL, being careful to send your new address to headquarters in September, paying your dues promptly. You can encourage fellow teachers to study the Association's work and to appreciate its importance in building up the profession. You can tell of its fine work for federal aid and teacher welfare. You can keep in touch with your *alma mater* after graduation and let the officers of your school know that you appreciate the privilege of student membership. As a beginning teacher you can encourage other young teachers to help in the improvement of their profession by enlisting in both state and national associations.

[15]

"What Is the Purpose of Student Membership?"

YOU ARE in college to prepare yourself for a career in education. That preparation is not complete unless you understand the leading part which organization has played and will play in the development of education. Student membership seeks to give you an earlier start upon your professional career and to conserve the fine leadership of your college years. It is the beginning of a permanent relationship with your colleagues throughout the country. By reading the NEA JOURNAL you will become acquainted with national leaders and familiar with current educational problems. In college you have been in the upper class. As you go out you must begin at the foot of the ladder and work your way up. The contacts of professional organization will help you to do that. The earlier these contacts are made, the more rapidly you will be able to grow professionally.

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A Final Word

YOUR PROFESSION is in the making and always will be. Civilization must be born anew with each generation. The entire population requires not only knowledge, but purpose, spirit, and aspiration. If teachers lack these things in their own lives, if the opportunities and cooperative enterprises of professional organization make no appeal to them, if the schools in which teachers are prepared do not emphasize lifelong growth and leadership, how can we expect less privileged people to do their part? The schools cannot save themselves if civilization goes down, and if the schools will not work toward a better way of life, how can civilization be saved? Teachers today occupy a position of inescapable responsibility to which they can do justice only thru organization.

[16]

Commencement *and* Horace Mann

BE ASHAMED to die until you have won some victory for humanity" was the closing sentence of a great commencement season address delivered by Horace Mann at Antioch College in 1859. He was then nearing the end of a career that was to forever enshrine his memory in the hearts of all friends of education and of democracy.

One hundred years ago next July, Mann gave up a promising law career to become secretary of the Massachusetts State Board of Education. This decision was a turning point not only in Mann's life but in the history of American education. It was significant, too, for the future of American democracy itself.

The Centennial of this occasion offers one of the greatest opportunities this generation will have for the rededication of the entire nation to the fundamentals of education. It is sponsored officially by the Horace Mann Centennial Committee of the National Education Association. Payson Smith, who was for many years a successor in the office Horace Mann held, is chairman of the committee. Joy Elmer Morgan, editor of *THE JOURNAL* of the National Education Association, is secretary.

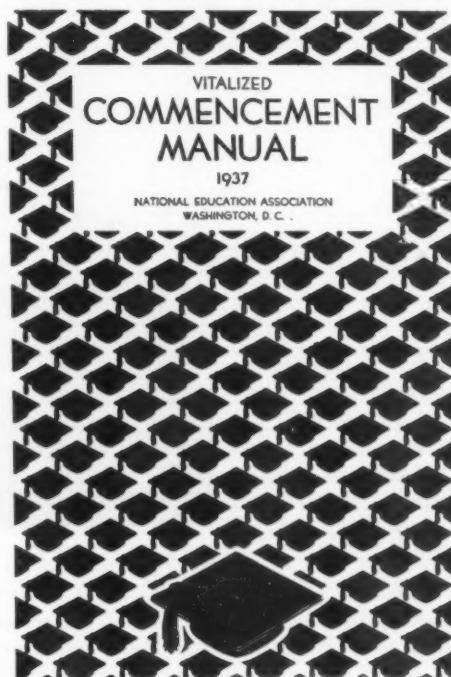
One of the major phases of the observance recommended by the Centennial committee is that "during May and June 1937 the life of Horace Mann be universally used as a commencement theme in schools and colleges." In keeping with this recommendation, it is hoped that all 1937 commencement programs may be dedicated to the memory of Horace Mann and may indicate something of the magnitude of his contribution. This does not mean that all programs need to be built primarily around Mann or the Centennial, altho hundreds of schools have already indicated their intention of doing so.

As a contribution to the Centennial committee's program, the Division of Publications has prepared its annual commencement packet for 1937 largely around the Centennial.

The 1937 packet, now available for

immediate delivery, contains a 64-page printed manual which carries general suggestions regarding vitalized commencement programs; suggestions regarding programs built around the Centennial including a suggested text for dedicating the program to Horace Mann, a play—"The Greatest Discovery"—centering about Mann's life, a Horace Mann pageant; suggestions for programs on subjects other than Horace Mann including the summaries of many 1936 commencement programs from selected schools. The packet will also contain several valuable reprints of articles on various phases of Mann's life and work; a copy of the 160-page book, *Horace Mann: His Ideas and Ideals*, published in 1936; and other useful materials.

This packet should be worth many times the low price of 50 cents to schools desiring to participate in the commencement phase of the Horace Mann Centennial or those who may wish to develop programs on other topics. The latter will find the summaries of 1936 programs suggestive. It is urgently re-



Cover of the new commencement manual for highschools

quested that cash accompany orders. Cash orders include carriage charges which will have to be added to billed orders. Orders should be addressed to the National Education Association, 1201—16th St., N. W., Washington, D. C.

No occasion in 1937 can add more to the success of the Horace Mann Centennial than the commencement season if highschools all over the nation build their graduation programs around this occasion. In addition, the Centennial furnishes a splendid opportunity for an effective continuance and expansion of the vitalized commencement movement. This movement has revolutionized commencement practices during the past few years in thousands of highschools thruout the country. The student-centered program not only honors the students more effectively than former practices, but provides one of the best single opportunities of the entire school year for an effective program of educational interpretation.

Some other essential characteristics of a good vitalized commencement program are:

Early planning—Early planning produces more effective results and does so with relatively less work. Three or four months is none too much time to allow.

Preparation—Inasmuch as the vitalized program requires longtime preparation many schools correlate the necessary work involved with regular classroom activities. Preparation for student addresses can be carried on in public speaking classes; pageants can be prepared as a part of the work of the dramatics department; and if local historical facts are needed, the history department can assist. This motivates classroom work and at the same time assures adequate preparation for the graduation season.

Student participation—The members of the class plan and participate in the newer type of graduation programs. The most desirable practice is to have as many students as possible take part.

Attractiveness—Originality and attractiveness should be evident. The public probably judges the school as much by the graduation program as any other one event of the year because many people see the school in operation only on this occasion.—LYLE W. ASHBY.

Notes and Announcements

WITH JOURNAL AUTHORS—

The Legislative Commission of the NEA, which is sponsoring the Harrison-Fletcher Bill [2], is represented in Washington, D. C., by HOWARD A. DAWSON, director of rural service for the NEA. Dr. Dawson wrote the special feature on "Rural Life and Education," which appeared in the May 1936 JOURNAL.

EDWARD G. OLSEN [3] is an instructor in education, Colgate University, Hamilton, N. Y.

CARLETON WASHBURN [5] has long been nationally known for his work as superintendent of schools at Winnetka, Ill., where he "reorganized the public schools to allow for adaptation to individual differences and to provide for social development and adjustment of children."

CAROLINE S. PFAFF [6] is district superintendent of schools, New Orleans, La.

HAZEL DAVIS [8] and LYLE W. ASHBY [29] are members of the NEA headquarters staff.

Letters to the JOURNAL editor have commented enthusiastically upon the articles on reading disabilities prepared by ARTHUR I. GATES and GUY L. BOND. The article on page 9 closes the series.

BENSON Y. LANDIS [11-26] has written widely on social and economic questions. Dr. Landis is associate secretary of the Department of Research and Education of the Federal Council of the Churches of Christ in America; executive secretary of the American Country Life Association; and editor of the monthly periodical, *Rural America*.

Salaries restored in Hawaii—The 10 percent reduction in salaries of the teachers of Hawaii in force during the depression has been fully restored, effective this year.

New Jersey schools have recently suffered the loss, thru death, of three wellknown superintendents of schools: Frank G. Pickell (see p34); John H. Logan, Newark, since 1926 a member of the Department of Superintendence; Clifford John Scott, East Orange, since 1922 a member of the Department of Superintendence.



VIERLING KERSEY,

who goes to Los Angeles on Feb. 1, 1937, as superintendent of schools. Dr. Kersey is returning to the Los Angeles school system after 8 years of service as state superintendent of public instruction of California.

Federal aid feature in February—

In keeping with the Association's program to secure passage of the Harrison-Fletcher Bill [see p2] THE JOURNAL will present in February an 8-page feature on federal aid.

MARY'S LITTLE COLD

Mary had a little cold, but wouldn't stay at home,
And everywhere that Mary went, the cold was
sure to roam;
It wandered into Molly's eyes and filled them full
of tears;
It jumped from there to Bobby's nose, and thence
to Jimmie's ears.
It painted Anna's throat bright red, and swelled
poor Jennie's head;
Dora had a fever, and a cough put Jack to bed.
The moral of this little tale is very quickly said—
She could have saved a lot of pain with just one
day in bed!

—LUCY THIBAUT.

Child Labor Day will be observed January 23-25. If your state has not ratified the Child Labor Amendment, use this observance as an opportunity to bring to public attention facts about the alarming increase in child labor since the repeal of the NRA. Write to the National Child Labor Committee, 419 Fourth Ave., New York City, for a 25¢ packet of helpful material.

Early meetings at New Orleans—

A number of organizations meet annually just ahead of the Department of Superintendence. Activities in connection with the New Orleans convention will open on Wednesday, February 17, with a joint luncheon of the National Association of Deans of Women, the National Vocational Guidance Association, and allied groups, whose sessions will continue until Saturday. Other organizations with early meetings are the National Council of Education, the Department of Secondary School Principals, the American [Cont. on page A-6]



The Wednesday evening November 11 program of "Our American Schools" in a special broadcast devoted to the schools

and citizenship originated from the Orderly Room in Washington's headquarters, Valley Forge. The Hon Harry W. Colmery, national commander of the American Legion was guest speaker on the program. NEA Broadcasters and their guests are pictured as follows: (left to right) S. D. Shankland, executive secretary, Department of Superintendence; National Commander Colmery; Belmont Farley, director of "Our American Schools"; Frank Hubbard, associate director, Research Division, NEA; and Boyd Stutler of the American Legion headquarters staff.

The Honor Roll of the NEA

Utah has challenged us to a contest for membership in the National Education Association on a county-wide basis. Our neighbor to the south of us declares that she will close the year with more counties showing 100 percent membership in the NEA than will Idaho. At present Utah has two counties over the top. Idaho has one—Fremont County; but we are just getting up steam. Watch us go!—*Idaho Journal of Education*, Nov. 1936.

New Life Enlistments

THE NUMBER of Life Members in the National Education Association on December 1 was 5662. The following Life Members have been reported since the list was published in the December JOURNAL:

ARIZONA—Catherine M. Henson
CALIFORNIA—Ruby Cooper, Wilbur Fred Newcomb, Theodocia F. Thomas
DISTRICT OF COLUMBIA—Paul L. Doerr
INDIANA—B. H. Gunderson, Estil B. Van Dorn
IOWA—Charles F. Pye
KANSAS—A. G. Schroedermeier
KENTUCKY—Truman Cummings
LOUISIANA—V. K. Fletcher
MARYLAND—Ethel Louise Crawford
MASSACHUSETTS—Elizabeth A. Jones Mann
MICHIGAN—Grace Heitsch, Ethel Shepard
MISSISSIPPI—W. L. Cobb, Bertrand Dewey McCallister
NEW YORK—John M. Minuse, Sophie E. Sievers
OHIO—Merritt C. Nauts
OKLAHOMA—Margaret Overstreet, Eugene E. Slaughter
OREGON—Winfield Atkinson, Barbara Hoch
PENNSYLVANIA—Clarence P. Keefer, John C. Werner
TEXAS—Hattie Mae Blanks, W. H. Keene, A. A. White
VIRGINIA—G. C. Cox

Completed Enrolments

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

NINETEEN YEARS

NEW JERSEY—*Morris Township*, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, South Street

EIGHTEEN YEARS

GEORGIA—*Americus*, Americus High
IOWA—*Keokuk*, Elementary Teachers Club, Garfield Grade, Jefferson Grade, Lincoln Grade, Torrence Grade, Washington Grade, Wells-Carey Grade; *Sioux City*, Hopkins
OHIO—*Columbus*, Fulton; *Elyria*, Allen, Garford, Gates, Hamilton Elementary, McKinley Elementary, Roosevelt

SEVENTEEN YEARS

CALIFORNIA—*Piedmont*, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, Piedmont High, Wildwood
MASSACHUSETTS—*Brookline*, Pierce
MISSOURI—*Sedalia*, Smith-Cotton High
NEBRASKA—*Lincoln*, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Whittier Junior High, Willard
VIRGINIA—*Norfolk*, Henry Clay
WYOMING—*Cheyenne*, Converse

SIXTEEN YEARS

ARIZONA—*Prescott*, Prescott Public Schools, Prescott Junior-Senior High, Washington
CALIFORNIA—*South Pasadena*, Marengo Avenue
COLORADO—*La Junta*, La Junta Public Schools, Co-



JOSEPH H. SAUNDERS,

chairman of the Board of Trustees of the NEA. November 25, 1936, friends of Dr. Saunders gave a testimonial dinner honoring his forty years of service to public education in Virginia. Dr. Saunders has been active in the National Education Association for a quarter of a century.

lumbian, Gardens, Junior High, La Junta Boys' Club, Lincoln, North La Junta, Park, Senior High.
ILLINOIS—*Waukegan*, Waukegan Township High
INDIANA—*Hammond*, Columbia, Edison, Riverside, Wallace, Woodrow Wilson
IOWA—*Sioux City*, Floyd
LOUISIANA—*Grand Cane*, Grand Cane High
NEBRASKA—*Lincoln*, Belmont, Elliott, Hartley, Lincoln Normal, Park, Randolph, Saratoga
NEW YORK—*Schenectady*, Horace Mann
OHIO—*Bedford*, Bedford Public Schools, Bedford Senior High, Central, Ellenwood, Glendale, Interstate; *Norwood*, Allison Street, Sharpsburg
VIRGINIA—*Lynchburg*, White Rock
WYOMING—*Cheyenne*, Churchill, Gibson Clark

FIFTEEN YEARS

CALIFORNIA—*Bakersfield*, McKinley
COLORADO—*Boulder*, Highland
CONNECTICUT—*East Hartford*, Meadow
INDIANA—*Wabash*, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
IOWA—*Sioux City*, Bryant, Cooper Elementary, Crescent Park, Emerson, Everett, Franklin, Hunt, Lowell, McKinley, Washington
MINNESOTA—*Duluth*, Nettleton
OHIO—*Cincinnati*, Pleasant Ridge; *Wooster*, Bowman Street
OKLAHOMA—*Muskogee*, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, West High, Whittier
PENNSYLVANIA—*Upper Darby District*, Cardington, Stonehurst, Fernwood, Garrattford, Highland Park, Keystone, Primos
WISCONSIN—*Kenosha*, Durkee, Lincoln; *Wausau*, Irving, Schofield Grade

FOURTEEN YEARS

COLORADO—*Boulder*, Whittier
DELAWARE—*Wilmington*, Public Number 13
ILLINOIS—*Pekin*, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High

INDIANA—*Fort Wayne*, Washington
IOWA—*Sioux City*, Riverview
MAINE—*Caribou*, Caribou High
MINNESOTA—*Minneapolis*, Harrison
MISSOURI—*Kansas City*, Milton Moore
NEBRASKA—*Lincoln*, Lake View, Prescott
OHIO—*Norwood*, North Norwood; *Wooster*, Beall Avenue
PENNSYLVANIA—*Berlin*, Berlin Public; *Erie*, Burns
SOUTH DAKOTA—*Mitchell*, Eugene Field, Longfellow; *Sioux Falls*, Irving

THIRTEEN YEARS

COLORADO—*Denver*, Fairmont, Steele, Thatcher, Twenty-fourth Street, Wyman; *Englewood*, Hawthorne
IDAHO—*Idaho Falls*, Eagle Rock, Eastside, Riverside; *Pocatello*, Jefferson
ILLINOIS—*Carpentersville*, Dundee-Carpentersville; *Chicago*, Bell
INDIANA—*Fort Wayne*, Riverside; *Michigan City*, Benjamin Franklin
KANSAS—*Cherryvale*, Cherryvale Public Schools, Central Grade, Junior-Senior High, Lincoln Grade, McKinley Grade; *Hutchinson*, North Side
MARYLAND—*Queen Annes County*, Queen Annes County Public Schools, Barclay, Centreville, Centreville High, Chester, Church Hill, Church Hill High, Crumpton, Grasonville, Price, Queen Anne, Queenstown, Stevensville, Stevensville High, Sudlersville, Sudlersville High, Tri-County High
MASSACHUSETTS—*Belmont*, Winthrop L. Chenery; *Medford*, Osgood
MICHIGAN—*Adrian*, Lincoln, McKinley Primary
MINNESOTA—*Minneapolis*, Irving
MISSOURI—*Clayton*, Clayton Public Schools, Bellevue, Clayton High, De Mun, Glenridge, Maryland
NEBRASKA—*Lincoln*, Lincoln Public Schools, Bethany, Clinton, Huntington, Irving Junior High, Jackson High, Lincoln High, Riley, Sheridan, Special Teachers and Supervisors, Twenty-sixth and O Streets, Van Fleet
NEVADA—*Clark County (District Number 1)*, Mesquite, Moapa Elementary, Moapa Valley, High, Virgin Valley High
NEW JERSEY—*Englewood*, Franklin; *Summit*, Junior High
NEW YORK—*Yonkers*, Public Number 14
OHIO—*Columbus*, Fourth Street; *Cuyahoga County*, Beechwood, Brathenahl, Fairview High, Garnett, North Royalton, Olmstead Falls, Solon; *Marion*, Greenwood Street; *Norwood*, Williams Avenue; *Tiffin*, College Hill; *Youngstown*, Jefferson
PENNSYLVANIA—*Greenville*, Margaret Brown, Columbia, Washington
RHODE ISLAND—*Jamestown*, Carr, Thomas H. Clarke
UTAH—*South Sanpete District*, Gunnison High
WISCONSIN—*Wausau*, Central, G. D. Jones, Lincoln, Wausau Junior High
WYOMING—*Midwest*, Midwest Grade; *Sheridan*, Central

TWELVE YEARS

COLORADO—*Denver*, Alameda
DELAWARE—*Hollyville*, Hollymount
IDAHO—*Idaho Falls*, Idaho Falls Public Schools, Central, Emerson Elementary, Emerson Primary, Junior High, Senior High
ILLINOIS—*Evanston*, Willard
KENTUCKY—*Louisville*, I. N. Bloom
MAINE—*Presque Isle*, Aroostook State Normal
MASSACHUSETTS—*Lynn*, Coburn Street
MICHIGAN—*Adrian*, Garfield, Junior High
MISSOURI—*Kansas City*, Greenwood
NEW YORK—*Kenmore*, George Washington Elementary
OHIO—*Ashtabula*, Park Junior High; *Bellevue*, Ellis, Junior High, McKim, Pike; *Cincinnati*, Girls Commercial Vocational High, Retail Selling Vocational High; *Logan*, East Building, Logan Junior High; *Rossford*, Eagle Point, Walnut Street; *Youngstown*, Elm
OREGON—*North Bend*, North Bend Public Schools, Central, North Bend High, Roosevelt, Westside
PENNSYLVANIA—*Slippery Rock*, State Teachers College; *Warren*, Jefferson
TENNESSEE—*Springfield*, Springfield High
WISCONSIN—*Kenosha*, Frank Street; *New London*, New London Public Schools

ELEVEN YEARS

ARIZONA—*Clarkdale*, Clarkdale Public Schools, Clarkdale Elementary, Clarkdale High
COLORADO—*Denver*, Asbury, University Park; *Englewood*, Lowell; *Frederick*, Frederick Public; *Gilcrest*, Gilcrest Consolidated

INDIANA—Fort Wayne, Nebraska Elementary, Rudisill
 KANSAS—Paola, Paola High; Norton, Norton Public Schools
 MICHIGAN—Coldwater, Coldwater Public Schools, First Ward, Fourth Ward, Lincoln Junior High, Second Ward, Senior High, Third Ward; Detroit, Coolidge
 NEW JERSEY—Northfield, (Atlantic County), Mill Road; Ventnor, Oxford Avenue
 NEW MEXICO—Roswell, East Side, Missouri Avenue
 NEW YORK—Rome, Gansevoort
 OHIO—Ashtabula, Columbus Grade, Division, Pacific; Logan, Logan Public Schools, West Building; Rittman, Rittman Public Schools, First Street, Primary, Rittman Senior High; Warren, Frances E. Willard
 PENNSYLVANIA—Gettysburg, Gettysburg Public Schools, Gettysburg High, High Street, Lincoln, Meade; Upper Darby District, Bywood, Drexel Hill, Stonehurst Hills
 RHODE ISLAND—Westerly, Bradford
 TEXAS—Houston, Park Place Elementary
 VIRGINIA—Lynchburg, West End; Norfolk, James Monroe
 WISCONSIN—Kenosha, Columbus Elementary, Jefferson; Manitowoc, Cleveland, County Rural Normal, Garfield, Jefferson, Madison, McKinley, Roosevelt
 WYOMING—Cheyenne, Johnson, Park Addition

TEN YEARS

ARIZONA—Clemenceau, Clemenceau Public Schools; Prescott, Jefferson, Lincoln, Miller Valley
 CALIFORNIA—Pomona, Washington
 COLORADO—Canon City, Harrison; Denver, Adams Street, Grant Junior High, Stedman
 FLORIDA—Daytona Beach, North Seabreeze Elementary
 GEORGIA—Atlanta, Frank L. Stanton
 ILLINOIS—Belvidere, Logan, Washington; Jerseyville, Township High; Oak Park, Oak Park Public Schools, William Beye, Ralph Waldo Emerson, William H. Hatch, Nathaniel Hawthorne, Oliver Wendell Holmes, Washington Irving, Abraham Lincoln, Henry Wadsworth Longfellow, James Russell Lowell, Horace Mann, John Greenleaf Whittier
 INDIANA—Fort Wayne, Franklin; Hammond, Irving; Indianapolis, Calvin Kendall Number 62; Seymour, Emerson, Lincoln, Riley, Washington
 KANSAS—Hutchinson, Winans
 MASSACHUSETTS—Brookline, Michael Driscoll; Melrose, Ripley
 MICHIGAN—Detroit, Guest
 NEBRASKA—Grand Island, Dodge
 NEW JERSEY—Northfield, (Atlantic County), Northfield Public Schools, Mount Vernon Avenue; North Plainfield, Harrison; Plainfield, Evergreen; Vineland-Landis Township, Magnolia Road
 NEW YORK—Kenmore, Warren G. Harding Elementary, Abraham Lincoln Elementary
 OHIO—Alliance, Alliance Public Schools, Alliance High, Franklin Number 2, Mahoning Number 7, North Lincoln Number 10, North Park Number 1, Park and Broadway Number 5, Part-Time Continuation, Riverside Number 11, Seneca Number 3, South Freedom Number 9, South Liberty Number 12, South Lincoln Number 8, State Street Junior High Number 6; Ashtabula, Chestnut Avenue, Columbus Junior High; Bellevue, Bellevue Public Schools, Senior High; Canton, Washington; Clermont County, Goshen Township; Marion, Forest Lawn, Oak Street, Olney Avenue, Pearl Street
 OREGON—Roseburg, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High
 VIRGINIA—Norfolk, Larchmont
 WISCONSIN—Shorewood, Milwaukee, Shorewood Public Schools, Atwater, Lake Bluff, Shorewood High; Whitefish Bay, Cumberland, High, Richards

NINE YEARS

ALABAMA—Birmingham, Martin
 CONNECTICUT—Darien, Hindley
 ILLINOIS—Belvidere, Belvidere Public Schools, Lincoln, Perry; Evanston, Foster; Rockford, Kishwaukee
 MISSOURI—Kansas City, J. C. Nichols
 NEW JERSEY—Bradley Beach, Bradley Beach Grammar
 NEW YORK—Westchester County, Greenburg Elementary Number 8, Greenburg High Number 8
 OHIO—Columbus, Chicago Avenue; Marion, North Main Street, Oakland Heights; Steubenville, Jefferson; West Carrollton, West Carrollton Public
 TENNESSEE—Springfield, Springfield Public Schools
 TEXAS—Texarkana, Senior High
 UTAH—Nebo District, Nebo District Public Schools, Benjamin, Clinton, Dividend, Genola, Goshen, Grant, Jefferson, Lake Shore, Leland, Lincoln, Mapleton, Payson Junior High, Payson Senior High, Peteetmeet, Rees, Salem, Santaquin, Spring Lake, Spanish Fork Central, Spanish Fork Junior High, Spanish Fork Senior High, Springville, High, Taylor, Thistle, Thurber
 WASHINGTON—Spokane, Havermale Junior High, Libby Junior High



FRANK A. BOUELLE,

who succeeded Susan M. Dorsey as superintendent of the Los Angeles schools in 1929, and who is retiring on Feb. 1, 1937, after 8 years of service. Los Angeles has the largest membership in the NEA of any city in the United States.

EIGHT YEARS

ARIZONA—Phoenix, Madison
 CALIFORNIA—Centerville, Washington Union High
 COLORADO—Denver, Dora M. Moore, Swansea; Gunnison, Gunnison Public Schools, Grammar, High, Junior High
 DELAWARE—Eastern Newcastle County, Commodore MacDonough Number 53, Minquadale Number 47, Odessa Number 61, Rose Hill Number 7
 DISTRICT OF COLUMBIA—Washington, Blake
 ILLINOIS—Harvey, Harvey Public Schools, Bryant, Holmes, Lowell-Longfellow, Whittier
 INDIANA—Indianapolis, Thomas D. Gregg Number 15, Oscar C. McCullough Number 5; Pendleton, Pendleton Public Schools, Pendleton High, West
 MINNESOTA—Minneapolis, Garfield
 MONTANA—Glenview, Lincoln (District Number 1)
 NEBRASKA—Lincoln, College View High, College View South
 NEVADA—Sparks, Kate M. Smith
 NEW MEXICO—Albuquerque, John Marshall; Roswell, North Hill
 NEW YORK—Johnson City, Harry L. Johnson
 NORTH DAKOTA—Fargo, Franklin, Jefferson
 OHIO—Columbus, Shepard; East Cleveland, Superior; Kent, Kent Public Schools, Central Elementary, Depeyster Elementary, Roosevelt Junior-Senior High, South Elementary; Nelsonville, Nelsonville High; Wooster, Walnut Street
 PENNSYLVANIA—Mount Lebanon, Mount Lebanon Public Schools, Julia Ward Howe, Lincoln, Edwin Markham, Mount Lebanon High, Washington
 UTAH—Salt Lake City, Sumner
 WASHINGTON—Bellingham, Columbia
 WISCONSIN—Edgerton, Edgerton Public Schools, Edgerton Elementary, Edgerton Junior High, Edgerton Primary, Edgerton Senior High

SEVEN YEARS

COLORADO—Denver, Fairview
 CONNECTICUT—East Hartford, Woodland
 DELAWARE—Eastern New Castle County, Eastern New Castle County Public Schools, Alfred I. duPont Number 7, Eden Public Number 101
 DISTRICT OF COLUMBIA—Washington, Polk
 GEORGIA—Americus, Wheatley
 ILLINOIS—Du Page County, Puffer (District Number 69); Glen Ellyn, Glen Ellyn Public Schools, Forest Glen, Benjamin Franklin, Glen Ellyn Junior High, Hawthorne, Main Street; Springfield, Hay-Edwards
 INDIANA—Dunkirk, Dunkirk Public Schools, Senior High, Sutton; Indianapolis, Elementary Number 90, Thomas Jefferson Number 7
 IOWA—Des Moines, Brooks

MASSACHUSETTS—North Andover, Union; Springfield, White Street
 MICHIGAN—Lansing, Walter H. French Junior High; St. Clair, St. Clair Public Schools
 MINNESOTA—Minneapolis, Greeley
 NEBRASKA—Grand Island, Lincoln
 NEW JERSEY—Morris Township, Alfred Vail Junior High
 NEW YORK—Johnson City, Theodore Roosevelt
 NORTH DAKOTA—Fargo, Roosevelt Junior High; Park River, Welsh County Agriculture and Training
 OHIO—Lake County, North Madison (Madison Rural District); Nelsonville, Nelsonville Public Schools, Central, East, West; Worthington, Worthington Public Schools, Worthington Elementary, Worthington High
 PENNSYLVANIA—Beaver Falls, Beaver Falls Public Schools, Beaver Falls Junior High, Beaver Falls Senior High, College Hill Junior High, Eighth Avenue, Eleventh Street, Fifth Avenue, Fifth Street, Seventeenth Street, Thirty-third Street, Thirty-eighth Street; Morrisville, Morrisville Public Schools, Capitol View, William E. Case, Manor Park, Robert Morris High, Summerseat; Pike County, Bushkill High, Delaware Township Consolidated, Greene Dreher Vocational Senior High, Lackawaxen Consolidated, Milford Senior High, Shohola High; Red Lion, Red Lion Public Schools, Junior-Senior High, Red Lion Elementary
 VIRGINIA—Norfolk, Robert Gatewood

SIX YEARS

ALASKA—Cordova, Cordova Public Schools
 CALIFORNIA—South San Francisco, Junior and Senior High
 COLORADO—Canon City, Madison; Denver, Elyria; Greeley, Horace Mann
 ILLINOIS—Alton, Lincoln; Highland, Highland Public Schools, Highland Grade, Highland High; Ravinia, Ravinia
 INDIANA—Seymour, Seymour Public Schools, Shields Junior High, Shields Senior High, Special Teachers and Supervisors
 KANSAS—Arlington, Rural High; Hutchinson, Grandview
 KENTUCKY—Louisville, George Rogers Clark
 MAINE—South Portland, Summer Street
 MARYLAND—Hagerstown, South Potomac Junior High
 MASSACHUSETTS—Adams, Commercial Street; Medford, Hervey; North Attleboro, Towne Street; Waltham, North Junior High; Winchester, Highland
 MICHIGAN—Flint, Washington
 MINNESOTA—Minneapolis, Cyrus Northrup
 MISSOURI—Kansas City, Benjamin Franklin, Garfield; St. Louis, Hamilton
 NEBRASKA—Grand Island, Wasmer; Lincoln, Havelock Central, Norwood Park
 NEW YORK—Kenmore, Special Teachers and Supervisors; Monticello, Monticello High
 OHIO—Alliance, Parkway Number 13; Canton, Henry S. Belden, Belle H. Stone; Garfield Heights, Garfield Heights Elementary, Park Knoll Elementary; Lake County, Homer N. Kimball; Van Wert, Ridge Township
 PENNSYLVANIA—Grove City, Grove City Public Schools, Grove City Central, Grove City High, Grove City Lincoln, Grove City Washington
 WASHINGTON—Spokane, Mann, West Valley High
 WEST VIRGINIA—Owings, Owings Grade; Shinnston, Shinnston Grade
 WISCONSIN—Madison, Franklin; Manitowoc, Woodrow Wilson, County Superintendent's Office
 WYOMING—Cheyenne, Administration Building

FIVE YEARS

ARIZONA—Marana, Marana Union High; Patagonia, Patagonia Grammar
 COLORADO—Denver, Albion, Columbian, Ironton, Maria Mitchell, Reynolds
 GEORGIA—Atlanta, Calhoun
 ILLINOIS—Freeport, Junior High; Lake Bluff, Lake Bluff; Riverside, Riverside-Brookfield High
 INDIANA—Fort Wayne, Louis C. Ward
 IOWA—Council Bluffs, James B. Rue
 MICHIGAN—Flint, Hazelton
 MISSOURI—Independence, Bristol; Kansas City, Hamilton
 NEBRASKA—Lincoln, Havelock Senior High
 NEW HAMPSHIRE—Madison, High
 NEW JERSEY—Hopewell, Grammar; Leonia, Leonia Elementary; Palmyra, Spring Garden
 NEW YORK—Larchmont, Murray Avenue; Rochester, Samuel Lattimore Number 11; Rome, Columbus, East Rome
 NORTH DAKOTA—Fargo, Hawthorne
 OHIO—Acushnet, Marie S. Howard; Columbus, John Burroughs; Lake County, Garfield, Madison Rural District Public Schools, Perry Rural; Norwood, Norwood View; Wooster, Pittsburgh Ave.
 OKLAHOMA—El Reno, Irving Elementary

[Cont. on page 34]

FOR THE HORACE MANN CENTENNIAL



I dedicate this work to *the young*. . . They were to Horace Mann the next generation, whose culture must tell upon society for good or for evil.—From Mrs. Mann's Dedication to the edition of 1865.

ONE of the most important features of the Centennial is the plan to place in the libraries of a large number of educators and laymen, the inspiring *Life of Horace Mann* by his wife, Mary Mann. This biography, first published in 1865 and reprinted in 1891, has long been out-of-print and unavailable.

Mrs. Mann's biography of her distinguished husband is the best account we have of his life and is indispensable to an understanding of his spirit and achievements. It quotes at length from his private journal which has never been published elsewhere, and gives a stirring account of his great work as secretary of the Massachusetts Board of Education, as member of Congress, and as president of Antioch College. It also contains his famous baccalaureate address at Antioch in 1859.

By our cooperative efforts this invaluable biography of more than 600 pages can be made available at an amazingly low price, using a special photographic process to reproduce this new edition in facsimile from one of the earlier copies. The frontispiece is a portrait of Horace Mann.

Advance orders indicating how many copies are needed, will help still further to lower costs. We are therefore asking you to fill out the blank below indicating the number of copies you desire at the special advance price of \$1. (Price after publication \$2.)

Why not form a group of your associates and order several copies of this important volume which should be in the personal library of every teacher and citizen in America.

"READABLE, INSTRUCTIVE, INSPIRING"

The Horace Mann Centennial Committee
1201 Sixteenth St., N. W.
Washington, D. C.

I wish to join in the project to reprint the 600-page *Life of Horace Mann* by his wife. I understand that by ordering in advance I will get the special price of \$1. Kindly enter my name for _____ copies to be billed at \$1 each postpaid at time of delivery around February 15, 1937.

NAME	_____
ADDRESS	_____
	(Street)

	(City)
	(State)
DATE	_____
POSITION	_____

PENNSYLVANIA—Milton, Central, Curtin, Lincoln; Waynesboro, Waynesboro Public Schools, Clayton Avenue, Fairview Avenue, North Street, Snyder Avenue, Waynesboro High; Westmoreland County, Washington Township
TEXAS—Beaumont, Amelia
WISCONSIN—Manitowoc, Lincoln High; Milwaukee, U. S. Grant, Mary Hill

FOUR YEARS

ALABAMA—Birmingham, Seventeenth Avenue
ARIZONA—Florence, Florence Grammar; Miami, Bullion Plaza, Inspiration Addition, Lower Miami
CALIFORNIA—Aurora, Aurora Community; Los Angeles, Ninety-second Street
COLORADO—Canon City, Garfield; Denver, Berkeley; Greeley, Central Platoon; Sterling, Lincoln, Franklin
CONNECTICUT—Riverside (Greenwich), Riverside; Stratford, Garden
DELAWARE—Kenton, Kenton
DISTRICT OF COLUMBIA—Washington, Henry
FLORIDA—Miami, Riverside Elementary; Tampa, A. L. Cuesta
ILLINOIS—Aurora, Brady (East Side); North Chicago, Central, Lindbergh; St. Louis, Maplewood (District 190)
INDIANA—Fort Wayne, South Wayne
KENTUCKY—Louisville, Isaac Shelby; Lexington, Arlington
MAINE—Dexter, Cedar Street
MARYLAND—Franklin, Junior and Senior High
MASSACHUSETTS—Waltham, Nahum Hardy; Wellesley Hills, L. Allen Kingsbury
MICHIGAN—Royal Oak Township District Number 7, Angell, Berkley High
MISSISSIPPI—Meridian, Meridian Public Schools, Chalk, Highland, Marion Park, Meridian Junior High, Meridian Senior High, Oakland Heights, Poplar Springs, South Side, Stevenson, Tuxedo, Witherspoon
MISSOURI—Nevada, Nevada Public Schools, Benton, Blair, Bryan, Franklin, High, Jefferson; University City, Daniel Boone, Nathaniel Hawthorne
NEBRASKA—Grand Island, Platt
NEW JERSEY—Atlantic City, Pennsylvania Avenue; Franklin, Franklin Public Schools, Elementary; Palmyra, Cinnamison Avenue; Trenton, Hamilton
NEW YORK—Yonkers, Public Number 4
OHIO—Akron, John R. Buchtel High, Grace Elementary, Harris, Henry, Hotchkiss, Lincoln, Margaret Park, Pfeiffer; Champaign County, Wayne-Cable Rural; Columbus, Olentangy; Crawford County, Holmes-Liberty; Cuyahoga County, Butternut Ridge; Elida, Elida Public Schools, Grade, High; Garfield Heights, Garfield Heights Public Schools, Garfield Heights High, Maple Leaf Elementary, Roosevelt Elementary; Hardin County, Washington-Cessna Rural; Lake County, Wickliffe Village District; Logan, Central; Marion, Glenwood, Mark Street; Port Clinton, Port Clinton Public Schools, East, Junior High, Senior High, West; Wooster, Wooster Public Schools, Junior High, Senior High; Wyoming, Wyoming Public Schools, Wyoming Colony, Wyoming Elementary, Wyoming High
OKLAHOMA—Pawnee, Pawnee Public Schools, Lincoln, Pawnee Grade, Pawnee High
PENNSYLVANIA—Greenville, Greenville Public Schools, Penn High
SOUTH DAKOTA—Mitchell, Mitchell Public Schools, Central Junior High, Litchfield, Senior High, Whittier; Sioux Falls, Whittier
UTAH—Provo, Farrer Junior High, Parker Elementary; Salt Lake County, Granite Junior High
VIRGINIA—Richmond, Nathaniel Bacon
WASHINGTON—Spokane, Emerson
WISCONSIN—Beloit, Burdge Elementary, Hackett, Strong Elementary, Todd, Wright; Jefferson, Jefferson Public Schools; Kenosha, McKinley Junior High; Milwaukee, Silver Spring
WYOMING—Laramie, Laramie High; Sheridan, Lincoln Avenue

THREE YEARS

CALIFORNIA—Daly City, Jefferson Union High; Oakland, Maxwell Park; South Pasadena, South Pasadena Junior High
COLORADO—Boulder, Boulder Public Schools Boulder High, Lincoln, Mapleton, North Side Intermediate, University Hill, Washington; Denver, Emerson; Canon City, Wilson Junior High; Eads, Eads Public; Englewood, North Elementary; Greeley, Lincoln Platoon
DISTRICT OF COLUMBIA—Washington, Pierce, Shepherd
FLORIDA—Miami, Benjamin Franklin; Orlando, Memorial Junior High
IDAHO—Pocatello, Tyhee, Whittier
ILLINOIS—Aurora, Beapure (East Side), Young; East Alton, Lincoln; Sterling, Central
INDIANA—Indianapolis, Public No. 31, Public No. 44, Public No. 45; Terre Haute, Thornton
IOWA—Keokuk, Keokuk Public Schools, Junior High, Senior High; Sioux City, Bancroft Elementary, Grant, Irving
KANSAS—Little River, Little River Public Schools, Grade, High; Valley Falls, Valley Falls Public Schools
MASSACHUSETTS—Belmont, Mary Lee Burbank;



FRANK GERALD PICKELL, superintendent of schools of Montclair, N. J., died at his home November 27. For more than a year he had been attempting to recover the health sacrificed thru overwork. Never had he been known to conserve his own resources during 31 years of service to the schools. He was an active member of the Department of Superintendence for fourteen years, at the time of his death serving as chairman of the 1937 Yearbook Commission. For three years (1932-35) he was president of the New Jersey State Teachers Association.

Gill, North Gill; Gloucester, Point Primary; North Adams, Houghton; Wellesley, Isaac Sprague; Whitman, Reed
MICHIGAN—Adrian, New McKinley; Bay City, Wenona; Detroit, Berry, Dixon, Fairbanks, Hubert, Moore, Wilkins
MINNESOTA—Minneapolis, Franklin Junior High, Lincoln Junior High, Longfellow
MISSISSIPPI—McComb, McComb Public Schools, East McComb, McComb Grammar, McComb High, North McComb, South McComb
MISSOURI—Kansas City, Ashland, Marlborough
NEBRASKA—Grand Island, Senior High; Kearney, Nebraska State Teachers College
NEVADA—Reno, McKinley Park Grammar, Northside Junior High, Southside Grammar
NEW JERSEY—Lincoln Park, Lincoln Park; Merchantville, Josephine Hinchman; Vineland-Landis Township, New Italy
NEW YORK—Oneonta, Center Street; Rochester, Indian Landing
OHIO—Akron, Administrative Building; Canton, John K. Baxter; Clyde, Clyde Public Schools, Clyde Elementary, Clyde High; Cuyahoga County, Coe, Parkview High, North Olmstead High; Gomer, Sugar Creek Township; Licking County, Alexandria Public Schools, Alexandria Elementary, Alexandria High; Malta, Triadelphia; Williamsfield, Wayne Township; Youngstown, Lincoln, Roosevelt
PENNSYLVANIA—Milton, Grant, Pollock; Pine Grove, Millin Street, Mill Street Elementary
UTAH—Provo, Provo Public Schools, Dixon Junior High, Franklin Elementary, Maeser Elementary, Senior High, Timpanogos; Salt Lake City, Highland Park
WASHINGTON—Chehalis, West Side
WEST VIRGINIA—Barboursville, Elementary; Big Chimney, Big Chimney; Bristol, Hattie Harden; Charleston, Fernbank, Oakwood Elementary; Clarksburg, Carlisle, Towers; Hinton, Central
WISCONSIN—Jefferson, Elementary; Kenosha,

Deming Ungraded; Manitowoc, Manitowoc Public Schools, Washington Junior High; Milwaukee, Peckham Junior High, Story; Wausau, Wausau Public Schools, Franklin, Grant, Longfellow, John Marshall, Vocational, Washington, Wausau Senior High

TWO YEARS

ALABAMA—Birmingham, Henley
ARIZONA—Florence, Florence Union High; Miami, Miami High
CALIFORNIA—Chico, Central; Colusa, Colusa Union High; Gridley, Gridley Union High; Monterey, Del Monte Elementary; Oakland, Charles Burkhalter, Anthony Chabot, Clawson, E. Morris Cox, Crocker Highlands, Franklin, Fremont High, Garfield Elementary, Garfield Junior High, Highland, Laurel, Lazear, Manzanita, McChesney, Montclair, Parker, Redwood Heights, Elisabeth Sherman, John Swett, Toler Heights, Daniel Webster, Whittier; San Francisco, Hancock-Cooper, Commodore Stockton; San Pedro, Bandini Street; Stockton, Monroe; Vallejo, Farragut
COLORADO—Canon City, Lincoln; Greeley, Cameron; Idalia, Idalia Public; Washington County, Washington County High Schools, Akron Senior High, Cope High, High Prairie High, Lindon High, Otis High, Platner High, Roosevelt High
DELAWARE—Wilmington, John Palmer Junior High; Western New Castle County, Christina Elementary
FLORIDA—Miami, Miramar Elementary
GEORGIA—Atlanta, Formwalt, Highland, W. F. Slaton
ILLINOIS—Barrington, Barrington Junior High, Barrington Senior High; Danville, Washington; Momence, Community High, Momence Elementary; North Chicago, South; Princeton, Princeton Public Schools, Douglas, Lincoln, Logan, Logan Junior High
INDIANA—Hammond, Harding; Indianapolis, Nebraska Cropsey No. 22, Benjamin Harrison No. 2, Public No. 23, Public No. 34, Public No. 36; Vincennes, Tecumseh, Washington
IOWA—Sioux City, Hawthorne, Hobson, Joy, Roosevelt
KANSAS—Dodge City, Lincoln; Hiawatha, C. H. James; Paola, South; Pittsburg, Forest Park
LOUISIANA—Acadia Parish, Morse High
MASSACHUSETTS—Auburndale, Charles C. Burr, Hamilton, Williams; Melrose, Warren; Newton, Lincoln; North Chelmsford, Princeton Street; West Medford, Brooks
MICHIGAN—Albion, Albion Public Schools, Austin, Dalrymple, Washington Gardner Elementary, Washington Gardner High, West Ward; Detroit, Vetal; St. Clair, Jr. High, Second Ward, Sr. High
MINNESOTA—Mankato, Franklin Junior High, Roosevelt Grade; Minneapolis, Alcott, Blaine, Thomas Lowrey
MISSOURI—Clayton, Price; Kansas City, Kansas City Boys Orphan Home; Maplewood, Sutton
NEBRASKA—Grand Island, Jefferson
NEVADA—Clark County, Educational District Number 1, Dry Lake District Number 1, Logandale District Number 1; Elko, Elko Grammar
NEW HAMPSHIRE—Alstead, Vilas High
NEW JERSEY—Neptune Township, Neptune Township Public Schools, Bradley Park, Neptune High, Ocean Grove Grammar, Ridge Avenue, Summerfield, Whitesville; Palmyra, Palmyra Public Schools, Delaware Avenue, Palmyra High; Upper Montclair, Bradford; Vineland-Landis Township, Orchard Road; Westfield, Woodrow Wilson
NEW YORK—Johnson City, Frank M. Smith; Lansingburg, Haskell, Lansingburg Junior High, Powers, Whipple; Malverne, Lakeview; White Plains, Ferris Avenue
NORTH DAKOTA—Minot, McKinley, Roosevelt
OHIO—Akron, Bryan, Forest Hill, Mason, McEbright, Fred E. Smith Elementary; Barberton, Oakdale; Barnesville, Barnesville Public Schools, Elementary, High; Canton, Cherry, Clarendon; Cincinnati, Mary Hill; Cleveland, Marion; Cleveland Heights, Boulevard Elementary, Coventry Elementary; Columbus, Milo, Siebert; Cuyahoga County, Brecksville Public, Brooklyn Village; Delroy, Monroe Rural; East Akron, Roosevelt Elementary; Elyria, Edison, Franklin Elementary; Greensburg, Greensburg Grammar; Hardin County, Forest-Jackson Rural, Alger-Roundhead Rural; Lake County, Concord Community (Concord Rural District), Madison Avenue (Painesville Rural District), Mentor Avenue (Painesville Rural District); Lakemore, Lakemore; Licking County, Newark Township Elementary; Sandusky County, Rollersville, Woodville; Steubenville, Lincoln; Van Wert County, Washington Township Rural; Wren, Wren Village; Youngstown, Shelby
OREGON—Bend, Allen Platoon, Kenwood Platoon, Reid; Marshfield, Bunker Hill; Milwaukie, Wichita
PENNSYLVANIA—Allegheny County, Hampton Township; Bradford County, Armenia Township, East Athens, Canton Boro, Orwell Township, Smithfield Township, South Creek Township, Standing Stone Fisher, Towanda Boro Public Schools, First Ward, Second Ward, Third Ward, Towanda Township, Troy Township, Spring Hill (Tuscarora Township); Ulster Independent, Warren Center (Warren Township), Wyalusing Boro, Wyalusing Township; Pike County, Pike County Public Schools; Westmoreland County, Penn. Township
SOUTH CAROLINA—Clinton, Clinton Public Schools, Academy Street [Cont. on page A12]