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The Journal

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"Comin' round the bend"—headed toward New Orleans. See pages 36-39.

February 1937

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Between Editor and Reader

THE FEATURE on federal aid for education which appears in this issue of THE JOURNAL is most timely. Every teacher—indeed every citizen—has a personal stake in this measure to safeguard and improve the schools. It would be a wholesome and helpful thing if every reader of THE JOURNAL—having carefully read this study of federal aid—would out of his conviction and sense of local need write to his representatives in Congress, the strongest possible appeal, illustrating the letter with concrete reference to local conditions. Get influential citizens to do likewise.

The need for federal aid for general education is most urgent and the outlook in Congress most favorable. If the people in each of the Congressional districts do their part there should be no question about the outcome. Let us remember Horace Mann's statement of a great truth: "In our country, and in our times, no man is worthy the honored name of a statesman, who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence; and by these he might claim, in other countries, the elevated rank of a statesman; but, unless he speaks, plans, labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman."

Some people are alarmed about the magnitude of public expenditure. This alarm is encouraged by the agents of certain big taxpayers. Even greater expenditures for liquor, for indulgences, for gambling, for unneeded luxuries, are passed by with small attention. Whether we are to buy certain necessities of life thru private purchase or thru taxes is a matter for citizens to determine on the basis of sound values and efficient service.

Let us not forget that public expenditure as well as private is a part of the national income. It goes into the channels of trade and helps to turn the wheels of agriculture and industry. Money and credit are like a great flywheel. Their vitality is in their movement. They lack power when standing still. To encourage both individual and public spending on a reasonable basis and for sound values must be an important part of social policy if we are to move forward.

*The Journal goes to all members of
the National Education Association*

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

The Journal

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

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

VOLUME 26
NUMBER 2

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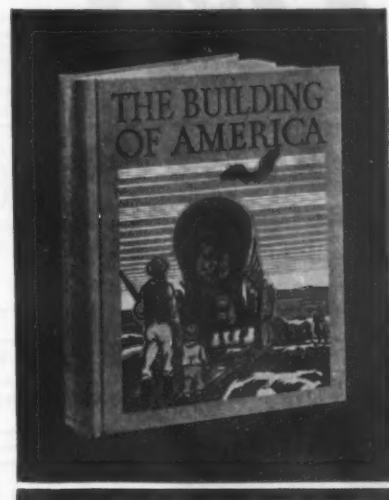
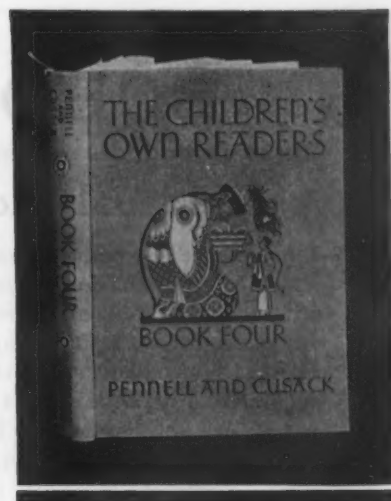
To create them requires, first of all, designers and artists who are masters of technique and color. Ginn and Company's Art Department has within recent years been fortunate in securing the collaboration of Mr. Charles R. Capon, whose work received high commendation at the recent Textbook Exhibit of the American Institute of Graphic Arts; of Mr. Franklin Booth, outstanding pen-and-ink artist; of Mr. Robert Lawson; of Mr. Herbert Paus; of Mr. C. B. Falls, whose "ABC Book" marked a turning point in children's book illustration; and others.

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[Cont. from page 60]

Conference on Elementary Education—All who are interested in elementary education are invited to attend the Conference on Elementary Education July 5-16, 1937, at the University of Michigan, Ann Arbor. This conference, which is being sponsored by the Department of Elementary School Principals, will follow the NEA convention at Detroit. All who wish to do the work on a credit basis will be entitled to two hours' graduate credit upon satisfactory completion of grade requirements. The course may be taken without credit by those who desire to do so. The tuition for the two-weeks' session is \$15. Lecturers will include Agnes Samuelson, Herman Browe, Henry J. Otto, Paul Rankin, William G. Carr, Dennis Cook, Bessie Lee Gambrell, S. A. Courtis, Willard C. Olson, Clifford Woody, and L. W. Keeler. For information concerning subjects to be discussed, address the Department, 1201 16th St., N. W., Washington, D. C.

Life-work conference—A practical idea in education is being put into operation by Superintendent H. F. Risse of St. Ansgar, Iowa. During the past three years he has sponsored an annual student life-work conference. At the 1936 conference over six hundred highschool students received information from fifteen men and women who gave information concerning twenty different vocations.

Life Memberships to commemorate Horace Mann Centennial—All NEA Life Membership Certificates issued during 1937 will carry a special series number commemorating the Horace Mann Centennial Celebration. By special arrangement, a copy of *Horace Mann: His Ideas and Ideals* will be presented to each person who takes out a Life Membership during 1937.

Even rug cleaners are organized—The following statement was seen recently on a laundry wagon in Washington, D. C.: "Certified Member of Rug Cleaners' Institute."

Mrs. Harriet Thatcher, who has been a devoted and faithful member of the headquarters staff of the National Education Association for nearly 19 years, retired from Association service on January 31. Mrs. Thatcher is one of the small group of workers who have been with the Association practically from the time the headquarters was located in Washington.

The 1937 Commencement 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 Horace Mann 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 also contains 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*; and other useful materials. Order from the National Education Association, 1201 16th Street, N.W., Washington, D. C., cost price, 50 cents. It is requested that cash accompany orders for \$1 or less.

The School Masters' Rotary Club, NEA, will have a joint luncheon with the New Orleans Rotary Club, Wednesday noon, February 24, in the Tip Top Inn, Roosevelt Hotel. The organization is composed of Rotarians with classification "Education" from every section of the United States. The attendance at this luncheon is generally from 800 to 1000. This will be the twentieth annual luncheon of this organization. This meeting is looked forward to as one of the high spots of the convention. Superintendent Nicholas Bauer, of New Orleans, president, is preparing a program which will be somewhat of a departure from the traditional program of other years. He promises a menu and program consisting of Creole food, Creole stories, Creole songs, and Creole girls. S. T. Neveln, superintendent of schools, Austin, Minn., is secretary-treasurer. The price of the luncheon is \$1.50 per plate. Tickets will be on sale at convention headquarters and at the *Nations' Schools* Booth.

"What's the Difference?" A bulletin dealing with the drinking problem may be secured from Allied Youth, 1201 16th St., N. W., Washington, D. C., at 25¢ a copy. "What's the Difference?", by Roy E. Dickerson, gives information on how to conduct a panel, contains a suggestive panel discussion on the effects of alcohol, and cites references on the subject.

Academic freedom—The Resolutions of the National Congress of Parents and Teachers for 1936 contain the following plank:

Adults and children, according to their ability to understand, should have opportunity to know all sides of important public questions, and school buildings should be available for such purposes. We believe that teachers should be allowed freedom to present all sides with impartiality.

The National Vocational Guidance Association will hold its annual meeting in New Orleans, February 17-20. The banquet will take place on Thursday evening, February 18, at La Louisiane Restaurant. Price [Cont. on page A-28]



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[Cont. from page A-27] two dollars. Reservations may be sent to Emma Pritchard Cooley, local chairman, 703 Carondelet Street, New Orleans.

The establishment of an arboretum as a statewide institution under the control of the University of Washington at Seattle is a great step forward in the development of the educational resources of the state and the Pacific Northwest. Washington Park, the site of the arboretum, has been turned over to the University on what amounts to a perpetual lease—the University to have complete charge of the development of the area as a botanical garden. The city of Seattle retains the right to use the area, about 260 acres, as a park, and will furnish light, water, and police protection and maintain roads.

There are more young people today in the American highschool than there were people in the whole United States in 1800.

Postdepression revival—A 100 percent enrolment from Shinnston, W. Va., recently arrived with the following comment: "This is six years with an unbroken record and the record has been broken but twice since 1925. These were two years during the depression, 1929 and 1931."

Dates to be remembered—

February 7-13—Negro History Week. For information, address C. G. Woodson, director, the Association for the Study of Negro Life and History, 1538 Ninth St., N. W., Washington, D. C.

February 20-25—Department of Superintendence convention in New Orleans.

March 30-April 3—Convention of the Association for Childhood Education, San Antonio, Tex.

The Council of School Superintendents of the state of New York has planned an "official itinerary de luxe tour" to the New Orleans convention of the Department of Superintendence. An all-expense tour such as this, which offers a maximum of opportunity for congeniality and fraternalizing and provides for stopovers in each direction, has been popular with many other state groups in the past.

The annual meeting of the West Virginia State Education Association at Huntington, November 12-14, set a high mark in program and in attendance. The registered attendance was 13,017.

Connecticut State Teachers Association Credit Union—One year ago the Credit Union Committee reported that five teacher credit unions had been organized. . . . Today we have 21 teacher credit unions affording savings and credit facilities to over 8500 teachers. These teachers have saved in these credit unions \$57,700 and these savings have been turned over in loans amounting to \$116,600. There have been no losses to date altho a reserve has been set aside for this purpose.—*Connecticut Teacher*, Dec. 1936.

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National Association of Deans of Women—Dr. Ada Comstock, president of Radcliffe College, will be the banquet speaker on February 18 at the annual convention of the National Association of Deans of Women, New Orleans. Dr. Herbert R. Stolz, who, as assistant superintendent of schools in Oakland, California, is in charge of guidance, will stress the integration of all guidance work when he speaks at the general open session on Wednesday evening, February 17.

A good lesson in social studies for a small community or a neighborhood would be to make a list of all the organizations represented in that community and to learn something of the purposes of each. Are there too many? At what points do they become divisive and confusing?

A message to prospective and commencing teachers—As a professional group, we realize that the quality of our service depends . . . upon the freshness of purpose that is brought to the work each year by the young novice who joins our ranks. Relatively small in number though this group may be, we turn to the beginners from year to year for that newness of vision and strength of determination so fundamental to growth in any endeavor. To each teacher in the state who today is regarding herself as an apprentice, let me assure you that we are in real need of the service which you are so eager to render. We need the youth which you bring to the work. We need your undaunted spirit. We shall benefit from your recent training. Your pupils will welcome you as a newcomer among them and will be proud of your success. Mistakes you will make, without doubt, but upon them may be built the foundation for future achievement.—Mabel E. Simpson, president, New York State Teachers Association.

"This is failure on a cosmic scale"—Private enterprise has demonstrated its inability to support the population. In the depression to date it has cost the American people one hundred billion man-hours of idleness thru unemployment, and refused to produce two hundred billion dollars' worth of goods and services which the plant and the labor force were ready and eager to produce.—Stuart Chase.

The World Conference in Tokyo—Write to the headquarters of the World Federation of Education Associations, 1201 16th St., N. W., Washington, D. C., for important information concerning the WFEA conference to be held in Tokyo, Japan, August 2-7, 1937.

The NEA state director for Tennessee, S. L. Ragsdale, writes: "Would it not be a fine thing [Cont. on page A-30]



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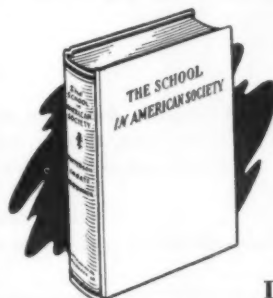
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INTERNATIONAL TEXTBOOK COMPANY
College Department Pennsylvania

[Cont. from page A-29] if we could get to the place where we would never think of employing any teacher who was not a member of local, state, and national educational associations? No one would engage a doctor who did not belong to the local, state, and national medical organizations, if desirable results were to be expected."

For highschool English classes—Each year *The Nation* "offers a roster of Americans who, either as individuals or as groups, deserve the applause of their countrymen." Classes in English will be particularly interested in the following three choices for 1936:

VAN WYCK BROOKS, for "*The Flowering of New England*, probably the most notable work yet written by a man long regarded as one of America's finest critics."

H. L. MENCKEN, for "the joyous as well as solid scholarship of his *American Language*, appearing this year in a completely revised edition."

CARL SANDBURG, for "*The People, Yes!*—a new poem celebrating, as have all his important works, the American folk tradition as a historical and cultural force."

A personal request to you—If teaching is truly a profession should there not be certain books which belong to the profession as a whole, to every teacher everywhere? What books would you include in such a list? Write the editor of *THE JOURNAL* your choices.

A challenge—The highschool at Ober-

lin, Ohio, with a faculty of 21 maintains a 100 percent NEA enrolment record and boasts of 13 NEA Life Members. Does any school in the country have a higher percentage of Life Members?

A unique method of educational interpretation—The Richmond, Mo., public school, during the pre-Christmas shopping season, presented its musical organizations in a series of "shoppers' matinees." Designed to break the monotony of the weary shopper's day, these programs acquainted the public with the grade school and junior high musical facilities and with the highschool orchestra, band, and glee clubs. An offering of either food or money was taken at each matinee for the benefit of the local WPA school children's free lunchroom.

Motivation for critical study of the existing peace machinery—The Educational Committee of the League of Nations Association announces its annual highschool contest on the League of Nations. For information, address the Committee at 8 West 40th St., New York, N. Y.

Appraisal Committee for the New Orleans Convention—Commissioner Walter D. Cocking of Tennessee, was a recent visitor at NEA headquarters, to consider plans for the work of the Appraisal Committee for the New Orleans Convention of the Department of Superin-

tendence. This committee, of which Commissioner Cocking is chairman, was authorized by vote of the Department of Superintendence at its meeting in St. Louis in February 1936. The committee is authorized to present various points of view upon the problems discussed at the New Orleans meeting and to summarize their findings in a pamphlet to be mailed to members shortly after the adjournment of the convention. The personnel of the committee is as follows: Walter D. Cocking; William G. Carr, Washington, D. C.; A. C. Flora, Columbia, S. C.; John Guy Fowlkes, Madison, Wis.; Will French, Long Beach, Calif.; Henry H. Hill, Lexington, Ky.; J. Cayce Morrison, Albany, N. Y.; Zenos E. Scott, Bridgewater, Mass.; A. A. Slade, Laramie, Wyo.

Are you interested in campus co-operatives?—For ten cents data may be secured from the National Committee on Student Cooperatives, 5757 University Ave., Chicago. Listed in its mimeographed statements are 159 student cooperative enterprises.

The School Public Relations Association will meet in New Orleans February 20, afternoon and evening; and February 21, morning. Subjects scheduled for the New Orleans meeting of this association include [Cont. on page A-32]

LIFE MEMBERSHIP in the N.E.A.

"If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human hand or heart can endure, it is the cause of Education."—HORACE MANN

Life Membership in the National Education Association is a symbol of permanent loyalty to the cause of education. In honor of the Horace Mann Centennial the Association is creating a special series of Life Membership certificates. These certificates will carry an additional line as follows: "*Special Series in Honor of Horace Mann Centennial, 1937*"

A copy of Joy Elmer Morgan's book, "Horace Mann: His Ideas and Ideals," will be presented with the compliments of the Centennial Committee to each person who takes out a Life Membership this year. Life members receive the *Journal*, *Research Bulletins*, and the *Annual Volume of Addresses and Proceedings* for life.

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Graduate School Bulletin—

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City and State.....

[Cont. from page A-30] newspaper problems, radio problems, American Education Week, house organs, and superintendents' annual reports.

Welcome cooperation—Roy W. Cloud, secretary of the California Teachers Association, writes that the resolutions of the sectional conventions of the state included the following item: "Whereas many problems of interest to the public schools must be solved by the active workers in the educational field, we recommend that the teachers of California cooperate effectively in maintaining the best standards of education. To do this, we recommend that all of the teachers of this state unite this year with their own local organizations, with the California Teachers Association, and with the National Education Association."

The cost of relief and the burden of community chests is greatly increased thru the growing impoverishment of the people by the liquor trade. Anyone can see with his own eyes—and teachers cannot escape seeing it—how money that should go to food, clothing, shelter, education and savings for a rainy day is being drained off by this iniquitous industry.

New NEA Publications

Financing the Schools is the title of a publication issued by the Research Division. This publication summarizes the most up-to-date statistics concerning expenditures for public education by federal, state, and local units of government. Data are also presented on the economic ability of the states to support education and on expenditures for certain luxuries. This is published as the January 1937 *Research Bulletin* of the NEA. Price: 25¢ per single copy.

The December number of the *Review of Educational Research* is entitled Mental Hygiene and Adjustment. Under the chairmanship of Harry J. Baker, director, Psychological Clinic, Board of Education, Detroit, Mich., a committee of the Association has canvassed the recent research concerning the educational aspects of the mental hygiene movement. The committee concludes that the mental hygiene program extends beyond the limits of subjectmatter out into the whole life of the child. Many nonschool influences are apparently as important as the school itself in shaping the lives of children. Teachers and school officers must become increasingly aware of the true significance of these other factors in the environment of children. Price: \$1 per single copy.

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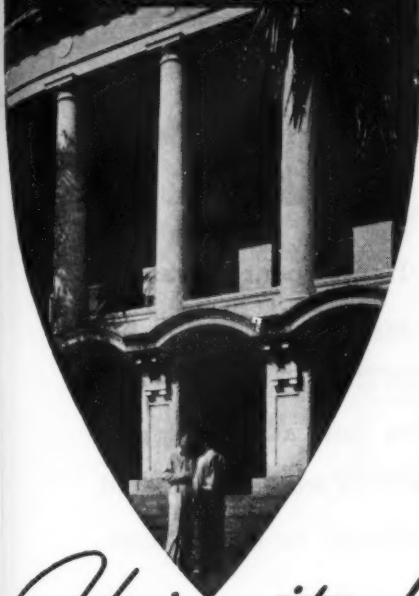
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- Wing Tsi Chan, Ph.D., Educational Director and Professor of Chinese Culture, Lingnan University, Canton, China.
- Henry E. Garrett, Ph.D., Associate Professor of Psychology, Columbia University.
- George C. Kyte, Ph.D., Professor of Education, University of California, Berkeley.
- Karl C. Leebick, Ph.D., Dean of the College of Liberal Arts and Professor of International Affairs, Syracuse University.
- Eugen Neubaus, Ph.D., Professor of Art, University of California, Berkeley.
- Sidney L. Pressey, Ph.D., Professor of Educational Psychology, Ohio State University.

A special bulletin containing detailed information will be sent upon request. Please address:

Director of Summer Session

UNIVERSITY OF HAWAII

Honolulu, T. H.

The Function of Education in American Democracy, prepared by the Educational Policies Commission in collaboration with Charles A. Beard, clearly states the case for the unique place of education among the public services. Taking a cue from the educational concepts of the founders of the Republic, the function of education in transmitting the seed-corn of culture to succeeding generations is held to be separate and distinct from other public functions, in that education alone can develop an informed public opinion which is the essential of democratic government. Price: 50¢. Available at the Commission offices, 1201 16th St., N.W., Washington, D. C.

[Cont. from page 66]

MISSISSIPPI—Vicksburg, Vicksburg Public Schools, Carr Central High, Clay Street, Speed Street
MISSOURI—Kansas City, Madison
NEBRASKA—Omaha, Central Park, Florence, Wash-ton

NEVADA—Clark County, Las Vegas Public Schools
NEW JERSEY—Atlantic City, Brighton Avenue; Montclair, Watchang; New Brunswick, Nathan Hale; Pitman, Pitman Public Schools, High, Special Teachers and Supervisors, Summit Avenue; Tenafly, Browning

NEW YORK—Elmira, Riverside Number 7; Mechanicville, Junior High, Public Number 1, Public Number 2, Public Number 3, Senior High
OHIO—Akron, Andrew Jackson; Centerville, Washington Township Schools; Chillicothe, Chillicothe Public Schools, High, West Fifth Street; Lake County, Henry W. Longfellow; Lakewood, Grant; Newark, Newark Public Schools, Central, Cherry Valley, Conrad, Franklin, Hartzler, Hazelwood, Hudson Avenue, Keller, Lincoln, Maholm, Mound, Riverside, Roosevelt, Senior High, Texas, Woodrow Wilson Junior High, Woodside; Van Wert County, Jennings Township Consolidated, York Township Centralized; Warren, East Junior High
OREGON—Oregon City, Barclay, Eastham, Mt. Pleasant, Senior High

PENNSYLVANIA—Allegheny County, Edgeworth, Borough, West Homestead Borough; Bucks County, Buckingham Township High, South Langhorne Borough; Chester, Lincoln; Mechanicsburg, Mechanicsburg Public Schools, Arch Street, Junior High, Senior High, Simpson Street; Tioga County, Wellsboro Public

SOUTH DAKOTA—Sioux Falls, Bancroft, General Beadle, Lincoln, Longfellow, Riverside

TEXAS—Houston, Cooley
VIRGINIA—Bath County, Mitchelltown; Lynchburg, Thomas C. Miller

WASHINGTON—Everett, Jefferson; Spokane, Adams, Cooper
WEST VIRGINIA—Culloden, Culloden

THREE YEARS

ALABAMA—Birmingham, Minor

ALASKA—Sitka, Sitka Territorial

CALIFORNIA—Alameda, Height, Lincoln, Porter; Los Angeles, Gravius Avenue, Marshall; Monterey, Orange Avenue; San Bernardino, Arrowhead

COLORADO—Denver, Alcott

DISTRICT OF COLUMBIA—Washington, Benning, Buchanan, Gales, Garfield

FLORIDA—Miami, Buena Vista Elementary; St. Petersburg, Mt. Vernon Elementary

GEORGIA—Atlanta, Jerome Jones

IDAHO—Pocatello, Washington

ILLINOIS—Aurora, C. M. Bardwell; Canton, Ingersoll; Freeport, Freeport High; Lake County, (District Number 5) Beach; Mendota, Mendota Township High

INDIANA—Bloomington, Banneker; Hammond, George Rogers Clark; Tell City, Troy Township Consolidated

KANSAS—Hutchinson, Fourth Avenue; Manhattan, Woodrow Wilson; Wichita, Wichita Public Schools, Samuel Adams, Alcott, Allison, Central, Douglas Dunbar, East High, Emerson, Eugene Field, Franklin, Gardiner, Alexander Hamilton, Harry Street, A. A. Hyde, Ingalls, Linwood, L'Ouverture, Horace Mann, Martinson, McCormick, Meridian, Riverside, Roosevelt, Stanley, Webster, Wichita High School North

MAINE—York County, (Union Number 7) Clementine Kendrick Burns, Dayton Public Schools, Moody, North Kennebunkport Public Schools, Old Orchard Beach Public Schools, Old Orchard Beach Elementary, Old Orchard Beach Junior-Senior High, Locke, Sweetser, Saco Public Schools, Bonython, Jordan

MARYLAND—Cecil County, North East High

MASSACHUSETTS—Brookline, George S. Baldwin; Holden, Rice

MICHIGAN—Detroit, Monnier

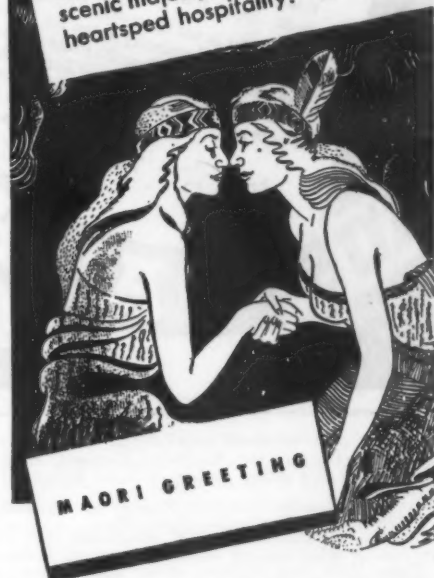
MINNESOTA—Minneapolis, Julia Ward Howe, Pierce

[Cont. on page A-34]



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[Cont. from page A-33]

MISSOURI—Kansas City, Humboldt, Linwood, Manchester; Little Blue, Jackson County Industrial Home
MONTANA—Glendive, (District Number 1) Glendive Public Schools, Washington Junior High
NEBRASKA—Omaha, Druid Hill, Hawthorne
NEVADA—Washoe County, B. D. Billingshurst Junior High, Mary Lee Nichols; White Pine County, White Pine County High Number 1
NEW HAMPSHIRE—Portsmouth, New Franklin
NEW JERSEY—Atlantic City, Senior High, Venice Park; Camden, Dudley, Mount Vernon; Montclair, Senior High; Red Bank, Junior High, Mechanic Street, Oakland Street, River Street, West Bergen Place
NEW YORK—Batavia, Robert Morris, Washington; Elmira, Public Number 11; Schenectady, Edison Elementary, Euclid Avenue
NORTH CAROLINA—Durham, East Durham, Lakewood
OHIO—Canton, Market; Lockland, Arlington; Pemberville, Pemberville Public; Sylvan, Central Avenue, Hillview; Youngstown, Hillman, Myrtle
OREGON—Oregon City, Oregon City Public Schools, Junior High; Salem, Richmond
PENNSYLVANIA—Allegheny County, Harrison Township, Roselynn Farms; Bucks County, Langhorne Manor; Chester, Daniel W. Jefferis; Lewistown, Fifth Ward, Logan Street; Middletown, Middletown Public Schools, Emaus Junior High, Middletown High, Wood Street; Pittsburgh, Penn; Westmoreland County, North Bell Vernon Borough
TENNESSEE—Memphis, State Teachers College
VIRGINIA—Bath County, Millboro Public, Thomas-ton Elementary
WASHINGTON—Bellingham, Roeder; Everett, Jackson; Spokane, Lewis and Clark High
WEST VIRGINIA—Backus, Glendale; Hinton, Greenbrier; Wilsonburg, Wilsonburg Public
WISCONSIN—Eau Claire, Day School for Deaf, Eighth Ward, Fourth Ward, Junior High, Ninth Ward, Second Ward, Seventh Ward, Tenth Ward, Third Ward, Vocational

TWO YEARS

ALABAMA—Birmingham, Fairview; Escambia County, W. S. Neal
ALASKA—Seldovia, Seldovia Territorial
ARIZONA—Tucson, University of Arizona College of Education
CALIFORNIA—El Modena, Lincoln, Roosevelt; Fowler Fowler High, Fowler Park; Los Angeles, Cahuenga, Van Ness Avenue; Oakland, Bella Vista, Emerson, Hawthorne, Herbert Hoover, Junior High, Lafayette, Merritt Business, Sequoia; Pomona, Hamilton; Sacramento, Bret Harte; San

Jose, College Park, Edison High, Lowell, Washington; Westwood, Westwood Junior-Senior High; Williams, Williams Union High
COLORADO—Denver, East High, Manual Training High
DELAWARE—Western New Castle County, Newport, Stanton, Yorklyn; Wilmington, Henry C. Conrad High, Charles B. Lore
DISTRICT OF COLUMBIA—Washington, Paul Junior High
GEORGIA—Atlanta, Murphy Junior High
IDAHO—Albion, Albion State Normal
ILLINOIS—Chicago, Chicago Normal College; East St. Louis, Bluff View, Edgemont; Elmwood Park, Elmwood Park Public Schools; Peoria, Washington
INDIANA—Indianapolis, John McCormick Number 30, Oliver Perry Morton Number 29, Public Number 43, Public Number 77
KANSAS—Effingham, Atchinson County Community High; Eureka, Eureka Public Schools, Junior High, Northside, Random, Senior High; Kansas City, Prairie; Manhattan, Roosevelt; Paola, Paola Public Schools, North
LOUISIANA—Grand Chenier, Grand Chenier High; Morse, Morse High; New Orleans, Edwin T. Merrick Elementary; St. Charles Parish, Comardella, Hahnville High
MAINE—Portland, Longfellow
MASSACHUSETTS—Waltham, T. R. Plympton, Pond End
MICHIGAN—Detroit, Leland, Mason; River Rouge, Northrop; Saginaw, Hoyt
MINNESOTA—Minneapolis, Webster; Stillwater, Oak Park
MISSISSIPPI—Redwood, Redwood
MISSOURI—Kansas City, Jefferson Elementary, Teachers College of Kansas City; Webster Groves, Avery
NEBRASKA—Omaha, Highland, Rosehill
NEVADA—Elko County, Contact High, Elko County High; Washoe County, Mary S. Doten Grammar, Robert H. Mitchell, Orvis Ring Grammar, Sparks Public Schools, Sparks Junior High, Sparks Senior High; White Pine County, East Ely
NEW JERSEY—Bridgeton, Pearl Street; Gloucester County, Mantua Township; Metuchen, Franklin High; Riverton, Westfield Public Schools; Wenonah, Wenonah; Westfield, Lincoln, Washington
NEW YORK—Freeport, Archer Street, Cleveland Avenue, Grove Street, Seaman Avenue; Gloversville, Central Elementary, Columbia, Kingsboro, Lexington Avenue, Park Street; Hampton Bays, Hampton Bays High; Mechanicsville, Mechanicsville Public Schools; Penn Yan, Liberty Street; Schenectady, Fulton
NORTH CAROLINA—Durham, East Durham, Edgemont, Southside, George W. Watts
OHIO—Akron, Crouse, Miller; Carroll County, Kilgore; Cincinnati, Raschig; Columbus, Fairmoor

Elementary, Mound Junior High, Stewart Avenue; East Cleveland, Chambers; Findlay, Huber; Gratis, Gratis Village; Lakewood, Garfield, Harrison, McKinley; North Canton, North Canton Public Schools, North Canton Grade, North Canton High; Rossford, Rossford High; Sandusky County, Helena District; Struthers, Highland Avenue; Youngstown, Joseph G. Butler Junior High, Harrison, Woodrow Wilson Junior High
OKLAHOMA—Perry, Perry Public Schools, Perry Elementary, Perry High
OREGON—Coos County, Bandon Grammar, Bunker Hill; Forest Grove, Forest Grove Elementary; Oregon City, Canemah; Portland, Capitol Hill, Hudson, Joseph Lane, Linnton, Sitton
PENNSYLVANIA—Delaware County, (Aston Township) Aston Mills, (Bethel Township) Bethel Central, (Marcus Hook Borough) Marcus Hook Borough Public Schools, Marcus Hook Junior High, (Morton Borough) Sidney Smedley, Newton Township; Dormont, Dormont High
SOUTH DAKOTA—Sioux Falls, Hawthorne, Lowell
TEXAS—Houston, David Crockett
UTAH—Box Elder County, Box Elder High
VIRGINIA—Lynchburg, Fairview; Lyon Park, Henry Clay; Norfolk, Great Bridge High, Ingleside; Prince George, Prince George
WASHINGTON—Bellingham, Bellingham Administrative Building; Spokane, Browne
WEST VIRGINIA—Charleston, Elk Elementary, Fruth; East Gulf, East Gulf; Huntington, Ensign; Milton, Milton West; Pettus, Pettus Consolidated
WISCONSIN—Eau Claire, Eau Claire Public Schools, Development, Senior High; Kenosha, Kenosha Senior High Annex; Madison, Marquette; Milwaukee, West Milwaukee High; Racine, Stephen Bull, Garfield, William Horlick Senior High, Jefferson, Gilbert Knapp, Lincoln, North Racine, Washington Elementary, Washington Junior High; Superior, Matt Carpenter, Peter Cooper, Nelson Dewey, Abraham Lincoln; West Milwaukee, Pershing

CURRENT YEAR

ALABAMA—Adamsville, Porter; Cullman, Welti; Tuscaloosa, Tuscaloosa Public Schools, Jemison, Junior High, Senior High, Stafford, Verner, West End
ALASKA—Akiak, Akiak; Belkofsky, Belkofsky; Candela, Territorial; Chitina, Chitina; Crooked Creek, Crooked Creek; Egegik, Egegik; Fairbanks, Fairbanks Public; Fort Yukon, Fort Yukon; Gustavus, Territorial; Haycock, Territorial; Kennecott, Kennecott; Ketchikan, Ketchikan; Kodiak, Kodiak Territorial; McGrath, McGrath; Moose Pass, Moose Pass; Naknek, Naknek; Nushagak, Nushagak; Palmer, Palmer Public; Portlock, Portlock; Pershing

[Cont. on page A-36]

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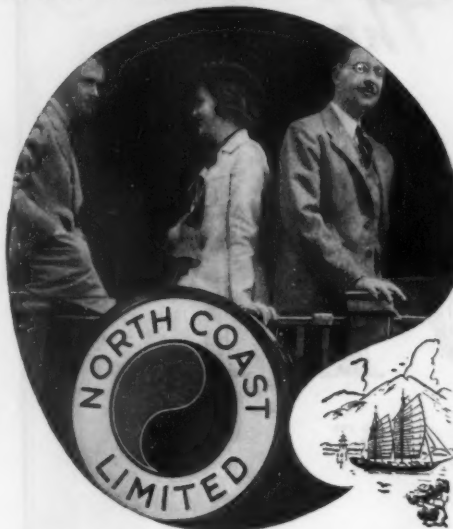
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[Cont. from page A-34]

Solomon, Solomon; Unalaska, Territorial; Valdez,
Ellamar; Wiseman, Wiseman; Wood River via
Dillingham, Wood River via Dillingham

ARIZONA—Mesa, Franklin, Irving, Lincoln, Wash-
ington, Webster

CALIFORNIA—Alameda, Alameda High; Alhambra,
Marguerita; Coronado, Coronado Public Schools;
El Modena, El Modena Public Schools; El Se-
gundo, El Segundo Elementary; Grass Valley,
Grass Valley High; Hayward, Muir; Los Angeles,
Carpenter Avenue, Eton Avenue, Fourth Street,
Normandie Avenue, Reseda, Topeka Drive, Win-
netka Avenue; Monrovia, Huntington, Mayflower,
Santa Fe; Oakland, Allendale, Edison, Alexander
Hamilton Junior High, Stonehurst; San Francisco,
Irving M. Scott; San Mateo County, Pescadero

COLORADO—Denver, Skinner Junior High, Valverde;
Pueblo, (District Number 20) Carlile, Central Jr.
High, Lincoln; Windsor, Windsor Elem. Platoon

CONNECTICUT—Ellington, Ellington Elementary;
Stratford, Putney

DELAWARE—Middletown, Middletown Public; West-
ern New Castle County, Western New Castle
County Public Schools, Hockessin; Wilmington,
Howard High

DISTRICT OF COLUMBIA—Washington, Brent, Cranch,
Logan, Webb

FLORIDA—Dade County, Allapattah Elementary,
Comstock, Robert E. Lee Junior High; Miami,
Earlington Heights, Gladeview Elementary, Santa
Clara Elementary; Tampa, Jackson; West Palm
Beach, Central Junior High

GEORGIA—Atlanta, E. L. Connally; Darien, Darien
High; Townsend, Newport-Jones; Wilcox County,
Wilcox County Public Schools

IDAHO—Challis, Challis Independent District No. 1

ILLINOIS—Bloomington, Washington; Canton, Kel-
logg; Chester, Chester Public Schools; Chicago,
Dunbar Vocational, Falconer Elementary, Farn-
sworth, Hayes, Kosciuszko, Wendell, Phillips Sen-
ior High; Dundee, Dundee Public; Evanston, Mil-
ler; Harrisburg, Bayless, McKinley; Olmstead,
Gore Grade; Peoria, McKinley, Reservoir Heights;
Rockford, Highland, John Nelson; Seaton, Seaton
Consolidated; Urbana, Lincoln

INDIANA—Elwood, Osborn; Fort Wayne, Frances
Slocum; Freedom, Freedom Public; Indianapolis,
Austin H. Brown, Public Number 35, Public Num-
ber 40; Muncie, Longfellow, Riley Elementary;
Vincennes, Fritchton Public, Purcell, Riley;
Wheatland, Wheatland High

KANSAS—Kansas City, Prairie Grade; Peru, Peru
Public; Wichita, Boys' Farm

KENTUCKY—Irrington, Irvington Independent
School District; Jenkins, Jenkins Public Schools,
Burdine, Dunham, Jenkins High, McRoberts;
Lexington, University of Kentucky College of Edu-
cation; Louisville, Albert S. Brandeis, Robert Ful-
ton, Parkland Elementary; McRoberts, Public

LOUISIANA—Ascension Parish, Ascension Parish
Public Schools; New Orleans, P. A. Capdau, Jef-
ferson Davis, Margaret C. Hanson Normal, Mc-
Donogh Number 7; St. Charles Parish, Allemands,
Ama, Destrehan High, Goodhope, Killona, Luling,
Montz, Norco, Paradise, St. Rose

MAINE—Broomfield Junction, High; York County,
Saco Kindergarten; Westbrook, Bridge Street
Grammar

MARYLAND—Baltimore, Henry Highland; Garnett,
Number 103; Brunswick, West Brunswick; Cecil
County, Cherry Grove Elementary, Harts' Ele-
mentary, Jefferson Elementary, Leeds Elementary,
New Bridge Elem., Providence Elem., Town Point
Elem., Union Elem., Warwick Elem., Zion Elem.;
Point of Rocks, Point of Rocks Public

MASSACHUSETTS—Melrose, Franklin; Norwood, Shat-
tuck; Orange, South; Waltham, Ezra C. Fitch,
Royal E. Robbins

MICHIGAN—Battle Creek, Freemont, Lincoln; Bay
City, Kolb, Woodside; Detroit, Amos, Atkinson,
Barstow, Bellefontaine, Bishop, Burfee Intermediate,
Burns, Burroughs Intermediate, Central High, Co-
lumbus, Courville, Custer, Davison Elementary,
Edwin Denby High, Duane Doty, Duffield, Eastern
High, East Side Girls Vocational, Ellis, Estabrook,
Fitzgerald, George Junior Trade, Gillies, Girls
Vocational West Side, Guyton, Hanneman, Han-
stein Elementary, Harris, A. L. Holmes, O. W.
Holmes, Hosmer, Hunter, Hutchinson, Keating,
Kennedy, Longfellow, Lynch, MacKenzie Eleme-
ntary, Mackenzie High, Marr Training, Maybee,
Maybury, Miller High, Monteith, Moore School

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MISSISSIPPI—Biloxi, Lopez; *Vicksburg*, Culkin Academy

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MONTANA—Great Falls, Lincoln

NEBRASKA—Omaha, Bancroft, Corrigan, Jungmann, Monmouth Park, Edward Rosewater

NEVADA—Douglas County, Consolidated "A"; *Elko* County, Carlin Grammar; *Goodsprings*, Goodsprings; *Lyon County*, Dayton, Smith Public; *Panaca*, Panaca Dist.; *White Pine County*, Kimberly

NEW HAMPSHIRE—Acworth, Acworth School District; *Alstead*, Langdon School District; *Lempster*, Lempster School Dist.; *Unity*, Unity School Dist.

NEW JERSEY—Garwood, Garwood Public Schools, Franklin, Lincoln, Washington; *GloUCESTER County*, (South, Harrison Township), Harrisonville; *Linden*, Linden High; *Metuchen*, Edgar, Franklin Elementary; *Montclair*, Edgemont; *North Plainfield*, East End, West End; *Red Bank*, Special Teachers and Supervisors; *Ridgefield*, Lincoln

NEW YORK—Binghamton, Binghamton Public Schools, Calvin Coolidge, Main Office, Sight Saving; *Center Moriches*, Center Moriches Union; *Elmira*, Parley-Coburn; *Fresport*, Columbus Avenue; *Gloversville*, Oakland Avenue, Spring Street; *Great Neck*, Kensington; *Hempstead*, Jackson; *Huntington Station*, Roosevelt; *Lancaster*, School Street Elementary; *Lockport*, Arnold; *Mattituck*, Mattituck Public Schools, Grade, High; *Oneonta*, East End; *Penn Yan*, Penn Yan Public Schools, Hutton Street, Junior High, Penn Yan Academy; *Rochester*, Laureton Grammar; *Schenectady*, Hamilton, Woodlawn, Yates

NORTH CAROLINA—Durham, Durham High, Fuller; *New Hope*, West Glow

OHIO—Allen County, Lafayette-Jackson; *Bradley*, Bradley; *Branch Hill*, Branch Hill; *Cambridge*, Park; *Canton*, Cedar, Liberty; *Carroll County*, Brown-Harris Rural, Magnolia, Sherrodsville Rural; *Cincinnati*, Saylor Park; *Clermont County*, Miami Township, Newtonsville; *Cleveland*, Hazel-dell; *Columbus*, Thomas A. Edison, Main Street, Robert Louis Stevenson; *Delaware*, West; *Findlay*, Bigelow, Strother; *Greensburg*, East Liberty Elementary; *Hardin County*, Blanchard Pleasant Rural; *Huron*, Huron Public Schools; *Kings Mills*, Kings Mills; *Lakewood*, Franklin, Roosevelt; *Mansfield*, Senior High; *Marathon*, Marathon; *Marietta*, Pike; *North Bloomfield*, Bloomfield Centralized; *Sandusky County*, York Township; *Terrace Park*, Terrace Park; *The Plains*, The Plains Public Schools; *Troy*, Forest; *Van Wert*, Franklin, Union Centralized; *Warren*, Laird Ave.

OREGON—Clackamas County (District Number 29), Carus, Eastham (District Number 312) Hillsview, Mt. Pleasant (District Number 62), Oregon City High; *Coos County*, Bandon Public Schools, Bandon High; *Portland*, Binnsmead; *Salem*, McKinley; *Tualatin*, Tualatin Public

PENNSYLVANIA—Adams County, York Springs Borough; *Berks County*, Bernville Borough, Centerport Borough, Lenhartsville Borough; *Centre County*, Ferguson Township; *Chester*, Dewey, Mann, Gartside; *Daughin County*, Berrysburg Boro, Gratz Boro, Highspire Boro, Hummelstown Boro, Jefferson Township, Londonderry Township, Middle Paxton Township, Millersburg Boro, Paxtang Boro, Penbrook Boro, Royaltown Boro, Rush Township, Susquehanna Township, Swatara Township; *Delaware County* (Ashton Township) Chester Heights, (Chester Township) Washington, Perry Wright, (Concord Township) Concordville, Dante Orphanage, Johnson's Corner, Eddystone Elementary, Eddystone Borough Junior-Senior High, Manor Township Elementary, Rutledge Borough, (Swarthmore Borough), Junior-Senior High, Rutgers Avenue Elementary, (Thornbury Township) Western, (Upper Chichester Township) Boothwyn, Johnson Avenue, Junior High, Twin Oaks Consolidated; *Downingtown*, Downingtown Industrial; *Easton*, Wolf Junior High; *Garrett*, Garrett Public; *Harrisburg*, Downey, Foose, Hamilton, Harris, Lincoln, Melrose, Open Air, Riverside, Shimmell, Wickersham, Woodward; *Philadelphia*, Temple Univ. Dept. of Education; *Shanksville*, Stonycreek Township Consolidated; *Shinglehouse*, Shinglehouse Public; *Wayne*, Rosemont Public.

TENNESSEE—Memphis, Lions Open-Air

UTAH—Ogden, Madison; *Salt Lake City*, Washington

VERMONT—Woodstock, Woodstock High

VIRGINIA—Bath County, Burnsville, Mt. Grove; *Williamsville*, Lynchburg, Ruffner

WASHINGTON—Everett, Lincoln, Monroe; *Spokane*, Columbia, North Central High, Stevens, Washington; *Vancouver*, Vancouver High

WEST VIRGINIA—Beryl, Beryl; *Bluefield*, Glenwood Junior High, Preston Street; *Charleston*, Tiskelwah Elementary; *Edwight*, Edwight Elementary; *Epperly*, Collins Elementary; *Huntington*, Harvettown; *New Haven*, New Haven Graded; *Simpson*, Wendel Grade; *Springton*, Springton Elementary; *Wardensville*, Wardensville High

WISCONSIN—Delavan, Delavan High; *Merrill*, Franklin; *Racine*, Franklin Elementary, Pratt, Howell, Roosevelt; *Superior*, Blaine Junior High

WYOMING—Lingle, Pub.; *Midwest*, Natrona Co. High

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“Tell Us How To Be Happy”

Alice Freeman Palmer was public-school teacher, president of Wellesley College, and later the wife of George Herbert Palmer, distinguished scholar, author, and teacher. During the summer she used to leave her “peaceful, calm retreat in the country” and talk at a vacation school in the slums of Boston. The children brought their younger brothers and sisters with them. Here is the story as Mrs. Palmer told it:

ONE JULY MORNING I took an early train. It was a day that gave promise of being very, very hot even in the country, and what in the city! When I reached my destination I found a great many girls in the room, but more babies than girls, it seemed. Each girl was holding one, and there were a few to spare. “Now,” I said, “what shall I talk to you about this morning, girls?” “Talk about life,” said one girl. Imagine! “I am afraid that is too big a subject for such a short time,” I said.

Then up spoke a small, pale-faced, heavy-eyed child, with a great fat baby on her knee, “Tell us how to be happy.” The tears rushed to my eyes, and a lump came in my throat. Happy in such surroundings as those in which, no doubt, she lived: perhaps dirty and foul smelling! Happy, with burdens too heavy to be borne! All this flashed thru my mind while the rest took up the word and echoed, “Yes, tell us how to be happy.”

“Well,” I said, “I will give you my three rules for being happy; but mind, you must all promise to keep them for a week, and not skip a single day, for they won’t work if you skip one single day.” So they all faithfully and solemnly promised that they wouldn’t skip a single day.

“The first rule is that you will commit something to memory every day, something good. It needn’t be much, three or four words will do, just a pretty bit of a poem, or a Bible verse. Do you

understand?” I was so afraid they wouldn’t, but one little girl with flashing black eyes jumped up from the corner of the room and cried, “I know; you want us to learn something we’d be glad enough to remember if we went blind.” “That’s it exactly!” I said. “Something you would like to remember if you went blind.” And they all promised that they would, and not skip a single day.

“The second rule is: Look for something pretty every day; and don’t skip a day, or it won’t work. A leaf, a flower, a cloud—you can all find something. Isn’t there a park somewhere near here that you can all walk to?” (Yes, there was one.) “And stop long enough before the pretty thing that you have spied to say, ‘Isn’t it beautiful!’ Drink in every detail, and see the loveliness all thru. Can you do it?” They promised, to a girl.

“My third rule is—now mind, don’t skip a day—do something for somebody every day.” “Oh, that’s easy!” they said, tho I thought it would be the hardest thing of all. Just think, that is what those children said, “Oh, that’s easy! Didn’t they have to tend babies and run errands every day, and wasn’t that doing something for somebody?” “Yes,” I answered them, “it was.”

At the end of the week, the day being hotter than the last, if possible, I was wending my way along a very narrow street, when suddenly I was literally grabbed by the arm, and a little voice said, “I done it!” “Did what?” I exclaimed, looking down, and seeing at my side a tiny girl with the proverbial fat baby asleep in her arms. Now I will admit that it was awfully stupid of me not to know, but my thoughts were far away, and I actually did not know what she was talking about. “What you told us to, and I never skipped a day, neither,” replied the child, in a rather hurt tone. “Oh,” I said, “now I know what you mean. Put down the baby, and let’s talk about it.” So down on the sidewalk she deposited the sleeping infant,

and she and I stood over it and talked.

“Well,” she said, “I never skipped a day, but it was awful hard. It was all right when I could go to the park, but one day it rained and rained, and the baby had a cold, and I just couldn’t go out, and I thought sure I was going to skip, and I was standin’ at the window, ‘most cryin’, and I saw”—here her little face brightened up with a radiant smile—“I saw a sparrow takin’ a bath in the gutter that goes round the top of the house, and he had on a black necktie, and he was handsome.” It was the first time I had heard an English sparrow called handsome, but I tell you it wasn’t laughable a bit—no, not a bit.

“And then, there was another day,” she went on, “and I thought I should have to skip it, sure. There wasn’t another thing to look at in the house. The baby was sick, and I couldn’t go out, and I was feelin’ terrible, when”—here she caught me by both hands, and the most radiant look came to her face—“I saw the baby’s hair!” “Saw the baby’s hair!” I echoed. “Yes, a little bit of sun came in the window, and I saw his hair, an’ I’ll never be lonesome any more.” And catching up the baby from the sidewalk, she said, “See!” and I too saw the baby’s hair. “Isn’t it beau-ti-ful?” she asked. “Yes, it is beautiful,” I answered. You have heard of artists raving over Titian hair. Well, as the sun played on this baby’s hair, there were the browns, the reds, the golds, which make up the Titian hair. Yes, it was truly beautiful. “Now, shall we go on?” I said, taking the heavy baby from her.

The room was literally packed this time; ten times as many girls, and as many babies as your mind will conceive of. I wish you could have listened with me to the experiences of those little ones. Laughter and tears were so commingled that I don’t know which had the mastery.—From *The Life of Alice Freeman Palmer* by George Herbert Palmer [Houghton Mifflin Co.].

THOUGHT FOR FOOD at N



man's sense of frugality, but with heart-felt appreciation for abundance—

But we hae meat, and we can eat,
Sae let the Lord be thankit.

NEW ORLEANS welcomes the world to bed and board. The members of the Department of Superintendence who take their 67th annual convention to that city February 20-25, 1937, are extended an especially cordial welcome; for it has been fifty years since they were there in New Orleans on a similar occasion.

The thousands of conventioners who failed to secure the convenience of a *de luxe* hotel room gain the privilege of home hospitality excelled nowhere, among a people vivacious, cultured, proud, whose rich Latin traditions defy the Anglo-Saxon melting pot.

Whoever sits at a New Orleans table, whether in private dwelling or *chez Antoine*, has thought for food. The palate-tickling, hunger-satisfying combination of the good things of life before him invokes from the diner Bobbie Burns' fervent blessing—not with the braw Scots-

Spanish lacework in iron

In New Orleans, eating is the enjoyment of a great art inspired in French and Spanish cuisine, and influenced by the magic touch of Southern "mam-mies." Two centuries of practice have made the quality of Creole food perfect, and its variety almost endless. Long before railroads made possible in every American city markets representative of all that the wide world produces for food, the ships of the Mississippi and of the Gulf brought to New Orleans wharves provisions of field and forest from the arctic to the tropics. The cooks of New Orleans have always had the wherewithal for their craft.

Dorothy Dix, resident of New Orleans who will be a speaker on one of the convention programs, takes issue with a foreign critic who once described America as a country which had one sauce and twenty different religions. "Evidently he did not reach New Orleans in his travels," she says, "or he would have discovered that its gravies are even more varied than its theology, and that good cooking is one of its religions."

Proximity to many waters, both salt and fresh, is responsible for the accent on maritime foods in the Crescent City.

A man's favorite fish betrays his native heath. If he sings the praises of the white-meated, wall-eyed pike, he was born in the Land of the Sky Blue Water; if he admits without shame that he eats codfish with relish, he was reared in New England; if his eyes glisten at the mention of rainbow trout, the Rocky Mountains claim him as a native son; if his mouth waters at the sight of the sizzling golden-brown form of a channel catfish, his early days were spent on Ol' Man River or some of its tributaries; if he goes into raptures over Barracuda—with a capital B—he is likely a street car conductor from Iowa who went to Long Beach, California, to live after his retirement; but when you meet a gentleman who says with enthusiasm that amounts almost to devotion, "Sir,

pompano is the spare-ribs of the finny clan," that man most certainly wet his boyish toes in Pontchartrain or Mau-repas.

A New Orleans menu of class is certain to include *Pompano en Papillote*—the king of fish stuffed with bread crumbs and mushrooms, baked in a paper sack. It may also include *Pompano Pontchartrain* or *Pompano Grille* as variations for him who takes his pompano often—and seriously.

There will also be trout for the Western Highlands visitor hunting for a new taste from familiar food, and the mountaineer will get it in *Truite Meunière Amandres*. The Plateau chefs often go as far as the "Meunière," with the white flour evenly browned in heated butter, but the butter-browned almonds which cover this creation when served are a touch only Delta cookery knows.

There is, of course, sole and turtle and crab and shrimp and oysters—and the greatest of these latter is *Oysters Rockefeller*, an original New Orleans dish that acquired a name designating its richness at the time when hoi polloi still looked slightly incredulous at mention of the Oil King's millions.

With *Oysters Rockefeller*, it's the sauce, not the oysters! The bivalves on the half shell, set on a pan of hot salt, are passed under the flames of the gas stove until well heated, and are then anointed and browned with a dressing made from spinach, onions, celery, parsley, lettuce, breadcrumbs, Worcestershire and McIlhenny sauces, anchovy sauce, and—sh—h! two ounces of absinthe, a gourmet's cookbook says wistfully, "if available."

But if the gourmet wishes to "throw things to the winds," as it were, on the fish line, let him try *Vol-au-Vent Bercy*. In the preparation of this comestible, the chef begins with a sheep's head—not from the woolly tribe at all, but a black-banded first cousin to the drumfish. With crabmeat, mushrooms, butter, flour, cream, and mysterious sauces and seasoning that include red peppers, bay-leaf thyme, a suggestion of garlic, and a cup *vin Bercy* for trimming, the dictator of the kitchen range serves his *magnum opus* in a pastry shell browned "to a



New Orleans

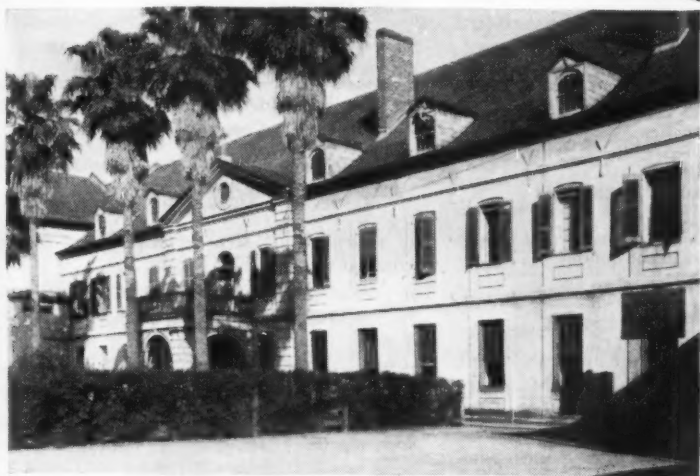
turn." This dish vies with pompano for favor with alien and domestic alike.

But the New Orleans kitchen art is not confined to seafood, tho its practitioners have achieved world-renowned success with the products of stream and gulf and bayou. Perhaps no cooks in the world have learned to do so many things with eggs.

If you are fond of eggs, and usually take them "straight up," or soft boiled, try this on your platter—*Oeuf à la Benedictine*, pride of New Orleans homes and restaurants. An egg has to be "built



The historic Old Absinthe House, built about 1750. Jean Lafitte, famous pirate, and Andrew Jackson are believed to have planned the Battle of New Orleans here.



Historic old Ursuline Convent, oldest building in the Mississippi Valley, was built in 1734.

up" to occupy this place of honor. The footings begin with dainty pieces of buttered toast, covered with thin wafers of broiled Virginia ham. A fried slice of tomato takes its place on top of the ham; then comes the capstone of baked egg, the whole drowned in a cream sauce seasoned with sherry and cheese, pepper and salt. This dish makes a corn belt Westerner wonder where ham and eggs have been all his life.

There are always some knife-and-fork adventurers who specialize in the dainty delectables. And for them in New Orleans is *Paté de Foi Gras à la Gelée*, the makings imported from Strasbourg where geese are bred and fed for their giant livers as a food for kings. One New Orleans restaurateur can boast of serving this delicacy, in his boyhood, to the great Bismarck.

When the epicure at New Orleans has moved down the menu to the en-

trées, his eye will fall first upon the word *Poulet*, which is likely to be repeated a half dozen times or more. Truffles and mushrooms, pimentos and peas, eggs, shallots, bay-leaves, thyme, and a half dozen other spices blend in the tender goodness of chicken broiled as it is nowhere else but in New Orleans.

The diner who is a stranger in New Orleans, or who has never studied any more French than is required for the doctor's degree, will call for an interpreter soon after he passes the *boeuf entrées*; but that sympathetic and obliging gentleman, who comes at a nod, with white napkin on arm indicating his readiness to serve even more than information, explains that *Côtelettes d'Agneau Maison d'Or* are only lamb cutlets with distinctive treatment of the house, and that the high cost of *Entrecôte Grillé Nature avec Champignons Frais* is not due to a champagne sauce, which

the tyro table adventurer may suspect, but that *Champignons Frais* are fresh mushrooms, and that *Entrecôte Grillé* is only another term for broiled spare-ribs such as the food connoisseur might find at a hotel in Kansas City or Chicago.

The Creole cuisine is famed for drinks as well as food. The black sirupy coffee of the Delta country is an enemy to those whose hours of sleep are shortened by caffeine. Tea in New Orleans is likely to be served with mint—and lemon; ginger ale and lemonade may also be accompanied with a few sprigs of mint, tasty flavor in a land where hot summers make cool drinks popular.

There will of course be some delegates whose threatening waist lines forbid lingering over the fleshpots and goblets of the Creole feast. To them the Crescent City extends as warm a welcome. In convention interims they will be found in the Old French Quarter, in the Cabildo, on the Field of Chalmette, by the levees of the Mississippi, among the odd Vaults of Old St. Louis Cemetery, inspecting the Napoleon Bonaparte House, or exploring the picturesque alleys or broad boulevards of this most unusual city.

To the diner—good digestion and *bon appétit*; to the explorer of the avenues—a good guidebook and *bonne chasse!*

—BELMONT FARLEY.

PROGRAM FOR N



A. L. Threlkeld, superintendent of schools, Denver, Colorado, president, Department of Superintendence of the NEA

Below: Left—St. Louis Cathedral, guardian of the French Quarter. Right—Old Dueling Oaks, setting of the breakfast on Wednesday



Tentative General Sessions Program for the 67th Annual Convention of the Department of Superintendence, New Orleans, La., February 20-25, 1937.

Saturday, February 20—All Day
Registration and Exhibits in the Municipal Auditorium

Sunday, February 21, 3:45 PM
Vesper Service

Presiding—A. L. Threlkeld, superintendent of schools, Denver, Colo., and president, Department of Superintendence

Processional Hymn—"Rise, Crowned with Light" . . . Warren

"Gloria Patri" . . . *Palestrina*

Invocation—Rev. Dunbar H. Ogden, pastor, Napoleon Avenue Presbyterian Church, New Orleans, La.

Anthem—"Praise Ye the Lord" . . . *Cesar Franck*

Walking with God Today—Albert W. Palmer, president, Chicago Theological Seminary

Recessional Hymn—"Jerusalem, the Golden" . . . Ewing

Sunday, February 21, 8:00 PM
Dixie Night

Episode I—Colonial Days in the South

Episode II—The War Peril

Episode III—The New South

Episode IV—The Idealized Mardi Gras

Monday, February 22, 9:00 AM

Address of welcome—Nicholas Bauer, superintendent of schools, New Orleans, La.

Response—J. M. Gwinn, professor of education, San Jose State College, Calif., and past president, Department of Superintendence

The meaning of the exhibits—Homer W. Anderson, superintendent of schools, Omaha, Nebr.

Building the profession of school administration—George D. Strayer, Teachers College, Columbia University

A professional code for superintendents—Frederick M. Hunter, chancellor, State System of Higher Education, Eugene, Ore.

Monday, February 22, 2:15 PM
Discussion Groups, 12 in Number

Monday, February 22, 8:00 PM

Presentation of Honorary Life Membership to John Dewey—John A. Sexson, superintendent of schools, Pasadena, Calif.

Democracy in school administration—Dr. Dewey Address—John W. Studebaker, United States commissioner of education

Address—Hon. Josh Lee, United States Senator from Oklahoma

Tuesday, February 23, 9:00 AM

The cost of chance—A. J. Stoddard, superintendent of schools, Providence, R. I., and chairman, Educational Policies Commission

"The Improvement of Education: Its Interpretation for Democracy"—the 1937 Yearbook

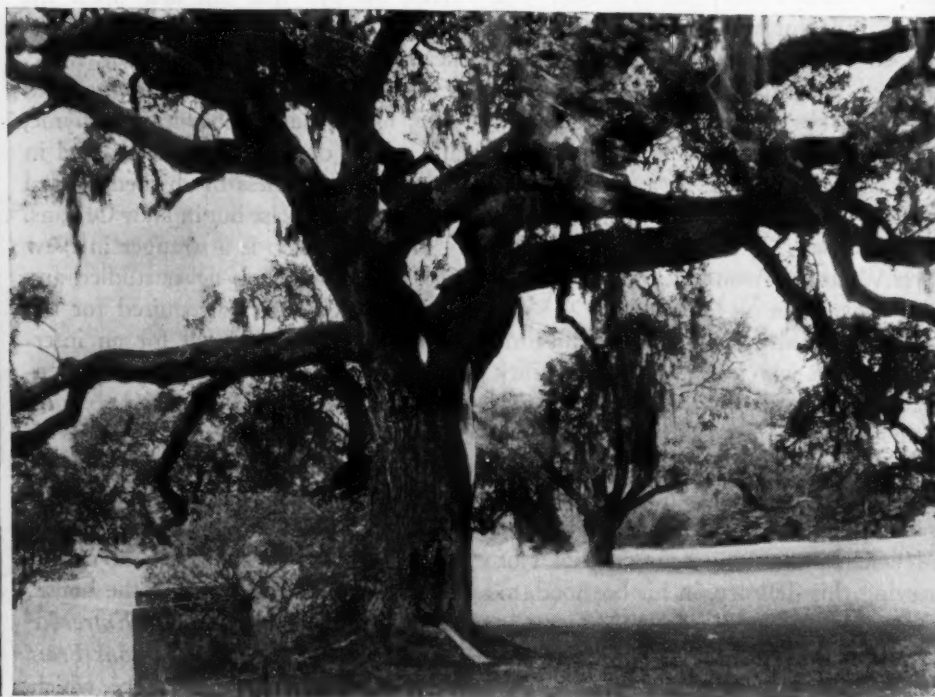
The present social scene—Harry Elmer Barnes, editorial writer, New York, N. Y.

The present educational scene—Hollis L. Caswell, George Peabody College for Teachers, Nashville, Tenn.

The future of education—Frederick H. Bair, superintendent of schools, Bronxville, N. Y.

Business session—Nomination of officers from the floor, reports of committees

Tuesday, February 23, 2:15 PM
Discussion Groups, 12 in Number



NEW ORLEANS

Tuesday, February 23, 8:00 PM

American democracy—an interpretation for schools—George Norlin, president, University of Colorado

Can divergent views on educational theory and practice be reconciled?—Charles H. Judd, University of Chicago

Education for the middle of the road—William F. Russell, dean, Teachers College, Columbia University

Wednesday, February 24, 7:30 AM

Complimentary breakfast to the convention under old Dueling Oaks in City Park

Wednesday, February 24, 9:00 AM

The importance of a point of view in school administration—Jesse H. Newlon, professor of education, Teachers College, Columbia University

The prospect of American democracy—George S. Counts, professor of education, Teachers College, Columbia University

The functions of secondary education—Thomas H. Briggs, chairman, Committee on the Orientation of Secondary Education

Wednesday, February 24, 2:15 PM

Discussion groups, 12 in number

Wednesday, February 24, 4:30 PM

Open air concert in Municipal Auditorium Plaza by Louisiana State University Band

Wednesday, February 24, 6:00 PM

College dinners will be held this evening

Wednesday, February 24, 8:30 PM

An excellent general program for this evening is in preparation

Thursday, February 25, 9:00 AM

Report of Committee on Resolutions—F. L. Schlagle, superintendent of schools, Kansas City, Kansas, chairman

Viewing our work in perspective—Orville C. Pratt, superintendent of schools, Spokane, Wash., and president, National Education Association

A Symposium—"Problems for Superintendents of Schools"

Thursday, February 25, 2:15 PM

The Parade of the Krewe of NOR

The Krewe of NOR is the school children's carnival organization of the celebrated Mardi Gras. By special arrangement, it will repeat its colorful parade along the streets of New Orleans for all those attending the convention.

IMPORTANT

Since the discontinuance of the railroad identification certificate plan for reduced fares, convention railroad rates are no longer available. On some railroads, round-trip winter tourist tickets may be secured without identification certificates. No credentials are necessary. All arrangements may be made thru local ticket agents.

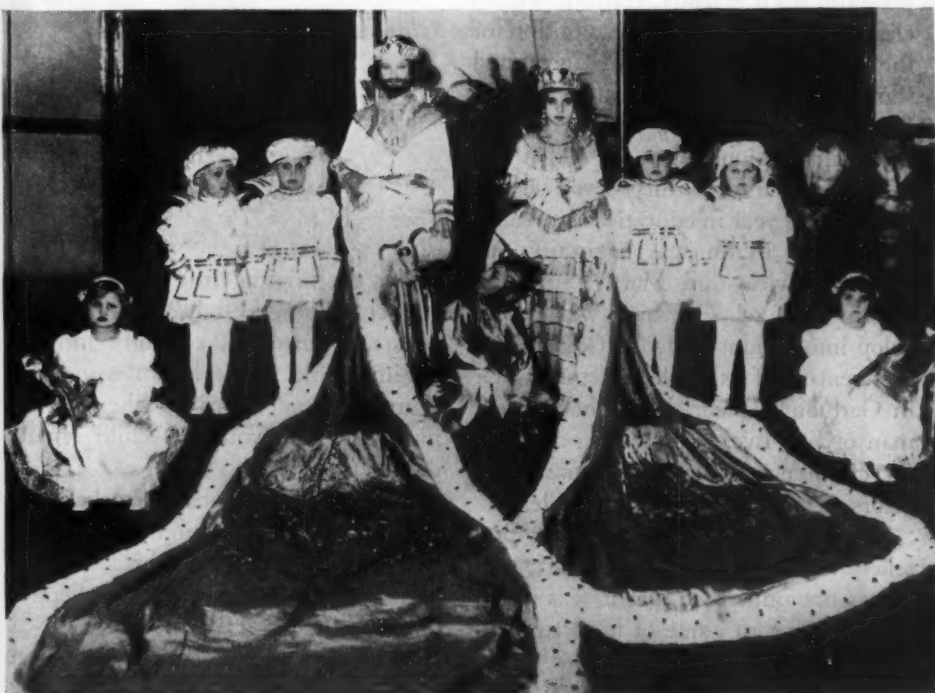
Advance sleeping room reservations were heavier than for many years past. Hotel rooms are now exhausted. Superintendent Nicholas Bauer, aided by a citizens' committee, has secured 1800 rooms in private residences. For reservations, address Sam Fowlkes, chairman, Housing Bureau, New Orleans Association of Commerce.

Convention headquarters, registration, post office, press room, and exhibits will be located in the New Orleans Municipal Auditorium.



Nicholas Bauer, superintendent of schools, New Orleans, Louisiana, host to the 67th annual convention of the Department

Below: Right—Cypress, adorned with Spanish moss, in the Louisiana lowlands. Left—The Child King NOR, who will reign on Thursday



One Hundred Years of the KINDERGARTEN



Friedrich Froebel, father of the movement; a kindergarten of 1895; an activity in one of today.

TO TRY to separate in our thought the kindergarten of today from the kindergarten Froebel conceived one hundred years ago is as impossible as to separate tree from root, flower from seed! Our present kindergarten is the direct descendant of that little school begun in Blankenburg in those far-off years, and the more eagerly and intelligently we return to those beginnings the more we discover the roots of much that we pride ourselves upon today.

Those who wish to commemorate the growth of a century could find no better way than to go back, with humble hearts, to their own beginnings as recorded in Froebel's books, and find the roots of their present emphasis on such principles as the need of fitting the school to the child, not the child to the school; the significance of individual differences; the paramount importance of the earliest years; the power of environment; the crying need for parental education; the infinite value of creative ex-

pression. Such a study, coupled with a clear-eyed and grateful recognition of the fine contributions from uncounted sources down thru the century should inevitably provide the perspective which brings inspiration.

Eighteen hundred thirty-seven was an outstanding year in education. In America Horace Mann was beginning his notable service, and Mary Lyon was opening the school which was to develop into Mount Holyoke College, the first venture of its kind. In a small town in Germany, Friedrich Froebel, then a man of fifty-five, was creating a school for children so young that most educators regarded them as negligible.

This first school exclusively for preschool children was opened in 1837, though it was not until 1840 that it was called by its significant name of kindergarten, child's garden. That any institution should have survived for several years

under the original title of "Kleinkinderbeschäftigungsanstalt," small-children-occupation-institute, certainly indicates an invincible vitality! No wonder its founder "shouted for joy" when the new name for his "youngest child" finally flashed upon him!

This was by no means Froebel's first venture into the educational field; rather was it the mature fruit of his later years, his crowning contribution to educational thought. His first attempt at teaching was undertaken at the urgent behest of an older man, head of a boys'

Mary C. Shute



school at Frankfort, who saw, with surprising vision, the latent power in the young dreamer of twenty-three, who later wrote of his first weeks of teaching, "I feel like a fish in water or a bird in air!"

His *milieu* once discovered, there was no swerving, tho under the unity of purpose lay great diversity of practice: a teacher in a preparatory school; a tutor of three wealthy boys, with whom he at first isolated himself according to Rousseau's plan, soon however taking them with him to Pestalozzi's famous school at Yverdun for group living; a humble student, yet an intelligent and constructive critic of Pestalozzi's work; the founder of a school for boys at Keilhau, the account of which in *The Education of Man* is full of fascinating foreshadowings of educational theories which we today herald as modern; again, the founder of an orphanage for the care of little children at Burgdorf, an experience which led naturally into the flower and fruitage of all his work—the kindergarten!

The kindergarten was literally a fruitage, not an accident, for a careful study of his earlier writings indicates clearly the dissatisfactions with existing conditions which led him to push further and further back into the life of the child until he saw that education begins at birth and that if we are not to spend the major part of the later years undoing mistakes, we must lay our foundations with care and insight. Out of that ultimate realization, therefore, flowered

Froebel's greatest educational contribution with its insistence on right training for parenthood, and its establishment of the first successful educational system for the training of the preschool child.

Only as one reads over and over Froebel's most important writings (*Education of Man*, 1826; *Autobiography*, 1827; *The Mother Play*, 1843) can one properly evaluate the kindergarten of today or get that sense of continuity in which lies the ethical value of such an historical commemoration as we are this year observing. Only in this way can there be in our educational thinking what our modern writers call "integration," the basis of all sane thought and life, the truth which Froebel saw so clearly over a century ago. He repeatedly stressed in *The Education of Man* the need of "continuity" in living and doing and thinking if any "unity" of life was to be attained. Seeing life as a whole led inevitably to Froebel's stressing the earliest years as an indispensable part of the whole, determining the structure of later life; led, also, to his seeing education as a continuous process; dominated his own life so completely that it permeated all his writing, teaching, living; made it possible to see life so steadily that out of the heartbreak with which he learned of the closing of all his kindergartens by the arbitrary Prussian Edict of 1851, he could say quietly, "Such opposition throws us back on our principles," and could begin at once planning for the transference of his work to America where, he declared, "a new life is freely

unfolding itself and a new education of man will find a footing."

How has America met this trust?

While no such profound ideal as that of Froebel could be completely realized in any country in the short span of a century, much has certainly been done. In the eighty-two years since Mrs. Carl Schurz opened the first kindergarten on American soil up to the present centennial year, the work has gone steadily forward, in spite of the great difficulties entailed in its transplanting to a foreign soil; in spite of the barriers in the translation of Froebel's involved German; in spite of the limited training of many of those who sought to interpret "the new education"; in spite of the entrenched convictions, not yet conquered, that the earliest years will take care of themselves and that anyone can teach the smallest children.

The pioneer years were incredibly difficult in their struggle with distrust, ridicule, misunderstanding, and indifference, and they were weighted with many errors, many misinterpretations of Froebel's meanings, many formalisms (the inevitable accompaniment of any new message too profound to be instantly grasped), many inadequacies and omissions. At the same time they were years of great joy, as the disciples of the new education saw little children's lives expanding and developing in the freer atmosphere of the new type of school, saw parents learning to solve their home problems more wisely, saw grade teachers coveting this more normal living for their older groups, saw such educators as President Eliot of Harvard recognizing in the new methods a clue to a better type of education for all levels.

The most ardent among us would admit freely that many mistakes were made, but they were the mistakes of pioneer work, and to read of those early years, both in Europe and America, is to come face to face with a cloud of witnesses whose devotion to an ideal and whose consecration to a great cause may well challenge all of us, as we fare forth into the second century of the kindergarten, to an ever-deepening, ever-broadening service to childhood.

Children in a modern kindergarten in Denver think the jelly they have just made, the best they ever tasted.





Texas Film Corp., Hollywood

OUTSIDE READING Made Easy

ELIZABETH REYNOLDS

BOOK REPORTS make no more sense than—"So you had a good time at Jane's party? Now, dear, just sit down and write mother a report on it. Tell her where the party was given, by whom, and why; who was present; what you had to eat; who was the outstanding social success; and what clever remarks were made. And mind you, get your paper finished before dinner or you'll have only bread and milk."

For the first few years of my teaching experience, I was unable to do much about helping my students overcome their prejudices against required reading. I had visions of my classroom's having a library of its own made up of books particularly suited to the interests of my sophomores, books they could browse thru at will and read without having someone say, "You must have a book read by two weeks from Thursday and be able to give a written report on it."

Then along came the depression—

and, at the height of the big ogre's power, our state adopted new texts. Since we knew about half our students could not afford to get books, the teachers decided to ask each student for a small rental fee to be used in creating classroom libraries large enough to supply each child with a book for classroom work. The plan has been one of the most successful projects of our school. In a few semesters our room had plenty of bookcases and 40 copies of texts and reference books, making the purchase of other textbooks unnecessary.

At last I could work on my plan for making outside reading easy. I spent some of the rental fee for a small number of novels, books of travel, adventure, and the like, and "Our Library" was created. To promote further interest I made the agreement with my pupils that if they completed a unit of work or at least came to a logical intermission in four days, they might have the entire period on Friday for reading.

We have been able to increase "Our Library" until now we have over sixty books, ranging from the just barely good to excellent, and subscriptions to twenty magazines on hunting, house planning, airplane and radio building, politics, and the like. We no longer need to have magazines brought from home. Next semester we shall spend all our rental money on books. The other day a boy asked, "Why don't we pay next semester's fee now so we can have the books longer?" The child who wants a book simply signs a card and leaves it on my desk. Books may be checked out after school Friday and kept until Thursday afternoon, thus insuring the presence of every book on the shelves on reading day. Magazines are not checked out, for they are constantly in demand in the room. Before class begins, during roll call, or when assignments have been finished, a student can read a short article or at least revel in beautiful pictures.

I have fallen into the habit of looking over the magazines as they arrive, then calling attention to articles I think will be of most interest to the students. With the exception of three magazines, none of ours have stories in them. I have yet to have a boy or girl ask for more stories.

What have I done about book reports? Nothing. No reading matter is ever checked. Nor are grades given to students for extra reading. When we study classics in class I try to impress certain principles so strongly in the students' minds that they will be carried over into everyday reading.

Our students love to read. During the first six weeks of this year as many as nine books from our shelves were read by one person. On Friday the children literally rush to class to get the books or magazines they want. It is truly a treat to see youngsters who have never been twenty-five miles from home studying pictures in *Asia*; boys who still say "he seen" reading articles on antique glass and fine paintings; girls copying recipes; boys who are just beginning to date poring over the pages of our etiquette book.

"Our Library" has been practically a cure-all. The same amount of general classroom work is accomplished with much better spirit than before. Failures have decreased. And the cost of our adventure is twenty-five cents a semester for each student.

HORACE MANN

and the

AMERICAN DREAM

William H. Kilpatrick

NO FEATURE of American democracy has been more pronounced than its regard for public education. No part of the American dream has been dearer than the welfare of the children and young people. Nowhere else in the world has tax money been given so lavishly to the cause of schools.

Here first in the world was installed the single ladder system free to all from the beginning of schooling up to entrance to the university in contrast with the dual systems for upper and lower classes till recently dominant in Europe. Nowhere else in the world is so large a proportion of the young from six to eighteen in school. The American ideal, in short, has been to give this form of equal opportunity to all. To be sure, we can easily point to real and discouraging failures to live up to this ideal; but still, taken as a whole, the achieving of the American democratic school system is most impressive.

The credit for achieving this system of public education belongs, it seems fair to say, more to Horace Mann than to any other one person. His vision, his personality, and his efforts are stamped indelibly upon every public school in this country.

A hundred years ago there were the beginnings of a school system scattered thruout the entire country with most already accomplished in New England and New York. But it was a very disorganized and inadequate outlook. Take Massachusetts as the best of the nation. The schools were free, but the salaries pitifully low. Actually there were "females keeping school for a dollar a week," and the inside character of the schools was quite in keeping. Classes were not graded. Textbooks were ill-adapted. Memorizing words was the common practice. Fear was the ruling motive. Corporal punishment of a brutal kind abounded. In Boston in 1844 an actual survey of a representative school of 400 pupils showed an average of 65

whippings a day. Nor were these floggings light or tame. Horace Mann notes "extreme cases where surgical operations have been necessary in order to save life or limb." As for the teachers, there was no normal school or other place where they could get professional preparation. Very many were clearly unfitted to teach. In fact the year 1837 saw in Massachusetts "between three and four hundred schools annually broken up thru the incompetence of the teachers or the insubordination of the scholars."

It was this situation that Horace Mann faced when he became secretary a century ago to the newly formed State Board of Education. As a lawyer member of the state legislature he had been chiefly instrumental in passing the law to establish the State Board. It was but fitting that he should be called to be its first chief official. His salary was pitifully inadequate, only \$1500 a year from which he had to pay his office and traveling expenses. It shows the spirit of the man that he said of the legislators who fixed so meager a sum: "Well, one thing is certain; if I live and have health, I will be revenged on them; I will do them more than \$1500 worth of good."

For twelve years he held the post, working "an average of fifteen hours a day" till finally nature rebelled. His first efforts were directed to changing public opinion, to making the people believe in public education in a new and vital sense. In this he was opposed by "sordid politicians, unprogressive schoolmen, and sectarian preachers." The lyceum movement had made public lectures popular. He called to his aid "brilliant clergymen, distinguished lawyers, prominent men of letters, and wellknown college professors as speakers at the hundreds of public meetings" held thruout the state. The people were stirred so that successive legislators supported Mann's efforts.

The teaching force had to be improved. This he did by organizing teachers' institutes and establishing normal schools. In connection Mann made his famous school reports and established *The Common School Journal*. Thru these he discussed and advocated the most advanced educational ideas of his day: proper school buildings, the word method of teaching reading as opposed to the old alphabet method previously in use, the introduction of physiology and hygiene into the school course, music as part of school work, the use of school libraries, the abolition of corporal punishment. One particular object of attack was the district system, which seemed to him to stand in the way of any proper

THE AMERICAN STATESMAN

In our country, and in our times, no man is worthy the honored name of a statesman, who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence; and by these he might claim, in other countries, the elevated rank of a statesman; but, unless he speaks, plans, labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman.

—"THE NECESSITY OF EDUCATION IN A REPUBLICAN GOVERNMENT."

HORACE MANN

progress. This, indeed, is a problem that still plagues us in many parts of the country.

In behalf of all these reforms he kept up thru his annual reports and the *School Journal* "a continuous fire of argument, entreaty, fact, philosophy, statistics, and testimony." And the results were gratifying. As one instance, he himself writes in 1842: "Tomorrow there is to be a grand celebration at Salem on account of the improvement and extension of their school system. A great change has been effected in that city—a new body and a new soul, new schoolhouses, and a new spirit among the teachers; and tomorrow is to be a *fête-day*. In the evening I am to lecture; and on Wednesday evening I am to endeavor, by a lecture in Brookline, to carry out a plan for the establishment of a highschool there."

In 1843, being brought near to a physical collapse by reason of his "average of fifteen hours a day" of work, he took a five months' trip to Europe to study the schools, especially of Germany. The results of this study were made known in his Seventh Annual Report and stirred great controversy. The Boston schoolmasters thought they were reflected upon and joined in a stinging attack upon Mann and his proposals for improving the schools. The final effect was most salutary. The matter got clearly before the public and in the end Mann and his reforms were vindicated. In this Seventh Report so attacked we find the "source and origin of some of the most familiar features of our best presentday schools—the word method of teaching reading, oral instruction, elementary science, language exercises, geography built on the life around, music, and drawing."

In certain respects the benefits that Mann expected to flow from universal education have not been materialized. The problem has proved more complex than he knew. In 1848 he wrote:

Surely nothing but universal education can counterwork this tendency to the domination of capital and the servility of labor. If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relation between them may be called: the latter in fact and truth will be servile dependents and subjects of the former. But if education be equably diffused, it will draw property after it. . . . Education, then, beyond all other devices

of human origin is the great equalizer of the conditions of men—the balancewheel of the social machinery. . . . It gives each man the independence and the means by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich: it prevents being poor.—Annual Report, 1848.

Where so much is to be said it is hard to choose. An historian of the Massachusetts school system thus sums up the results of the twelve years of Mann's work: "Statistics show that the appropriations for public schools had doubled; that more than two million dollars had been spent in providing better schoolhouses; that the wages of men as teachers had increased 62 percent, of women 51 percent; one month had been added to the average length of the schools; the ratio of private school expenditures to those of the public schools had diminished from 75 percent to 36 percent; the compensation of school committees had been made compulsory, and their supervision was more general and constant; three normal schools had been established and had sent out several hundred teachers who were making themselves felt in all parts of the state."

But the results were not confined to Massachusetts. "Mann's reports," wrote George B. Emerson in 1844, "awakened an echo in the woods of Maine, on the banks of the St. Lawrence, on the shores of the Great Lakes. They have been



The all-important question still remains: By what spirit are our schools animated? Do they cultivate the higher faculties in the nature of childhood—its conscience, its benevolence, a reverence for whatever is true and sacred? Or are they only developing upon a grander scale, the lower instincts and selfish tendencies of the race? . . . Knowing as we do that the foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people, are we equally sure that our schools are forming the character of the rising generation upon the everlasting principles of duty and humanity?

—HORACE MANN.

read and listened to in New York, in the West and Southwest. The importance they have acquired is shown by the fact that a man from Massachusetts has been selected to organize the schools of New Orleans. At this very moment his reports are regenerating the Rhode Island schools while in the remotest corners of Ohio forty people have been known to meet to read together the only copy of the Boston Secretary's reports which they have been able to obtain."

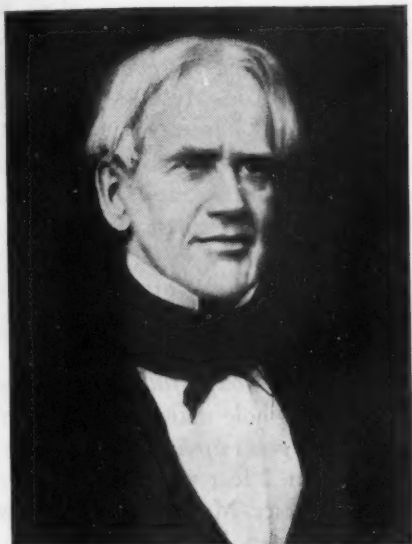
Nor were the effects of his efforts confined to the United States. His books were numerous translated abroad. A London City Council reversed its vote in 1842 on hearing what Mann had said against sectarian education. The British Parliament reprinted by special vote part of his Seventh Annual Report. In Argentina and elsewhere in South America Horace Mann became widely known thru the efforts of Sarmiento, the schoolmaster statesman of South America.

I can think of no more fitting conclusion than Mann's own words: "The common school is the greatest discovery ever made by man. In two grand, characteristic attributes, it is supereminent over all others: first, in its universality, for it is capacious enough to receive and cherish in its parental bosom every child that comes into the world; and second, in the timeliness of the aid it proffers—its early, seasonable supplies of counsel and guidance making security antedate danger. Other social organizations are curative and remedial; this is a preventive and an antedote. They come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them. Let the common school be expanded to its capabilities, let it be worked with the efficiency of which it is susceptible and nine-tenths of the crimes in the penal code will become obsolete; the long catalog of human ills will be abridged; men will walk more safely by day; every pillow will be more inviolable by night; property, life and character will be held by a stronger tenure; all rational hopes respecting the future brightened."

Thus did Mann fit the American school into the American dream.—An address before the Horace Mann Centennial meeting sponsored by the Central Synagogue of New York City in connection with the celebration of its ninetieth anniversary.

"Let the Next Generation Be My Client"

A CENTENNIAL PLAY FOR HIGHSCHOOLS



Portrait furnished especially for THE JOURNAL thru the courtesy of Horace Mann of Richmond, Massachusetts, grandson of the educator. Mr. Mann writes: "Of course I never saw my grandfather. This photograph of him is an enlargement of a daguerreotype, I believe. I know that my father, George Combe Mann, and my uncle, Benjamin Mann, chose it after wide search and much thought, as the best likeness of their father which they could find."

PROLOG

Scene: Meeting of any board of education. Characters are seated around a table, which may be in front of the curtain so that the stage will be already arranged for the play itself.

Time: The present

Characters: CHAIRMAN; MR. WAYNE; SUPERINTENDENT OF SCHOOLS; MR. WEST; MRS. BROWN; MARY JUDSON, a highschool student.

CHAIRMAN—The last unfinished business today is a request that Blankville erect a tablet or other memorial to Horace Mann.

WAYNE—Who was Horace Mann? Never heard of him.

SUPERINTENDENT—Horace Mann was the father of our American system of public schools. The senior English class, after studying the life of this great educator, has made the request. . . .

WEST—Well, we can't afford to build a memorial.

SUPERINTENDENT—I wonder if you would hear a special report prepared by one of the English classes. A committee of highschool boys and girls is in my office, eager to present its case.

MRS. BROWN—I, for one, would be interested to hear the youngsters.

WAYNE—Me too.

CHAIRMAN (*smiling*)—Let's invite the students in. Will you do that for us, Mr. Superintendent? (*Superintendent goes out, returning with Mary.*)

SUPERINTENDENT—Friends, I am happy to introduce to you Miss Mary Judson, chairman of the Horace Mann Centennial Committee of Blankville High.

MARY—Mr. chairman and board members, 1937 marks the Centennial of an important event in American history. Schools thruout the country are celebrating this anniversary and we want Blankville to do its share. It was in July 1837 that Horace Mann became the first secretary of the Massachusetts Board of Education . . . (*As Mary speaks, the curtain slowly parts.*)

SCENE I

Scene: Horace Mann's law office, simply furnished with a desk, several chairs, and a considerable collection of law books.

Time: June 29, 1837

Characters: HORACE MANN

MR. DEDERICK, cashier of the Ashton Bank

MR. and MRS. PETERS

SAMMY, their son, about 12 years old

JENNIE, his sister, about 8 years old

Horace Mann's appearance is suggested in the portrait reproduced on this page. He should have a clear voice and good enunciation. Mr. Dederick can be represented as an older man, prosperous and well-dressed. The Peters family should be plainly dressed and rustic in manners and appearance. For suggestions on the children's costumes, consult "Old-Time Schools and School-Books" by Clifton Johnson (Peter Smith, Publisher, 347 Fifth Ave., N. Y., 1935).

As the curtain parts, Horace Mann is seated at his desk talking to Mr. Dederick.

DEDERICK—Senator Mann, I have come to ask you once more whether you will represent the Ashton Bank in court. We want you to take the case. I'm authorized to make you an extremely good offer.

HORACE MANN—I'm glad you came in today, Mr. Dederick. As I told you, I am considering a change in my profession. I

must decide today whether I will give up the practice of law.

DEDERICK (*shocked*)—Give up the law, Senator Mann! You must have taken leave of your wits. You have a flourishing practice—why you are one of the coming lawyers in the state.

HORACE MANN—It is true I have given some of the best years of my life to the law.

DEDERICK—Excuse me, Mr. Mann, but have you considered that you are no longer a young man to jump about from one occupation to another?

HORACE MANN (*smiling*)—Yes, at 41 years of age a man should be ready to settle down in life.

DEDERICK—You—president of the State Senate—to give up your position of honor to become secretary of this new Board of Education that has neither power nor funds?

HORACE MANN—It is not the Board but the cause of free public education which the Board will promote that is important.

DEDERICK (*echoing*)—"Free public education"—ridiculous. Why should I pay taxes to educate other people's children?

HORACE MANN—Not ridiculous—say rather inevitable, tho perhaps we will not live to see it come in our day.

DEDERICK (*interrupting*)—But your salary for this office—a thousand dollars a year! I'll guarantee to pay you *ten times* that amount for representing our bank in court. (*Mr. and Mrs. Peters and the two children enter the office.*)

MR. PETERS—Mr. Mann?

HORACE MANN (*standing to greet them*)—Yes, come in, what can I do for you?

MR. PETERS—We want to ask your advice. My name is Peters. This is my wife and our two children.

HORACE MANN (*greeting them kindly*)—Well, I already have a client. Could you return tomorrow?

MR. PETERS (*hesitatingly*)—Not very well. We come over twenty miles by stage to see you.

MRS. PETERS (*breaks in*)—We want to talk to you about our Sammy's schoolin'.

HORACE MANN (*to Dederick*)—Would you excuse me, Mr. Dederick? You and I can talk again tomorrow.

DEDERICK (*testily*)—Mr. Mann, our business is urgent. We *must* have your decision today. I'll wait. (*Sits down impatiently in corner.*)

HORACE MANN (*arranges chairs for the family; to Peters*)—Now, how can I serve you?

MR. PETERS—Mr. Mann, our Sammy ain't been to school all fall.

HORACE MANN (*to Sammy*)—That's too bad, my boy.

SAMMY—I don't mind not goin' to school. I'd rather hunt squirrels. It's terrible cold in our school. If you don't git near the stove, you freeze.

JENNIE—On real cold days, the ink freezes in our pens when we write.

SAMMY—And teacher would whipus—

JENNIE (*to Mann*)—Onct our teacher smacked Sammy. Course, he used to whip the boys most ever day—but this time (*turns to Sammy*) he hit you so hard he knocked out two of your teeth, didn't he?

SAMMY (*emphatically*)—Um hum. He said I sassed him, but Jennie knows I never.

MRS. PETERS (*to Sammy*)—Hush. Don't you want to go to school so that when you grow up you'll be a fine man who has read books?

SAMMY—I can't learn at school what I want anyway. I wanna learn to draw—all we do is cipher and spell big words.

MR. PETERS (*interrupting and waving them aside*)—That's not the point; the point is we haven't got no money to keep any kind of school open. We can't afford to run even a poor school like Sammy's been tellin' you about. And the teacher's chased out of town by that big bully, Jim Sneeds.

HORACE MANN—But why have you come to me?

MR. PETERS—Well, some of us heard about you getting a new law passed last winter about schools, so we figgered we'd come and see if you would help us. We're willin' to do somethin', Mr. Mann, but we don't know which way to turn—

HORACE MANN—It's a crime the way we have been starving and stinting our children's minds. To rob them of a chance for education is worse than robbing them of food and clothes.

MRS. PETERS—The public schools are so

bad that the rich people in town won't send their children to them. (*Warming to her subject*) Why, the schoolhouse is so run down, you wouldn't believe it. There's a big hole in the roof like a tunnel which catches all the rain and pours it into the schoolroom.

HORACE MANN—It is true that, for years past, far more attention has been paid to the construction of jails and prisons than to that of schoolhouses.

MRS. PETERS—Well, I'm just a poor ignorant woman, but I think something should be done. Can't you help us?

MR. PETERS—We've heard it said you might be head of this here new Board.

HORACE MANN—It is true I have received the offer to become secretary of the Board of Education. But the decision to accept a post which would change the whole course of my life is not an easy one. (*Pauses*) Your story (*nodding to Mr. and Mrs. Peters*) and the needs of these fine young citizens (*turning to children*) are helping to convince me that I have made the right choice.

DEDERICK (*runs over excitedly*)—Then you *have* decided. Senator, how can you give up a position of honor to be a post-rider from county to county looking after the welfare of children who will never know whence benefits may come? Why, you'll encounter the jealousy and prejudice and misrepresentation of ignorant parents . . .

PETERS (*to his wife*)—"Ignorant parents." Yes, we be ignorant, and that is why we wants Sammy and Jennie to have a better chance in life than we had.

HORACE MANN—Well, I can now say that here stands my purpose. I mean to accept the office, and thru it to help get better teachers, more comfortable schoolhouses. . . .

SAMMY (*interrupting, to his sister*)—Aw shucks, that must mean we'll have to go to school again.

HORACE MANN (*smiling*)—And we'll try to make school more interesting with subjects like music and *drawing*.

JENNIE—Won't school be fun?

SAMMY (*grudgingly*)—We-ll, yes, it won't be so bad if they have things like drawing.

MANN (*puts an arm around Jennie*)—What a thought! To have the future minds of such children dependent in any degree upon one's own exertions.

DEDERICK—Senator Mann, I make one last appeal, not as a client, but as your

friend. Can you *afford* to give up your law practice for a trifling salary, your post of honor for an office nobody ever heard of?

MANN (*dramatically picking up a pen and throwing it down*)—I shall no longer write myself attorney, counselor or lawyer. (*Waving at books*) My law books are for sale. My office is "to let." The bar is no longer my forum. My jurisdiction is changed. I have abandoned jurisprudence and betaken myself to the larger sphere of mind and morals.

PETERS (*boisterously tossing up cap*)—Hurray! This is a great day for our state. I'll warrant ye.

MRS. PETERS (*thoughtfully*)—And mayhap for the whole nation, I'm thinkin'.

DEDERICK (*picks up hat and stalks out*)—Mr. Mann, I fear you will live to regret your choice. My bank will never be your client again, I can tell you that.

HORACE MANN—The interests of a client are small, compared with the interests of the next generation. (*Draws the children toward him*) So let me look forward to the children of the next generation, rather than around to the incorrigible men of this. *Let the next generation, then, be my client!*

(Curtain)

EPILOG

Scene: Same meeting of board of education as in Prolog.

MRS. BROWN (*to Mary Judson*)—Will you extend our congratulations and appreciation to your classmates?

MR. WAYNE—Did Horace Mann succeed? What happened next?

MARY JUDSON—Horace Mann served for nearly twelve years as secretary of the Massachusetts Board of Education and laid the foundations for our American system of free public schools.

MR. WAYNE—Mr. chairman, I move that the Blanksville schools honor this great educator.

MRS. BROWN—I suggest that the new junior highschool building be named the Horace Mann School.

MARY—Oh, that's a wonderful idea, Mrs. Brown. And we can have a dedication ceremony and pay tribute to Horace Mann as the father of free public education.

—By ELEANOR CRAVEN
and MILDRED SANDISON



The Creation of a DRAMATIC UNIT

MARGARET M. LOCKWOOD

HELEN J. TOWSON

THE MODERN TENDENCY in education today is to foster expression of the child's individuality. We achieve such outlets thru the medium of creative dramatics, literature, and art.

This article is an endeavor to illustrate how this was done by giving the successive steps in such a development conducted in the sixth grade of the Horace Mann School of Washington, D. C.

Such a wealth of material was accumulated by the pupils during an intensive study of the Egyptians that the production of a dramatic unit was a natural suggestion of the children's.

One of the supplementary books which delighted the children was *Sokar and the Crocodile* by Alice Woodbury Howard and this they decided would furnish the foundation plot.

The story was read to the whole group just prior to the beginning of the dramatization. The reading was followed by a general discussion during which the chief characters were selected and analyzed. During this discussion questions such as the following were asked: "Was Sokar very young?" "Was he really afraid or was he afraid of grieving his parents when he ran away?" "What kind of a person was the queen?"

When the boys and girls became so thoroly acquainted with the characters that they became real, different chil-

dren were allowed to act short impersonations. After each child's performance the interested audience offered suggestions and criticisms; sometimes a critic would enact the same incident, giving his own interpretation.

During the discussions which followed, the dramatic incidents were selected and a decision was made as to the scenes into which these incidents would naturally divide themselves.

Next one group and then another would act small sections of a scene, criticisms and discussions following each until the audience was satisfied.

As soon as the scenes were decided upon, discussions of stage settings were held. The backdrop of double width Manila paper pasted together gave a height of about ten feet. This was spread on the corridor floor and scenes were painted in water color and then attached to a light frame which had a center section and two wings. One scene depicted the desert with the pyramids in the distance and a beautiful purple sky. Another was a garden. Stage properties such as palm trees, Egyptian columns, etc., were made of beaver board with wooden supports. Authority was constantly consulted; for instance, the pillars were fashioned after those in the Temple of Karnak. Our beaver board crocodile had a glittering eye made of a red glass automobile reflector. The child taking this part crawled, putting a green-stockinged arm thru an appro-

priate hole, and when at rest thrust the red-stockinged arm between the toothsome jaws with startling effect. The children were delighted with the result.

An original poem telling of the Egyptian idea of death and the life hereafter was read during the court scene. A number of records of Egyptian music were played and the children selected one to which they could set their conception of the Egyptian dance movement. Then the dance itself was evolved. The soldiers also originated a stiff marching effect with accompanying arm movements set to Egyptian music. A child assumed all responsibility for the Victrola. Having no assembly room, a stage had been constructed by the parent-teacher association at the end of an unused classroom. The curtain was ingenious. The double width Manila paper was again used. A light lath stripping held by one boy was in the center. From each end the paper was rolled on poles toward the center; then the whole thing was removed.

The parents were invited to share our pleasure by seeing our final production. The teachers were also in the audience, leaving responsibility to the children.

Cooperation, consideration of others, unselfishness, industry, and many other character traits were developed as the children labored in groups or individually for the accomplishment of a common goal. Every child took part and felt his contribution essential.

Studies in Public Opinion

NOTES ON CIVIC EDUCATION V

Walter E. Myer

WHAT is to be the content of a course in civics? The answer frequently given is that it should be concerned with the machinery of government. That view represents progress from the old notion that civics should deal exclusively with the governmental frame-work. There is much to be said, in fact, for a study of the government in operation; for a study of legislative, administrative and judicial activities; for a study of parties and party machinery.

But even this program of study puts the cart before the horse. It does not begin with the citizen himself, his interests and his duties. The primary function of the citizen is not to operate governmental machinery, but rather to decide what it shall do and to select the persons who are to operate it. It is not essential that the boys and girls who are training to be good citizens should learn at the outset what the governmental machinery is like. They need not learn about the various offices and the rights and duties incident to each. The first job of the citizen is to deal with problems of government. He deals with these problems first by finding out what they are, second by formulating opinions about them, and third by making his individual opinions effective in the formation of public opinion.

Effective civic training, consists, therefore, in introducing young citizens to the problems of the public life. An introduction to such study may be made thru the use of a text dealing with the social, economic, and political problems of the day. But this can be no more than an introduction. Problems change from year to year. The citizen who is to be intelligent and effective must read continuously. He must follow the events and ideas of his time. To do this well he must be acquainted with a wellselected variety of current materials. The job of civic education in the school is largely one of get-

ting the student started in a course of current reading which will be continued as long as he lives. It is a matter of encouraging the formation of habits of reading and discussion. If one learns how to select his reading with objectivity and good judgment, and if he forms the habit of wide and varied reading while in school, he is likely to continue such habits. Only if he does this will he ever be an effective citizen, able to guard his own and the country's interests, whatever his textbook studies may have been.

The inauguration of wide and discriminating reading habits—habits of reading in the realm of public affairs—is a function of the course in civic education. In addition, the students should be taught how public opinion operates. To a considerable extent it operates automatically. One forms an opinion on a pending question. He expresses his views to his neighbor, then to another, and another. If his views are clearly backed by fact and evidence they will seem impressive. They will be repeated by the neighbor, perhaps as his own ideas. After continued repeatings it will turn out that there is a buzz of comment in the community in accordance with the original views. Public opinion is crystallizing. Politicians, office holders, men with power, anxious to retain it and hence wishing to be in line with public opinion, have their ears to the ground. They know what people are saying. They hear the voice of public opinion, and, if it is insistent enough, they translate it into public action.

Of course, public opinion is not at all times so automatically translated into action. Nor is its crystallization so simply effected as I have suggested. Pressure groups intervene. A few people whose interest is intense prevail over many whose interests and convictions are feeble. There is the further fact of the controlling or conditioning of opinion

thru control of the agencies which publish news of events and expressions of opinion. Forces which are able to purchase the use of the press, the radio, the movies, have influence far out of proportion to the number of persons involved.

Nor is that the whole story. There are appeals to prejudice. There is the distortion of facts and theories thru false branding, thru unfair use of labels. There are hundreds of devices whereby opinion is controled and whereby the interests of the majority are overridden by a selfish but powerful few.

All these tricks incident to the formation, guidance, and control of opinion should be studied in every school in the land. Such studies, coupled with the encouragement of wide and varied reading habits in the field of public affairs, constitute the most important elements of a wellconsidered civics course.

I do not mean to suggest that no attention need be given to governmental machinery. I mean that the other studies I have mentioned should come first and should be continuous. These practices in reading and these studies of public opinion and its control fit the citizen for his immediate activities. Once he acquires knowledge of and interest in current public problems, he will have a motive for inquiry concerning the officers who are responsible for the problems. He will find out, of his own accord, what he needs to know about governmental machinery. He will learn much about it thru his current reading, and he will be motivated so that he will acquire such background information as he needs. If, for example, he becomes intent upon raising money for the building of a schoolhouse in his community, he will find out where and when the school meeting will be held without getting it out of a textbook. That is why I said in the beginning that those who build the study of civics around a minute examination of governmental and party machinery are putting the cart before the horse.

The AMERICAN IDEAL of PUBLIC EDUCATION

The Harrison-Fletcher Bill was introduced into the 74th Session of Congress in June 1936. While no action was taken, it was agreed that the Bill would be reintroduced at the present session of Congress. This was done in both the Senate and the House on January 8, 1937 (Senate 419 and H. R. 2288). ¶ Senator Hugo L. Black of Alabama became co-author, with Senator Pat Harrison of Mississippi, of the Senate Bill when it was reintroduced into the Senate. Congressman Brooks Fletcher of Ohio reintroduced the Bill in the House. ¶ This feature on federal financing of education has been prepared by LYLE W. ASHBY and HOWARD A. DAWSON of the NEA headquarters staff.—WILLARD E. GIVENS, executive secretary, NEA.

AMERICA has led the way in giving freedom of opportunity to the masses of people. One phase of her dream has been equal educational opportunity for all. While the ideal has been more nearly approached in America than in any other nation, even here we are far from the goal.

Public education was evolved in America to fulfill two aspirations of our people: First, to provide every person with an education that would enable him to make the best use of his talents; and, second, to insure the perpetuity of free democratic government thru an enlightened citizenry.

In the very beginning the nation recognized education as a vital factor when in the Ordinance of 1787 it granted land to new states entering the Union with the statement that "schools and the means of education shall forever be encouraged."

Until recent years, however, public schools were supported primarily thru the resources of local communities. But as agriculture declined and industrialization developed, it became apparent in many states that changing conditions were to force local communities either to neglect education or to overburden the property tax as a means of school support, with serious consequences to other services of local government. This led to the development of plans for state participation in the support of schools, a movement which has spread rapidly in the past two decades.

Meanwhile, as this trend gained headway, the same social and economic forces that had made it essential, increased in

scope and intensity. Science provided instruments of transportation and communication that swept over state boundaries, just as county and community lines had previously broken down. These developments, with startling production advances, gave rise to the modern corporation. According to Berle and Means, "The translation of perhaps two-thirds of the industrial wealth of the country from individual ownership to ownership by the large publicly financed corporations vitally changes the lives of property owners, the lives of workers, the methods of property tenure. The divorce of ownership from control consequent on that process almost necessarily involves a new form of economic organization of society."

This revolutionary change, with all its concomitants, has made it just as essential for the federal government to participate in the support of education as it has been for the states to do so. The sheer economic problem of supporting schools is sufficient justification.

But this is only one phase of the situation. There is no assurance that the citizens of a given community or state will remain there. They travel about and change place of residence frequently. The uneducated children of one section often become the criminals and relief cases of another. Modern transportation, communication, and economic affairs make this inevitable. What happens in one state or section is of concern to all.

Public education was first conceived to be desirable in America because in a democracy each citizen must play his part. The welfare of every citizen, with

or without children, was dependent upon the enlightenment of those about him. Later it became evident that the welfare of communities was dependent upon that of other groups. Communities had to consider their relationships with one another just as individual relationships had been studied earlier. They found wide discrepancies in both educational opportunity and burden of support. They called upon state governments to assist because all were part of the state, and because the state had assumed many of the fruitful sources of revenue due to basic economic changes. Today, as the latter developments are intensified, the states must similarly call upon the federal government to assist, because they are all part of one whole, the welfare of each being dependent upon that of the others, and because the federal government has now assumed fruitful sources of revenue formerly left to the states.

This is just plain commonsense inherent in the present situation and trends. At no step in this historical development has assistance been asked from a neighbor, a community, a state, or now from the nation as a gratuity. After all, from a human point of view, we are a nation of individuals and it is as such that the people pay for all governmental services—local, state, or national. Changing economic conditions have made assistance from ever larger units necessary to the fiscal welfare of government as well as to the preservation of democracy itself.

When the life blood of the entire nation is drawn to a few centers by economic forces our forefathers never dreamed would exist, it is a duty to ourselves and posterity to adapt our plan of living together to the times. Our purpose now, as in the founding days, should be to serve the American dream of equality of educational opportunity. If this is to be done, we must face realistically the sweeping changes that have come into American life and bring into the pattern of public finance such changes as the times demand.

No one claims that the Harrison-Black-Fletcher Bill is a cure-all for the ills either of education or democracy. But its sponsors earnestly believe it is another step toward the American ideal of education and democracy.

THE National Education Association thru its Legislative Commission is now sponsoring a Bill in Congress which calls for reasonable participation by the federal government in the support of education in general. The authors of the measure are Senators Pat Harrison of Mississippi and Hugo L. Black of Alabama and Congressman Brooks Fletcher of Ohio. This Bill was introduced into the second session of the 74th Congress in June 1936. Early in January 1937 it was reintroduced into the 75th Congress.

PROVISIONS OF THE BILL

The details of this Bill were worked out after many consultations with educational and lay groups as to general policy, and with technical experts as to detail. It represents the consensus of judgment as the best measure providing for participation of the federal government in the financing of education that is now feasible, either for enactment or subsequent satisfactory administration.

The main provisions of the bill are as follows:

Appropriations to the states—Funds are appropriated to the states to be used by them for schools. The manner in which the funds received shall be used for the maintenance of a program of public education is left wholly to the respective state legislatures.

Basis of apportionment—The funds are apportioned to the states and territories according to the number of persons 5 to 20 years old in each. (\$2.54 per person the first year and increasing to \$7.63 the fifth year.) Each state can then apportion the funds to its districts according to any plan it may choose.

Federal control prohibited—All control, administration, and supervision of schools and educational programs are reserved strictly to the states and forbidden to all federal officers and agencies.

What the states must do—In order to qualify for receiving the federal allotments each state or territory must do two things each year after the first apportionment:

[a] Maintain a system of public schools available thruout each state or territory for at least 160 days, closing of schools due to epidemics, fires, and acts of God being excepted.

A REASONABLE PROGRAM for FEDERAL SUPPORT

[b] Spend from state or local revenues or from both combined as much per person 5 to 20 years old for schools as was spent in the school year ending 1936.

Amount of funds to be required—An initial appropriation of \$100,000,000 and an increase of \$50,000,000 each year until \$300,000,000 per year is provided.

Anyone desiring a copy of the Bill may secure it by writing to his Senator or Congressman or to the National Education Association.

SOME EFFECTS OF THE BILL

The right side of the chart on this page shows the percent the educational funds now available in certain states will be increased thru funds provided by the Harrison-Black-Fletcher Bill. The variation in the percentage increase is caused by two factors. It would naturally be smaller in states already spending most per pupil. Coupled with this is the fact that in the states which have been spending most per pupil, the percentage of population 5-20 years of age is smaller than in the states which have been spending least.

The left half of the chart shows the relative tax ability, measured by application of the Second Model Tax Plan

of the National Tax Association, of the same states shown in the right side of the chart. (A brief explanation of the study upon which this is based will be found in the first paragraph of the article on p55.) Comparison of the two sides of the chart shows that the least able states will receive the greatest proportionate benefit, thus tending to equalize educational opportunity.

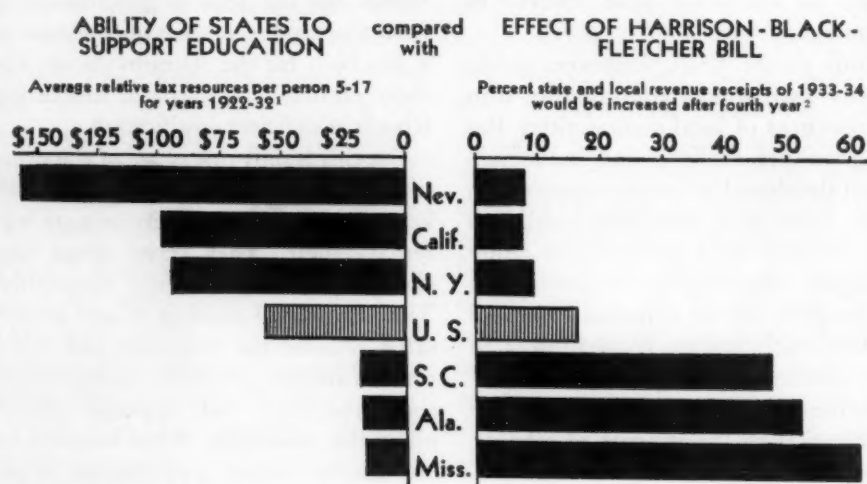
FEDERAL SUPPORT NOT NEW

Since its establishment, the federal government has helped to support education. In the beginning it did so thru land grants for the common schools. In 1862 the passage of the Morrill Act marked a "definite change in federal policy from grants in aid of education in general to grants in aid of specified types of education, and in the adoption of a formula for the distribution of subsidies to all of the states."

RETURN TO EARLIER POLICY

The Harrison-Black-Fletcher Bill is designed to promote education in general, the principle underlying the early land grants to education. Thus, it differs in policy from the Morrill Act and other grants since that time.

JUSTIFIABLE EQUALIZATION



¹ Chism, Leslie L. THE ECONOMIC ABILITY OF THE STATES TO FINANCE PUBLIC SCHOOLS. New York: Bureau of Publications. Teachers College, Columbia University. 1936. p. 145.
² Dawson, Howard A. EQUALIZATION OF EDUCATIONAL OPPORTUNITY THRU THE HARRISON-FLETCHER BILL. Washington, D. C.: National Education Association. Mimeographed. 1936.

ECONOMIC JUSTIFICATION

RICH STATES, POOR STATES—A wide range exists among the states on the basis of all measures of financial resources—wealth, income, spending, or taxpaying power. The per capita income of Mississippi was \$153 in 1934; in New York it was \$673. Income of a few other states is shown in the chart below. Differences in taxpaying ability if a model plan of state and local taxation were applied in each state are shown in the chart on p50.

Many children, few children—In one state the number of persons 5 to 20 years of age is only 25 percent of the total population, while in another state the number is 41 percent. The chart below shows graphically some of the striking variations in number of children per adult. Other things being equal, states with most children per adult must burden themselves most to support schools.

Less wealth, more children—To make matters worse, states with most children tend to have least fiscal resources as shown in the chart below. This results in the rich states' being able to provide their schools with better financial support, and at less effort, than the poor states. In the twelve poorest states the average family has 56 percent more children of school age than the average family in the twelve richest states. South

Carolina, a poor state, has 928 persons 5-20 years of age for each 1000 persons in the productive years 21-65; California, a rich state, has only 399 children per 1000 adults. If the economic power of California were reduced by two-thirds and the number of children doubled, this state would be equal to South Carolina in ability to support schools.

Greater effort, less return—The less able states are powerless to overcome these factors. By no stretch of the imagination can they provide their children with an education equal to that available in the wealthier states. In order to do this they would be required to exert three to four times as much effort as the stronger states. This cannot be expected. In fact, it is impossible, for it would mean that all other functions of government would have to be suspended.

Retard part, retard all—The economic welfare of the nation is retarded by inadequate educational opportunities in certain sections. Consider the effect over a period of years of an expenditure of \$138 per pupil per year in one state with \$24 in another. [See chart below.] Or the difference between \$2361 teachers and \$465 teachers. Or between school property values per pupil of \$502 and \$45. Better education not only makes better producers but better consumers;

not only more effective individuals but better citizens. Good citizens are economic assets. Poor citizens are economic liabilities.

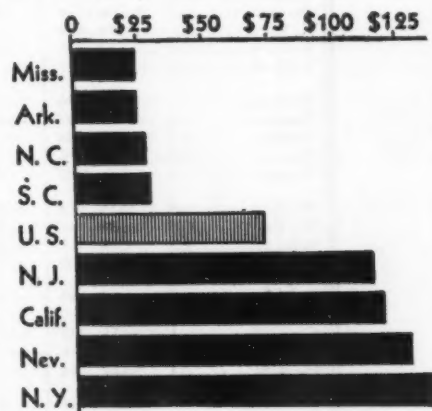
Rich richer, poor poorer—The economic trends largely responsible for this situation are unlikely to be reversed. No evidence indicates that inequalities in educational opportunities provided by the states are lessening. In view of the inadequacy of opportunity in certain sections, if education means anything at all, and if present economic trends continue, the poor states are likely to lose rather than gain.

State taxation, tax confusion—There is a growing conflict over state *vs.* federal sources of tax income. Each state is restricted in what it can do by what other states do. If one state levies a higher rate of taxes than another, it suffers loss of trade and industries. But taxes levied by the federal government apply equally to each state. The development of our economic system has placed the federal government in the best position to collect taxes. It is logical then for the federal government to share in the support of one of the indispensable services of government in a democracy—education.

Facts, conclusions—In view of such evidence the argument that any state can, if it will, provide adequate educational opportunity for its children is refuted by the facts. What the various states do for education is primarily a matter of economic ability rather than interest in children.

SCHOOL EXPENDITURE

Current expenses per child in average daily attendance—1933-34



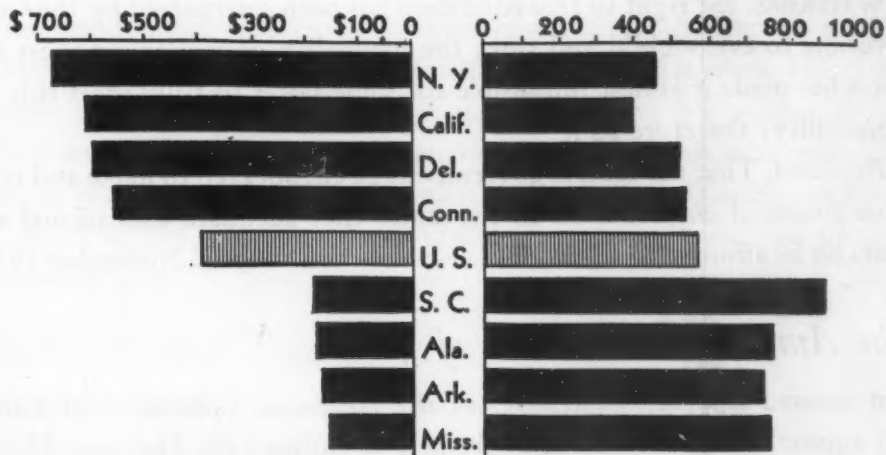
Source: STATISTICS OF STATE SCHOOL SYSTEMS, 1933-34. United States Office of Education, Department of the Interior, Washington, D. C.

INCOME AND CHILDREN

INCOME PER CAPITA
1934

compared
with

CHILDREN 5-20 YEARS OLD PER
1000 ADULTS 20-65



Sources: Income based on data from United States Department of Commerce and National Industrial Conference Board. Children per 1000 adults from U. S. Census 1930.

Passage of the Harrison - Black - Fletcher



The time has come for the federal government to assume its fair share of the cost of all education in all the states.

—PAT HARRISON

THE LAYMEN SPEAK

A Senator

I think I shall support legislation embodying the principles of the so-called Harrison-Black-Fletcher Bill to provide federal funds for education in the several states, allotments to be based on the number of persons of school age in the states. An intelligent electorate is necessary to the success of a democratic government. Public schools are the big factor in the intelligence of the average citizen. Educational opportunities are far from equal in the 48 states and will continue to be so as long as the schools are dependent entirely on local support.—Letter written January 1937 by the Honorable Arthur Capper.

The American Legion

WHEREAS, the American Legion, in its last three national conventions, expressed itself in favor of federal aid for public education, without federal control; and

WHEREAS, the right to free education has been guaranteed by the Constitution to every child and since the inequality of wealth amongst the states has made it almost impossible for some states to fully meet this responsibility; therefore be it

Resolved, That the federal government be encouraged to make and continue financial contribution to the states that adequate educational advantages be afforded to all children.—Resolution adopted November 1936.

The American Federation of Labor

Rest assured that representatives of the American Federation of Labor will appear at any hearings that are held to support the Harrison-Black-Fletcher measure.—Letter written October 1, 1936, by President William Green.

HOW THE HARRISON-BLACK-FLETCHER BILL WOULD AFFECT

States and Territories	Population, 5 to 20 years, inclusive	Allotment, first year	
(1)	(2)	(3)	
U. S.....	39,212,425	\$100,000,000	\$3
Ala.....	983,965	2,509,319	
Ariz.....	141,371	360,526	
Ark.....	677,542	1,727,876	
Calif.....	1,407,496	3,589,413	
Colo.....	316,598	807,392	
Conn.....	488,222	1,245,070	
Del.....	70,305	179,293	
D. C.....	113,100	288,429	
Fla.....	460,181	1,173,559	
Ga.....	1,093,535	2,788,746	
Idaho.....	152,448	388,775	
Ill.....	2,173,060	5,541,764	
Ind.....	950,454	2,423,859	
Ia.....	744,533	1,898,717	
Kan.....	579,681	1,478,310	
Ky.....	899,289	2,293,378	
La.....	736,203	1,877,474	
Me.....	235,261	599,965	
Md.....	489,969	1,249,525	
Mass.....	1,213,487	3,094,649	
Mich.....	1,439,475	3,670,966	
Minn.....	794,969	2,027,340	
Miss.....	743,979	1,897,304	
Mo.....	1,053,848	2,687,536	
Mont.....	169,732	432,853	
Neb.....	435,176	1,109,791	
Nev.....	23,141	59,014	
N. H.....	131,888	336,342	
N. J.....	1,199,554	3,059,117	
N. M.....	152,508	388,928	
N. Y.....	3,455,921	8,813,332	
N. C.....	1,237,001	3,154,615	
N. D.....	246,937	629,742	
Ohio.....	1,941,282	4,950,681	
Okl.....	844,372	2,153,328	
Oreg.....	263,553	673,116	
Penna.....	3,078,728	7,851,409	
R. I.....	206,676	527,068	
S. C.....	714,305	1,821,629	
S. D.....	235,717	601,128	
Tenn.....	916,594	2,337,509	
Tex.....	1,992,667	5,081,723	
Utah.....	184,088	469,463	
Vt.....	105,951	270,198	
Va.....	863,820	2,202,924	
Wash.....	438,375	1,117,949	
W. Va.....	621,131	1,584,016	
Wis.....	898,828	2,292,202	
Wyo.....	70,116	178,811	
Alaska.....	16,848	42,966	
Am. Samoa.....	3,925	10,010	
Canal Z.....	11,908	30,368	
Guam.....	6,925	17,660	
Hawaii.....	127,354	324,780	
P. R.....	651,395	1,661,195	
V. Is.....	7,038	17,948	

Note: Funds will be distributed to each State after first year allotments increase \$50,000,000 are shown in columns 3 and 4.

Fletcher Bill Will Help Your Schools

HARRISON-BLACK-FLETCHER BILL AFFECT YOUR STATE

Percent, per cent	Allotment, fifth year and thereafter (4)	State and Local Revenue for Education 1933-34 (5)	Percent Column 4 is of Col- umn 5 (6)
0,000	\$300,000,000	\$1,779,379,980	16.5
0,319	7,527,957	14,396,726	52.3
0,526	1,081,578	7,269,487	14.9
7,876	5,183,628	10,284,540	50.4
9,413	10,768,239	139,867,082	7.7
7,392	2,422,176	19,114,910	12.7
5,070	3,735,210	24,676,608	15.1
9,293	537,879	4,371,251	12.3
8,429	865,287	9,352,027	9.3
3,559	3,520,677	17,335,685	20.3
8,746	8,366,238	15,435,677	54.2
8,775	1,166,325	8,473,654	13.8
1,764	16,625,292	112,218,403	14.8
3,859	7,271,577	49,934,679	14.6
8,717	5,696,151	43,032,710	13.2
8,310	4,434,930	23,979,766	18.5
3,378	6,880,134	16,858,953	40.8
7,474	5,632,422	19,498,254	28.9
9,965	1,799,895	8,298,704	21.7
9,525	3,748,575	21,132,801	17.7
4,649	9,283,947	70,347,746	13.2
0,966	11,012,898	73,131,367	15.1
7,340	6,082,020	40,114,227	15.2
7,304	5,691,912	9,172,707	62.1
7,536	8,062,608	56,531,111	14.3
2,853	1,298,559	10,440,962	12.4
9,791	3,329,373	18,622,977	17.9
9,014	177,042	2,202,322	8.0
6,342	1,009,026	6,366,534	15.8
9,117	9,177,351	85,542,966	10.7
8,928	1,166,784	5,773,759	20.2
3,332	26,439,996	282,448,437	9.4
4,615	9,463,845	24,913,930	38.0
9,742	1,889,226	9,461,773	20.0
0,681	14,852,043	104,134,062	14.3
3,328	6,459,984	27,022,700	23.9
3,116	2,016,348	16,504,091	12.2
1,409	23,554,227	148,871,965	15.8
7,068	1,581,204	12,302,050	12.9
1,629	5,464,887	11,414,412	47.9
01,128	1,803,384	11,248,494	16.0
7,509	7,012,527	23,778,235	29.5
1,723	15,245,169	52,021,657	29.3
9,463	1,408,389	9,019,286	15.6
0,198	810,594	3,491,629	23.2
02,924	6,608,772	19,483,271	33.9
7,949	3,353,847	24,682,643	13.6
4,016	4,752,048	20,027,449	23.7
02,202	6,876,606	39,977,647	17.2
78,811	536,433	4,149,681	12.9
42,966	128,898	643,351	20.0
0,010	30,030	15,393	195.1
30,368	91,104	583,567	15.6
17,660	52,980	62,453	84.8
24,780	974,340	5,125,387	19.0
51,195	4,983,585	4,956,517	100.5
17,948	53,844	112,923	47.7

Each State according to number of persons 5 to 20 years old.
\$100,000 annually for 4 years. Data for first and fifth years

*It is right that the federal govern-
ment should "promote the general welfare"
thru bearing a fair share of the cost of
schools.*

—BROOKS FLETCHER



THE SCHOOLMEN SPEAK

A School Superintendent

The Harrison-Black-Fletcher Bill, I believe, is the best measure that can be devised to recognize the relationship of both national and local governments to education. We do not want to give up state control because of the dangers there might be to democracy and to progress itself in so doing. But, on the other hand, there is a minimum result in education that must be accomplished if the national welfare is to be served, and this minimum cannot be accomplished without some participation by the federal government in the support of education. The Harrison-Black-Fletcher Bill is devised to recognize this fact and also to protect the traditional democratic policy of our country in the matter of control over education.—A. L. Threlkeld, superintendent of schools, Denver, Colorado.

The New York State Teachers Association

The distressing financial condition in which many schools throught the nation find themselves has so far lowered educational standards that many children are unable to receive a reasonable minimum education. This Association, therefore, records its belief in the necessity for a program of federal aid sufficient in amount to guarantee a nationwide minimum program of education. It is understood that the control of all such funds shall be vested in the state and local school districts.—Resolution adopted November 1936.

The California Teachers Association

We recommend that information be sent to the representatives in Congress from California and to the two United States Senators from this State that the teachers of California unanimously favor the Harrison-Black-Fletcher Bill.—Resolution adopted 1936 by various sections.

EQUALITY OF OPPORTUNITY—Equality of educational opportunity has been one of the cornerstones of democracy. From the beginning it was considered not only as a right of individuals but as indispensable to the welfare of a democratic government.

Those who favor federal support of education believe individuals should have as nearly equal educational opportunity as can be practically achieved. This is the way of democracy and is essential to democracy. The ideal led to community rather than individual responsibility; to assistance from states rather than complete reliance upon communities; and today it calls for federal participation.

The chart on p51 shows some of the inequalities in educational opportunity as represented by expenditure per pupil. What are to be the cumulative effects of such a policy as the nation moves into the future? Expenditures are not low in some states because these citizens are niggardly in their support. In general, they put forth as much, or more, effort to support schools as the states where expenditures for education are high.

Future dependent upon rural population—While there is a declining birth-rate in America as a whole, there is a marked difference in the trend of rural as against urban birthrates. Present birth trends as depicted in the chart below show how dependent the future of the nation is upon the farm population. Add

to this the fact that, in general, educational opportunities are lower in rural sections than elsewhere and the full significance of the situation becomes apparent. If the nation is to think in terms of human resources for the future, this problem compels attention and calls for action. It is socially suicidal to permit the continued deprivation of reasonable educational opportunities to rural groups upon which the future of the nation depends. Under present conditions money and education are being concentrated in states that have the fewest children who will in turn have the fewest children.

Mobility of population—The percentage of interstate migration ranges from 7.8 in Maine to 58.5 in Wyoming. In 1930 one out of each five native-born persons in the United States was living in a state other than that in which he was born. Hence, no state runs a school system for itself alone. The influence of a state school system, good or indifferent, spreads thruout the Union due to the tremendous mobility of population. Some of the states that now have the best supported systems of public education have the highest percentages of citizens born in other states.

Life and education—Economic well-being, health, citizenship, wise use of

The Harrison-Black-Fletcher Bill:

JUSTIFIED by NATIONAL WELFARE

leisure, and other phases of individual and group life are largely dependent upon an understanding of life's problems to which education is man's only key. Without it, ultimate success and happiness of the individual, the community, or the state are unlikely. There are group, as well as individual, levels of education, opportunity, tolerance, and understanding.

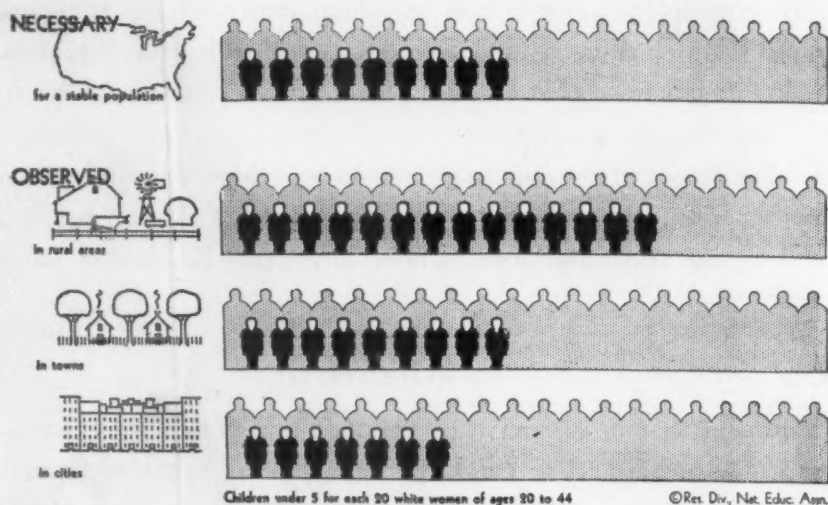
When great segments of our population are deprived of an adequate opportunity to secure these things the whole nation is concerned not only because of desire for the welfare of one's fellows but from the point of view of self-preservation of the whole.

Education and the general welfare—Thru participation in the support of education, the federal government may "promote the general welfare." A citizen of Arkansas is also a citizen of the nation. He has the right of the ballot not only on local and state issues and officials but also upon national problems and officers. In time of national peril he belongs to the nation. A nation which drafts its youth in time of war should be willing to provide reasonable educational opportunity for them in time of peace.

Meaning of national unity—One way to visualize the importance of the country as a whole to our great centers of finance and industry is to imagine what would happen to these centers if, thru some great calamity, the rest of the country were cut off from them. There would be a collapse of values not unlike that which occurred in Vienna after the War, when under the Treaty much of her trade territory went elsewhere. The welfare of our great centers depends on the wellbeing of our whole country, and that wellbeing cannot be preserved if the financial blood stream does not flow outward to nourish the life of the country as a whole. Even on the narrowest and most selfish grounds, federal aid to increase educational opportunities in the backward sections would pay dividends.

Clearly the national welfare calls for participation by the federal government in the support of education.

REPLACEMENT RATE OF WHITE POPULATION



QUESTIONS and ANSWERS

IS FEDERAL SUPPORT NECESSARY?—It is frequently claimed that all the states are able, if they adopt efficient tax systems and exert sufficient effort, to support an adequate educational program for their children. A recent study by Chism (upon which the left half of the chart on p50 is based) provides an answer to this stock argument. The Second Model Tax Plan of state and local taxation developed by the National Tax Association was applied to each of the states over a period of years from 1922 to 1932. By applying this plan, it was possible to determine what the relative tax resources of each state would have been had they all had a uniform model tax plan in operation. *It was found that the wealthiest states were six to eight times as able to support their schools as the poorest states.* If the least able states were to provide a program of education equal only to the national average, all of their tax resources would be exhausted, leaving no funds for other services of government!

Tax reform in the states is essential, but it will not solve the problem for many states.

Each state should make a reasonable effort to provide good schools, but effort will not solve the problem for many states.

Participation by the federal government in the financing of education is the only way by which inequalities can be removed.

Should not funds provided by the federal government be used to equalize educational opportunity among the states? While the Harrison-Black-Fletcher Bill provides the same amount per person 5-20 years of age in every state, it nevertheless results in considerable equalization—perhaps as much as desirable in the early stages of federal support. That it equalizes educational opportunity is shown by the fact that school funds in the poorest state will be increased 62.1 percent as compared to 7.7 percent in the richest state. This tendency is shown graphically in the chart on the opposite page. Furthermore, under the provisions of the Bill, any state can use the money received to

equalize educational opportunity within its own borders.

How will the money received by our state thru the law compare with the taxes our state pays to the federal government?—This question is raised by some persons in the wealthier states. The answer is that three-fourths of the states will receive back thru the law that is proposed a larger percentage of the amount provided by it than the percentage of federal taxes they pay. In the remaining states federal tax collections are greater than income from federal expenditures, but largely because of geographical location, tax incorporation laws or economic trends for which the people of no state deserve credit. These states only happen to be points at which the federal government can make certain levies such as customs, tobacco, and corporation income taxes. They are collected in a few states but paid by citizens of the entire nation.

Does the Bill safeguard state and local control of education?—No one wants federal control of public education. The issue is whether participation of the federal government in the support of education would lead to federal control.

Barring sheer guesswork, there appear to be four bases for prophecy. *First*, the experience of the states where principles, similar to those upon which the Harrison-Fletcher Bill is based, have been tried. Have the states, merely because they have shared in supporting the schools, taken education out of the hands of local communities? The answer is that local communities have retained all the essentials of school management. They are not hampered. On the contrary, they are given a new lease on life. The schools are improved. The weight of the local property tax burden is relieved, a step essential to the fiscal welfare of government services generally.

The *second* basis for prophecy is past experience of the federal government where it has helped to finance governmental services thruout the nation. A report of the Committee on Federal Aid to the States of the National Municipal League (1928) reached the general con-

clusion that "federal aid has been consistently administered without unreasonable federal interference in state affairs." This statement is the more significant in view of the fact that the acts referred to in this study did not have as specific prohibitions of federal control as does the Harrison-Black-Fletcher Bill.

That federal support can be granted on objective bases without control has been demonstrated by the early grants for common schools in the case of which no controls have arisen.

After studying the question of control and finance, the National Advisory Committee on Education concluded:

Our long experience shows that general federal grants do not tend to interfere with the essentially American method of keeping educational management as close to the people as is consistent with effective service. The widely current notion that control of education always follows any, and all, types of financial grants is not verified by experience. This false generalization arises from our comparatively recent federal attempts to stimulate and standardize special types of education in the states thru many rewards and deprivals. Federal control followed, not from financial aid as a major purpose, but from its use as an instrument for enforcing certain specific educational policies and methods in the states.

The Harrison-Black-Fletcher Bill provides funds only for education in general. This leads to the *third* basis for prophecy, namely, the provisions of the proposed law in question. Aside from the general purpose just stated, the Harrison-Black-Fletcher Bill prohibits federal control in Section 11: "... it being the purpose of this Act to leave all supervision, management, control, and choice of educational means, processes, and programs to state, territorial, and local governments."

A *fourth* basis for prophecy is the fact that the schools in this country have always been managed by the people thru local and state control—a prerogative the American people are not likely to relinquish. It is unthinkable that members of the Congress elected by the people would attempt to usurp the management of the public schools.

As Senator Harrison has said: "The fabricated bogeyman of federal control is but a flimsy excuse for failure to admit squarely the economic and social justice of federal assistance to the states for public education."

TIME for ACTION

!

PARTICIPATION of the federal government in the financing of education is a movement which has the support of an ever increasing number of citizens. They are supporting the Harrison-Black-Fletcher Bill because they believe it is the best measure providing for participation of the federal government in the financing of education that is feasible at the present time. It is a step toward equalization of educational opportunity among the states but leaves the control of education strictly to the states. This proposed law is abundantly justified by economic considerations. National welfare and the ideals of democracy likewise demand it.

Federal aid to education will more than pay for itself by lifting the character, skill, and purpose of the people. Personal character and security are the foundation for both cultural advance and economic stability and wellbeing. There are greater potential markets for American industry in the underprivileged half of the American population than there are overseas, and these markets are easily within our reach if we will but build up the people in their selfrespect and ambition; in their power to work and to live.

Sponsors of Bill in action—As this JOURNAL goes to press [January 8] Senators Harrison and Black and Congressman Fletcher have already introduced the Bill in the new Congress. Hearings will probably be underway before this JOURNAL reaches readers.

What you can do—If the Harrison-Black-Fletcher Bill is to pass, it is necessary that all friends of the proposed measure do their part to secure its passage. *First*, let your Senators and Congressmen know that you want them to support the bill. Members of Congress are elected by the people. They endeavor to carry out the wishes of the people. They know your wishes only as you inform them. *Second*, see to it that the professional organizations to which you

belong pass resolutions favoring the bill and that these be communicated to members of Congress. *Third*, secure resolutions from as many lay organizations as possible and transmit these to Congress also. *Fourth*, provide local newspapers with material concerning the bill. *Fifth*, contact the state legislative committee for the NEA composed of the state superintendent, the state secretary, the NEA state director, and the state association legislative chairman. Acquaint yourself with their program and offer your services. Their job is to marshal support for the Harrison-Black-Fletcher Bill on the part of the Congressional delegation from your state. You can help them.

When you write or wire your Congressman, send a copy to the chairman of the Education Committees in House and Senate, to the chairman of the Rules Committee in each, and to the National Education Association. If any members of these committees are from your district, send them special communications.

Among the men who hold positions

of influence affecting the Bill are Senator Hugo L. Black of Alabama, chairman of the Senate Committee on Education and Labor; Congressman Vincent L. Palmisano of Maryland, chairman of the House Committee on Education; Congressman John J. O'Connor of New York, chairman, House Rules Committee; Senator Joseph T. Robinson of Arkansas, majority leader in the Senate; and Congressman Sam Rayburn of Texas, majority leader in the House.

Your responsibility—It is of vital importance that every member of the Association who wishes the Harrison-Black-Fletcher Bill to become law should immediately take the steps suggested on this page or assist in other ways best known to him. Don't depend on the other fellow. Act yourself. If everyone interested will take this aggressive personal attitude, the possibility of passing the Bill at the present session of Congress is very bright indeed.

Careful and extensive work has been done by the Legislative Committee and other groups in order to facilitate the passage of this Bill. All of this work will have been lost, however, unless there is action from the field. The need for letting Congress know your wishes on this matter is of vital importance. It cannot be too strongly emphasized. Do your part now!

THE NEA POSITION

By Resolution

"The National Education Association reaffirms with emphasis its indorsement of the principle of federal aid for education. The Association urges upon the Congress of the United States early passage at the next session of such legislation as is embodied in [the Harrison-Fletcher Bill] . . ."—Adopted at the Portland convention, July 2, 1936.

By Action

Thru its Legislative Commission the National Education Association has paved the way for the passage of the Harrison-Fletcher Bill in the present session of Congress. The members of the Commission are:

Sidney B. Hall, chairman; state superintendent of public instruction, Richmond, Va.

John Callahan, vice-chairman; state superintendent of public instruction, Madison, Wis.

Ben G. Graham, superintendent of schools, Pittsburgh, Pa.

Frank L. Grove, secretary of Alabama Education Association, Montgomery, Ala.

George D. Strayer, director of Institute of Educational Research, Teachers College, Columbia University, New York, N. Y.

David E. Weglein, superintendent of schools, Baltimore, Md.

B. E. Packard, commissioner of education, Augusta, Me.

Reprints of this 8-page special feature on the Harrison-Black-Fletcher Bill may be secured from the National Education Association, 1201 16th St., N. W., Washington, D. C., at the following prices: Single copies, 10¢; discounts for quantities: 2 to 9 copies, 10 percent; 10 to 99 copies, 25 percent; 100 or more copies, 33⅓ percent.

Citizenship Education *thru* the Press

The following material taken from the *Washington, D. C., Daily News*, one of the leading liberal newspapers of the country, illustrates the kind of clippings which might well be kept in school scrapbooks to show the world as it is and to help young people locate the problems with which they must deal as citizens.

THE EFFICIENCY OF BIG BUSINESS

WHEN the hand-set [or French] telephone was placed on the market, the telephone salesmen told us that it was a wonderful mechanical contrivance which the thoughtful A. T. & T. had provided for the convenience of customers.

Certainly the hand phone is a marvelous gadget. It is a great convenience to be able to talk and listen thru a single instrument, which can be held in one hand, leaving the other hand free to scribble notes, scratch your ear, or twirl your key ring.

Another thing the salesmen told us, that the cost of manufacturing the hand phone was greater than the cost of making the old-style phone, was less plausible. It was hard for laymen to understand why this smaller device should be more expensive. But there was nothing much we could do about it, so we began paying in monthly surcharges what was said to be the difference in cost to the telephone company.

But there are some things about the miraculous little dingbat which the salesmen did not tell us—things which we have begun to learn only since the Federal Communications Commission commenced its investigation of the A. T. & T.

One of these is that the so-called difference in cost varied from state to state. In some states the charge to a user of a hand phone has been 50¢ a month, in others 25¢, in others 15¢. In some, the user keeps right on paying month after month. In others, the surcharge is stopped after a certain total is reached.

The charge in each state seems to have been whatever the telephone company thought it could get. As a result, from 1928 to 1936, the user of a hand phone in Mississippi paid \$42.75; in Alabama, \$40.75; in Tennessee, \$39.65; Kentucky, \$37.75; . . . Maryland, Virginia, and the District of Columbia, \$10.75.

From all hand phone users of all states, from 1927 to 1936, the A. T. & T. companies collected \$53,240,933 in surcharges.

Meanwhile, the hand phone seems also to have been proving its worth as a money-saver for A. T. & T. The FCC investigators compute "the present worth of ultimate savings in wire plant," due to hand phone installations, at \$85,391,000. In other words, the Bell System saved that much,

compared to what it would have spent had the older-type phones continued in use.

Add the \$53,240,933 to the \$85,391,000, and we realize that the hand phone is an even more marvelous mechanism than the salesmen said it was.

These figures probably will make a lot of hand phone users mad. It won't do any good, however, to get mad at the telephone company, which is in business to make money and has merely put over what looks like an excellent bit of merchandising. But it might do us some good to demand that the state regulatory commissions get busy. These commissions exist on public funds for the sole purpose of protecting the public interest.

It is true the states heretofore have not had available the information now unearthed by the Federal Communications Commission. It was to supply just such data that Congress ordered the FCC to investigate the Bell System, and paid for the investigation with the taxpayers' money.

To date, that investigation has cost about \$1,150,000. It has been well worth it. For already the FCC has effected rate reductions in interstate telephone calls which will save users \$22,000,000 a year.

But the FCC is a federal institution. It has no authority over hand phone or other local charges.

Accordingly it now becomes the obvious duty of every state commission to act on the data that the FCC provides. The situation would seem at least to call for a stopping of all hand phone charges and a rebate of charges already collected.

—Editorial.

HOW SHALL THE PEOPLE PROTECT THEMSELVES?

UNFORTUNATELY, Spanish rebel depredations, the Pope's ill health, the escapades of a British king, and the kidnaping of a Chinese generalissimo have all served to divert attention from some mighty interesting and important information which a Senate committee has been unraveling in Washington. . . . But just the same what Senator Wheeler's committee has been spreading on the records is of infinitely more importance to us in America than all these other events.

The committee has been exploring the technic of railroad promoters and the uses to which our amazing corporation laws are put. . . .

One of them is the manner in which a man can use a corporation instead of an alias. No business man can adopt a dozen names and do business under each name. But he can form a dozen corporations and do business thru them as effectively as if he were using a brace of assumed aliases. He uses the corporate alias.

The Van Sweringens used the Allegheny Corporation as a holding company. The money for the Allegheny Corporation came from the public thru stock sales. The Van Sweringens owned a controlling stock interest in it. But these shares were not in their name. They were in the name of the Vaness Corporation.

The time came when the Van Sweringens wanted the Allegheny Corporation to acquire a collection of terminal companies in St. Louis. Ordinarily you might suppose the Allegheny Corporation would buy these terminal properties. But it did not. It furnished the money. But the contract to buy the properties was made by the Geneva Corporation, another wholly-owned corporation alias of the Van Sweringens.

When it was time to transfer the terminal properties, the contract was assigned by the Geneva Corporation to Terminal Shares, Inc., a newly formed corporation, another corporate alias. When Terminal Shares, Inc., got title, then the properties were transferred to still another corporate dummy, Terminal Trust. These were just a collection of names under which the Van Sweringens were able to do business and cloak their operations from their stockholders, from the public, from the banks, from the government of the United States.

As a matter of fact, it came out that these vast railroad properties of the Vans, valued at three billion dollars, had come into possession of a great New York bank which held control for four and a half years and no one knew it, not even the ICC which is charged with supervision of the roads. The ownership of the bank was cloaked by being vested in a corporation composed of a few clerks in the bank.

As a result of these proceedings some pretty heavy losses were suffered by a lot of people. Is there any justification in the world for these corporate monkeyshines by which the operations of promoters are hidden from the view of everybody who has a right to know what is going on?—From "Plain Economics," by John T. Flynn.

Prepared by the Research Division of the National Education Association.
Local regulations and many details of state laws necessarily omitted.

STATEWIDE LEGISLATIVE PROVISIONS

STATE	TENURE	RETIREMENT
ALABAMA.....		
*ARIZONA.....	Annual election.....	State payments only; from General Fund; minimum age 60; 30 yrs. service
ARKANSAS.....		
CALIFORNIA.....	Probationary period—3 yrs. All certificated employees in districts of more than 850 average daily attendance; optional with local boards in other districts	State-teacher ^a ; Public School Teachers' Permanent Fund; no minimum age; 30 yrs. service
COLORADO.....	Permanent tenure after probationary period in certain districts	
CONNECTICUT.....		State-teacher; Pension Fund; min. age 60; comp. age 70; 20 yrs. service.....
DELAWARE.....	Continuing contracts.....	
DIST. OF COL.	Probationary period—1 yr. All teachers.....	District-teacher; Reserve Fund; minimum age 62.....
FLORIDA.....		Pension for needy teachers only; 35 yrs. service.....
GEORGIA.....		
IDAHO.....		
ILLINOIS.....	Three types of tenure in different areas of state.....	State-teacher; State Teachers' Pension and Retirement Fund; minimum age 50; 25 yrs. service
INDIANA.....	Probationary period—5 yrs. All licensed employees in city and town school systems	State-teacher; Pension Reserve Account; minimum age 60; 40 yrs. service; smaller annuity for 25 yrs. service
IOWA.....	Annual election.....	
KANSAS.....		
KENTUCKY.....	Annual election.....	1928 law; no enabling act.....
LOUISIANA.....	Probationary period—3 yrs. All certified employees.....	State-teacher; reserve system; five funds; minimum age 60; compulsory age 70; 30 yrs. service. Also non-contributory teacher pension system
MAINE.....		State-teacher; Pension Accumulation Fund; min. age 60; comp. age 70.....
MARYLAND.....	Probationary period—2 yrs. All certified employees.....	State-teacher; Pension Fund; minimum age 60; compulsory age 70.....
*MASSACHUSETTS.....	Probationary period—3 yrs. All teachers and superintendents, except union and district supts.	
MICHIGAN.....		Teachers' contributions only; no state payments; minimum age 60; 30 yrs. service; smaller annuity on 25 yrs. service
MINNESOTA.....	Permanent tenure after probationary period in certain districts	State-teacher; Teachers' Insurance and Retirement Fund; minimum age 55 or 30 yrs. service
*MISSISSIPPI.....	Contracts for more than one year permitted in some districts	
MISSOURI.....	Annual election.....	
MONTANA.....	Continuing contracts.....	Teachers' contributions only; no state payments; minimum age 55; 30 yrs. service
NEBRASKA.....	Contracts for more than one year permitted in some districts	
*NEVADA.....	Continuing contracts.....	State-teacher; Teachers' Permanent Fund; no min. age; 30 yrs. service.....
NEW HAMPSHIRE.....		
NEW JERSEY.....	Probationary period—3 yrs. Teachers, supervisors, and principals	State-teacher; reserve system; five funds; minimum age 62; compulsory age 70.....
NEW MEXICO.....		
NEW YORK.....	Permanent tenure after probationary period in certain districts	1933 law inoperative; 1935 law permits aid to needy teachers (35 yrs. serv.) State-teacher; Pension Accumulation Fund; minimum age 60; compulsory age 70; 25 yrs. service; 35 yrs. service regardless of age
NORTH CAROLINA.....		
NORTH DAKOTA.....	Contracts for more than one year permitted in some districts	State-teacher; Teachers' Insurance and Retirement Fund; no minimum age; 25 yrs. service
OHIO.....	Contracts for more than one year permitted.....	State-teacher; Employer's Accumulation Fund; minimum age 60; compulsory age 70; 5 yrs. service; 36 yrs. service regardless of age
*OKLAHOMA.....	Annual election.....	
OREGON.....	Permanent tenure after probationary period in certain districts	
PENNSYLVANIA.....	Continuing contracts.....	State-teacher; Contingent Reserve Fund; minimum age 62; compulsory age 70; 10 yrs. service
RHODE ISLAND.....		State contributions only; no special fund; no age; 35 yrs. service.....
*SOUTH CAROLINA.....		
SOUTH DAKOTA.....		
TENNESSEE.....		
TEXAS.....	Contracts for more than one year permitted in some districts	
UTAH.....		1935 law; no enabling act.....
VERMONT.....		State-teacher; Annuity Fund; optional membership; minimum age men, 65; women, 60; 30 yrs. service
VIRGINIA.....		State-teacher; Retired Teachers' Fund; minimum age men, 58; women, 50; 30 yrs. service
WASHINGTON.....	Annual election.....	Teachers' contributions only; no state payments; 30 yrs. service.....
WEST VIRGINIA.....	Annual election.....	
WISCONSIN.....	Permanent tenure after probationary period in first-class cities; vocational school, and teachers colleges	State-teacher; Retirement Deposit Fund; minimum age 50.....
WYOMING.....	(Supreme Court limits contracts to one year)	
ALASKA.....		
HAWAII.....	Permanent tenure after probationary period.....	Law repealed 1933..... State-teacher; Pension Accumulation Fund; min. age 60; comp. age 70.....

*These states did not reply to request for approval and verification before table went to press, January 8, 1937.

Source: National Education Association, Research Division. "Handbook on Teacher Tenure." Research Bulletin 14: September, 1936. Washington, D. C.: the Association.

Source: National Education Association, Research Division. "Current Issues in Teacher Retirement." Research Bulletin 8: November, 1930. National Education Association, Committee on Retirement Allowances. Report. Washington, D. C.: the Association, June, 1932. 80 p. (mimeographed.)

^a"State-teacher"—contributions by both state and teachers.

V SIONS FOR TEACHER WELFARE

The Research Division will welcome information on changes in teacher welfare legislation during the 1937 meetings of state legislatures.

STATE	MINIMUM SALARY ^a	UNIFORM CONTRACTS ^b	CONTROL OF CERTIFICATION
ALABAMA.....	Mandatory; schedule.....	.....	State board and state superintendent.....
ARIZONA.....	.....	.....	State board.....
ARKANSAS.....	.....	State form; optional.....	State board.....
CALIFORNIA.....	.....	.....	State board (credential); county board (certificates)
COLORADO.....	Mandatory; three salaries specified.....	.....	State board of examiners; state supt.; county supt.; and state teachers colleges
CONNECTICUT.....	.....	State form; optional.....	State board and commissioner of education..
DELAWARE.....	Mandatory for state board unit; schedule.....	State form; mandatory.....	State board.....
DIST. OF COL.	(Salary schedule by Act of Congress).....	.....	Board of examiners.....
FLORIDA.....	.....	State form; mandatory.....	State superintendent.....
GEORGIA.....	.....	.....	County boards (licenses); state board (certificates)
IDAHO.....	.....	State form; mandatory in independent and common school districts	State board.....
ILLINOIS.....	.....	.....	State examining board.....
INDIANA.....	Mandatory; schedule.....	State form; only certain items required..	State board.....
IOWA.....	Mandatory; one salary specified.....	.....	State board of education examiners.....
KANSAS.....	.....	.....	State board, county boards of examiners, and state teachers colleges
KENTUCKY.....	Optional; one salary specified.....	State form; mandatory.....	State board.....
LOUISIANA.....	.....	State form; optional.....	State board.....
MAINE.....	.....	.....	Commissioner of education.....
MARYLAND.....	Mandatory (except Baltimore); schedule..	State form; mandatory (except Balto.)..	State supt.; and state board (except Balto.)..
MASSACHUSETTS..	Mandatory; one salary specified. (Optional schedule based on state aid)	.....	Local boards (state department in state-aided high schools)
MICHIGAN.....	.....	.....	State board.....
MINNESOTA.....	.....	State form; optional.....	State board and commissioner of education..
MISSISSIPPI.....	Mandatory for county systems; range of salaries stated. (Optional salary based on state aid)	.....	State board of examiners.....
MISSOURI.....	.....	State form; optional.....	State superintendent, county superintendents, and state teachers colleges
MONTANA.....	.....	.....	State board of educational examiners, state teachers colleges, and approved institutions
NEBRASKA.....	.....	.....	State superintendent, teachers colleges, and approved institutions
NEVADA.....	.....	State form; mandatory.....	State board.....
NEW HAMPSHIRE..	.....	State form; optional.....	State board and commissioner of education..
NEW JERSEY.....	Mandatory; one salary specified.....	State form; only certain items required..	State board of examiners.....
NEW MEXICO.....	.....	.....	State board.....
NEW YORK.....	Mandatory; schedules vary with size of district	.....	Commissioner of education.....
NORTH CAROLINA..	Mandatory; schedule.....	State form; mandatory.....	State superintendent.....
NORTH DAKOTA..	Mandatory; one salary specified.....	State form.....	State superintendent.....
OHIO.....	(Not less than 75% of foundation program for teachers' salaries)	.....	State board of school examiners.....
OKLAHOMA.....	.....	.....	State board.....
OREGON.....	Mandatory; one salary specified.....	.....	State superintendent.....
PENNSYLVANIA...	Mandatory; schedules vary with size of district	State form; only certain items required..	State superintendent and state council of education
RHODE ISLAND...	Mandatory; one salary specified.....	.....	Director of education.....
SOUTH CAROLINA..	.....	.....	State board of examiners.....
SOUTH DAKOTA...	.....	.....	State superintendent.....
TENNESSEE.....	Mandatory for equalization counties where funds permit; schedule	State form; mandatory.....	Commissioner of education and state board..
TEXAS.....	.....	State form; optional.....	State board of examiners and state board...
UTAH.....	.....	.....	State board.....
VERMONT.....	Mandatory; three salaries specified.....	Local forms approved by State department	State board.....
VIRGINIA.....	.....	State form; mandatory.....	State board.....
WASHINGTON.....	.....	State form; only certain items required..	State board.....
WEST VIRGINIA...	Mandatory; schedule.....	State form; mandatory.....	State superintendent.....
WISCONSIN.....	Mandatory for elementary schools; one salary for first-class cities, one salary for other districts	State form; only certain items required..	State superintendent and county superintendents
WYOMING.....	(Not less than 72% of minimum program recommended for teachers' salaries)	.....	State board and commissioner of education..
ALASKA.....	.....	Territorial board form (rural schools)...	Territorial commissioner of education.....
HAWAII.....	(Salary schedule by legislature).....	Territorial board form; mandatory.....	Department of public instruction.....

See states marked with asterisks on preceding page.

Source: DuShane, Donald, chairman. Committee on Tenure. Minimum-Salary Laws for Teachers. Washington, D. C.: National Education Association, 1937. (In press.)

^aThe laws listed as "mandatory" specify minimum salaries below which no teacher may be paid; all districts are free to pay higher salaries.

Source: National Education Association, Research Division. State Adopted Contract Forms for the Employment of Teachers. Washington, D. C.: the Association, June 1936. 19 p.

^bThe laws listed as "mandatory" specify that the state form must be used without modifications or exceptions.

Source: Chambers, M. M. State Educational Administrative Organization. Washington, D. C.: American Council on Education, 1936. 283 p.

Notes and Announcements

WITH JOURNAL AUTHORS—

BELMONT FARLEY [36] has charge of the "Our American Schools" radio programs broadcast by the Association every Wednesday at 6:00 PM EST.

MARY C. SHUTE [40], professor of kindergarten education at the Teachers College of the City of Boston, is a member of the kindergarten centennial celebration committee of the Association for Childhood Education.

ELIZABETH REYNOLDS [42], an English teacher in the Sapulpa, Oklahoma, high-school, is making outside reading attractive to her students because in her own high-school days she found book reports and required reading unpleasant compulsory tasks.

Among the most popular articles in THE JOURNAL last year were those on "The New Curriculum," by WILLIAM H. KILPATRICK [43], which appeared in the issues for November 1935 thru May 1936. Dr. Kilpatrick, who has been professor of philosophy of education at Columbia University since 1918, is the author of many books, including *Education for a Changing Civilization*, *How We Learn*, *Our Educational Task*, *Education and the Social Crisis*, and *Source Book in the Philosophy of Education*.

ELEANOR CRAVEN [45] and MILDRED SANDISON [45 and 61] are members of the JOURNAL staff.

MARGARET M. LOCKWOOD [47] is principal of the Horace Mann Elementary School, Washington, D. C. Helen J. Townson, formerly a teacher at the Horace Mann School, now teaches at the Lafayette School in Washington.

WALTER E. MYER [48] is director of the Civic Education Service and editor of its publications: *The American Observer*, *The Weekly News Review*, *The Junior Review*, and *The Civic Leader*. His editorials on problems of social education in *The Civic Leader* are widely read by social science teachers.

LYLE W. ASHBY [49] and HOWARD A. DAWSON are members of the NEA headquarters staff. Dr. Ashby is assistant director of the Division of Publications. Dr.

Dawson, director of the Division of Rural Service, is now the Washington representative of the NEA Legislative Commission, which is sponsoring the Harrison-Black-Fletcher Bill.

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G. O. Houston, executive secretary of the Louisiana Teachers Association, died Sunday, January 3. He had been working especially hard on the projects of the association. His name belongs high on the roll with others who have given the best of themselves to the public service and who have gone down in the struggle during these difficult years.

The Department of Elementary School Principals reports that the board of education of Birmingham, Ala., is paying expenses of all its principals, supervisors, and superintendents of schools to the New Orleans convention.

The American Educational Research Association, a department of the NEA, will hold its annual meeting February 20-24, 1937, in connection with the New Orleans convention of the Department of Superintendence. The annual dinner of the American Educational Research Association will be held on Monday, February 22, 1937 at 6 PM, in the Gold Room of the Roosevelt Hotel, New Orleans. The guest speaker will be Walter Prichard, professor of history, Louisiana State University, and editor, *The Louisiana Historical Quarterly*, who will speak on "The Romance of Research in Louisiana History."

Horace Mann Birthday Packet—A special packet of materials suitable for helping elementary schools in the development of programs for the observance of Horace Mann's birthday on May 4, 1937, is being prepared by the Division of Publications of the National Education Association. It will be available March 1 at a price of 50¢ cash. Orders may be sent now to be filled March 1. Send your order to National Education Association, 1201 16th St., N. W., Washington, D. C.

Engelhardt to New Hampshire—Fred Engelhardt, professor of educational administration at the University of Minnesota, has accepted the presidency of the University of New Hampshire. He will take office April 1, 1937.

Publicity Pointers for School Libraries is a new mimeographed publication which may be secured free from the American Library Association, 520 North Michigan Ave., Chicago.

LINCOLN, THE MAN OF THE PEOPLE

When the Norn Mother saw the Whirlwind Hour
Greatening and darkening as it hurried on,
She left the Heaven of Heroes and came down
To make a man to meet the mortal need.
She took the tried clay of the common road—
Clay warm yet with the genial heat of Earth,
Dasht thru it all a strain of prophecy;
Tempered the heap with thrill of human tears;
Then mixt a laughter with the serious stuff.
Into the shape she breathed a flame to light
That tender, tragic, ever-changing face;
And laid on him a sense of the Mystic Powers,
Moving—all hush!—behind the mortal veil.
Here was a man to hold against the world,
A man to match the mountains and the sea.

The color of the ground was in him, the red earth;
The smack and tang of elemental things;
The rectitude and patience of the cliff;
The good-will of the rain that loves all leaves;
The friendly welcome of the wayside well;
The courage of the bird that dares the sea;
The gladness of the wind that shakes the corn;
The pity of the snow that hides all scars;
The secrecy of streams that make their way
Under the mountain to the rifted rock;
The tolerance and equity of light
That gives as freely to the shrinking flower
As to the great oak flaring to the wind—
To the grave's low hill as to the Matterhorn
That shoulders out the sky. Sprung from the West,
He drank the valorous youth of a new world.
The strength of virgin forests braced his mind,
The hush of spacious prairies stilled his soul.
His words were oaks in acorns; and his thoughts
Were roots that firmly gript the granite truth.

Up from log cabin to the Capitol,
One fire was on his spirit, one resolve—
To send the keen ax to the root of wrong,
Clearing a free way for the feet of God,
The eyes of conscience testing every stroke,
To make his deed the measure of a man.
He built the rail-pile as he built the State,
Pouring his splendid strength thru every blow:
The grip that swung the ax in Illinois
Was on the pen that set a people free.

So came the Captain with the mighty heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spilt again
The rafters of the Home. He held his place—
Held the long purpose like a growing tree—
Held on thru blame and faltered not at praise.
And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

—EDWIN MARKHAM.

(As revised for the dedication of the Lincoln Memorial, Washington, D. C., 1922.)

The fiftieth anniversary of the opening of the School of Library Economy at Columbia College, the first library school in the world, on January 5, 1887, was observed on January 5 at exercises sponsored by the Columbia School of Library Service, Columbia University. [Cont. on page A-26]

Teaching PROFESSIONAL ORGANIZATION

THE FIRST CONCERN of every candidate for teaching and of the school which graduates him is that he shall be a worthy and successful teacher—a real power in his community and a force for growth in the lives of the young people who shall come into his classes thruout the years. Whether he shall measure up to the opportunities of the high calling of teaching will depend upon the clearness of his purposes and upon the depth of his loyalty to the profession.

The education of the teacher is not finished when he leaves the teachers college. That is but the foundation of his preparation. His real achievement will depend upon his ability to continue in personal growth. What the college has been to him during the student years, professional organization will be during his entire professional life.

There is an increasing recognition among school people that one of the most important things the school for the preparation of teachers can do for its students is to make sure that they understand the significance of the all-inclusive system of professional organizations which is brought together in the National Education Association, with its component state and local associations.

"No one told me about the Wisconsin State Teachers Association during my school days," writes Elizabeth R. McCormick, a former president of the Department of Elementary School Principals, "I just happened to hear about it. I found a copy of its journal. I became interested. I made a study of its proceedings. I joined the state association and from that time my job began to take on the nature of a profession. I discovered that in my isolated country school I could still be in contact with other teachers.

"I find that beginning teachers, as a rule, know very little about the purposes, workings, and connections of educational organizations of which there is such a network. They are puzzled as to what it is all about. Why not add to education courses a study of the kinds and aims and workings of the several organizations? I am sure a real contribution to a teacher's education could be

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There is a great saying of Goethe's, "Be a whole, or join a whole." The first half of it is a mere counsel of perfection which does not regard possibilities. . . . It is, therefore, perpetually important to bear the second clause in mind, "Join a whole." Our blessed whole is the teaching profession. . . . And when the wholeness sought by an individual is found in loyal identification of himself with the best tendencies of his profession, it is astonishing what dignity and power become his. . . . Thru union with our fellow teachers we become powerful. Since, then, we cannot each be a whole, let us join a whole, and so attain that dignity, that superiority to our own detached selves, which comes only thru whole-hearted loyalty to our profession.

—GEORGE HERBERT PALMER.

effected in this way. There would be much more value in such teaching than in many of the courses now given in pedagogical institutions."

The Committee on Professional Ethics of the American Association of Teachers Colleges, in its report presented at the St. Louis convention, February 1936, recommended that "in a course given late in the curriculum, usually following the student-teaching experience, in 'principles of education' or 'problems of teaching' there should be a synthesis of theoretical material previously studied with practical experiences. Codes of ethics should be critically studied. Particular attention should be paid to teachers organizations, their service to teachers, the obligations of teachers to them, etc."

The resolutions of the California Teachers Association, Bay Section, passed in November 1936, contain the following statement:

Whereas, professional organizations have spent years working to improve the professional and economic status of teachers, and

Whereas, teachers entering service fail to understand many of the problems affecting their professional and economic status,

We recommend that, all teacher-training institutions establish a course dealing with the ethical, professional, and economic problems of the teacher and with professional organization, and

We recommend further that, a committee be appointed by the President of the California Teachers Association, Bay Section, to contact the teacher-training institutions in regard to the establishing of such courses.

The unit on the following three pages has been prepared to meet these and similar demands for a definite unit of study covering professional organization.

Suggestions for using—This material has been designed to fit into the syllabus of an education course. In one school, perhaps the course in principles of education will be best adapted for its inclusion; in another, history of education; or problems of teaching; or philosophy of education.

The unit should be offered in the student's senior year, perhaps correlating with his becoming a student member in the National Education Association. For those students planning to teach at the completion of a two-year course, the unit may be introduced earlier.

At least eight one-hour class periods are necessary to cover the subject thoroughly. However, for those classes which can devote five periods or less, the most essential items have been starred. Classes able to give longer than eight periods to the subject may expand upon the points developed here and may take up in addition the topics suggested on page 64.

This outline has been prepared chiefly on a question-and-answer basis in order that classes with limited library facilities may have something specific with which to work. Additional references have been cited to encourage further individual and class study and research, wherever possible.

THE JOURNAL will be interested in knowing the use that is made of this study outline in the various teacher-educating institutions. May we hear from both students and faculty members?

LESSON I

The National Education Association: Its Purposes; Its History

*[1] *Why is there an increasing need for professional organization among teachers?*

The world today demands sound character and the highest possible level of intelligent action. The schools can meet the demands made upon them only by encouraging sustained growth and cooperation among teachers thruout the nation. Improved preparation, improved status for teachers, better support for schools, increased public appreciation cannot be won by the individual teacher working alone. These require the combined force of nationwide organization.

*[2] *What is the National Education Association?*

It is the all-inclusive voluntary organization of educational workers thruout the country, a cooperative enterprise maintained thru the dues paid by its members. It includes both teachers and administrators, and covers elementary, secondary, higher, and adult education. It is not an agency of the government.

*[3] *What are the purposes of the NEA?*

"The National Education Association is dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people."

[4] *When, where, and by whom was the Association founded?*

In response to a call addressed to the teachers of the United States by the presidents of ten state teachers Associations, 43 educators gathered in Philadelphia in August 1857 and organized the National Teachers Association, the forerunner of the National Education Association.

*[5] *What is the best way to study the history of the NEA?*

The entire history of the NEA may be traced thru its annual volumes of *Addresses and Proceedings*. The student interested in the beginnings of the Association should be familiar with the *Proceedings*, Vol. I, 1857, particularly the address of William Russell, p15-24. Over 100 pages of the *Proceedings* for 1906 are devoted to a history of professional organization. THE JOURNAL gives a continuing record of Association activities. For articles dealing particularly with NEA history, see Mar. 1925, p77-78; Mar. 1930, p69; and Jan. 1935, p1-3.

Additional references for Lesson I:

*[a] "Your Profession in the Making," which appeared in THE JOURNAL for January 1937, p27-28, should be in the possession of every candidate for teaching. It may be secured from the NEA, 1201 16th St., N. W., Washington, D. C., at the following prices: 20-49 copies, 3¢ each; 50-99 copies, 2¢ each; 100 or more copies, \$1 per 100. No single order under 60¢. Cash must accompany order for \$1 or less.

[b] NEA Dept. of Classroom Teachers, *8th Yearbook*. "Teacher and Public," p187-211.

*[c] Pratt, Orville C., "How Much Do We Value Ourselves?" NEA JOURNAL, Sept. 1936, p167.

[d] Smith, Henry Lester, et al. "The National Education Association: What It Is and What It Should Be," NEA JOURNAL, Mar. 1935, p69-76.

LESSONS II AND III

Services and Achievements of the NEA

The work of the NEA is so varied and is participated in by so many people that it is difficult to visualize the magnitude of the effort constantly going on. Association services are of two kinds, those which reach the member directly, such as THE JOURNAL; and indirect services, such as the work for teacher welfare.

*[1] *What are the publications of the National Education Association?*

The Association is the largest publisher in the world of material on education. Publications include: THE JOURNAL, which goes to every member monthly during the school year; the annual volume of *Addresses and Proceedings* of conventions; the *Research Bulletins*; department yearbooks and bulletins; committee reports.

*[2] *What services does the Association render thru its annual conventions?*

The meetings of the NEA each July and of the Department of Superintendence each February provide an important means by which the profession develops new leaders. In these conventions many of the leading movements in American education have received their impetus and the effects reach out in all directions until every member of the profession is affected.

*[3] *How does the NEA improve the teacher's economic welfare?*

[a] The Association provides nationwide channels for the dissemination of facts about education which increase public appreciation and better financial support of the schools. (See the *Research*

Bulletin for Sept. 1935 and Sept. 1936.) [b] A Division of Teacher Welfare was established at NEA headquarters in 1936 to extend the work in such fundamental welfare fields as salaries, tenure, retirement, academic freedom, and equal opportunity. Read "Teacher Welfare to the Front," p202 in the Oct. 1936 JOURNAL. [c] The biennial salary survey conducted by the Association has had much to do with the rise of teachers' salaries before the depression and their restoration since then. (See *Research Bulletin* for Mar. 1935, Jan. and Mar. 1936.)

*[4] *What is the Association doing to help secure federal aid for the schools?*

One of the major items in the NEA program for 1936-37 is the passage of the Harrison-Black-Fletcher Bill to secure federal aid. For full information, see this JOURNAL (Feb. 1937), p49-56.

*[5] *How does the Association increase public appreciation of the schools?*

[a] THE JOURNAL has pioneered in educational interpretation. Articles include, "The Interpretation of Education," Oct. 1933, and "Interpreting Education within the School," Nov. 1934. [b] The NEA is one of the sponsors of American Education Week, which each year reaches nearly ten million citizens. See THE JOURNAL for Sept., Oct., and Nov. 1936. [c] The Association has sponsored "vitalized commencements" which interpret the school to patrons. An article on "The Commencement and Horace Mann" appeared in the Jan. 1937 JOURNAL, p29. [d] Home-school leaflets developed by THE JOURNAL, have been widely distributed. (Oct. 1935, p223, and Oct. 1936, p221.) [e] Yearbooks and other publications of the Association have dealt with educational publicity. [f] Thru the NEA, teachers secure the cooperation of national business, civic, farm, labor, women's, and church groups in the support of the schools.

*[6] *In what ways does the Association pioneer in the development of curriculum material to meet current needs?*

THE JOURNAL furnishes a growing body of teaching units to be used in the classroom as text material. (Examples are: "The Tennessee Valley Looks to the Future," Dec. 1934; "America Becomes Housing Conscious," Dec. 1935; "Schools in the Story of Culture," Nov. 1934-May 1935; "Aviation Creates a New World," Nov. 1936; "The Cooperative Movement," Jan. 1937.) Also see the yearbooks of the Department of Superintendence, 1924 thru 1928.

*[7] *How does the NEA aid the individual teacher in the development of classroom methods and skills?*

A few specific illustrations—[a] Since Superintendent L. P. Benezet described

TEACHING PROFESSIONAL ORGANIZATION (Continued)

the new method of teaching arithmetic in Manchester, N. H. (Nov. and Dec. 1935 and Jan. 1936 JOURNAL), many schools thruout the country have experimented with this plan. [b] The Nov. 1935 *Research Bulletin*, "Better Reading Instruction," is an Association best seller. [c] Recent *Yearbooks* of the Department of Elementary School Principals deal with aids to teaching and socializing experiences in the elementary schools. [d] At the 1936 Superintendence convention, a demonstration of how to teach controversial issues in the classroom was presented.

*[8] *In what ways does the Association participate in the solution of social-economic problems?*

[a] The report of the Committee on Social-Economic Goals, published in THE Jan. 1934 JOURNAL, pointed the way to a better teaching of social-economic problems. [b] THE JOURNAL seeks constantly to foster a better understanding of American life. See, for example, "The Bicentennial Bill of Rights," May 1932; "The End of an Epoch," Jan. 1933; "The Corporation in America," Dec. 1934. [c] Other Association publications are presenting stimulating material in this field: see the Nov. 1934 *Research Bulletin*, "Modern Social and Educational Trends"; and the 13th and 14th *Yearbooks* of the Department of Superintendence, "Social Change and Education" and "The Social Studies Curriculum." [d] At conventions, increased discussion centers around social-economic questions.

*[9] *What is the Educational Policies Commission?*

This commission, appointed in 1935 by the NEA and the Department of Superintendence, to serve for a five-year period, is seeking to develop for American education longterm policies which will merit the united support of all citizens. For information, address the Commission at 1201 16th St., N. W., Washington, D. C.

LESSON IV

The Representative Character of the National Education Association

*[1] *To whom is membership in the National Education Association open?*

Membership in the NEA is open to all educators and other friends of the schools.

*[2] *What is meant by student membership in the Association?*

Student membership is a plan whereby students in teachers colleges accepted for participation in the plan may become members on January 1 of their senior year, receiving THE JOURNAL regularly but deferring the payment of their dues until they are receiving income as teachers the following fall. They thus enjoy 18 months'

service in return for the first year's dues. The national association of teachers in England has a special arrangement somewhat similar to the student membership in the United States.

*[3] *What is a \$2 membership in the NEA? A \$5 membership? A Life Membership?*

A \$2 annual membership entitles a member to the nine issues of THE JOURNAL, the privilege of attending meetings of the Association and its departments, to vote for delegates to the Representative Assembly, and to hold office. The payment of \$5 instead of \$2 entitles a member, in addition, to receive the *Research Bulletins* and the *Proceedings*. A \$100 or Life Membership, which indicates permanent interest and loyalty to the profession, gives the privileges of the \$5 membership for life.

*[4] *What percent of the nation's teachers belong to the NEA?*

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. Association membership has increased from the 43 organizers in 1857 to nearly 200,000 in 1937. This is 20 percent of the nation's teachers. There are now more than 5000 Life Members.

*[5] *What is the general plan of organization and control of the NEA?*

The Association is governed democratically. In its legislative body, the Representative Assembly, over 1200 delegates from all parts of the nation represent affiliated state and local associations. The business of the Association is directed by the Representative Assembly, a board of directors, a board of trustees, and an executive committee.

*[6] *Where is the Association headquarters located?*

At 1201 16th St., N. W., Washington, D. C., permanent headquarters has been established, where a fulltime staff of 150 works under the direction of the Association's Executive Secretary. For a general survey of staff activities, see the *Proceedings*, 1932, Vol. 70, "A Survey of the NEA," by John K. Norton. For headquarters photos, see "Our Association at Work," Oct. 1934 JOURNAL.

*[7] *How many departments of the Association are there?*

Twenty-four departments have been organized to provide service to special groups within the profession. A short history of each department is published annually in the *Proceedings*. For a free booklet of information concerning dues, publications, and officers, write to NEA headquarters.

*[8] *Where may one find a list of officers of the Association?*

Each *Proceedings* contains this information. To find the present officers, see the latest September JOURNAL.

LESSON V

Serving the Profession thru National Organization

*[1] *How may I as a teacher take my part in the constructive efforts of the Association?*

Executive Secretary Willard E. Givens answers this question in the Sept. 1936 JOURNAL, p168. Among the points he suggests are the following:

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

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

[c] Become a student of THE JOURNAL; call the attention of new members to material in it; encourage its study in faculty meetings; lend it to teachers who are not members.

[d] Use the *Research Bulletins*, yearbooks, and other NEA publications.

[e] Attend an Association convention.

[f] Do active work on some committee, if called upon. The Association has furnished some of its finest leadership thru committees.

[g] Join the Department in the field of your interest.

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

*[2] *How may I make the platform of the NEA my own personal program of work?*

To answer this question, see the editorial in the Nov. 1936 JOURNAL, p235-36. The suggestion is made that each member select one point in the platform that appeals to him most and concentrate on that especially, doing some specific thing daily to advance the cause. For example, perhaps you live in a state which has not ratified the Child Labor Amendment, and you may wish to make that your special work. Today you telephone or write your representative in the state legislature about the matter, seeking his interest, advice, and help. Tomorrow you get in touch with teachers in other parts of the state, encourage and support the state association in its efforts, and so on. . . .

*[3] *Where will I find the official platform of the Association?*

In the Sept. 1936 JOURNAL of the NEA. Practically every plank in the platform may be translated into a plan of action, such as that outlined above.

*[4] *Where will I find the code of ethics developed by the Association?*

In the Mar. 1935 JOURNAL, p90. This code should be studied by every prospective teacher, for he can serve the profession only thru following ethical practices.

LESSON VI

The State Association

*[1] *What is the relationship between the National Education Association and our state education association?*

Every state educational organization thru affiliation with the NEA is entitled to send delegates to the Representative Assembly. Each state chooses a director, who represents it in the Association's board of directors. The NEA serves as a clearinghouse and keeps in close touch with state and local groups on matters of interest to the entire profession. Local, state, and national professional organizations each have a peculiar service to perform and each is necessary to the other.

[2] *Where may one learn about the early history and later achievements of the various state associations?*

See the *Proceedings* for 1906, p514, and the journals of state associations. No state association has ever been replaced by another. They have grown steadily thru fresh leadership and reorganization to meet new needs.

*[3] *What is the name of our own state association? Where is its headquarters located? Who is its president? Its secretary?*

This information can be secured thru the official publication of our state magazine.

*[4] *What are the most important service activities of state organizations?*

Meetings; publications; legislation; research; field service; public relations; teacher welfare.

[5] *Give specific examples of activities which our state association has carried out in the fields named above.*

*[6] *How can I participate in the work of my state association?*

Thru membership; attending and taking part in conventions; using and contributing to its publications; becoming familiar with its purposes and achievements; cooperating in its projects; encouraging my colleagues to take part.

Additional references for Lesson VI:

*[a] Our own state professional magazine; the publications of other state educational organizations.

*[b] *The Organized Teachers*, a source book of information published in 1936 by the National Association of Secretaries of State Education Associations, should be in the personal library of every prospective and commencing teacher. Copies may be secured from Arthur L. Marsh, 707 Lowman Building, Seattle, Wash.; single copy, 20¢; 10 or more copies, each, 15¢.

*[c] "A Dynamic Program for the Profession," NEA JOURNAL, Apr. 1934, p106.

*[d] Lively, Mrs. Emery C. "How Louisiana Secured Tenure," NEA JOURNAL, Dec. 1936, p281-82.

LESSON VII

The Local Association

*[1] *What is the relationship between the NEA and local associations?*

Local associations may affiliate with the Association and send delegates to the Representative Assembly. They receive special assistance on professional problems thru the division of classroom service at headquarters.

*[2] *What services are generally performed by local associations?*

Local organizations work for the professional and cultural improvement of members, seek to advance teacher and pupil welfare, and provide social and recreational activities for members. See *The Organized Teachers*, p9-13. (The class should gather specific information about local associations in its own state.)

*[3] *In what ways can I participate in the work of the local association with which I affiliate as a teacher?*

By paying my dues; serving as an officer or committee member when asked; and giving liberally of my time, support, and enthusiasm to the association's work.

Additional References for Lesson VII:

*[a] Write to the Department of Classroom Teachers, NEA, for free copies of its *News Bulletin*.

*[b] A "Report on Local Organizations and Their Activities" was published in Jan. 1937 by the Department of Classroom Teachers of the NEA. Free copies may be secured from the Department, 1201 16th St., N. W., Washington, D. C.

LESSON VIII

The World Federation of Education Associations

*[1] *What is the World Federation?*

A pioneering organization in the field of general education in the worldwide field. Approximately one-half of the teachers of the world are represented in the WFEA.

[2] *What are its objectives?*

[a] To achieve thru education international understanding, appreciation, justice, goodwill, friendship, and cooperation. [b] To raise the position of teachers and improve the quality of teaching thruout the world. [c] To make educational movements, events, and achievements quickly available to the teaching profession of all lands. [d] To facilitate cooperation among education organizations of all countries.

[3] *How does the World Federation promote these objectives?*

Thru active contacts and correspondence; press releases and bulletins; its bi-monthly magazine, *World Education*; and its biennial world conferences.

[4] *Who is eligible for membership?*

There are three types of membership: full, associate, and goodwill. For information about each, address WFEA headquarters, 1201 16th St., N. W., Washington, D. C.

Additional references for Lesson VIII:

[a] *The Organized Teachers*, Ch. V.

*[b] A booklet of information may be secured free from the WFEA.

Additional Lessons

Lesson IX—Other organizations. For a discussion of the Progressive Education Association, the American Federation of Teachers, and other national groups, see the 1935 *Yearbook* of the International Institute of Teachers College, Columbia University, p505-58.

Lesson X—Organization in other countries. See the *Yearbook* mentioned for Lesson IX.

Lesson XI—The close relationship between the teachers college and professional organization. Study the American Association of Teachers Colleges thru its *Yearbooks*. These may be secured for \$1 each from Charles W. Hunt, State Normal School, Oneonta, N. Y.

Readings for Entire Unit

[a] Almack, J. C., and Lang, A. R. *Problems of the Teaching Profession*. Boston: Houghton Mifflin Co., 1925. Ch. 5.

[b] "A Year of Substantial Achievement." NEA JOURNAL, Sept. 1935, p173-74.

[c] Ashby, Lyle W. "Association Activities," NEA JOURNAL, Dec. 1936, p278.

[d] Hunter, Fred M. "Report of the President on the Program and Development of the Association." *Proceedings*, Vol. 59. Washington, D. C.: NEA, 1921, p184-208.

[e] National Education Association. *Teachers Professional Organizations*. Washington, D. C.: the Association, 1931. 28p. 25¢. Syllabus for College Classes or Other Groups.

[f] Samuelson, Agnes. "The Enlarged Program of the NEA." JOURNAL, Sept. 1935, p171; and Givens, Willard E., "Our Program of Action for 1935-36," p172.

[g] Selle, Erwin S. *The Organization and Activities of the National Education Association*. New York: Bureau of Publications, Teachers College, Columbia University. 1932. 180p.

"Teaching Professional Organization" was prepared by MILDRED SANDISON.

TEACHING PROFESSIONAL ORGANIZATION (Concluded)

The Honor Roll of the NEA

I found out today that when you are ill, you consult a medico who pays professional dues of \$22 yearly. When you have legal difficulties, you consult a member of the Bar Association whose dues are \$10. . . The morticians who take care of the dead have a professional interest which they feel warrants an annual membership fee averaging \$25 and up, depending upon the volume of business. For the smallest amount mentioned above we can take care of our financial obligations to our profession not just in one or two of its branches but in a number of the most important of them. . . When your building chairman approaches you regarding association dues, let us mark a straight budget for a rounded-out continuous professional program.—*Floyd W. Cocking*, director, San Diego Teachers Association.

New Life Enlistments

THE NUMBER of Life Members in the National Education Association on January 1 was 5700. A new Life Member, Estil B. Van Dorn of Indianapolis, writes: "I want to help the cause of child welfare sponsored by an association which is national in scope and active in its work. A friend has recently convinced me that I should be a Life Member because of the mutual benefit that will come to me as well as the financial help that my contributions will be to the organization. My interests are along the line of better education for all, young and old. Your magazine and other material which I shall receive from time to time will be a great help to me in the art of teaching."

The following Life Members have been reported since the list was published in the January JOURNAL:

ALABAMA—Virginia Kirkwood
ARIZONA—Rosetta George
CALIFORNIA—Edward I. Cook
COLORADO—Joseph E. Davies, Paul C. Stevens
IDAHO—L. L. Carlson, C. C. Lame
ILLINOIS—Wesley L. Brown, Roy DeShane, Mary M. Mullin
INDIANA—David W. Andrews, E. M. Dill
IOWA—Kenneth H. Pierce
MAINE—Lou M. Buker
MASSACHUSETTS—George K. Coyne
MICHIGAN—Augusta W. Ochs
NEW JERSEY—Edith L. Van Syckle
OHIO—Ruby Lynn Borden, J. S. Burtsfield, Carrie E. Doepeke, Miriam W. Sutton
OKLAHOMA—James M. Culbertson, Floy P. Gates, Hans P. Jorgensen, Richard Ledgerwood, A. L. Porterfield, Mildred Riling, Irene Scrivener, Marie Taylor, George F. Totten, Isabel Work
PENNSYLVANIA—Mary B. McAndrew, Cyril C. Sarver
TEXAS—W. M. Green, David W. Ray, Hadley Reeve
WASHINGTON—Perry H. Mitchell
WISCONSIN—R. R. Bedker

Completed Enrolments

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

NINETEEN YEARS

COLORADO—Pueblo, (District Number 20) Danforth
NEW JERSEY—Bridgeton, South Avenue

EIGHTEEN YEARS

COLORADO—Denver, Perry; Pueblo, (District Number 20) Minnequa
MISSOURI—Sedalia, Horace Mann, Mark Twain

SEVENTEEN YEARS

COLORADO—Colorado Springs, Buena Vista, Washington
ILLINOIS—Decatur, Roach; Moline, Lincoln, Willard
MINNESOTA—Minneapolis, John Hay
MISSOURI—Sedalia, Sedalia Public Schools, Broadway, Jefferson, Washington, Whittier
NEW JERSEY—Bridgeton, Vine Street
OHIO—Marietta, Marion, Norwood

SIXTEEN YEARS

ARIZONA—Tucson, Drachman, Dunbar Junior High and Elementary, Menlo Park, Miles, Ochoa, Roosevelt
ILLINOIS—East St. Louis, Hawthorne; Moline, Logan
INDIANA—Hammond, Kenwood
MAINE—Portland, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Peaks Island, Saunders, Shailer, Rosa E. True
MASSACHUSETTS—Belmont, Winthrop L. Chenery; Brookline, Edward Devotion, John D. Runkle
OHIO—Massillon, Whittier; Scienceville, Scienceville Public Schools, Buckeye, Coitsville Center Grade, Geography Hall, Warren Richey Grade, Scienceville Grade, Scienceville Junior High, Scienceville Senior High, Thorn Hill, Thorn Hill Avenue Grade, John White Grade
VIRGINIA—Lynchburg, Floyd

FIFTEEN YEARS

ARIZONA—Tucson, Mansfield Junior High; Mission View, Pascua, Roskrue Elementary, Roskrue Junior High, Tucson Senior High, University Heights
CONNECTICUT—East Hartford, Union
ILLINOIS—Decatur, Oglesby; Moline, Garfield
INDIANA—Terre Haute, McLean Junior High
MASSACHUSETTS—Beverly, Farms
NEW JERSEY—New Brunswick, Lord, Stirling
NEW YORK—Lockport, DeWitt Clinton, Cross, Hawley Street, Walnut
PENNSYLVANIA—Bucks County, Doylestown Public Schools, Doylestown Grade, Doylestown High
WISCONSIN—Kenosha, Lincoln Junior High
WYOMING—Casper, Lincoln

FOURTEEN YEARS

ARIZONA—Phoenix, Wilson
CALIFORNIA—San Jose, Gardner, Hawthorne; South Pasadena, El Centro Street
COLORADO—Colorado Springs, Whittier; Rocky Ford, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington
DELAWARE—Wilmington, Public Number 21
ILLINOIS—Decatur, Roosevelt Junior High; Moline, Irving, Ericsson, McKinley, Roosevelt, Senior High
INDIANA—Huntington, Huntington Public Schools, Central, Huntington High, Lincoln, Horace Mann, Riley, State Street, John Tipton
MAINE—Portland, Morrill, Oakdale, Vaughan Street
MASSACHUSETTS—Beverly, Brown
MICHIGAN—Grand Rapids, Madison
NEW JERSEY—Hammonton, Magnolia
NEW YORK—Binghamton, Thomas Jefferson Number 8, Laurel Avenue, Florence Nightingale Number 4, Woodrow Wilson
OHIO—Columbus, Eighth Avenue; Zanesville, Zanesville Public Schools, Grover Cleveland Junior High, Garfield, Grant, Hancock Junior High, Jackson, Lash High, Lincoln, Madison, McIntire, Monroe, Munson, Norval Park, Pioneer, Theodore Roosevelt Junior High, Sheridan, Westview, Wilson
VIRGINIA—Lynchburg, Biggers
WASHINGTON—Seattle, Horace Mann
WISCONSIN—Kenosha, Weiskopf
WYOMING—Worland, Worland Grade

THIRTEEN YEARS

CALIFORNIA—San Jose, Grant
COLORADO—Colorado Springs, Midland, Steele; Denver, Barnum, Bromwell, Ebert, Montclair, Stevens, Wyatt
DELAWARE—Wilmington, Public Number 5, Public Number 9
ILLINOIS—Dundee, Dundee Community High; Elmhurst, Lincoln, Roosevelt; Jacksonville, Franklin, Jefferson, Lafayette, David Prince Junior High, Washington; Moline, Moline Public Schools, William Carr, Grant, Manual Arts, Special Teachers and Supervisors; Naperville, Naperville Public Schools, Ellsworth, Naper, Naperville High, Special Teachers and Supervisors; Princeton, Princeton Township High
INDIANA—Fort Wayne, Forest Park, Hamilton, Lakeside; Hammond, Franklin; Indianapolis, George W. Julian Number 57, Public Number 78; La Porte, La Porte Public Schools, Central Junior High, Lincoln, Maple, Park, Riley, Senior High, Washington; Michigan City, Jefferson

KANSAS—Kansas City, Kansas City Public Schools, Abbott, L. M. Alcott, Argentine High, Attucks, Bancroft, Clara Barton, Bryant, Central, Central Junior High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, Major Hudson, John J. Ingalls, Irving, Kealing, Library Building, Lincoln, Longfellow, Lowell, Maccochaque, Horace Mann, McKinley, Morse, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Noble Prentiss, Prescott, Quindaro, Riverview, Roosevelt, Rosedale High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, B. T. Washington, Whitmore, Whittier, Frances Willard, Wyandotte High
MAINE—Portland, Isabella Garvin, Libby, Lincoln Junior High, McLellan, North, Presumpscot, Roosevelt, Sherman Street Kindergarten, Walker Manual Training, West, Willard
MASSACHUSETTS—Beverly, Prospect; Everett, Edward Everett Hale; Melrose, Roosevelt
MICHIGAN—Adrian, Jefferson
NEBRASKA—Omaha, Beals, Jackson, Howard Kennedy
NEW HAMPSHIRE—East Rochester, East Rochester Public
NEW JERSEY—Hackensack, Union Street Number 2; Rutherford, Lincoln, Sylvan; Summit, Roosevelt
NEW YORK—Binghamton, Columbus Number 5, Thomas Edison, Abraham Lincoln, Longfellow, George Washington Number 1
OHIO—Columbus, Fairwood Elementary, Medary Avenue; Findlay, Detwiler, J. C. Donnell Junior High, Firmin, Glenwood Junior High, Lincoln, Washington
PENNSYLVANIA—Chester, Morton; Lehigh, Lehigh Public Schools, First Ward, High, Third Ward
VIRGINIA—Lynchburg, Miller Park, John W. Wyatt; Richmond, John Smith
WYOMING—Casper, McKinley

TWELVE YEARS

ARIZONA—Winslow, Winslow Public Schools, Junior-Senior High, Lincoln, Roosevelt, Washington
CALIFORNIA—Los Angeles, Garanza, Lockwood Street; San Jose, Woodrow Wilson Junior High
COLORADO—Colorado Springs, Garfield, Helen Hunt, Ivywild
DISTRICT OF COLUMBIA—Washington, Langdon
ILLINOIS—Evanston, Dewey, Lincolnwood, Orrington; Waukegan, North Side
INDIANA—Fort Wayne, Harmar Intermediate
KENTUCKY—Louisville, John B. McFerran
MAINE—Portland, Allen, Staples, Summit Street
MASSACHUSETTS—Beverly, Cove; Newton, Eliot, Stearns; Plymouth, Cornish, Hedge
MICHIGAN—Grand Rapids, Auxiliary School for Exceptional Children
MISSOURI—Kansas City, Sanford B. Ladd, Leeds
NEW JERSEY—Camden, Read; East Orange, Washington; North Plainfield, Somerset
NEW YORK—Binghamton, Central Senior High, Continuation, Dickinson, Directors Office, East Junior High, Eldredge Park, Benjamin Franklin Number 7, Alexander Hamilton, Health Education, Jarvis Street, Open Air Number 9 and 7, Roosevelt Number 11, West Junior High; Lockport, Belknap
OHIO—Ashtabula, Ashtabula Harbor Public Schools, High, Jackson, Washington; Columbus, Second Avenue; Lancaster, Lancaster High; Lima, Central High, Emerson, Fauror, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, Washington, Whittier; Mansfield, Bushnell; Marietta, Washington
PENNSYLVANIA—Indiana, State Teachers College; New Kensington, New Kensington Public Schools, First Ward, Junior-Senior High, Second Ward, Third Ward; York, York Public Schools, Burrows, Central, Franklin, Garfield, Hartley, Aquilla Howard, Jackson, Jefferson, Madison, McKinley, Noell, Hannah Penn Annex, Hannah Penn Junior High, William Penn Annex, William Penn Senior High, Pine Street, Princess Street, Ridge Avenue, Betsey Ross, Smallwood, Stevens, Wilson
TEXAS—Dallas, North Dallas High; Houston, Woodrow Wilson
UTAH—Murray City, Murray City Public Schools, Arlington, Bonnyview, High, Liberty
WASHINGTON—Spokane, John R. Rogers High
WISCONSIN—Madison, Hawthorne; Wauwatosa, Longfellow Junior High
WYOMING—Casper, Casper Junior High

ELEVEN YEARS

ARIZONA—Tucson, Tucson Public Schools, Elizabeth Borton, Davidson, Davis, Sam Hughes, Safford Junior High
CALIFORNIA—Los Angeles, Cienega, Montecito Union Elementary
COLORADO—Denver, Byers Junior High, South Denver High
ILLINOIS—Decatur, Dennis, Mary W. French, Garfield, E. A. Gastman, John Hill Junior High, Oak

land, Riverside, Ullrich, Warren; *East St. Louis*, Jefferson; *Elmhurst*, Hawthorne

INDIANA—*Michigan City*, Central, Eastport, Elston, Isaac C. Elston Junior High, Isaac C. Elston Senior High, Garfield, Park

MAINE—*Portland*, Thomas B. Reed

MASSACHUSETTS—*Springfield*, Thomas M. Balliet; *Winchester*, George Washington

MICHIGAN—*Pontiac*, Crofoot

MINNESOTA—*Minneapolis*, Cavell, Washington

NEBRASKA—*Omaha*, Lincoln Grade

NEW JERSEY—*Bridgeton*, Irving Avenue, Monroe Street; *Carney's Point*, du Pont Number 1; *Hightstown*, Grammar, Primary

NEW YORK—*Schenectady*, Brandywine Avenue

OHIO—*Columbus*, Crestview, Leonard Avenue, West Broad; *Lakewood*, Hayes; *Lancaster*, Lancaster Public Schools, East, North, South, Utica, West; *Lima*, Lima Public Schools, South Junior High, South Senior High; *Marietta*, Junior-Senior High; *Maumee*, Maumee Public Schools, Fort Miami, Maumee High, Riverside, Union Grade; *McDonald*, McDonald Public Schools, Grade, High

PENNSYLVANIA—*Chester*, Booker T. Washington; *Collingdale*, Collingdale Public Schools, Bartram, Pusey Avenue; *Delaware County*, (Ashton Township) Ashton Township Public Schools, Crozer, Village Green, (Bethel Township) Booth's Corner, Chelsea, (Chester Township) Franklin, Clifton Heights Public Schools, Clifton Heights Elementary, Clifton Heights Junior-Senior High, (Darby Township) Junior High, Lincoln Elementary, McKinley Elementary, East Lansdowne Borough, Edgemont Township, Folcroft Borough, Glen-Nor Junior-Senior High, Glendon Borough, Lower Chichester Township, (Marcus Hook Borough) Marcus Hook Elementary, (Marple Township) Marple-Newton Joint High, Marple Township, (Media Borough), Media Elementary, Media High, (Middletown Township) Lima, Parkmont, Roosevelt, (Morton Borough) Phyllis Wheatly, Norwood Borough, Parkside Borough, (Prospect Park Borough) Prospect Park Borough Public Schools, Junior-Senior High, Lincoln Avenue Elementary, Washington Avenue Elementary, (Ridley Park Boro) Ridley Park High, Tome Street Elementary, (Sharon Hill Borough) Sharon Hill Borough Public Schools, Elementary, Junior-Senior High, (Springfield Township) Springfield Township Public Schools, Central, Junior-Senior High, (Tincum Township) Tincum Township Public Schools, Essington, Lester, Trainer Borough, Upland Borough, (Upper Chichester Township) Upper Chichester Township Public Schools, (Upper Providence Township) Lower Bank, Sandy Bank; *Wayne*, Wayne Elementary

TEXAS—*Port Arthur*, Tyrrell

VIRGINIA—*Richmond*, Oak Grove

TEN YEARS

CALIFORNIA—*Alameda*, Mastick, Washington; *Anaheim*, La Palma; *Los Angeles*, Los Feliz, Fletcher Drive, Forty-ninth Street

COLORADO—*Arvada*, Arvada Public Schools, Arvada Grade, Arvada High; *Colorado Springs*, Columbia, Lowell, South Junior High; *Denver*, Baker Junior High, Bryant-Webster, Evans, Lake Junior High, Henry M. Teller

FLORIDA—*Daytona Beach*, Lenox Avenue; *West Palm Beach*, Central Elementary, Palm Beach High

GEORGIA—*Atlanta*, Georgia Avenue

ILLINOIS—*Decatur*, Centennial Junior High, H. B. Durfee, Grant, Lincoln, Pugh, Washington

INDIANA—*Hammond*, Washington; *Indianapolis*, Lucretia Mott Number 3

MAINE—*Machias*, Washington State Normal; *Portland*, Long Island

MASSACHUSETTS—*Everett*, Hancock; *Melrose*, Calvin Coolidge, Winthrop

MICHIGAN—*Freemont*, Freemont Public

MINNESOTA—*Minneapolis*, Audubon, Whittier

MISSOURI—*Kansas City*, McCoy

NEBRASKA—*Omaha*, Mason

NEW JERSEY—*Livingston*, Roosevelt

NEW MEXICO—*Albuquerque*, Eugene Field

NEW YORK—*Lockport*, Pound

OHIO—*Ashtabula*, West Avenue Grade, West Junior High; *Canton*, Woodland; *Cincinnati*, Salmon P. Chase, Kennedy; *Columbus*, Hubbard Avenue; *Lockland*, High; *Marietta*, Harmar, Willard; *Piqua*, Bennett Elementary, Bennett Junior High, North Street, Spring Street, Staunton Street, Wilder Elementary, Wilder Junior High; *Ravenna*, Ravenna Public Schools, Chestnut Street, High, Highland Avenue, West Main Street

PENNSYLVANIA—*Dormont*, Kelton Avenue Elementary

WASHINGTON—*Everett*, Longfellow

WYOMING—*Casper*, Roosevelt

NINE YEARS

CALIFORNIA—*Los Angeles*, Hoover Street, Twenty-eighth Street; *San Jose*, Hester, M. R. Trace; *Whittier*, Webster Rural

COLORADO—*Denver*, Cheltenham, Colfax, Sherman, Smiley Junior High

CONNECTICUT—*Bristol*, Clarence A. Bingham

ILLINOIS—*Decatur*, Decatur Public Schools, Decatur Senior High; *Pekin*, Pekin Community High

INDIANA—*Fort Wayne*, Bloomingdale; *Newcastle*, Newcastle Public Schools, Omar Bundy, Charles S. Hernly, Holland, Junior High, Benjamin S. Parker, Senior High, James C. Weir

IOWA—*Council Bluffs*, Walnut Grove

KANSAS—*Merriam*, Shawnee-Mission Rural High; *Wichita*, Carleton, Kellogg, Lowell, Park, Skinner, Washington

MAINE—*Portland*, Pearl Street Kindergarten; *Waterville*, Myrtle Street

MASSACHUSETTS—*Leominster*, Pierce

MICHIGAN—*Flint*, W. C. Durant

MISSOURI—*Webster Groves*, Lockwood

NEW JERSEY—*Livingston*, Central, Squiertown; *Montclair*, George Inness Junior High; *Pitman*, Elwood Kindel, W. C. K. Walls

NEW YORK—*Ithaca*, Central, East Hill, Fall Creek, Open Air, Reconstruction Home, Henry St. John, Belle Sherman, South Hill, West Hill; *Kenmore*, Theodore Roosevelt Elementary

OHIO—*East Cleveland*, Roselle; *Lake County*, Browning, Lincoln, Memorial Junior High, Union High, Willoughby District Public; *Lakewood*, Madison, Taft; *Piqua*, Piqua Public Schools, Favorite Hill, Senior High, South Street, Special Teachers and Supervisors

PENNSYLVANIA—*Middletown*, Central Grammar

WYOMING—*Casper*, Willard

EIGHT YEARS

ALABAMA—*Valley Head*, Valley Head High

ARIZONA—*Clifton*, Chase Cree, Clifton High

CALIFORNIA—*Alameda*, Versailles; *Coronado*, Coronado Grammar and Junior High, Coronado Senior High; *Inglewood*, Centinela; *Monrovia*, Ivy Avenue; *South Pasadena*, Las Flores

COLORADO—*Denver*, Beach Court, McKinley, Smedley

CONNECTICUT—*East Hartford*, Center, Silver Lane, South Grammar

DELAWARE—*Marshallton*, Marshallton Junior High; *Wilmington*, Public Number 29

GEORGIA—*Atlanta*, Moreland

ILLINOIS—*Elmhurst*, Elmhurst Public Schools, Old Field, Washington

INDIANA—*Michigan City*, Riley

KANSAS—*Manhattan*, Eugene Field; *Wichita*, College Hill, Lincoln, Sunnyside, Waco, Woodland

MAINE—*Portland*, Open Air

MASSACHUSETTS—*Ipswich*, Shatswell; *Whitman*, Dyer

MINNESOTA—*Minneapolis*, McKinley

NEBRASKA—*Omaha*, Columbian, Benson West

NEW JERSEY—*Bridgeton*, Bank Street; *Camden*, Cassidy; *Livingston*, Livingston Public Schools, Amos W. Harrison; *Summit*, Summit Senior High; *Ventnor City*, Ventnor Avenue

NEW YORK—*Lockport*, Lockport Public Schools, Lockport High, Special Teachers and Supervisors

NORTH CAROLINA—*Durham*, Holloway Street

OHIO—*Clinton County*, Clinton County Public Schools, Adams Township, Blanchester Township, Chester Township, Clarksville-Vernon Township, Cuba, Jefferson Township, Liberty Township, Martinsville, New Antioch, New Vienna, Reesville, Sabina, Wayne Township; *Columbus*, Everett Junior High; *Lake County*, Roosevelt; *Marietta*, Marietta Public Schools, Fairview Heights, Terberg; *South Euclid*, Victory Park

PENNSYLVANIA—*Chester*, Watts; *Hanover*, Eichelberger Senior High; *Middletown*, Susquehanna

SOUTH DAKOTA—*Aberdeen*, Garfield Elementary, Lincoln Elementary, Monroe Elementary

SEVEN YEARS

ARIZONA—*Tucson*, Carillo, Safford Elementary

CALIFORNIA—*Alameda*, Sadler; *Claremont*, Claremont Public Schools, Claremont Elementary, Claremont High; *Los Angeles*, Yorkdale; *Riverside*, Independence; *South Pasadena*, Oneonta; *Stockton*, Jackson Grammar; *Whittier*, Guirado

COLORADO—*Denver*, Ashley, Ellsworth, Lawrence Street

FLORIDA—*St. Petersburg*, Child's Park

GEORGIA—*Atlanta*, Inman Park

ILLINOIS—*Moline*, John Deere Junior High

INDIANA—*Indianapolis*, Public Number 64

KANSAS—*Holton*, Holton Public Schools, Central, Colorado, High; *Manhattan*, Blumont; *Wichita*, Fairmount

MASSACHUSETTS—*Beverly*, Ryal Side

MICHIGAN—*Saginaw*, Otto Rooser

MISSISSIPPI—*Drew*, Drew Public Schools

MISSOURI—*Webster Groves*, Bristol, Goodall

NEBRASKA—*Omaha*, Harrison

NEVADA—*Clark County*, Manual Arts, North Las Vegas, Westside; *Lovelock*, Lake Consolidated; *White Pine County*, McGill, Ruth, White Pine County High Number 2

NEW JERSEY—*Carney's Point*, Lafayette

NEW YORK—*Callicoon*, Callicoon High; *Cornwall*, Cornwall High; *Clinton*, Clinton Central; *Ithaca*, Ithaca Public Schools, Frank David Boynton Junior High, Senior High, Wyckoff; *Lockport*, Washington Hunt

OHIO—*Akron*, Firestone Park; *Chillicothe*, Central, Southern, Western; *Dayton*, Fairview Avenue; *Lakewood*, Lincoln; *Lancaster*, Cedar Heights; *Oregon Township*, Wynn Elementary; *Sandusky County*, Green Springs, Washington Township

OREGON—*Rainier*, Rainier Grade Number 13

PENNSYLVANIA—*Bloomsburg*, Bloomsburg State Teachers College; *California*, State Teachers College; *Daughin County*, Halifax Boro; *Montgomery County*, (Upper Merion Township) (Upper Merion Township Schools); *Gulph Road*, Port Kennedy, Swedeland; *New Kensington*, Martin, Valley Heights; *Summit Hill*, Summit Hill Public School; *York*, Arch Street

SOUTH DAKOTA—*Aberdeen*, Adams Elementary, McKinley Elementary, Henry Neill Elementary, Simmons Elementary, Simmons Junior High

WISCONSIN—*Wauwatosa*, McKinley, Roosevelt

SIX YEARS

ARIZONA—*Clifton*, Clifton Public Schools, South Clifton; *Gila Bend*, Gila Bend Public Schools, Gila Bend High, Theba Grade; *Tucson*, Government Heights

CALIFORNIA—*Calwa*, Calwa Elementary; *Los Angeles*, Annandale; *Riverside*, Magnolia; *San Jose*, Horace Mann; *Ventura*, Mound

COLORADO—*Denver*, Ashland, Boulevard, W. H. Eagleton, Rosedale

ILLINOIS—*Elmhurst*, New Field; *Moline*, Central Junior High; *Naperville*, (District Number 90) Granger

INDIANA—*Fort Wayne*, Adams Junior High; *Howe*, Scott; *Tell City*, Junior High

KANSAS—*Hutchinson*, Central; *Topeka*, Gage

MAINE—*Brewer*, Brewer Public Schools, Brewer High, Dirigo, Excelsior, Kingsbury, North Brewer, Page, Sargent, South Brewer, Whiting Hill; *Portland*, Bethel Kindergarten, Peary Kindergarten

MASSACHUSETTS—*North Andover*, Bradstreet; *Wellesley Hills*, Alice L. Phillips Junior High

MINNESOTA—*Minneapolis*, Lyndale, Riley

MISSOURI—*Kansas City*, Allen Grade, Franklin, Woodland

NEBRASKA—*Omaha*, Fairfax, Pickard

NEW JERSEY—*Camden*, Starr; *Highland Park*, Franklin High; *Summit*, Jefferson

NEW MEXICO—*Albuquerque*, Coronado

NEW YORK—*Elmira*, Public Number 10; *Ithaca*, Atypical

OHIO—*Lake County*, McKinley; *Warren*, Dickey Avenue; *Zanesville*, McKinley, Special Teachers and Supervisors

PENNSYLVANIA—*Bucks County*, Falls Township; *New Kensington*, Fifth Avenue, Fourth Avenue, Mount Vernon, Parnassus Junior High; *Port*, Duke Street, Edgar Fahs Smith Junior High, Phineas Davis Junior High, Theodore Roosevelt

VIRGINIA—*Hot Springs*, Valley High; *Norfolk*, Coleman Place, Norview High; *Richmond*, John B. Cary, Chimboraço, Ruffner

WISCONSIN—*Kenosha*, Grant

FIVE YEARS

CALIFORNIA—*San Jose*, Herbert Hoover Junior High, Longfellow; *Sunnyvale*, Sunnyvale Elementary

COLORADO—*Denver*, Central, Franklin, Milton, Steek

ILLINOIS—*Chicago Heights*, Roosevelt; *Decatur*, Special Teachers and Supervisors, Woodrow Wilson Junior High; *Freeport*, Harlem; *Peoria*, Kingman Elementary; *Springfield*, Enos

INDIANA—*Fort Wayne*, Miner, James H. Smart

MAINE—*Portland*, Cliff Island

MARYLAND—*Smithsburg*, Forrest

MASSACHUSETTS—*Lexington*, Franklin; *Wellesley*, Gamaliel Bradford Senior High

MISSOURI—*Kansas City*, Gladstone, Martin, Norman, John J. Pershing

NEBRASKA—*Omaha*, Park, Saunders

NEVADA—*Clark County*, Boulder City Public

NEW JERSEY—*Camden*, Henry H. Davis

NEW YORK—*Amsterdam*, McCleary, New East Main Street; *Mechanicsville*, Public Number 4; *Penn Yan*, Chestnut Street; *Port Jervis*, West End

OHIO—*Canton*, Allen; *Chillicothe*, Eastern, Mt. Logan; *Columbus*, Michigan Avenue; *East Cleveland*, Prospect; *Oregon Township*, Coy Elementary; *Willoughby*, Andrew School for Girls

PENNSYLVANIA—*Allegheny County*, Mifflin Township; *Bucks County*, Hulmeville-Middletown Township, Langhorne-Middletown District, Langhorne-Middletown Elementary, Langhorne-Middletown High, Sellersville Grade, Solebury Township, Wycombe Independent; *Landsdowne*, Landsdowne Public Schools; *Montgomery County*, Lower Moreland Elementary, Lower Moreland High, Narberth School District; *Tyone*, Tyone Public Schools, Adams, Lincoln Junior High, Logan, Senior High, Washington

TEXAS—*Amarillo*, San Jacinto

FOUR YEARS

ALABAMA—*Birmingham*, Cunningham, Ullman

CALIFORNIA—*Alameda*, Longfellow; *Anaheim*, Clifton; *Livingston*, Livingston High; *Modesto*, Lincoln; *San Bernardino*, Burbank Elementary

COLORADO—*Denver*, Aaron Gove Junior High, Lincoln, Washington Park; *Pueblo*, (District Number 20) Bessemer, Columbian, Edison, Lake View; *Riverside*, Palm Elementary

CONNECTICUT—*Waterbury*, Bunker Hill Elementary

FLORIDA—*Pensacola*, J. B. Lockey

GEORGIA—*Atlanta*, Williams Street; *Macon*, Alexander Number 4

ILLINOIS—*Elmwood Park*, Elmwood, John Mills

INDIANA—*Indianapolis*, Public Number 33; *Mono*, Springfield Township High; *Sullivan*, Central, Gymnasium

KANSAS—*Hutchinson*, Allen, Roosevelt; *Wichita*, Finn, Irving, Longfellow, Robinson, Willard

KENTUCKY—*Richmond*, Eastern Kentucky State Teachers College

MAINE—*Portland*, Cummings, Jackson, Leland, Monument Street, Riverside, Woolson Ungraded Rooms

MARYLAND—*Cecil County*, George Biddle High

MASSACHUSETTS—*Beverly*, McKay; *Plymouth*, Mt. Pleasant; *Stoneham*, Stoneham Junior High; *Winchester*, Noonan

MICHIGAN—*Detroit*, Nichols, Ruthruff; *River Rouge*, Ann Visger

MINNESOTA—*Minneapolis*, William Penn

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