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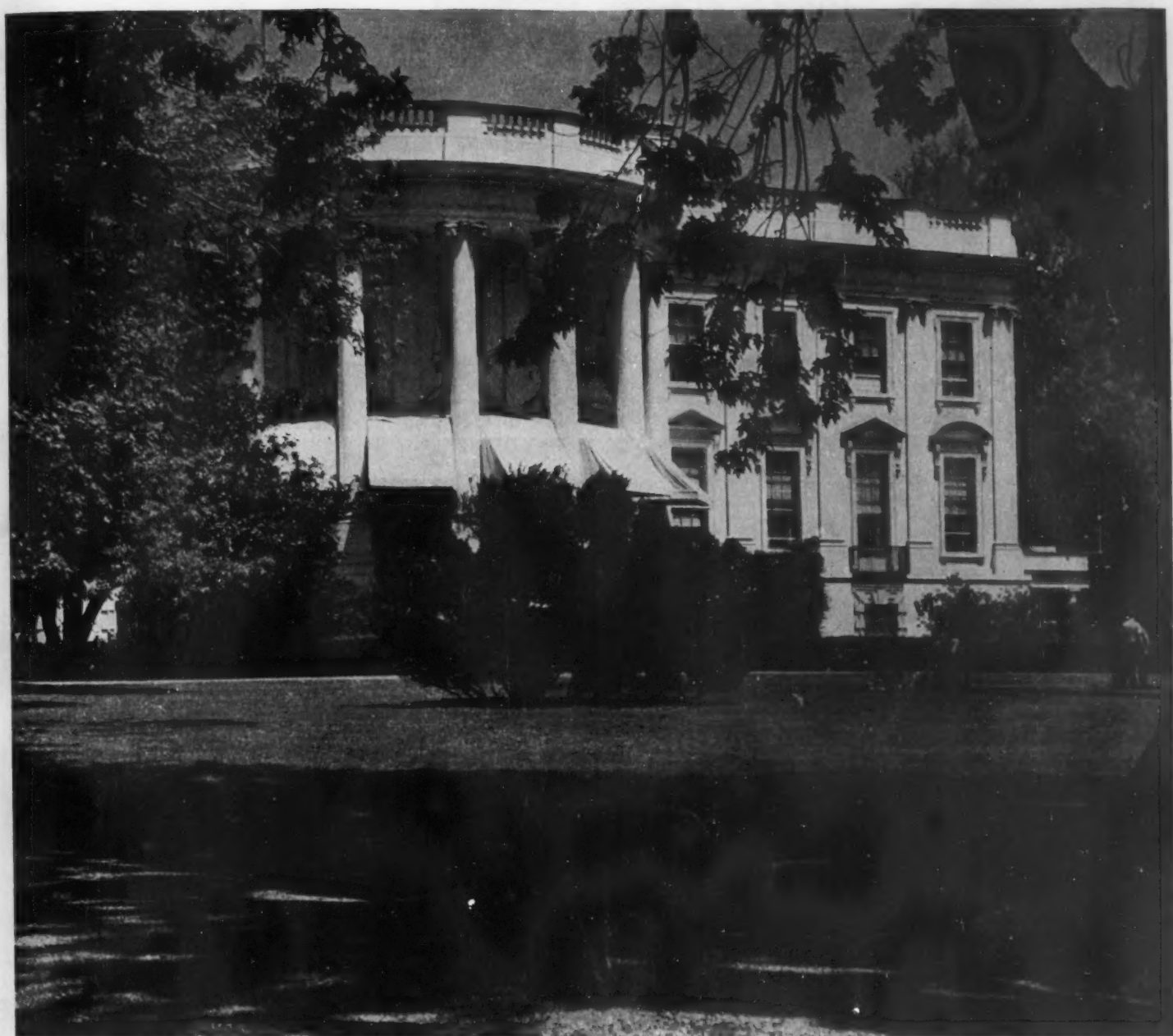
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The *Journal*

of the NATIONAL
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The White House. From "Washington, the City Beautiful" by Mario Bucovich

March 1937

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Between Editor and Reader

THE SPECIAL FEATURE on secondary education in this issue calls attention to the magnitude of American educational enterprise. There are more young people enroled in our highschools now than there were people in the entire United States in Horace Mann's boyhood. There are single highschools—many of them—with more students than there were men in Washington's army during the darkest days of the Revolution.

The expansion has been so rapid as to limit the quality of work which could be done. It is reasonable to expect that from now on there will be marked gains in the quality of teaching and in the suitability of the curriculum. There should also be a strong movement to prepare highschool teachers to conduct classes of adults so that there will be, particularly in the small towns and rural communities, a larger measure of intellectual and civic leadership. Most of the time, when we are not asleep, we are occupied with the routines of work or subsistence, but there is an increasing margin left over which could be used to improve ourselves and to perfect our social institutions. We could be greatly aided in this task by a creative local press, which might well be edited and printed in the highschool. Information on state affairs is even more neglected than on local. National and world affairs take most of the headlines. With notable exceptions, triviality dominates press, radio, and movies. Cannot schools teach the student the character, worth, and care of his own mind so that he will nourish and exercise it regularly even as he does his body? Why not have each student as a part of his highschool work make plans for the development of his own library, indicating in a general way at least the books to be bought year by year? Let the making of these plans extend over all the highschool years.

It would be a wholesome practice if in every highschool 10 percent of the activity could be experimental, unique, ever-changing—a challenge to the initiative and resourcefulness of teachers, students, and the community. Let the school keep close to the people—a response to their need and aspiration. How else can the character, the skills, and the initiative needed today be established among all the people?

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

The Journal

of the NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES

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

VOLUME 26
NUMBER 3

CONTENTS FOR MARCH 1937

The Outlook for America	JOY ELMER MORGAN	67
Progress toward Federal Support		68
Keep the School Bells Ringing	JOSH LEE	69
Turning the Red Rider Pink		70
A Program for Secondary Education		71
A System that Functions for All		72
New Agency To Serve Youth		73
Establishing the Social and Civic View		74
Developing Attitudes and Ideals		75
Preparing Pupils for Social Change		76
Vitalizing Instructional Materials		77
Broadening the Scope of Vocational Training		78
Remaking the Curriculum		79
Meeting the Diverse Needs of Pupils		80
Articulating Administrative Units		81
Suggestions for Further Study		82
The Importance of the NEA State Director	T. D. MARTIN	83
"Mich-Sawg-Ye-Gan," NEA Conventionland, 1937	LYLE W. ASHBY	84
Horace Mann Poster	NORMAN T. A. MUNDER	86
The Teaching of Controversial Subjects	WALTER E. MYER	87
The Junior Red Cross	J. W. CRABTREE	88
Social Security Legislation	J. S. PARKER	89
The Outlook for Films in Education	CHARLES F. HOBAN, JR.	91
The Journal's Annual Roll Call		93
"Our American Schools"		96
Notes and Announcements		96
The Honor Roll of the NEA		97

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NATIONAL EDUCATION ASSOCIATION

1201 16th St., Washington, D. C.

[Continued from p 96]

Colorado Education Association provides for welfare of its members

—At a meeting of the Delegate Assembly of the Colorado Education Association in December, plans of that association's Welfare Committee for group life insurance and hospitalization for Colorado teachers were approved. The plan of insurance adopted is Association Group Life Insurance, for which any member of the Colorado Education Association who is regularly employed in educational work by a school district in Colorado or by the association, and who is not over sixty years of age, is eligible. Under the hospitalization plan, 2000 enrolments are required to put the hospital benefit fund into operation.

A mother speaks—The following letter from a Wyoming mother is selected from the fan mail of "Our American Schools" (see p 96) as an illustration of the interest and support waiting to be aroused in thousands of parents who have ambitions for their children and faith in the schools.

National Education Association. Dear Sirs: I just got in on the end of your broadcast about rural schools and how Uncle Sam intends to help them. I did not hear the name that I should ask for but hope you will send me a leaflet.

I will take the liberty to add that I think it would be a wonderful undertaking for the government to step in and help us. I am a mother of two children and they have three miles to go to school. We have had fifteen degrees and twenty degrees below zero weather. Now I ask you if you think a six-year-old child should be able to travel this distance and accomplish anything after he arrives there. You know we have three or four months of this weather. The teacher tells me how the children come to school day after day and cry sometimes for over an hour with the cold parts of their body frosted. My children are not the only ones who have this distance to travel. The schoolhouse takes two hours to get warm after the teacher arrives and therefore school cannot be called until usually ten o'clock. After the children arrive they cannot go into a warm schoolroom. I couldn't begin to tell you the hardships the children in rural schools have to put up with. No water. The result is a child is sixteen or eighteen years old when he reaches the sixth or possibly the eighth grade if he has lots of luck. And that is the end of his schooling for he refuses to go on and be with children so much younger than he. Of course, we are so few compared with the city people that we are not even given a thought.

I think if you or a few of your helpers would come out this time of year and visit a few of our country schools and see for yourselves, you would feel like I do, that it is where so many of our uneducated people come from and I know if a grown person had to walk six miles every day and work all day—he would do something about it. But that is what is expected of our six-year-old children. It is really a much more serious situation than many people realize. Please come see for yourself. I have only touched the high lights.

I speak for many mothers not only in Wyoming but Montana and other western states who have the same situation. And I speak for these mothers who pace the floor [Cont. on page A-49]

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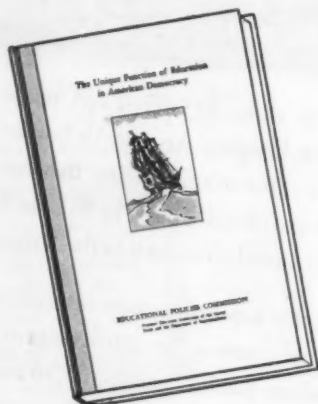
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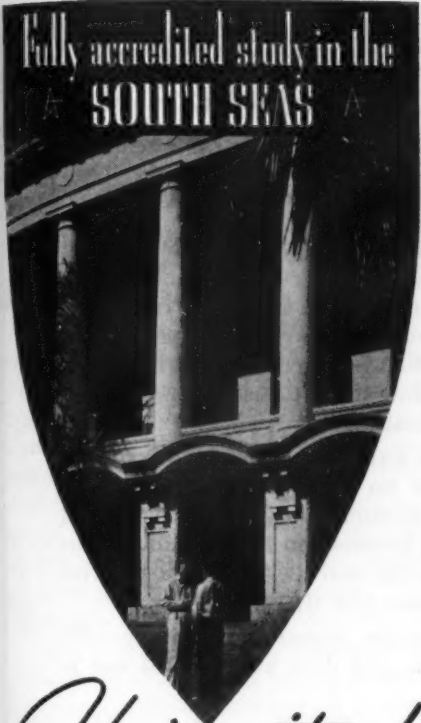
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A special bulletin containing detailed information will be sent upon request. Please address:

Director of Summer Session

UNIVERSITY OF HAWAII
Honolulu, T. H.

[Cont. from page A-47] until her children come wondering which part of the body will be froze tonight, and who cries as hard as the child when he does arrive chilled to the bone. Our government has a law enforcing our children to go to school. Will they please do something about getting them there in a condition that they are able to study? For a child who is so cold cannot justly apply himself the entire day. Thanking you for the leaflet, I am, Very truly yours, Mrs. Andrew Nelson.

The Department of Art Education—"Art today is one subject that may be taught with as much vision in the rural school as in the big city system. The key to the situation is the vision and creativeness of the teacher and his ability to unlock the latent appreciation dormant in his pupils' minds. That is a big order. There are so many teaching art in the grades who have had no training in the subject that an organization whose aim is based upon a desire to aid the art teacher is sure to be welcomed. The Department of Art Education of the National Education Association is formed for just that purpose. The department publishes a bulletin, holds two annual meetings, and promotes contacts between the art teachers of the nation. All art teachers who feel that a more strongly integrated art group will hasten the spread of true art education in the United States are urged to send \$1 for membership to the national secretary-treasurer, Mrs. Dora B. Hatfield, David Hill School, Akron, Ohio." —Muriel V. Sibell, head of the Fine Arts Department at the University of Colorado, and vice-president of the department.

Cartoon project—The Division of Publications of the NEA is sponsoring a Nationwide Highschool Cartoon Project in connection with American Education Week 1937. The plan is to have cartoons drawn depicting ideas suggested by the daily topics for American Education Week as given on p68. All entries must be received by June 15, 1937. For complete information address the Division of Publications, NEA, 1201 16th St., N.W., Washington, D. C.

Miss McSkimmon honored—A portrait of Mary McSkimmon, former president of the National Education Association, was unveiled at the Pierce School in Brookline, Mass., on January 8, 1937. At the unveiling ceremony, the school auditorium was named for Miss McSkimmon. Until her retirement four years ago, Miss McSkimmon was principal of Pierce School, with which she had been associated for 39 years.

The 1937 Commencement Packet, now available for immediate delivery, contains a 64-page printed manual which carries suggestions regarding vitalized commencement programs; [Cont. on page 51]

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[Cont. from page A-49]

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New NEA Publications

The Improvement of Education: Its Interpretation for Democracy is the title of the 1937 Yearbook of the Department of Superintendence which was presented to the New Orleans convention of the Department. Part I deals with "The Social Scene" and Part II with "The Educational Responsibility." The Yearbook goes free to all members of the Department or may be purchased for \$2 per copy.

Minimum-Salary Laws for Teachers is the title of a publication prepared by the Research Division for the Committee on Tenure. It presents a summary of statutes and regulations on minimum salaries, discusses state support and teachers' salaries, advantages and disadvantages of minimum salary laws, and abstracts of such laws in twenty states. Price 25¢.

Addresses and Proceedings—The 1936 Volume contains the report of the Portland convention of the National Education Association and a partial report of the St. Louis convention of the Department of Superintendence. It is now being distributed to life and five-dollar members. Price \$3 per single copy.

[Cont. from p 98] CURRENT YEAR

ALABAMA—Birmingham, Kennedy
ALASKA—Dillingham, Snag Point; Peak Island via Valdez, Peak Island; Tanana, Tanana Territorial; Wacker City, Wacker City Territorial
ARIZONA—Mesa, Mesa Public Schools
CALIFORNIA—Anaheim, Broadway; Berkeley, University Elementary; Whittier, Encinitas, Encinitas Elementary; Fresno, City Administration, Morris E. Dailey, Evening High, John C. Fremont, E. R. Snyder, Continuation High, Teilman; Glendale, Benjamin Franklin, Lincoln; Hermosa Beach, Hermosa Beach Public Schools; Long Beach, Avalon, Burnett, Lowell Elementary, McKinley; Los Angeles, Burnside, Echandia Street, Gardenia, Hyde Park, Instructional Section 2, 118th Street; Los Angeles County, Los Flores, Ramona, Fries; Moorpark, Moorpark Elementary; Pasadena, Arroyo Seco; Pomona, Abraham Lincoln; St. Helena, St. Helena Union High; San Diego, Chollas, Encanto, La Jolla, Sunshine; Stanislaus County, Keyes, Milnes, Ransom
COLORADO—Denver, Crittenton
DELAWARE—Wilmington, duPont Special District
DISTRICT OF COLUMBIA—Washington, Orr, Charles Young Platoon
FLORIDA—DeFuniak Springs, Euchuanna
GEORGIA—Atlanta, Grant Park, Morningside; Brooks County, Barwick
ILLINOIS—Berwyn, Irving; Bridgeport, Bridgeport Public Schools; Bristol, Bristol Grade; East Aurora, East Aurora Public Schools; Eldorado, Jefferson, Lincoln; Galena, Galena; Ingleside, Gavin; Monmouth, Central, Garfield, Harding, Junior High, Whitlits; Watson, Watson; West Harvey, Washington
INDIANA—Connersville, Grand Ave.; Decker, Decker Chapel, Orrville; Evansville, Evansville Public Schools, Administrative Office, Benjamin Bosse High, Carpenter, Centennial, Central High, Columbia, John Culver, Fulton, Stanley Hall, Harwood, Lincoln Elementary, Lincoln High, Francis Joseph Reitz High, Third Ave., Daniel Wertz; Fort Wayne, Harrison Hill; Hammond, Gene Stratton Porter; Muncie, Harrison Elementary; Oaktown, Oaktown; Terre Haute, Davis Park; Vincennes, Sandborn [Cont. on page A-52]

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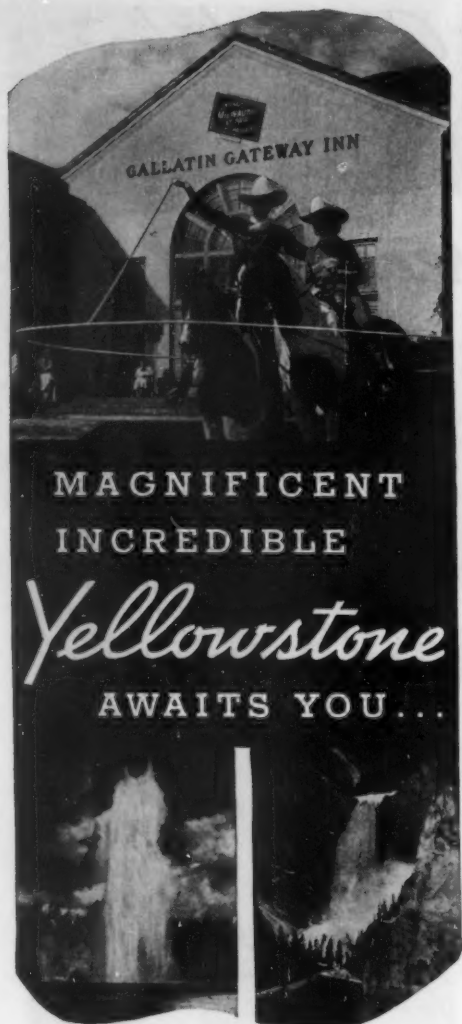
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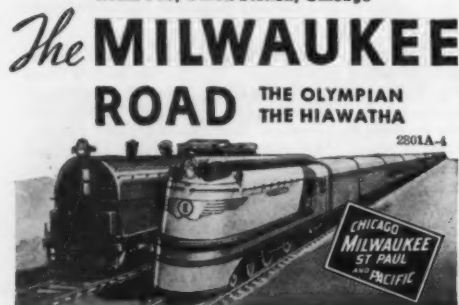
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[Cont. from page A-51]

KENTUCKY—Bloomfield, Bloomfield Public Schools; Corbin, Corbin Public Schools; Covington, Fifth District, Seventh District, Sixth District, Spring Lake, Tenth District; Hopkinsville, Virginia Street; Lexington, Ashland, Russell Cave, Shelby, South Elkhorn, Walnut Hill, Wolf Run; Louisville, George D. Prentice; Murray, Murray State Teachers College; Russellville, Russellville Public Schools; Somerset, Fourth Ward Elementary, Parker

LOUISIANA—Ascension Parish, Donaldsonville, Dutchtown, Gonzales, Prairieville, St. Amant; Montgomery, Montgomery High; New Orleans, H. W. Allen Elementary, H. W. Allen High, Belleville, C. J. Colton High, R. T. Danneel, John Dibert, Irmadale, La Salle, McDonogh No. 11, McDonogh No. 18, McDonogh No. 31, W. O. Rogers, Schwarz

MARYLAND—Thurmont, Creagerstown
MASSACHUSETTS—Gloucester, Collins; Melrose, High; Springfield, Robert O. Morris; Wrentham, George L. Vogel

MICHIGAN—Alma, Alma Junior High, Hillcrest, Republic, Washington, Wright Avenue; Battle Creek, McKinley, Washington; Bay City, Dolsen, Trombley; Detroit, Craft, Garfield Elementary, Grant, McMichael Intermediate, Noble, Northville Open Air, Russell, Trowbridge, Winterhalter
MISSISSIPPI—Biloxi, Lopez; Philadelphia, Shady Grove High

MISSOURI—Kansas City, Faxon, Longfellow, Mt. Washington; St. Joseph, Jr. College, Krug Opportunity

NEVADA—Fallon, Churchill County High; Elko County, Wells Grammar; Eureka County, Eureka County Public Schools; Lander County, Austin Public Schools, Battle Mountain Grammar; Ormsby County, Ormsby County Public Schools

NEW JERSEY—Atlantic City, Monterey Avenue Girls' Vocational; Gloucester, Hunter Street; Moores-town Township, Lenola; North Long Branch, North Long Branch; Trenton, Parker

NEW YORK—Bloomington, Bloomington Union Free; Johnstown, Montgomery; Mount Vernon, Nichols Junior High; Port Jervis, East Main Street; Poughkeepsie, Poughkeepsie Public Schools, Cannon St., Governor George Clinton, William W. Smith; Schenectady, Seward, Nott Terrace; Solway, Solway High; Westchester County, Alexander Hamilton High (Greenburgh No. 9), Quaker Ridge (Scarsdale No. 2)

OHIO—Akron, Krumroy; Bartlett, Wesfield High; Canton, Daniel Worley; Cincinnati, Peasee; Galion, Galion Public Schools, East, Sr. High, North, South, West; Johnstown, Johnstown Public Schools; Mansfield, Western Ave.; Ridgeville Corners, Ridgeville Rural; Sandusky County, Sandusky County Public Schools, Townsend Township; Troy, Margaret Heywood; West Carlisle, Perry Pike High

OREGON—Central Point, Central Point; Gold Hill, Gold Hill; Medford, Roosevelt; Portland, Gilbert

PENNSYLVANIA—Bradford, Bradford Public Schools; Dauphin County, South Hanover Township; Easton, Easton Public Schools; Johnstown, Osborne, Rosbury; Lancaster County, Manor Township Elementary; Lycoming County, Jersey Shore Boro, South Williamsport Boro; Middletown, G. W. Feaser; Montgomery County, Penn Square, West Conshohocken; Pittsburgh, Andrews, Beechwood, Cargo, Chartiers, East Carnegie, Fineview, Fort Pitt, Frick, Hancock, Home of Crippled Children, Homewood, Lawrence, Morningside, Morrow, Oakwood, Obey, Westwood, Wind Gap, Woods Run; Sunbury, Fifth Ward; Wellsville, William Wells Young Memorial; York Springs, York Springs

SOUTH CAROLINA—Kingstree, Wayside

TENNESSEE—Knoxville, Brownlow

TEXAS—Beaumont, J. L. Giles; Dallas, John Henry Brown, Cockrell Hill, Colonial, Cumberland

UTAH—Salt Lake City, Columbus, Uintah

VERMONT—St. Albans, Barlow St.

WASHINGTON—Spokane, Spokane Continuation High

WEST VIRGINIA—Berwind, Baldwin Grade; Bluefield, Beaver High; Foster, Foster; Huntington, Barboursville Jr. High; Raysal, Raysal

WISCONSIN—Green Bay, Roosevelt; North Fond du Lac, North Fond du Lac Public Schools

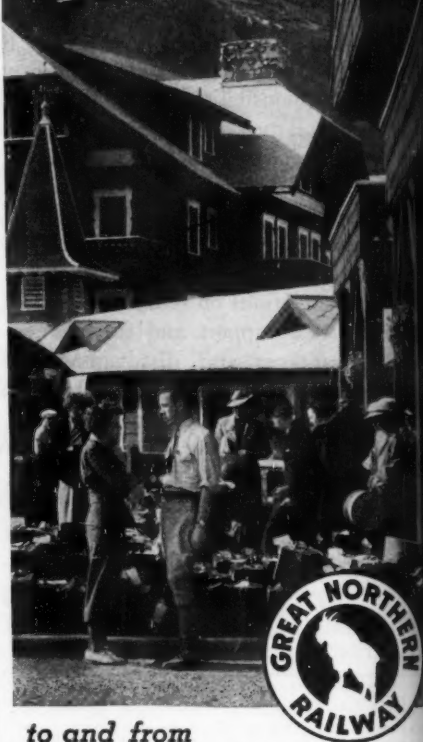
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The OUTLOOK *for* AMERICA

RARELY in human history has it been harder to estimate the future than now. The whole race, brought closer together by new communication, is seething with ideas, with plans and counter plans, with currents and cross currents of power, with despairs and dreams.

For people with strong hearts it is a great time to be upon the scene of action. Every despair is a challenge; every need, an opportunity for service; every new power, an instrument of hope.

Overseas, farreaching adjustments are inevitable either with war or without it. This generation is not likely to see political stability among the nations and may as well get used to the uncertainty. We cannot escape the effects of conditions abroad, but we can build up a stable economy of abundance in spite of conditions abroad. Our foreign trade has been—and under present setups is likely to be—so managed as to benefit the few more than the many.

Within America, conditions are unmistakably better and we have much to be thankful for. Our problems are not solved; they are not half solved; and few people have as much understanding of them as they might reasonably attain if they would rely less upon periodicals and more upon books and personal inquiry. But we have a breathing spell; we still have a chance to inform ourselves and to act within the framework of freedom—the ballot and competent representatives with integrity at the seats of government.

Never in our history have the rights of man been as secure as our schoolbooks mistakenly led us to believe. They should have taught us that eternal vigilance is the price of liberty and could have driven the truth home by a realistic discussion of local affairs. They should have taught us that the safety of the state is watchfulness in the citizen. They should have taught us that there are traitors of peace as well as of war and that opportunities for watchful, heroic, and patriotic duty come to the teacher, the preacher, the editor, the lawyer, and the officer of government, as well as to the soldier. Some teachers have always done this and it is a hopeful sign that more today are teaching as tho the future of democracy depended upon that teaching.

As times grow better, there are many elements of hope and prophecy. Here are a few of them:

The expansion of the schools and their increasing effectiveness, particularly the move toward tax supported adult education.

The development of new and powerful independent forces of enlightenment such as the Civic Education Service, Science Service, and the National Home Library Foundation—all of Washington, D. C.

The striking growth of the consumers' cooperative movement and its increasing emphasis on education.

The growing sense of civic responsibility among the best newsmen of press and radio.

The growth within the legal profession of a movement toward public law offsetting the traitorous excesses of the corporation lawyers.

A more critical watchfulness of the courts too largely staffed by corporation lawyers.

Our purpose and our ability as a nation to care for vast numbers of unemployed—mostly stranded thru no fault of their own.

Our concern for the aged, for whom we are making pitifully small provision, but a beginning nevertheless.

Our steady gains in public health and in medical science.

The growth of public sentiment toward the conservation of human and natural resources—special service to youth, flood control, reforestation, soil saving.

The spread of the idea of planning, of which the work of the National Resources Board is a prophetic example.

And so the list might go on. New things must be done if our people are to go forward.

Most encouraging of all is the coming of new life upon the scene of action—new vitality, new leadership, new outlook. Everywhere in home, school, legislature, press, agriculture, and industry this new blood is now appearing. To it we may turn with faith and hope, remembering always that to have great leaders we must have a great people and that no people can be better than their teaching. It is a great time to be a teacher.

—JOY ELMER MORGAN

PROGRESS toward FEDERAL SUPPORT

And Other Association Activities

FEDERAL SUPPORT—The program of the Association looking toward participation of the federal government in the financial support of education was discussed at length in the February JOURNAL [p49-56]. Senate hearings are expected to be underway before this JOURNAL reaches its readers. If you wish to see the Harrison-Black-Fletcher Bill become law, write your representatives in Congress at once. Let the teaching profession show that it can act concertedly and *en masse!* Hearings in the House will follow those in the Senate, which it is expected will have been held before this JOURNAL reaches readers. Note the article by Senator Josh Lee of Oklahoma on the opposite page.

Teacher welfare—The Association is steadily working in the field of teacher welfare. The profession cannot rise above the personnel of those who compose it and the opportunities for development available to them. Furthermore, neither the educational system of the nation nor the educational welfare of the people can be elevated above the level of the professional school staff. Several teacher welfare problems are being emphasized by the Association. One of the projects in this connection is the publication of leaflets on some of these problems, including salaries, retirement, tenure, and academic freedom. The first three of these [shown in the illustration] have already been published, together with a leaflet describing the general program of the Association in the field of teacher welfare. The leaflets are written in simple nontechnical language suitable for distribution to laymen. Copies may be secured from the Association by those who desire them.

Another publication affecting teacher welfare is the January *Research Bulletin* entitled, "Financing Public Education," which presents facts about the educational expenditures of local, state, and national governments.

Also in the field of finance, and even more closely related to teacher welfare, is *Educational Research Service Circular*, No. 1, 1937, entitled "Salaries of Classroom Teachers in 64 Cities over 100,000 in Population, 1936-37."

American Education Week—1937—The general theme will be "Education and Our National Life." The daily topics suggested are:

Sun., Nov. 7—Can We Educate for Peace?
Mon., Nov. 8—Buying Educational Service
Tues., Nov. 9—The Horace Mann Centennial
Wed., Nov. 10—Our American Youth Problem.
Thurs., Nov. 11—Schools and the Constitution
Fri., Nov. 12—School Open House Day
Sat., Nov. 13—Lifelong Learning

Membership — Twenty-two states, Alaska, and Hawaii achieved the membership goal set by the Representative Assembly last summer at Portland, according to the mid-year membership count made December 31, 1936. The twenty-two states which increased this "paid" membership more than 10 percent were:

—Alabama, Arkansas, Georgia, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Montana, New Hampshire, North Carolina, Ohio, Oregon, South Carolina, Tennessee, Utah, Vermont, Washington, and West Virginia.

Other significant facts revealed by the mid-year membership count are:

The total membership was 205,114.

This was 14,170 more than in 1935.

The total "paid" membership was 156,192.

This was 14,243 more than in 1935.

Pennsylvania again won first place for largest "paid" membership (18,686).

Ohio stood second (15,609); California third (13,994); Michigan fourth (10,224); Illinois fifth (9,040); New York sixth (8,874).

Thirty-three states made increases in "paid" membership ranging from 2 to 5322.

Michigan made the largest net increase in "paid" membership (5322).

Louisiana made the largest percent of increase in "paid" membership (353 percent).

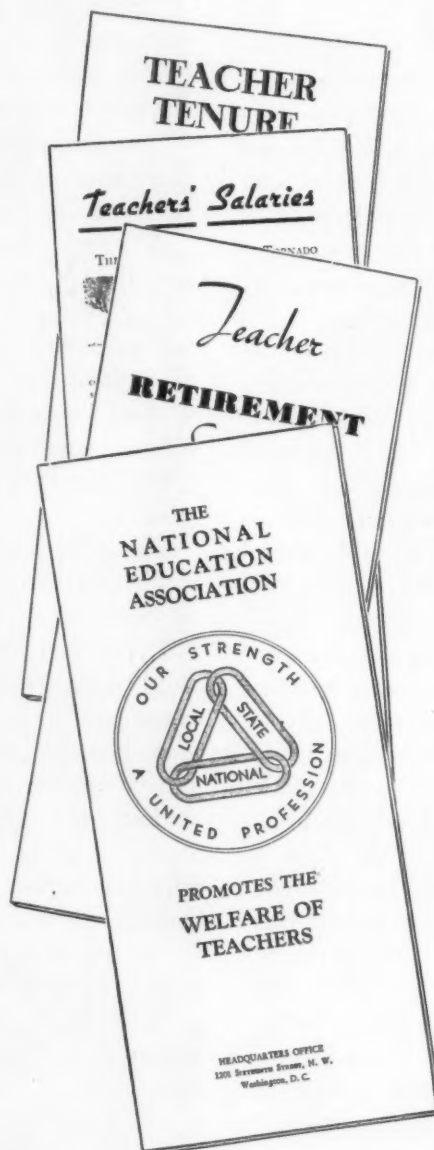
States and territories having more than 50 percent of their teachers enrolled as "paid" members were: Hawaii (91 percent); Alaska (81 percent); Nevada (67 percent); Arizona (51 percent).

Cities having more than 2000 "paid" members were: Detroit (6474); Los Angeles (4353); Milwaukee (2756); Chicago (2473); St. Louis (2457); Philadelphia (2251); Pittsburgh (2047).

States having the largest number of 100 percent counties were: Utah (7); Georgia (3); Louisiana (3); Nevada (3); Ohio (2); Pennsylvania (2); Tennessee (2); Delaware (1); Florida (1); Idaho (1); Maryland (1); Virginia (1).

States having the largest number of 100 percent schools were: Ohio (682); Pennsylvania (670); Illinois (317); Michigan (293); California (289).

The final membership count for the year will be made May 31, 1937.



NEA TEACHER WELFARE LEAFLETS

KEEP *the* SCHOOL BELLS RINGING

A United States Senator Writes on Federal Aid

SENATOR JOSH LEE



EDUCATION is a universal obligation; it belongs not to any one state but to the whole nation.

The federal government is the only power that can equalize educational opportunities in the United States. A child in a poor community has the same right to educational opportunities as a child in a wealthier community. Sometimes only a state line separates them; sometimes only a township line.

There was a time when education was limited to those with wealth who could attend private schools. But the belief that only the children of the wealthy should be educated was abandoned when democracy was established. Our government places the final residue of power in the hands of the people. This power must be accompanied by intelligence, by education, in order that those who hold the power may know how to use it for the common good.

People cross state lines—Our nation cannot exist half ignorant and half educated any more than it could exist "half free and half slave." In this day of modern inventions, the states have been drawn closer together. State lines are gradually fading before our modern transportation facilities—the speeding automobile, the high-speed zephyr train, and the airplane.

It is important to the wealthier states that the children of the poorer states receive educational opportunities because if the children grow up in ignorance in poor states, they may become the citizens or the criminals of the wealthier states. The United States Census has shown that one person in every three resides in a different state from the one in which he was born.

Federal aid for schools would not be new policy—The federal government in years past has aided education by the establishment of land grant colleges and also by direct appropriations for vo-

cational education in the several states.

The policy of using federal funds in different localities from which the funds were raised has long been established. For instance, federal aid in the construction of highways, bridges, canals, and harbors, has already been accepted as good policy for the national government.

When the government is about to vote over a billion dollars for a military program, including the construction of new battleships, can anyone who supports that program conscientiously oppose the passage of a measure by Congress that would appropriate one hundred million dollars for equalizing educational opportunities among the states?

Returning tax to source no longer basis for expenditure—To limit federal expenditures to the source of taxation is not only outofdate but impossible because taxes cannot be traced to original sources. Taxes may be collected from a manufacturer in one section but the tax is paid by ultimate consumers in all sections using the product. Simply because taxes are paid into the government by the corporation of a certain state does not indicate that the people of that state have paid the tax.

We tax a bachelor's property to help educate the children of his neighbors. The property of an entire state is subject to taxation for the education of all the children of that state in progressive states which have equalization funds. What is there about a state line that should prevent us from applying the same well-established principles in a further effort to equalize educational opportunities?

The concentration of wealth in certain areas has become a grave problem. It cannot be solved except by the federal government, the only agency which can collect taxes over the whole nation and distribute them to promote the welfare of the whole nation. Problems which come to affect the welfare of the entire nation, no matter how localized, should be declared national problems and dealt with as such. We should tax the nation's

wealth wherever it is found to educate the children of the nation wherever they are.

Children and wealth not found together—In almost direct ratio, the wealthier the state, the fewer the children per family; and the poorer the state, the more numerous the children per family. This results in a great difference between the states as to their financial ability to support schools. For instance, the per capita wealth per child of school age in the poorest state is \$3000; whereas the per capita wealth for each child of school age in the wealthiest state is \$23,500.

In the large cities where wealth is accumulated, the birthrate has fallen off to the point where it is insufficient to maintain a stable population; whereas, in the rural areas, the birthrate is considerably more than is required to replace farm population. This means that our farmers, who are least able to do it, are rearing, clothing, feeding, and educating many of the future citizens of the cities. Thus the great cities where wealth is concentrated are not bearing their share of the burden of educating their own population.

Education essential to selfpreservation—We take pride in the fact that ours is a country of equal opportunities. No opportunity is more vital to the individual or essential to the perpetuation of selfgovernment than that of education.

Of course, every state and community should carry its fair share of the burden of education, in proportion to its financial ability, but that financial ability in proportion to the population of school children is so different and varied that it becomes the duty of the federal government to equalize those opportunities.

The school is fundamental to our government. We must not let the doors to adequate educational opportunity be closed to any of our children. Our form of government places the power to govern in the hands of the governed. With power goes responsibility; with responsibility there must be intelligence enough to know how to use that responsibility.

We must keep the school bells ringing in America.

Turning the "RED RIDER" PINK

IN 1935 the United States Congress passed the District of Columbia appropriation bill to which was attached the so-called "Red Rider," which read: "Hereafter no part of any appropriation for the public schools shall be available for the payment of the salary of any person teaching or advocating communism."

The National Education Association, the District of Columbia Education Association, and other organizations and individuals have been fighting steadily for the repeal of this un-American legislation. It appeared that efforts toward repeal were about to be successful when the United States Senate early in February passed without a dissenting vote a bill introduced by Senator Wheeler (Montana) providing for outright repeal of the "Red Rider."

Preparations were made in the House of Representatives for similar action. Earlier in the present Congressional session, Congressman Ambrose J. Kennedy of Maryland introduced in the House of Representatives a bill similar to the Wheeler Bill calling for outright repeal. However, a day or two before the measure was to be brought up in the House he announced that he had decided to amend the proposal so as to permit the teaching of communism but prohibit its advocacy. Upon hearing of this the National Education Association immediately wired Congressman Kennedy as follows:

Regret report that you plan to amend your bill repealing the Red Rider. The National Education Association hopes that you will stand by your original bill already approved by the Senate which will wipe completely off the statute books this un-American legislation.—Willard E. Givens, executive secretary, National Education Association.

Other organizations and citizens joined in the fight against the compromise. As a result, Congressman Kennedy decided to stand by his original bill, and to work for outright repeal. Congressman John W. McCormack (Massachusetts) led the fight on the floor of the House against outright repeal. As a result, the House finally passed his amendment which does not prevent teaching of the facts about communism but does prohibit the advocacy

of communism as stated in the following text of the amendment:

"Provided that hereafter no part of any appropriation for the public schools shall be available for the payment of the salary of any person advocating communism or other un-American doctrine or treating any such doctrine with favor or support, but no official or teacher shall be required to make any special declaration of non-violation hereof as a condition for payment of salary."

Now the Senate will have to consider acceptance or rejection of the House amendment. If it refuses the amendment the issue will go to a joint conference between the Senate and House where further action will be determined.

Herewith are quotations from a few of the splendid statements made by a number of Congressmen in support of outright repeal:

NORTON (*New Jersey*): I am hoping that we shall have the courage to acknowledge our mistake today and do our duty not only to the public-school system of Washington but to the American principles of public-school education by joining with the Senate to repeal this unwise and unnecessary rider. SHORT (*Missouri*): I think that the legislation is unwise, unsound, and un-American. FORD (*California*): It is an un-American attempt to censor education and to suppress free inquiry and unbiased study of systems of government differing from our own. SHAFER (*Michigan*): I shall always oppose legislation of any character whatsoever that infringes upon free speech as granted to us under our Constitution. LUCAS (*Illinois*): There are some who believe we should amend by permitting the teaching of communism in the schools but eliminating the theory of ad-

vocacy. In my opinion that is dodging the issue. FISH (*New York*): I am for the unqualified repeal of this so-called "Red Rider." MARTIN (*Colorado*): This "Red Rider" expresses all that remains in this country of religious and racial intolerance and the spirit of inquisition. It is an insult not only to the teachers of the city of Washington but of the nation. HARLAN (*Ohio*): The law is an imputation against the intelligence, honesty, and patriotism of our teachers, in whom we have placed the future hopes of our democracy. PATRICK (*Alabama*): I hope there will never be a time in America when anything as un-American and as undemocratic as this will get on the statute books again. LUECKE (*Michigan*): This is a most vicious piece of legislation. It is not a blow at communism but, rather, it is an act to curb democracy. HILL (*Washington*): Do you know that the National Education Association has gone on record unanimously against this? I challenge the member from Massachusetts and also the member from Pennsylvania, to go back home and urge this same law upon their teachers. O'CONNOR (*New York*): This "Red Rider" was a great mistake. PALMISANO (*Maryland*): I wish to call attention to the fact that the placing of this amendment on this question of "advocating" is an insult to the school teachers of the country.

Immediately after the compromise measure described above was passed by the House, the National Education Association distributed the following statement to leaders throughout the country:

The fight to secure outright repeal of the obnoxious "Red Rider" must go on! The Senate did its duty courageously on February 4 voting unanimously straight repeal. On February 8 the House, fearing misunderstandings back home, adopted an amendment which merely deletes from the original "Red Rider" the word "teaches" and relieves the teachers from the necessity of signing a monthly statement that they have not advocated communism.

This compromise bill is entirely unsatisfactory to the teachers of the nation. It will be sent shortly to a conference committee including members of both the Senate and the House. Friends of academic freedom and true American liberty should get in touch with their Senators and Congressmen at once advocating outright repeal of the un-American "Red Rider."—Willard E. Givens, executive secretary, National Education Association of the United States, February 9, 1937.

A Program for SECONDARY EDUCATION



The most pressing problems confronting American education today are those in the area of secondary education. There is imperative need for the development of a comprehensive program of secondary education based on the needs of our democracy. THE JOURNAL is, therefore, happy to present this special feature on secondary education. In pages 71-82 the most pressing issues in the field of secondary education are discussed. ¶ The material is based on the report of the Committee on the Orientation of Secondary Education of the NEA Department of Secondary-School Principals entitled "Issues in Secondary Education," a report which bids fair to become historic not only because of the excellence of its preparation but because of the fundamental importance of the problems with which it deals. ¶ THE JOURNAL is indebted to the Committee on Planning of the Department of Secondary-School Principals for the preparation of this feature. Members of the Committee are Thomas H. Briggs, Rudolph D. Lindquist, W. C. Reavis, John H. Tyson, and Francis L. Bacon, *chairman*.

[Photos on this page by Joseph L. Koshka]

FEW MOVEMENTS of modern times are as significant as the growth and development of secondary education in the United States. With by far the largest percentage of youth enrolled of any nation in the history of the world, the secondary school influences almost every phase of our society. Increasing attention is being focused on this institution as a vital factor in determining the character of American civilization.

Those engaged in educational work are familiar with recent criticisms of secondary schools which may be traced to two facts: [1] There has been little agreement among educators as to the kind of program secondary schools should have. [2] Those in charge of the schools have not enlisted public understanding and support in advance of new undertakings.

The task of bringing together the results of experience in the secondary-school field as a basic groundwork for a sound program of secondary education has been attempted by the Committee on Orientation of the Department of Secondary-School Principals. [Francis L. Bacon; Thomas H. Briggs, *chairman*; Will French; Arthur Gould; Sidney B. Hall; Fred J. Kelly; John A. Lester; Rudolph D. Lindquist; Truman G. Reed; Heber H. Ryan; Francis T. Spaulding; and Curtis H. Threlkeld.] This committee, aided by many individuals and more than 70 groups of school administrators, worked on the problem for three years before making a final report. ["Issues of

Secondary Education" published as *Bulletin No. 59*, January 1936, by the Department.] The work is a pioneer contribution to educational philosophy and should become an important milestone in the development of secondary schools.

The report of the Committee on Orientation grew out of two strongly established beliefs: [1] That the realization of American democracy demands that the future see a greater effectiveness on the part of secondary schools; and [2] that this effectiveness can come about only thru the development of a program of convincing value to the public—a program which will bring the secondary schools into closer relationship with the realities and problems of modern life.

The committee indicates clearly the preliminary steps which must be taken in establishing such a program:

[1] That the fundamental issues and problems responsible for lack of agreement and conflict of policies be discovered and brought to light; [2] that these issues be settled in accordance with sound principles and practices; [3] that the profession clarify its thinking and arrive at an agreement on the procedures which should be adopted; [4] that the public be made conscious of the problems which face secondary education; and [5] that the goals of secondary education be clearly defined as the framework of the program.

The first two steps are the contributions of the Committee on Orientation. Accomplishment of the third and fourth steps will depend on the resourcefulness and leadership of secondary-school teach-

ers and administrators. For the fifth step, the report suggests a course. A general goal is implied in the resolution of each of the ten great issues:

That a comprehensive program of secondary education, open to all normal individuals, be provided at public expense.

That a new educational agency be established to provide supervision and appropriate activities for young people [1] who are no longer profiting from their continued schooling, and [2] who have finished their formal schooling but who cannot immediately be absorbed into vocational employment.

That both school people and public accept the social and civic view of education.

That secondary schools plan as definitely for the development of desirable attitudes and ideals as for instruction in organized knowledge.

That the social ideals which secondary schools should strive to inculcate in pupils be set forth and defined.

That secondary schools be freed from the domination of other institutions and primarily concerned with the value of their own courses in meeting the needs of all pupils.

That a dynamic program of vocational education be developed for secondary schools.

That the curriculum be reorganized into more fundamental categories on the basis of what pupils should do in life.

That all youth be served by providing a differentiated curriculum in accordance with their needs and capacities.

That secondary education be integrated with the entire educational program but with special functions of its own.

A System that Functions for All

DISAGREEMENT as to whether secondary education shall be provided at public expense for all normal individuals or for only a limited number centers around three basic questions.

[1] *Is a program of universal secondary education at public expense necessary and appropriate in the American scheme of society?*—Neither the Declaration of Independence nor the Constitution contains any explicit guarantee of universal right to education at public expense. Those who support the view that secondary education should be selective seldom argue, however, that free public education for all is incompatible with the purposes of democracy. Their contentions are that a large number of pupils are incapable of profiting from school work on the secondary level and that financial limitations forbid a program for all.

The conviction that America should have a program of secondary education that functions effectively for all has grown to its present strength during the past three decades. Changes in transportation and communication, control of church and home over young people, government, employment, technology, and the application of science to agriculture and industry, have resulted in the need for an extended school system. A highschool education is as essential now as a grammar-school education was in the nineteenth century. Changes have taken place which make it increasingly difficult for the uneducated citizen to play his part wisely in either local or national life.

Insisting on the need of farsighted planning, those who favor universal secondary education advance two major arguments for an extension of the system. *First*, present social conditions require its extension if the stability of our society is to be assured. *Second*, democracy demands for its fullest development the provision of equal educational opportunity, which can hardly be realized unless the secondary schools are free and open to all.

[2] *Can such a program be made effective?*—Thru experimentation with new methods and materials of teaching,

secondary schools have made remarkable gains in effectiveness for an increasingly larger proportion of the population. There is every reason to believe that with further experimentation, better planning, and more resourceful leadership, these gains may be continued.

[3] *Can such a program be financed?*—Under present conditions, the public cannot justly be expected to pay for an extended system. Reform is essential in practically every major phase of administration if this ideal is to be realized. There must be [1] a revision of the tax basis for school support, [2] change in the small district system to permit maximum economy of administration consistent with a continuance of local interest, and [3] extensive improvements in methods of internal financial administration.

If these needed changes are accomplished, there is reason to believe that the question can be answered affirmatively. Two further facts support this view: [1] Extension of secondary education to a larger proportion of the population increases over a period of years the nation's ability to support the system. [2] Recent economic developments foreshadow a situation in which the nation will have to consider whether it can afford *not* to provide virtually universal secondary education. The abolition of child labor and the raising of the minimum age at which boys and girls may be gainfully employed are necessary parts of a program which seeks intelligent adjustment to conditions brought about by technological advances. The unemployment of youth bids fair to be a permanent characteristic of our society.

Development of a system of secondary education that functions effectively for all is at present blocked in part, at least, by temporary limitations on what the secondary school can do for certain types of pupils. The development of such a system is blocked also by the inadequacy of current methods of financial administration.

What is the soundest immediate program for secondary education in overcoming these obstacles? One part of this program comprises those things which the individual secondary school can do



SECONDARY

more or less independently to achieve all possible progress under existing conditions; the other part consists of changes which call for united action of school people in general.

The individual secondary school should endeavor:

First, to recognize its obligation to give all boys and girls a chance to undertake secondary-school work and provide such guidance and remedial instruction as are necessary to enable them to make the most of it.

Second, to readmit and provide for youth and adults who left school before they were prepared to take their places in the economic world. The secondary school has an important part to play in the rapidly developing program of adult education.

Third, to incorporate in its offerings as many types of educational activity as may seem needed to meet the varied legitimate interests and abilities of its pupils.

Fourth, to experiment as fully as its resources permit with new ways of meeting the needs of pupils not adequately served by its present offerings or its present methods and materials of teaching, and to incorporate those which promise a social return proportionate to the expense involved.

Fifth, to canvass thoroly the out-of-school educational opportunities, both formal and informal, which are accessible to its pupils, and to see that its pupils gain the advantages of these opportunities.

Sixth, to explain and so far as possible justify each major phase of its program to the public in terms of social returns compared with expenses.

The profession in general should endeavor:

First, to bring clearly to the attention of the public at large the limitations and possibilities of the present school system.

Second, to encourage experimentation with new methods and materials of teaching which may promise greater effectiveness in the secondary-school program even under present conditions.

Third, to bring about improvement in existing systems of levying and collecting taxes for school support.

Fourth, to bring about the substitution of more just and economical plans of reorganization for the present small district system, as a basis for expending school funds.

EDUCATION



HOW LONG is it good for a boy or girl to stay in school? A policy must be formulated as to whether all pupils shall remain in school as long as they wish or be transferred to some other agency designed to meet their needs when continued schooling ceases to be profitable.

Disagreement on how to deal with the problem grows out of such questions as: [1] How do educators know when further secondary-school work promises so little advantage to certain pupils that their continuance in school is of doubtful value? [2] Should school authorities assume responsibility for directing pupils into more appropriate activities when the point of diminishing educational returns is reached? [3] How can such activities be provided?

Obviously, no pupil should leave the secondary school until he has gained reasonable command of at least the "minimum essentials," *i.e.*, until his grasp of the tool skills in reading, writing, and arithmetic, and his understanding of social relationships enable him to adjust to society. No pupil should leave until every practicable type of instruction adapted to his needs has been tried. But when a pupil has mastered the minimum essentials and has been given full opportunity with efficient guidance and remedial instruction to try himself out in the various types of work which the school can appropriately offer, then his continued lack of interest, lack of effort, and failure to make progress, represent just ground for considering that he would profit more from some other kind of activity.

The best means of dealing with the problem from the standpoint of both the pupils in question and those who would remain in school would be to set up an entirely new agency devoted to the task of providing supervision and appropriate activities for young people [1] who would be transferred from the school because they were no longer profiting by its activities, and [2] who have finished their formal schooling but cannot immediately secure employment.

Once this agency were established, secondary schools could justly and wisely



New York City students recording voice on a disc

New Agency To Serve Youth

direct it to these two groups of young people. The need for such an agency has been recognized in European countries. In Bulgaria, Holland, Switzerland, and Germany the work camp has been provided. Boys and girls engage in work not in direct competition with private industry but beneficial to public welfare, and receive a wage sufficient to enable them to keep their self-respect, but small enough not to deter them from seeking employment elsewhere when the opportunity presents itself.

Any American parallel to these undertakings should envisage a broader field of responsibility and a greater variety of activities. The work now being done by the Civilian Conservation Corps approximates but one type of activity which might properly be undertaken by the proposed agency.

The major responsibility of an adequate protective agency for youth should be for the supervision of both sexes, not in regimented camps but in or near the communities in which the boys and girls live. Such an agency could be administered better under the control of state departments of education than as a branch of the federal government. Though the new agency would be administered as distinct from the formal secondary school, it would work in closest possible

harmony with the educational system. Each unit of the agency should assume responsibility in its territory for the oversight of youth. Its task should begin with an accurate census of all boys and girls in the territory.

Transfer from secondary school to the supervision of this proposed agency should mean, to the boys and girls concerned, much the same that leaving school to take a job has meant in the past. There should be a systematic effort to provide learning thru experience that the formal school cannot effectively offer. Those in charge of the new agency should be ready to recommend, for readmittance to the secondary school, boys and girls whose out-of-school experiences indicate that they would profit from a resumption of formal school work.

The need for this new agency and the services which would result from its work are so great as to make its eventual development imperative. In some way, the needs of adolescents are going to be met. The best possible provision can be secured only thru the active support by school people as a group, of a program which recognizes and uses all the insight, imagination, and experience that the professional background of teachers and administrators affords.

Establishing the Social and Civic View

TRANSITION of society from the philosophy of individualism to the new emphasis on group goals and cooperative action produces vexing problems in secondary education. Shall secondary schools be concerned only with the welfare and progress of the individual or with the welfare and progress of the individual only as he promises to contribute to the welfare and progress of society?

Up to now American society has been dominated by the tradition of individualism. The aims of education also have been individualistic. The educational results of this era are upheld with pride, but modern social and economic developments have brought into question the further usefulness of the individualistic tradition.

A characteristic product of the era of individualism was the report on the "Cardinal Principles of Secondary Education." This report was an admirable document, with a vision of the purpose and possibilities of secondary education that towers head and shoulders above contemporary practices. However, these principles no longer furnish a philosophy adequate to guide education thru the social and economic transformations of the century.

Courtesy, Cleveland Public Schools



The recent shift in educational thinking from individualism implies that practices will increasingly be directed toward the welfare and progress of society. In the last analysis, between the welfare and progress of the individual and the welfare and progress of society, there exists a perfect harmony which education should seek. But until conflicts between individual and group aims end in a recognition of this fact, a real educational issue persists.

We need to formulate a fundamental principle for use as a guiding philosophy in settling these conflicts. Such a principle for education is found in the social and civic view of education. The mere drift of opinion toward this view is not enough to establish its soundness and justify it in opposition to the individualistic view. Another basic principle must be found and accepted. This, we have enunciated in the following: "The state maintains free public education to perpetuate itself and to promote its own interests. Free public education is a long-term investment that the state may be a better place in which to live and in which to make a living."

A similar principle is stated or implied in the educational policies of other nations, particularly in Europe, but in America educators have been slow to seize upon this principle as the foundation of school policy and support. The circumstances of modern life are pressing the social and civic view of education upon us. Eventually, both school people and public must accept the new view.

If we are to develop a program of secondary education which will effectively meet the needs of modern life, it must be based on group goals to be achieved thru cooperative action. This implies that education of the future will be concerned with the welfare and progress of the individual only as the welfare and progress of the individual contribute to the welfare and progress of society. When this view is fully accepted, attention will be focused "upon making the state a better place in which to live and in which to make a living."



SECONDARY

It is a task of educational leadership to define the values which society is pursuing and to reveal means by which these values are attained. The work of the NEA Committee on Social-Economic Goals of America is the type of leadership required if education is to play its part in organizing society to achieve its major purposes. Just as the "cardinal principles" reflect the tradition of individualism, the "social-economic goals" are characteristic of the new period. [See "Restating Our National Goals" in *THE JOURNAL* for January 1934, p5-12.]

The work of the Committee on Social-Economic Goals is an attempt to formulate a program for education out of an intelligent understanding of the goals which American society must set up for itself. The individual can no longer attain such goals thru his own efforts. In attempting to define the society America is seeking, the committee listed ten goals which can be realized only thru united effort. These are paraphrased as follows: Hereditary strength; physical security; participation in an evolving culture; an active, flexible personality; suitable occupation; economic security; mental security; equality of opportunity; freedom; and fair play.

The trend away from individualism toward cooperative effort is evident in many modern developments. It is reflected in the cooperative movement sweeping the nation. It is the basis of new emphasis on social planning and reconstruction.

In establishing the social-civic view of education, a positive program is needed which will be accepted by teachers, administrators, and taxpayers. That such a program cannot be postponed is increasingly evident.

Adoption of the social-civic view of education implies that the educational profession must agree on ideals and values, cast aside academic prejudices, and experiment with utterly new types of work. This presents a real challenge to those adventurous enough to relish the opportunity of participating in the reconstruction of secondary education in the light of a new, more vital principle.

EDUCATION



DIFFERENCES of opinion in regard to the development of attitudes and ideals emphasize three definite needs of secondary education, namely: [1] Better definition of goals, [2] further experimentation to determine the best procedure for achieving such goals, and [3] followup work or methods of testing the effectiveness of efforts.

Differences of opinion center around the issue of whether secondary education shall be confined to introducing pupils to some portion of the vast store of human knowledge without regard for the attitudes and ideals which result, or whether secondary education shall plan definitely for the development of desirable attitudes and ideals in pupils. The issue assumes great significance from the fact that school experiences will affect ideals and attitudes whether or not the school accepts responsibility.

Five arguments are advanced by those who believe that secondary education should concentrate on organized knowledge:

[1] The task of the secondary school is to present the knowledge necessary for successful living. [2] There is no concrete evidence to show that desirable attitudes and ideals are not acquired as a byproduct of this knowledge. [3] Character education should be centered in the primary grades. [4] Colleges have not previously planned to develop desirable attitudes and ideals in teachers. [5] Secondary schools ought not to plan for the development of attitudes and ideals unless there are means of determining whether accomplishment toward the goals set is real or imaginary.

If to be wellinformed always meant to be good-intentioned, a policy of *laissez-faire* in the development of attitudes and ideals might be justifiable. Unfortunately, there is too much experience which indicates that this is not true. If the importance of attitudes and ideals is recognized, the argument that secondary schools ought not to plan for the development of attitudes and ideals on the ground that there is no tangible measurement falls to the ground. Furthermore, if the importance of attitudes and ideals is recognized, it is illogical to rely on their development merely thru instructing pupils in organized knowledge.



Developing Attitudes and Ideals

Attitudes and ideals are developed thru all the experiences and activities of boys and girls. This means that all the influences of the school must be in harmony to form an atmosphere favorable to the growth and development of those attitudes and ideals which are desirable. It is perfectly possible that education may develop or confirm undesirable attitudes and ideals, or that attitudes and ideals formed in the school may be unfavorably influenced in real life by less desirable ones acquired from the motion picture, radio, press, or out-of-school personal contacts.

It is not enough to leave training in attitudes and ideals to the lower grades. The development of character does not cease at adolescence. Authorities on child psychology seem to agree that the basis for desirable attitudes and ideals is to be sought in the habits which are formed in early childhood. But as the infant grows up thru childhood to adolescence, potential emotional trends and typical behavior in which these traits are manifested occur all along the way.

The secondary school must devise experiences and situations for the development of those attitudes and ideals which will aid the welfare and progress of society. There are obstacles, of course, to establishing an effective program which will recognize the importance of secondary-school planning as definitely for the development of desirable attitudes and ideals as for instruction in organized knowledge. The most serious obstacle is the present uncertainty as to

what the most desirable attitudes and ideals are. Ideals evolve progressively with the experiences which create them. Hence the ideals of our democratic society must be restated from time to time, to accord with the efforts and experiences of people toward better living.

Another obstacle is the persistence of the academic tradition in secondary schools to the neglect of the fundamental interest of the individual pupil. Still another is the insufficient equipment in materials and personnel of many secondary schools. Another factor of great importance is that before a positive program for the development of desirable attitudes and ideals can be successful, secondary schools must be strong enough to resist the counter influences of pressure groups not primarily interested in educational values.

The negative argument, that it is idle for secondary education to undertake a task which teachers are not trained to execute, should be given attention. No amount of equipment either in materials or personnel will be effective if, in the training of teachers, the objective of developing desirable attitudes and ideals is not emphasized.

Much can be done, however, under present conditions toward planning definitely to develop desirable attitudes and ideals in pupils without additional expense if the attitude of teachers and administrators is one of readiness, sympathy, and alert inquiry into ways this function may be performed.



Typing class, Evansville, Ind., schools

Preparing Pupils for Social Change

THE ISSUE of whether secondary education should seek merely the adjustment of pupils to prevailing social ideals or endeavor to reconstruct society has not in the past been prominent in the minds of either the profession or the public.

The influence of the school has unquestionably been toward the adjustment of youth to prevailing social ideals. In the recent past, however, there have been loud demands that secondary education directly seek the reconstruction of society.

"Adjustment" and "reconstruction" are the crucial words in the statement of the issue. Ordinarily adjustment connotes a minimum and reconstruction a maximum of active, responsible participation by the individual in the modification of environment conditions. Adjustment implies docility; reconstruction implies aggressiveness. "Prevailing social ideals" includes everything that society considers wise and good.

The case for adjustment runs about as follows: Change is inevitable and desirable, but in a democratic society the responsibility for directing change rests with the majority of the adult public. Future citizens should be predisposed to change and should be trained in methods of thinking and should acquire a factual background for directing change wisely. However, young people should not be committed in advance to specific changes, for this would transfer the control of public affairs from the majority of

citizens to a minority group—the teaching profession. Schools may *seek* but not *plan* reconstruction of society. Pending the approval of change by adults, boys and girls should be educated to accept and live by prevailing social ideals. Insofar as possible, this should be done thru independent, critical thinking on social values. As adolescents lack the

capacity or the background of experience necessary for such reflective thinking, they should be led to accept at least tentatively conclusions of their elders.

The case for reconstruction is argued somewhat as follows: Only education which seeks the reconstruction of society is consistent with and capable of realizing and perpetuating the fundamental principles of democracy. Democratic government implies that all members of society should participate in formulating central purposes. Teachers may interpret democratic ideals, but should secure the acceptance of these ideals only thru their application in actual school life.

This issue revealed differences of opinion among committee members. The majority of the members agreed on the point of view that while social change is desirable and inevitable, the direction of such change should be the responsibility of the adult public.

The committee believes that the final resolution of the issue must come thru developing in practice technics of action that will enable secondary education to come to terms with demands of the community. The first and most fundamental step in the satisfactory solution of the problem is the task of discovering and defining the social ideals which can command adherence of adult citizens.

When a wise and authoritative statement of the ideals of our society has been made, the question of what the schools should do to prepare pupils to participate in social change, or in adjusting them



SECONDARY

to prevailing social ideals, can be settled. Educators will then have at hand a document for use in translating social goals into school experiences.

Out of the two main opposing viewpoints, committee members agreed that:

Secondary education should dispose pupils favorably to social change, but should not plan the reconstruction of society in any sense that would commit the young to specific changes in the social order.

Teachers should play an active part in securing acceptance by their communities of new social ideas and ideals.

Whenever possible, social ideals should be examined in the questioning, critical spirit characteristic of scientific inquiry.

Social ideals which pupils and teachers accept after such a critical examination should be given intelligent application in the lives of pupils.

Teachers should not require pupils to profess belief in a social ideal which has been rejected after due evaluation.

Ideals accepted by teachers and pupils after critical examination should not be suppressed even tho such ideals are at variance with those of the local community.

An exception to the liberty of pupils to adopt whatever ideals their intelligence approves under guidance of a teacher may perhaps be made in behalf of a few ideals necessary to social integration.

A MAGNA CHARTA FOR TEACHERS

The Committee on Orientation proposes that the task of discovering and defining the social ideals which can command the adherence of the majority of citizens be given over to a commission of particularly able and representative minds. The importance of a statement of the country's worthiest ideals, drawn up by wise leaders and validated by some kind of referendum, would be inestimable. Few things in education are more urgently needed. Such a statement might well be a Magna Charta for teachers, who would at least know with some certainty whither society wishes to go. Curriculum making would find in the document its directive goals. In the light of the ideals set forth, the social integration of youth would take on specific meaning and purpose, and the urge which almost all people feel for doing something to improve social conditions would be directed to specific objectives.

EDUCATION



Vitalizing Instructional Materials

NEW CONDITIONS in society call for new types of secondary-school curriculums. Tremendous changes in our social, industrial, and economic life have created the problem of how to employ constructively and educate wisely all the youth of the land. Perhaps the most immediate effect of these changes has been to increase enormously secondary-school enrolments and virtually make over the character of the pupil population.

To meet this problem and give some sort of education to millions of pupils who would never go to college, the secondary school had available at first only the college-preparatory course with its emphasis upon deferred values, mental discipline, and formal subjectmatter. Naturally, this curriculum proved hopelessly inadequate. As soon as educators realized that the college-preparatory course was not meeting the needs of the great majority of pupils, they began seeking new instructional materials and new methods.

Continuing dominance of the colleges and universities over the secondary school in the face of this situation has precipitated the serious issue of [1] whether secondary education shall be primarily directed toward preparation for advanced studies, or [2] whether the secondary school shall be primarily concerned with the effectiveness and value of instructional materials.

Advocates of the first theory noted above believe that democracy should provide education for youth as a long-term investment. To support the view, they contend that the most important values are to some extent deferred. The case for the college-preparatory curriculum has also been strengthened by the belief that the traditional subjects are of most value educationally, regardless of preparation for advanced studies.

The arguments favoring the second theory are as follows:

[1] Social changes have created new demands on secondary schools which are not served by the traditional preparatory courses. [2] The increasingly different character of the secondary-school population necessitates a reorganized curriculum to meet the needs of all groups. [3] The new philosophy of education justifies immediate values in secondary education. [4] The need for functional materials and activities in the curriculum is supported by the discoveries of modern psychology. [5] The reorganized secondary school, which covers the entire period from the elementary school to the upper division of the liberal arts college, emphasizes secondary education as primarily concerned with making instructional materials vital and effective for all pupils.

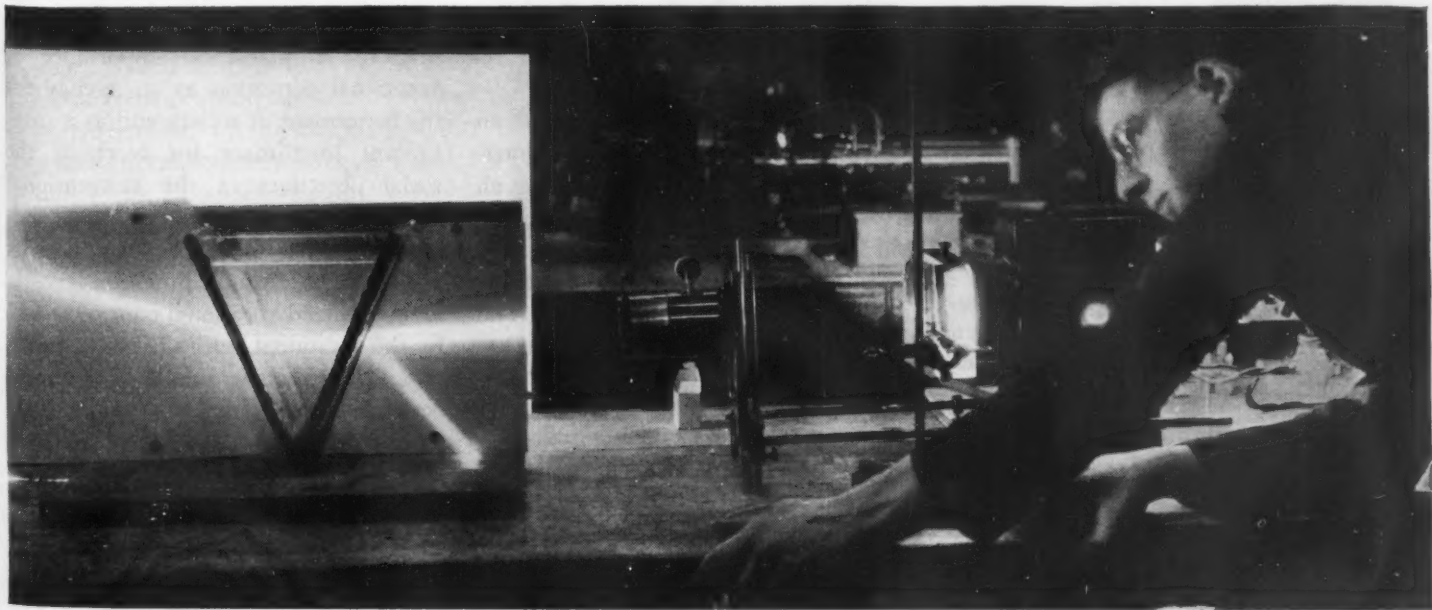
Until recent times the secondary-school population was highly selective. Achievement in the prescribed subject-matter was the dominant measurement rather than any adaptation of subject-content to the capacities or interests of pupils. In the future, with approximately

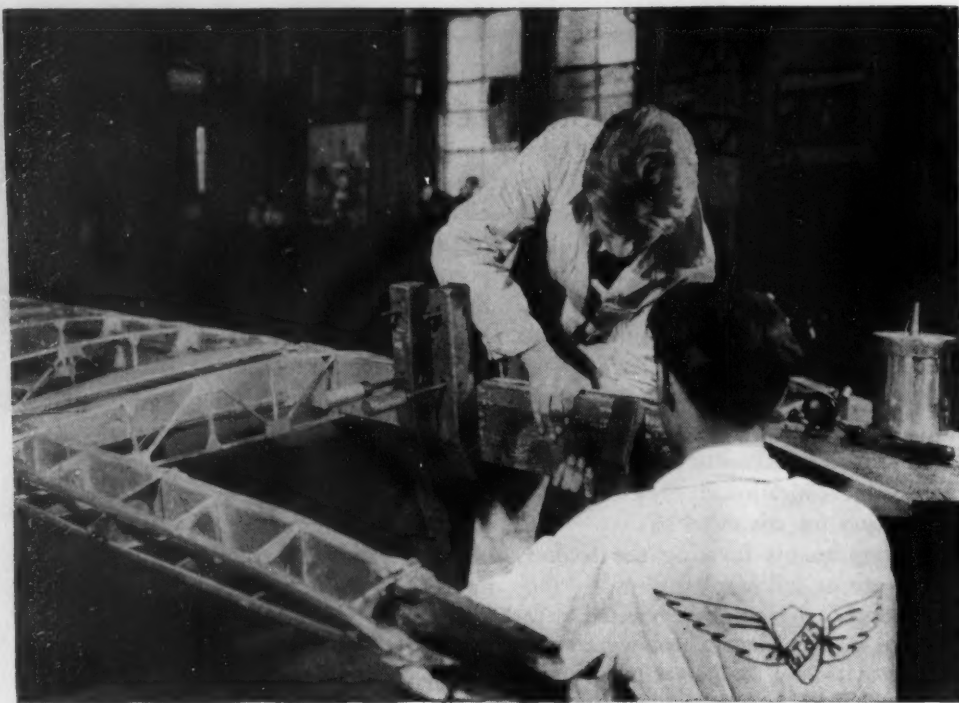
all youth of secondary-school age enrolled, it will become increasingly important for the school to meet adequately the needs and capacities of all pupils. The experience and the knowledge of educators indicate unmistakably that secondary schools should be primarily concerned with the accomplishment of this objective rather than placing first emphasis on preparation for advanced studies. The Committee on Orientation had no hesitation in rendering a unanimous decision in favor of this view.

Much of the difficulty relative to this issue may be traced to the lack of unity between the secondary school and the college. All evidence points to the tremendously significant obligation of the secondary school for determining aims, functions, and practices without restrictions from other institutions.

The selection and organization of materials for a flexible curriculum which will have a maximum value for all pupils is a problem not yet fully solved. What should be emphasized here is that the solution of the problem properly belongs to the secondary school, which should be free from domination by other institutions in planning and maturing a curriculum which should be as effective as possible for all pupils enrolled.

In physics laboratory, Stuyvesant High School, New York City—sending a narrow beam of light thru an inverted prism filled with water.





Courtesy, New York City Public Schools

Broadening the Scope of Vocational Training

SHOULD TRAINING for occupations below the expert or professional level be provided by or under the supervision of secondary schools, or should it be provided by nonschool agencies, leaving the individual and these agencies jointly responsible to society for results?

Numerous secondary schools have not waited for the issue to be settled on the basis of approved principles of education. In response to the needs of pupils, they have already enrolled over one million boys, girls, and adults in specialized vocational courses.

This has evoked criticism from persons who maintain that the primary functions of schools are to promote the integration of pupils with society and to provide the social, economic, and moral education essential to good citizenship. The chief objections made against vocational training in the secondary schools are:

[1] General education is more important. [2] Early selection of a vocation often leads to maladjustment. [3] Experiments in organizing secondary-school curriculums with vocational objectives have not proved successful. [4] Change is so rapid today that the training a pupil receives is of little practical benefit. [5] Industries large and small prefer to give vocational training to

youth with a good foundation of general education.

A careful evaluation of these arguments does not lead to the conclusion that training for occupational life should be omitted from the secondary-school program. Secondary education can no longer be considered as training for leadership; secondary schools must attempt to serve the interests and needs of every individual. The need for vocational training is undisputed. Those who favor the highschool's giving the needed training point to the fact that no other agency is meeting the need, and conclude that the highschool should assume the responsibility.

It is further argued that the earlier an individual selects some vocational interest, the greater effort he will make in all his studies. Public control of vocational education, it is said, is necessary to safeguard the interests of society, and especially those of young workers. The consumer value of vocational education is also stressed.

The present program of vocational training does not meet the larger responsibilities of vocational education. But those who doubt that the secondary school *can* provide an effective program



SECONDARY

of vocational training should view the defects of the present program in light of progress made in the few years since secondary schools entered the field.

As a basis for a dynamic vocational program, an extensive survey should be made of the major needs and values of our society; and of our resources, equipment, personnel, and technology. The recent report of the National Resources Board is an illustration of the sort of survey which should be made of all phases of our society. Another admirable example is the report of the Commission on Public Service Personnel.

Much is hoped for from the National Committee on Vocational Education which was recently appointed by President Roosevelt. The authority of this committee and the financial resources of the federal government make possible a service to vocational education far beyond the capacity of any other agency.

Vocational education should begin in the senior highschool. In view of the present retention of pupils in school, it is unnecessary to attempt differentiated education for the various major fields of service below the senior highschool level. Junior colleges should recognize the same general obligations toward vocational education as the senior highschool, with the additional provision that training should be more expert in caliber. Even in small schools, something should be done to provide for the vocational interests of pupils. Provision for vocational education of adults is also needed.

The secondary school should recognize the fundamental importance of vocational education as an agency for the betterment of society and as a magnificent instrument for reaching the social objectives of the conventional school subjects. No program of secondary education should be regarded as acceptable unless some provision is made for specialized vocational education and for the vocational aspects of general education. A wide extension of cooperation between school and community is needed to make possible an effective program of training in the various skills necessary to carry on the work of society today.

EDUCATION



Remaking the Curriculum

FOR A LONG TIME the secondary-school curriculum has been a center of controversy, the discussion being concerned chiefly with the following questions: How should school experiences be organized? Should the traditional subdivisions of knowledge be retained as the best basis for modifying the curriculum, or should school experiences be presented to pupils under more fundamental categories closely related to the functions of secondary education in a democracy? Leaders do not agree on one or the other, and it is unlikely that there will be general acceptance of either alternative until the special functions of secondary education are widely understood.

In American secondary schools today, there are two types of curriculum organization, based upon different points of view in education. In most schools subjects are grouped into departments, such as history or science. Each subject is further subdivided into sections or topics.

Another type of curriculum organization, newer and less frequently used, disregards more or less completely the conventional subject plan of organization, substituting other learning units or categories which seem to agree more closely with the functions of secondary education, such as increasing the ability and desire to meet more adequately the socio-civic, economic, health, leisuretime, vocational, and pre-professional problems and situations.

How the curriculum is organized, which is the basic question raised in this issue, as well as what shall be included in the content of the curriculum, should be determined by the function of the school in society. Any categories under which the school curriculum is organized should be fundamental.

If we believe that schools are established to perpetuate and promote the interests of society, then the first function of secondary education should be to develop in pupils the will and the ability to organize and maintain a system of human relationships—a system that places the welfare of society above that of individuals and calls upon the individual for selfdiscipline and the regula-

tion of personal conduct. And as a preparation for the abundant life which such an organization of human relationships makes possible, the second function should be to teach youth the wise use of natural resources.

In light of this philosophy and in accordance with discoveries of modern psychology, the Committee on Orientation presents a number of principles believed to be important in planning the secondary-school curriculum: *Content* must be socially justifiable, should be drawn from experiences of pupils, must involve what the pupil can recognize as of interest to himself because his general welfare or the welfare of others for whom he is concerned is involved, and should either extend the pupil's experience horizon or better relate past experiences. *Activities* should involve a large quantity and wide variety of experiences which pupils can engage in with a satisfying degree of success, should emphasize cooperative effort as well as involve participation of all members of the group, and should be democratic. *Organization* should be designed to permit and encourage the development of specialized abilities in socially valuable ways, should recognize the degree of intellectual maturity of the learner, and should emphasize that living, learning, and growth are inherently interrelated.

Those who favor the conventional subject curriculum are convinced that:

[1] This type of organization has been successful and can meet present needs. [2] It is the more practical in the light of present and probable future needs. [3] Education of teachers and organization of teaching materials require its use. [4] A subject curriculum in conjunction with a guidance program will attain the desired results. [5] The subject organization is necessary in specialized or differentiated education.

The arguments favoring a curriculum based on functional units or categories which are thought to be more fundamental are:

[1] The new type of organization will better achieve the presentday functions of the school. [2] Organization of the curriculum into more fundamental categories will result in the school's becoming as dynamic as is the society which supports and maintains the school. [3] The newer type is more economical and effective; and is also more in harmony with the principles of psychology.

The Committee on Orientation favors the latter type of curriculum organization. This type of organization calls for the arrangement and presentation of school experiences to pupils under fundamental categories directly related to the performance of the functions of secondary education in a democracy.

Photo by Joseph L. Koehke





Photo by Joseph L. Kochka

term "integration" are of significance in this discussion: social integration, or the unifying of the social group in the interest of social cooperation; intellectual integration, or coordination of the developed abilities of the individual; and emotional integration, or the organization of the individual's motives.

The two chief objections to differentiation are: Pupils are required to make a choice of subjects on the basis of a meager background. The cost of the differentiated program does not justify its existence.

Those who favor the differentiated curriculum seek to justify their position on three grounds: The range of individual differences, the diversity of legitimate interests, and the need for specialization.

The unanimous opinion of the Com-



SECONDARY

Objections to differentiation—Objection on the grounds of the inability of pupils to choose wisely can be met by a guidance program. Denunciation of the cost of the differentiated program comes from those to whom a variety of offerings appear not as an investment but an expense. The differentiated curriculum and the common curriculum cannot be compared as to cost without considering respective contributions to the needs of society. Lack of education costs society dearly.

The declaration in favor of the differentiated curriculum calls for experimentation to find the most satisfactory answers to a number of questions. Among these are: At what level in the secondary-school period should differentiation begin and where should the process end? How much alike, and how different, should the secondary school attempt to make pupils? In what way should the secondary school promote social and personal integration? On what basis should differentiation be made?

Then, too, the differentiated program makes heavy demands on administration and guidance, is sometimes difficult to interpret and justify to the public, presents a number of problems in teacher-training, and offers a greater challenge to educational leadership than the common curriculum. But the differentiated curriculum is based on sound principles of education and offers the only solution for meeting the diverse needs and capacities of secondary-school pupils.

The importance of the teaching force in carrying out the differentiated program cannot be overestimated. At the present time many teachers are handicapped by their inability to see the whole picture of the process of integration, and by their lack of adequate training in guidance, psychology of adolescents, special functions of secondary education, and the social problems which the secondary schools must attempt to solve. These and other problems demand due consideration by those in charge of institutions responsible for planning the training of future teachers.

Meeting the Diverse Needs of Pupils*

WHAT KIND of a curriculum is needed to make school experiences profitable to the diverse population of secondary schools? Educators are divided into two camps, those who favor a common curriculum for all, and those who believe that the results desired by society can be realized only thru a differentiated curriculum for secondary schools.

The term "common" curriculum applies to a course of study where all pupils in the same grades take the same subjects. There are two methods of "differentiation" frequently found in the secondary-school curriculum, that which allows the pupil a choice of subjects, and that which permits differences in rate of progress.

Secondary-school programs not providing differentiation in some degree are rare, but there are limitations which keep a large number of schools, particularly the smaller ones, within a common range of offerings. As the majority of secondary schools in the United States are small, these limitations are quite general. However, the range of subjects covered in the larger secondary schools in recent years has been wide.

Arguments in favor of the common curriculum center around the need for social and personal integration and the objections to the theory and practice of differentiation. Three implications of the

mittee on Orientation in favor of the differentiated curriculum was somewhat as follows:

Integration—It is a mistake to assume that personal and social integration can be achieved by experience which is the same for all. Similar concepts, attitudes, abilities, and habits can be built up only thru a variety of experiences suited to the interests and capacities of the learner. Adoption of the differentiated curriculum does not mean the repudiation of education's responsibility for social and personal integration. Such a curriculum will include material directed specifically toward integration.

Specialization—The welfare of society is founded upon a variety of specialized services which individuals render among themselves, not only in the quest of personal ends but in the pursuit of every value that society cherishes. Social life as well as economic life depends upon cultivating the interests and capacities of individuals.

Individual differences—No common curriculum is sufficiently flexible to cope with the range of differences in ability and interest and to bring about a wide dissemination of educational benefits. The acceptance of the ideal of equality of opportunity also implies the obligation to provide differentiation. No single body of educational experiences represents equality of opportunity.

EDUCATION



THE PRESENT SEPARATION of administrative units in the school system tends to break the educational program into a series of disconnected experiences which the pupil has difficulty in assimilating and converting into personal growth. How can the entire educational program be coordinated to secure the desired ends in the education of the child?

On one side are those who advocate that secondary education should be presented merely as a phase of this gradual, continuous, unitary process; on the opposite side are those who believe that secondary education should be organized as a distinct but closely articulating part of the entire educational program but with special functions of its own.

Thus a clear-cut issue results: "Granting that education is a gradual, continuous, unitary process, shall secondary education be presented merely as a phase of such a process, or shall secondary education be organized as a distinct but closely articulating part of the entire educational program with peculiarly emphasized functions of its own?" Standing firmly on the position stated in the first clause of the issue and admitting the necessity for the separation of administrative units, the Committee on Orientation believes that the second alternative of the issue offers the better solution to the problem. It emphasizes the need for a much better articulation than now exists to achieve the aims of secondary education.

Efforts to solve the problem of inarticulation by administrative device have met with some success, but there are many limitations on what the administrator can do to bring about continuity of the educational process. Among these are the difficulty of bringing children long distances, indifference and often hostility on the part of the public, financial limitations, and legal requirements. Many different plans of organization have been tried such as the junior high, the 6-4-4 plan, the 6-year high, and the like, but the problem is still with us.

Continuity will be secured only if the program is planned in a unified way by both administrators and teachers. Those

Articulating Administrative Units

at all levels should understand the whole educational program and cooperate in its development. Articulation must rest on an understanding by every teacher, administrator, or supervisor of the functions of schools of all levels.

Improved educational technics must also support efforts at closer articulation. A guidance program at all times concerned with the individual as he is moving thru the experience that we call education is vitally important.

Perhaps the greatest difficulty in articulating the units in the school system is that the functions of each unit have not been defined. This must be done so that we may know what contributions each unit will be expected to make to the directed and continuous growth of the pupil. At present there is no general agreement as to what the elementary school, the secondary school, and what the college should attempt; and, as a result, there are vast overlappings in effort and conspicuous gaps in accomplishment. This lack is the foremost cause of disastrous inarticulation. An attempt to define the special functions of secondary education is the second contribution of the Committee on Orientation. This work has been completed and may be secured by those who are working on problems of better articulation of the

units in the school program. [See p82].

Literature dealing with secondary education is replete with suggestions for unifying the school system.

The great majority of writers on articulation attempt to solve the problem by administrative devices. But it cannot be too strongly emphasized that the problem requires a broader treatment.

If there is to be a continuous, unitary education for the youth of America, there must be public recognition of unitary purposes and aims in our national thinking and living. As a matter of fact, our country today has no commonly recognized or universally accepted goals. As a whole, the country and all its component units drift along with no guiding star.

It is small wonder that education, too, has drifted along in a distinctly opportunist fashion with no plan or program. Are the schools concerned as to whether we have such goals or not? Are they concerned as to what agency shall set up the goals of American life? Have they no part in developing such goals? As a matter of fact, we who are in the schools must face squarely the question of whether education is to attempt to interpret the goals and ideals of national life and make them forces in the thinking and living of the people.

Courtesy, Indianapolis Public Schools





Suggestions for Further Study



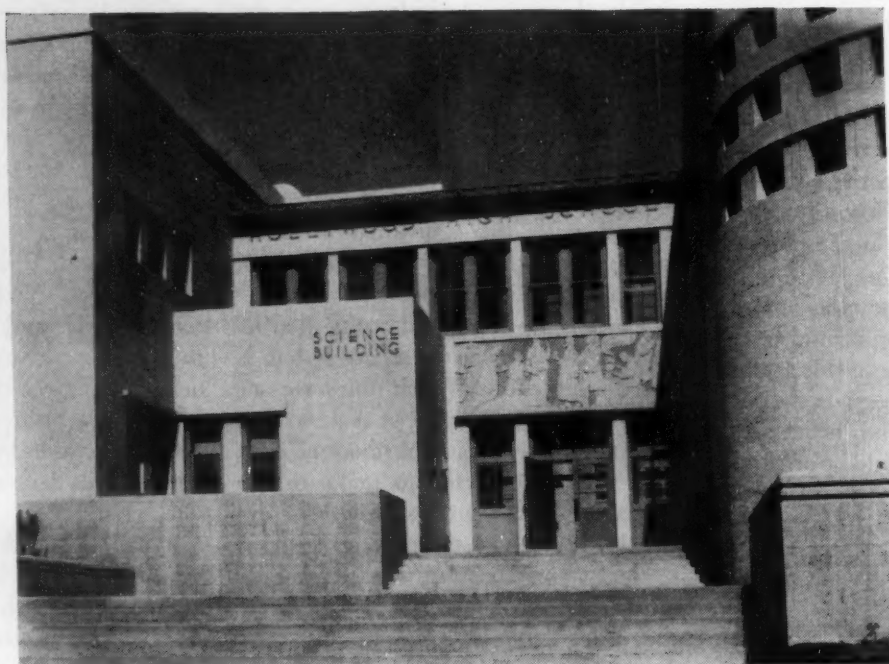
IN THIS special feature of THE JOURNAL have been brought together the chief proposals made by the Committee on Orientation of the Department of Secondary-School Principals. The ten points around which the proposals center are fundamental as the groundwork for a national program in adapting secondary education to contemporary needs.

The ultimate influence of the proposals made will not be determined by either general acceptance or rejection. Whatever the fate of these proposals, one very essential purpose should be accomplished: To make both the profession and the public conscious of the vital needs of the secondary schools and the problems which have a bearing on such needs.

Here, then, is a challenge to the educational profession: To study, discuss, and evaluate the proposals which have been made by the Committee on Orientation as a means of clarifying its own thinking about the program which is needed and desired for secondary education; and to place the vital issues before the public.

How can this challenge be met? What can be done to stimulate wide discussion and genuine interest in the problems, goals, and issues of secondary education? Here are some specific suggestions:

Use the material presented in these JOURNAL articles as the basis for a series of discussions in faculty meetings. Study the proposals in the light of the needs and problems of your individual school. Evaluate your local program in accordance with the principles set forth by the Committee on Orientation. Outlines, topics,



The new earthquake-proof Hollywood, Calif., highschool

and suggestions for use by faculty groups in studying the issues of secondary education may be secured by writing the Department of Secondary School Principals, 5835 Kimbark Avenue, Chicago.

Use should be made of this material in the programs of discussion groups in secondary education. If such a group has not yet been organized in your locality, write to the Department for suggestions for organization, accounts of what other discussion groups are doing, and prepared topics and outlines.

The articles may also be used: As a basis for study and further investigation in college and university classes in education; in the investigations and studies of curriculum reconstruction groups; as a guide for discussion at professional gatherings such as teachers association meetings, highschool conferences, county institutes; as a source of ideas and suggestions for use by administrators in recommendations to boards of education; by state departments of education and state planning boards.

The most comprehensive, single source of information on the problems of secondary education and the kind of program which is needed is the complete report of the Committee on Orientation, from which this JOURNAL feature

is taken. This report has been published in two parts. The first part, "Issues of Secondary Education," was published as *Department of Secondary-School Principals Bulletin No. 59*, January 1936 the second, "Special Functions of Secondary Education," *Department of Secondary-School Principals Bulletin No. 64*, January 1937. These may be secured from the Department at 5835 Kimbark Avenue,

Chicago, Ill., for \$1 each.

The following publications of the National Education Association and its departments also bear upon the issues raised in this special feature:

Evaluating the Public School. 48p. 15¢.

"Materials of Instruction." *Eighth Yearbook*, Department of Supervisors and Directors of Instruction, 1935. 242p. \$2.

"Modern Social and Educational Trends." *Research Bulletin* 12:243-287. 25¢.

Report of National Conference on the Financing of Education. 78p. 25¢.

"Social Change and Education." *Thirteenth Yearbook*, Department of Superintendence, 1935. 384p. \$2.

Teachers' Oaths. October 1936. 31p. 15¢. (mimeo.)

"The Improvement of Education. Its Interpretation for Democracy." *Fifteenth Yearbook*, Department of Superintendence, 1937. 328p. \$2.

"The Social Studies Curriculum." *Fourteenth Yearbook*, Department of Superintendence, 1936. 480p. \$2.

The Unique Function of Education in American Democracy. Educational Policies Commission, 1937. 128p. 50¢.

The Importance of the NEA STATE DIRECTOR

THE NATIONAL EDUCATION ASSOCIATION believes that the fundamental principles of American democracy are the best so far devised by the mind of man to govern a free people." This excerpt from the resolutions adopted at the Denver Convention in 1935 expresses officially the faith of the Association in democratic principles in the field of political government. The Association also believes in these same democratic principles in connection with its own organization.

The Charter and bylaws of the Association provide for a Representative Assembly made up of delegates from local and state affiliated associations, and for a Board of Directors made up of one representative from each state. These two groups parallel to a certain extent the arrangement of a Senate and House of Representatives which prevails in national and state legislatures.

The Assembly gives representation to all groups affiliated with the national organization and is the official body for legislative action and for the adoption of broad Association policies. However, it is too large and unwieldy and its personnel changes too frequently to permit it to give the detailed study required by many of the problems with which the Association is confronted. Here the Board of Directors enters the picture as an important unit.

Responsibilities of the Board of Directors—The Charter stipulates that the Board of Directors shall have charge of the general interests of the corporation, excepting those entrusted to the Board of Trustees and that it shall possess such other powers as are conferred upon it by the bylaws. The bylaws place upon it the responsibility for electing annually one member to the Board of Trustees, electing members to the National Council of Education, appointing a budget committee, approving all bills, appropriating all funds, and otherwise advancing the interests of the Association.

Duties of the State Director—The NEA Director by virtue of his official

position has unusual opportunity to render effective service to the cause of education. He is the official representative of the national association in his state and frequently serves as such on state occasions. He is the official liaison officer between the state and the national association. In several states he serves as chairman of the state association's Committee on NEA Program and Relationships. He is frequently invited to speak at local and state meetings, interpreting to the teachers and the public the purposes and program of the national association. He prepares articles about the work of the Association for publication in local and state publications. He develops enrolment campaigns within the state and inspires other leaders among his associates with the vision of a united profession.

Qualifications of the State Director—At the Denver Convention in 1935, the following qualifications were written into the bylaws:

Any person, to qualify to serve as Director, shall have been an active member, with

dues paid in the National Education Association, and in a state, or district, or territory, and a local association, if organized, for a five year period immediately preceding the election. Only delegates who are active members of the NEA, and whose dues have been paid in a state or district or territory, and a local association, shall have the right to vote for such Directors.

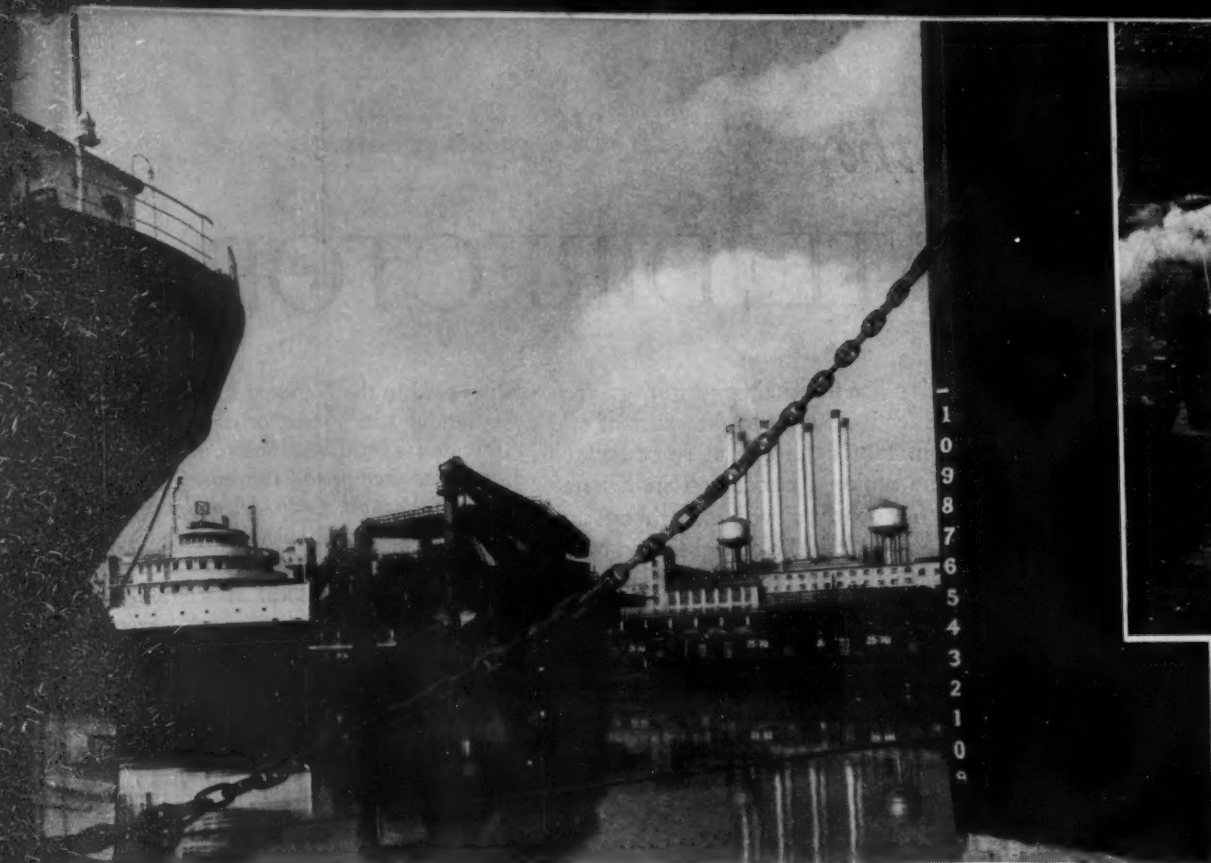
Experience has shown that if the State Director is to serve effectively he should have certain additional qualifications. He should be a recognized leader in his own state in order that he may bring prestige to the position. He should be a recognized official of the state association in order that the work of the state and national associations may be closely integrated. He should be continued in office long enough to become acquainted with problems with which the Board of Directors has to deal but not long enough to "go stale on the job."

The election of State Directors—The bylaws provide that the State Director shall be elected at the summer convention by the Representative Assembly upon nomination of the delegates from the state involved. While this arrangement has certain disadvantages, it has worked with a fair degree of satisfaction. It is unfortunate that this plan takes the election of the State Director so far from the individual members and that it makes no provision for a close tie-up of the state and the national associations. Several states have overcome these handicaps by a "gentlemen's agreement" by which the State Director is unofficially nominated by the state association and the delegates at the summer convention ratify the selection of the state association.

Remuneration—The State Director receives no financial remuneration but this does not mean that he works without reward. When he is effectively active he enjoys the consciousness of service well-rendered in an important cause and each year he receives a trip to the summer convention with all expenses paid.—T. D. MARTIN.

APPRECIATION

I want to express my genuine appreciation to the teachers of Nevada for having elected me to the distinguished office of NEA Director. My term as such has brought me into close personal contact with some of the finest individuals of the educational field in both state and nation and has been an experience I shall never cease to enjoy. It has given me an understanding of the aims of the National Education Association and a love of the teaching profession which I could not have gained in any other way.—Mrs. Hazel B. Denton [NEA Director, 1935-36] in "Nevada Schools" for October 1936, page 2.



"MICH-SAWG-YE-GAN"

NEA Conventionland, 1937



VERY LIKELY, someone has said, Hiawatha, if alive in Michigan today, might sing "Give me of your wood, O Forest," and "Give me of your

ore, O Mine Pits," to the end that "I a motor car shall build me, Build a limousine for touring."

Ten thousand or more teachers will visit the famous Wolverine state, when they go to Michigan this summer to attend the convention of the National Education Association in Detroit, June 27-July 1. The Indians called it "Mich-Sawg-Ye-Gan" meaning "the lake country."

Michigan had its first taste of big business in the lumber industry and, like many other states, had much of this great resource ruined by greedy hands. Perhaps, in this territory, the incredible stories of Paul Bunyan developed. As a baby, he is said to have tossed so vehem-

ently that forty square miles of standing timber were ruined. Truly an American demigod born of the logging camps.

In the early days of the Michigan land rush, public lands could be secured for \$1.25 an acre. Many town sites were sold that existed only in the eloquence of the salesman. One agent, investigating a mill sale, is said to have written his distant client, "I found the location; also a dam by a millsite, but no mill by a damsite."

Michigan produces an almost unbelievable array of products. Many of them come from the ground, such as iron, copper, and salt, and quicker maturing crops like peppermint, pickles, and celery. Her people, by the aid of machinery, lead in the production of quantities of articles the world wants, from firearms to furniture to automobiles.

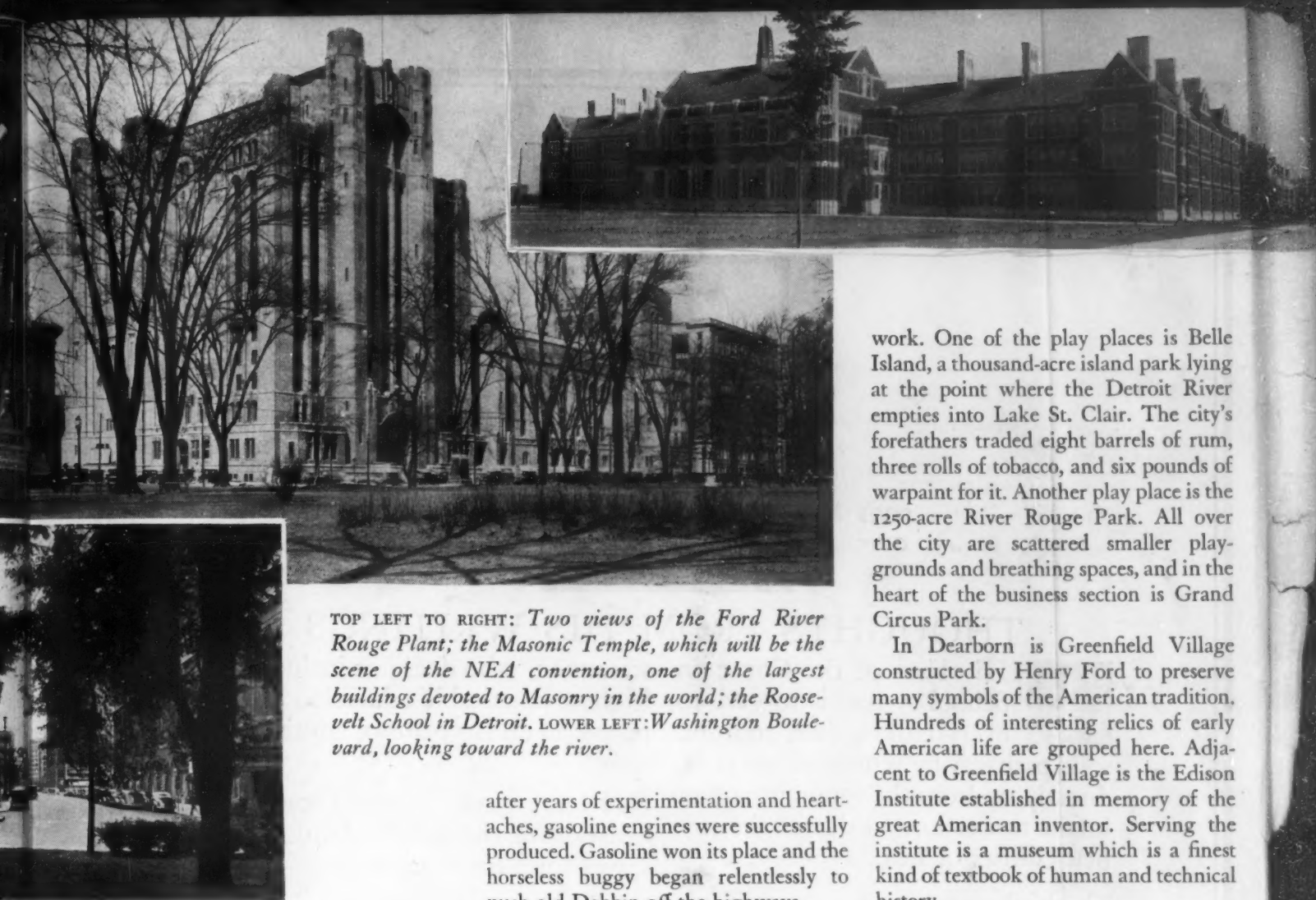
In keeping with the traditions of Paul Bunyan, Michigan is first in many things. Her shore line of 1624 miles is greater than that of any other state. And within her watery borders are 5000 inland lakes—a vacation paradise among

which are seventy-five state-owned parks in which one may camp.

The largest locks in the world are located at Sault Ste. Marie with a usable length of 1350 feet which exceeds those of Panama by 350 feet. These locks carry the mineral riches of Lake Superior's shores and the grains of western Canada to the rest of the world.

The city of Detroit, where the convention is to be held, was founded by Antoine de la Mothe Cadillac. In 1701 he set up a stockade called Fort Ponchartrain on the détroit (strait) from which the city took its name. It was seventeen years old when De Bienville founded New Orleans, sixty-three years ahead of the beginnings of St. Louis, and 137 years old when Chicago was chartered.

But Detroit, like some people, doesn't look as old as certain of its younger compatriots. One of the reasons for this is that it had a face-lifting in the year 1805. In that fateful year the city burned down. Then and there the city fathers made a wiser decision than they knew. Out of the chaos of cinders and frustra-



TOP LEFT TO RIGHT: *Two views of the Ford River Rouge Plant; the Masonic Temple, which will be the scene of the NEA convention, one of the largest buildings devoted to Masonry in the world; the Roosevelt School in Detroit.* LOWER LEFT: *Washington Boulevard, looking toward the river.*

work. One of the play places is Belle Island, a thousand-acre island park lying at the point where the Detroit River empties into Lake St. Clair. The city's forefathers traded eight barrels of rum, three rolls of tobacco, and six pounds of warpaint for it. Another play place is the 1250-acre River Rouge Park. All over the city are scattered smaller playgrounds and breathing spaces, and in the heart of the business section is Grand Circus Park.

In Dearborn is Greenfield Village constructed by Henry Ford to preserve many symbols of the American tradition. Hundreds of interesting relics of early American life are grouped here. Adjacent to Greenfield Village is the Edison Institute established in memory of the great American inventor. Serving the institute is a museum which is a finest kind of textbook of human and technical history.

At nearby Ann Arbor is located the University of Michigan, one of the nation's leading centers of higher education. Many teachers will take summer courses in this beautiful tree-filled city.

The program for the Detroit convention (June 27-July 1) is being planned by President Orville C. Pratt. The four main evening programs will be devoted to the following topics: *The Place of Education in the Cultural Life of America; the Conservation of Human Resources; the Conservation of Natural Resources; and World Peace.* The mornings will be occupied by meetings of the Representative Assembly and several parallel meetings devoted to professional problems. The afternoons will be taken by meetings of the departments. A special feature will be the presentation, by the Antioch College Players, of "Testament of Faith," a play depicting the life of Horace Mann. This drama was produced originally at Antioch last fall. It promises to be an interesting new type feature for the convention program and one especially fitting for presentation during the Horace Mann Centennial.—
LYLE W. ASHBY.

tion they evolved a plan that would do credit to modern city planners. Narrow streets and small lots were abandoned and each citizen whose former site was obliterated was given a larger lot absolutely free. The new street plan left many open spaces which were dedicated as parks. This accounts for the openness and roominess that characterize the downtown areas of the city even today.

The nineteenth century gave birth to a culture that still clings traditionally to the city, a culture that was ripe and glowing before the automobile came and industry maddened its pace. Jefferson Avenue was at one time Detroit's Riviera, styled with aristocracy and glowing with French manners. But while Detroit was polishing her manners, she showed few signs of industrial growth. Other cities—Chicago, Philadelphia, New York, St. Louis, Cleveland, and the rest—were having growing pains, but it appeared that Detroit would continue her sedate pace.

Then something happened to Detroit. Near the end of the nineteenth century,

after years of experimentation and heart-aches, gasoline engines were successfully produced. Gasoline won its place and the horseless buggy began relentlessly to push old Dobbin off the highways.

And so Detroit became a great city. Its location is strategic both for the assembling of raw materials and the distribution of the finished product. The Detroit River, serving as the gateway between the upper and lower Great Lakes, carries a tonnage equalled by no other waterway in the world—a ship passing every three minutes. The scene on the river is a constantly moving pageant of commerce reaching almost into the heart of the city.

What a feat of prestidigitation it is that causes automobiles to grow under one's very eyes as the assembly belt moves along, each embryo auto attaching to itself wheels, fenders, tops, lights, and all the gadgets until in a breathlessly short time it comes to life and rolls away under its own power. From Detroit's great factories they come—an endless procession of sleek and shiny new automobiles—a ceaseless flow emblematic of a great social force that has revolutionized the life of the nation.

Detroit is more than a city of whirring factories with their ceaseless motion and their endless belts. It is a city of beauty as well as of utility; of play as well as of

HORACE MANN

1796-1859



SCORNED
OPPOSED

EXALTED
TRIUMPHANT

THOUGHTS FROM HIS WRITINGS

THE object of the Common School system is to give to every child a free, straight, solid pathway by which he can walk directly up from the ignorance of an infant to the knowledge of the primary duties of man.

The highest service we can perform for others, is to help them to help themselves.

Education is our only political safety. Outside of this ark, all is deluge.

A patriot is known by the interest he takes in the education of the young.

The Common School is the greatest discovery ever made by man.

In our country, and in our times, no man is worthy the honored name of

statesman, who does not include the highest practicable education of the people in all his plans of administration.

Had I the power I would scatter libraries over the whole land as the sower sows his wheatfield.

I hold treason against this government to be an enormous crime; but great as it is, I hold treason against free speech to be incomparably greater.

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education.

I beseech you to treasure up in your hearts these my parting words: Be ashamed to die until you have won some victory for humanity.

High on the list of great Americans, beside the names of Franklin, Washington, Jefferson, and Lincoln, stands the name, Horace Mann, father of our system of free public schools. He taught that even as plants can be improved by cultivation, people can be improved thru education. His faith in the people, in the free common school, and in the blessings of self-government was so great that he gave up his life to the cause of education. Leaving the practise of law and withdrawing from the Massachusetts State Senate of which he was president, Horace Mann became secretary of the Massachusetts Board of Education July 1, 1837. He went among the people urging them to make their schools better—to improve school buildings, to provide better books and equipment, to enrich the course of study, and above all to provide better teachers. Year after year, in spite of poverty and ill health, amid every handicap and discouragement, Horace Mann carried on. And today wherever the common school opens doors of opportunity, his name is held in grateful remembrance.

—Joy Elmer Morgan
Author of "Horace Mann: His Ideas and Ideals"

WRITTEN FOR NORMAN T. A. MUNDER, PUBLISHER, BALTIMORE, MARYLAND, FOR HIS SPECIAL HORACE MANN BROADSIDE

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This broadside, beautifully printed on art cardboard for framing (17 by 22 inches), may be had from the publisher at the following prices: single copy, 50 cents; 2 copies, 60 cents; 5, \$1.25; 10, \$2; 20, \$3.60; 30, \$4.50; 50, \$7; 80, \$10. For quotations on larger quantities, and on special frames, write the publisher, Norman T. A. Munder, Baltimore, Md.

The Teaching of Controversial Subjects

TEACHERS interested in realistic political education are likely to find that the teaching of controversial subjects involves many difficulties. Though it is generally recognized among educators that the issues of American life cannot well be dodged if students are to be given an effective training for citizenship, there is quite a little opposition to the practice of acquainting students with vital conflicts of opinion. And even though it be conceded that instruction in controversial subjects is desirable, there is confusion and disagreement about the most acceptable procedures.

Opposition to a realistic study of contemporary problems involving disputed points comes from within the school as well as without. There are teachers of the social studies who argue that discussion in the classroom should be confined to welltested and universally accepted truth. Students, according to this theory, should learn facts and should not be concerned with uncertainties. They should learn of the events of the past. They should study the accepted rules and facts of economics and civics. But they should not spend their time on unestablished theories.

The trouble with this theory of teaching is that it cannot be practiced successfully in the social studies without emasculating them. If we waited for absolute certainty, we could not do much teaching. Few important developments of history are so completely understood that they can be lifted out of the realm of the controversial. Certain familiar assumptions and presumed facts appear to be true only because they have been so oft repeated. For over a hundred years we repeated in our history texts the assertion that America won the War of 1812. That was a "fact," which we might freely teach! Yet what assertion made today about a controversial question of 1937 could be more highly controversial? And what is truth with respect to the French Revolution? External events may be described, but the most significant material for study with respect to the French Revolution relates to causes and effects, and when one undertakes

nearly a century and a half after the events to explain causes and effects, he is on as definitely controversial ground as if he were explaining the political landslide of 1936 in the United States.

But even though truth might be accessible after the lapse of years, we cannot wait so long for a revelation. If the schools are to say that they are not sure enough of their ground to teach the facts relating to the controversial questions of the present, they are confessing failure in the training of citizens. For citizens, let it be remembered, cannot wait for years to discover the truth. When confronted by a Townsend Plan or a Share-the-Wealth movement, they cannot say, "We must wait 50 years so that we can be sure of our ground." The citizen must act at once on the best available evidence. He may make mistakes, but he must decide quickly, taking shots at public questions on the wing.

The question which educators must answer is whether the schools will train young citizens to come to grips with these swiftly moving problems. Will they teach citizens to deal effectively with controversial questions by giving them supervised practice in that activity? Or will they stand aside, shaking off responsibility and allowing untrained citizens to deal with the great problems of the public life? Will the school, by its own policy of inaction, encourage its students to stand helplessly by when faced by the problems which really count?

The teaching of controversial subjects in the schools is supported on the ground that in no other way can a student be trained to become an effective citizen. The reason is that the really vital questions with which a voter must deal are of the controversial variety. Imagine an individual who holds views only on matters concerning which there is no dispute and who fights only for causes about which all are agreed!

Everywhere the citizen finds dispute, advertising, propaganda, prejudice. If he has learned to stand on his own feet in the face of controversy, to examine the different sides of a dispute, to choose

WALTER E. MYER

his materials, to evaluate arguments—if he has learned these things in school—he stands a good chance to act independently and in the public interest. If the school has trained him for actual work of dealing with controversial questions, it has helped to make him a good citizen. But if it has dodged the very problems which he must meet and has dealt only with platitudes and generalities, all it did for him will amount to exactly nothing. If civic training in the school does not include practice in working with controversial issues and in handling them independently and sensibly, it might as well be omitted from the curriculum.

It may be argued that if one does not gain practice in the balanced consideration of public issues in school, he will get it elsewhere. Just where will he get it? From the newspapers? From street corner conversations? From the radio or the movies? Does the average adult, as a matter of fact, show himself to be so immune to propaganda and special pleading as to suggest that he has never stood in need of intelligent, public-spirited, and impartial training in the analysis of issues, in the sifting of alleged facts, and the evaluation of opinions?

When opposition to the teaching of controversial subjects comes from the community rather than from within the school it is usually based upon the presumed dangerous effects of such teaching upon the minds of the young. In order to shield young people from possibly subversive notions, some individuals are willing to keep them from contact with all controversial questions. But it cannot be done. Every individual who has learned how to read gets an introduction to the issues, programs, and theories which are afloat in the land, whether we wish it or not. He knows that there are Republicans and Democrats; liberals, conservatives, and radicals; high tariff advocates and low.

He even knows there is such a thing as communism. Even if all such matters were excluded from the school, they could not be excluded from the newspapers, many of which are sensational and irresponsible. They could not be excluded from agencies of propaganda, most of which are prejudiced and lopsided, and some of which are vicious. One gains impressions of controversial issues from sources both open and subterranean. No youth can be shielded from them. The only question we have within our power to answer is this: Shall the boy or girl receive his education on controversial matters exclusively from these outside, uncensored sources, or will he supplement such education by formal training in the school? Will he be allowed to study the different points of view, the issues, the "isms" in the classroom, where there is at least an intelligent attempt at scientific method, where he will be taught to select material, to see different points of view, and to criticize the sources of information?

Teachers, of course, have a responsibility which they must respect when they teach controversial subjects. They must refrain from the attempt to influence opinion. When they take up a disputed point they must first see that the admitted facts are understood. When they reach the place where there is a divergence of opinion, they should see that the conflicting points of view are clearly and fairly presented. There they should stop. There they *must* stop if they are to prepare their students to be independent, to weigh facts, and to decide things for themselves in the light of evidence.

But, someone may ask, do the schools really give the sort of impartial information which has been described? Do teachers, as a matter of fact, teach students to stand on their own feet, or do they seek to indoctrinate the young people—to impose their own views? Can teachers be depended upon to be fair and free from propaganda? The answer is that we do not get 100 percent impartiality in the classroom, but we get a closer approach to it than can be found anywhere else. Practically all school authorities insist that teachers present issues factually and subordinate their own notions.

The public has a right to insist that teachers and texts be free from indoctri-

nation and propaganda. But in exercising this right, the public should be prudent and restrained. A teacher or text should not be condemned for an occasional slip or for the most injudicious comment which can be discovered. Each teacher, like each public leader and each personal friend, should be judged by his total contribution, his general day-by-day influence. Too great laxity may lead to abuses, but so may a censorious, prying disposition to discover minor errors and to make mountains of them.

Democracy will be safer if its young citizens are well equipped with facts relative to all the big problems of the public life. The citizen who opposes

communism or fascism can fight these systems better if he knows what they are than if he speaks of them in ignorance. And if it be argued that one may be ensnared as he studies conflicting forces; if it be said that he is more likely to accept wrong notions than right as he pursues truth honestly and fearlessly, the answer is that such timidity is a betrayal of the democratic faith. Democracy is based on the assumption to which lip service is so often given, that in the free interchange of ideas truth is more likely than error to emerge the victor. The exponent of democracy must not lose faith in his mighty battle cry, "Ye shall know the truth, and the truth shall make you free."

THE JUNIOR RED CROSS

J. W. Crabtree

I HAVE KNOWN all along of the work of the Junior Red Cross, but lately I have been asking questions about it. I have just spent some time in reading accounts of the rapid spread of this work among the nations of the world. I have talked with Dr. Gosling who is at the head of the Junior Red Cross in America.

I am impressed with the development of its various lines of activity. It has gone into the schools as an extracurriculum activity, but I find that more and more it is handled as if it were an integral part of the school program. The teacher has no difficulty in making the work mean much to the school as a whole, and no trouble at all in making it appeal to the boys and girls belonging to the society.

The pupils acquire from this work increments of mental growth fully equal to that which comes from the backbone studies in the regular course of study. The more attention given to these Junior activities, the greater the desire to make it a real part of the course of study.

The World Federation of Education Associations with which I am connected at present spends its time in promoting peace and goodwill. It finds that it can reach leaders where Junior Red Cross groups have been organized much more easily than in places where such organizations have not been formed. It has

decided that the most effective work for peace and goodwill is being done by the Red Cross and particularly thru its Junior Division.

To teachers who have not yet organized for Junior Red Cross activities, I advise you to write at once to Dr. Thomas H. Gosling, American Red Cross, Washington, D. C., asking him to give you complete information and to tell you how to proceed. In doing this, you will confer a favor upon the children, the school, and the community.

I promise that you can actually see these results. Should there be even one school where this improvement is not easily seen, I wish you would be kind enough to let me know. I have talked with many and I have seen statements from hundreds in different nations and I have not yet had even one adverse report. That being true, I do not hesitate to urge teachers to organize for this important service.

The threefold purpose of the Junior Red Cross appeals to young people and accounts for its wonderful growth during recent years. Its aims are: service for others, health of mind and body as a means of better service, and worldwide friendship. There are already eight million members in the United States and about that number in other countries. I urge the schools in each nation to double the count.

Explaining

SOCIAL SECURITY LEGISLATION

to Wisconsin Businessmen

J. S. PARKER

WORRY shows clearly on the faces of 65 businessmen gathered in the assembly room of a Wisconsin vocational school on a crisp November evening. Like an anxious hostess seeking to be polite to an unwelcome guest, they give strained attention to me as I explain the detailed provisions of the Social Security Act of 1935. The subject for this meeting is the Wisconsin law for unemployment insurance. Carefully I summarize the contributions which must be paid by employers to the federal government and to the state unemployment compensation division, for the years 1936, 1937, and 1938.

Again I summarize the complicated figures. I pause. "Is there anything that is not clear about these contribution rates?" I ask. My gaze falls on a typical, gray-haired businessman in his middle fifties.

"Yes, none of it's clear," he blurts out. The worry in his face shows also in the tone of his voice. So I go back again and set up the data in a table on the blackboard, altho they are already in the hands of the class in the form of mimeographed outlines. But it is not merely worry which shows in his voice. It is also opposition—opposition probably based upon an undercurrent of emotional distrust of any governmental burden which results from any scheme of professors.

This incident is typical of some of the experiences which came to me during the past year as I participated in a program of adult education sponsored jointly by the extension division of the University of Wisconsin and by the vocational schools of the state. As an instructor in economics, it was my duty to explain the chief provisions of the social security law of 1935, with special reference to the related Wisconsin law, the first state system of unemployment compensation.

Both these laws are complicated. Again and again businessmen told me stories like this one: "I secured a copy of the law from Madison. I started to read it at the beginning. I read about three pages, and couldn't understand any of it. I was beginning to get a headache. So I threw it into a corner of my desk, and have not looked at it since. Not even a Philadelphia lawyer could understand all the legal phraseology of that law."

Clearly, what they wanted was a pre-digested summary of the legislation. In particular, they wanted to know exactly what their own responsibilities—financial and administrative—would be. It was my job to make clear these detailed technicalities.

The incidents which follow are true case histories of some of the businessmen in my classes.

Here is the manager of a chain of gasoline filling stations. It had been his practice to hire temporary, parttime workers to relieve his regular staff on holidays, Sundays, and in times of sickness. These temporary workers were customers who owed him small sums of money which they had been unable to pay for months. Naturally, he preferred to take payment in the form of work rather than to lose the account entirely. What he wanted to know was whether he would be forced to pay unemployment compensation to these men when he had no additional work for them. I explained that he would have to do so if he kept them on his payroll. "Then I'll fire them all," he said. It then became my duty to explain that benefits were barred to employees otherwise eligible only in cases of discharge for misconduct connected with the employment, or in cases of voluntary separation from the employment. Hence, even tho the manager fired the workers, he would have to pay benefits if the men had been employed long enough to be entitled to them. It so happens that under the Wisconsin law, a probationary period of

four weeks is required before permanent employment is assumed to begin. In other words, an employer may fire any employee within the first three weeks after his first hiring, without incurring any benefit liability. This man was highly elated when this provision of the law was explained to him. "All right," he exclaimed gleefully, "I'll fire them after they have worked two and one-half weeks. I can always get some others who owe me gas bills to take their places."

The problem of parttime employees arose in connection with retail merchants and particularly in connection with certain department stores. Workers were employed for rush seasons only, such as Christmas. The question was whether these people were entitled to benefits under the modified eligibility sections of the law. Because the law provides that the industrial commission shall enter special rules in all such cases, employers were advised to ask the commission for special rulings on each case of this kind.

Another employer had been giving work for eight months of the year, during his busy season, to a blind girl. It had been his custom to lay her off for the four dull months of the summer season, and to take her back at the end of summer. He wanted to know whether he would have to pay her benefits under the law for such a lay-off period—of course, after the necessary three weeks' waiting period had expired. "If you take her back to work in the fall, you will have to pay the benefits," I answered; "It's too bad, but you're just out of luck in that case." His reply came quick as a flash: "Oh, no, I'm not out of luck. *She* is out of luck. I can't afford to keep her on the payroll under such conditions."

Perhaps the most revealing mental attitude with which I came in contact was shown by a minister. He had served for years in a small summer resort town, in the center of a rich agricultural area,

with practically no industry of its own. Unlike the businessmen, this minister was more interested in the principle of unemployment compensation than in detailed mechanics. In support of a do-nothing policy concerning unemployment, he quoted the Bible to me—that familiar statement: “If any would not work, neither should he eat.” Well, I knew my Bible also and I quoted St. Paul’s injunction: “Bear ye one another’s burdens, and so fulfil the law of Christ.”

Perhaps the best case of an attempt to get around the law was that of a struggling new manufacturing company. One of the partners hired a man who divided his time between rough labor around the home of the partner and in the factory itself. This man’s wages were paid personally by the partner, as a deduction from the partner’s drawing account. The bookkeeper wanted to know whether he had to report this man’s wages as part of the payroll on which contribution taxes had to be paid. He attempted to argue the technicality that the man was not on the payroll, and that the payment came from the partner’s drawing account. I pointed out that the fact of receiving the wages was the important one and advised him to report that part of the wages which resulted from work done in the factory. Of course, he did not have to report payments for work done at the private home of one of the partners.

Altho attacks came less frequently from the radical group, in every class someone criticized the legislation on the basis of inadequacy. There was the radical foreman of a furniture factory who was averse to the provision permitting counties to recover from estates the amounts paid in assistance to the aged. I made no impression when I pointed out that, as in all such legislation, a start had to be made gradually; or when I explained the financial burden placed upon the hard-pressed counties by the law, or the necessity for safeguards against malingering.

These cases are typical of the mental attitude of American businessmen. Indeed, Wisconsin businessmen, after a generation of progressive legislation, are more receptive to social reform than those in many other states. If Wisconsin businessmen are bewildered by the So-

cial Security Act and if in Wisconsin there is an undercurrent of hostility to it, is it not reasonable to assume that the same attitude is nationwide?

What conclusions can we fairly draw from these cases? I think we can safely conclude that, in general, businessmen are not interested in fundamental economic principles and problems. They do not care about the problem of unemployment as such. In the minds of some of them, there is the hangover of the archaic attitude that if a man is out of work, it must be because of some character defect of his own. Wisconsin businessmen have not thought thru the problem of unemployment insurance and apparently do not care to do so.

Again and again I was warned to soft-pedal “theory” and to stick to the detailed mechanics of the legislation. Altho businessmen pay indirectly their share of relief for unemployment, they have little interest in the possibility of reducing future relief loads thru adequate unemployment insurance systems. When it comes to such issues as the possible smoothing of the business cycle, leveling off the peaks and leveling up the valleys, thru unemployment compensation reserves, only a small handful is really interested.

To me, a more fundamental conclusion is that Wisconsin businessmen are not, after all, very practical. It seems to me that a practical man would appraise such legislation from the longterm viewpoint. But not the “practical” men of affairs in these classes. Typical is their attitude toward the old age compulsory savings system set up in the federal law. Comparatively little interest was shown in this feature of the federal law. I was somewhat puzzled by this lack of interest. Upon inquiry, I discovered that the primary interest was in the Wisconsin Unemployment Compensation Law. *The reason was that the unemployment insurance law is already in operation and contributions have to be paid monthly.* The payroll taxes for old age benefits under the federal law do not go into effect until 1937. Hence, only a casual interest was displayed in that legislation. And when it came to the provisions for old age assistance, for child-welfare benefits, for public health grants, practically no interest was shown. The reason was not far to seek: Industry had

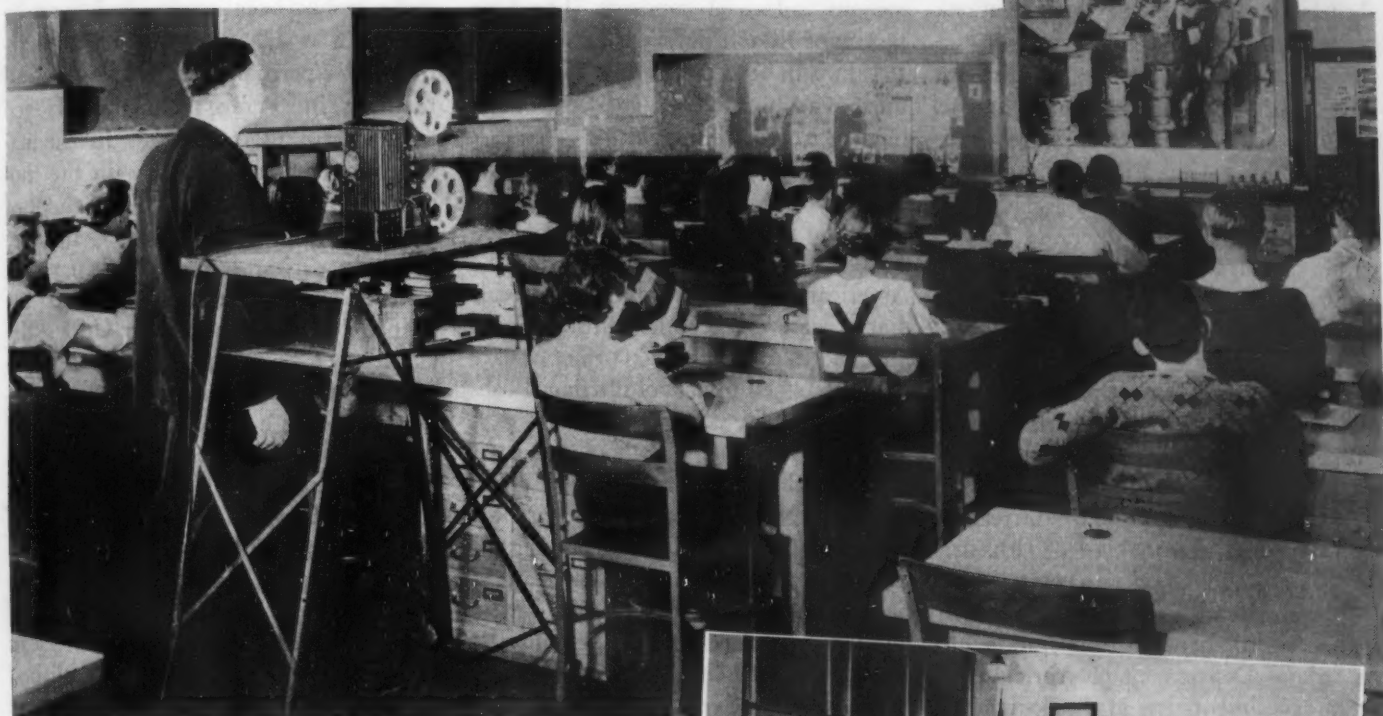
no direct obligations or responsibilities under these sections.

I still think it would be more “practical” for businessmen to take a genuine interest in all these problems and to evaluate the Social Security Act as a possible method of ultimately reducing the waste and inefficiency which have characterized our previous attempts to deal with these problems. If we balance our financial budgets at the expense of our human budgets, we shall find it harder, in the long run, to balance even our financial budgets. But the reasoning involved in this proposition is truly too involved for the “practical” graduates of the eighth grade who operate so many of our successful business concerns.

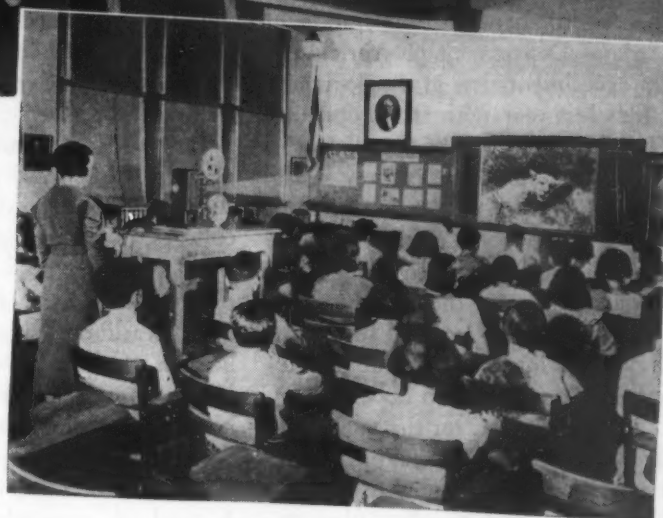
Too little attention has been given to the problem of preparing business opinion and public opinion for the far-reaching implications of the Social Security Act of 1935. How frequently have we seen ameliorative legislation run ahead of public opinion in the U. S.—often with the unfortunate result that the legislation had to be scrapped, temporarily at least. It is the old story of general public opinion lagging behind the social reformer. Here the lawyer’s viewpoint furnishes a healthy corrective: namely, that law is only crystallized public opinion. Perhaps it would be well if more of us in the fields of the social sciences could catch the viewpoint and the attitude of the lawyers and of the businessmen. At least it is true that it is not enough merely to pass social security legislation. That legislation must also be explained to the general public. In particular, it must be “sold” to the responsible business executives who are charged, in part at least, with some of the burdens of administering it.

This is what we have been trying to do in Wisconsin during the past year. The principle involved is not new. For more than thirty years it has been a policy of the state university to serve the state thru its extension division. But the application of such an issue as the explanation of the detailed mechanics of an intricate piece of legislation is new. It is safe to say that, as a result, Wisconsin businessmen are better informed on the Social Security Act of 1935 and the Wisconsin laws passed in conformity with it than are the businessmen of any other state in the union.

The Outlook for FILMS in EDUCATION



Principal John J. Dolan, Teaneck, N. J., purchased projection equipment, integrated films with the curriculum, prepared lesson plans and study guides to accompany the films, and secured 250 good instructional films for the teaching of the 700 pupils in his district for a total cost the first year of less than \$440. The results of the program were so successful that the parent-teacher association has presented another projector to the school district.



A NEW SURGING of interest and activity in the production, distribution, and classroom use of motion pictures for teaching purposes is evident thruout the country. The logical sequence of these activities is the increased production of good instructional films; better distribution of films; and wider and more effective use of films in the classroom, camp, and forum.

Educators have long realized that by its peculiar ability to portray action vividly and thru the addition of natural sound and color, the film is a remarkably powerful medium of instruction. Classroom limitations of learning are overcome thru the introduction of a pictorial experience easily understood by children and exceptionally interesting to them. The use of motion pictures brings the world into the classroom; stimulates the interest and ac-

CHARLES F. HOBAN, JR.

tivity of pupils; gives rise to selfexpression and selfdevelopment; greatly aids the retarded child; and generally contributes to economy of time, enrichment of the curriculum, and the development of attitudes, knowledge, and skills.

[1] *Production activities*—Altho Hollywood leads the world both in quantity and quality of theatrical motion pictures, few educational films have come from this source. Classroom motion pictures have been produced by affiliates of concerns whose major interests lie in other

film equipment, by state and federal governmental bureaus, by colleges and universities, by organizations interested in some phase of social education, by a few classroom teachers, by a few departments of visual instruction, and by industrial and commercial organizations for advertising and training purposes.

Many school districts and teachers have proceeded independently in the production of their own films. For example, Mrs. Anne Filut, a Milwaukee grade teacher, produced as a class project a unique film on fractions. In the public schools of Akron, Ohio, films are being prepared on phases of civic life. In Lenoir, South Carolina, films produced to show band defects in marching formations, conducting, and other band technics proved to be an excellent medium for their correction. In Baltimore a series of four sound films is being produced for parent education on the teaching of reading, the making of citizens, occupational guidance and placement, and the work of the occupational school.

The Resettlement Administration of the federal Department of Agriculture began experimentation in the documentary film last year with the production of "The Plow that Broke the Plains," a film showing the devitalization of the Great Plains thru unplanned agriculture. The beauty of its photography, its able direction, the moods of its musical accompaniment, and the nature of the subject treated have resulted in an unusual demand for this film. Another Resettlement Administration documentary film is in production on the subject of flood control of the Mississippi River. Thirteen federal government bureaus which produce and circulate films related to problems of their bureaus have more than 400 film subjects available for free distribution.

[2] *Distribution*—To supply films to districts that have not yet developed their own libraries and to supplement district libraries, several state departments of education, at least 28 university extension bureaus, and many teacher-training institutions have developed circulating film libraries.

One particularly effective and economical method of distributing films to schools is the cooperative film library, such as the one developed by Russell Gregg at the University of Illinois. By contributing one reel of instructional

film and paying a nominal service charge, cooperating members of this library have access to 36 bookings of strictly instructional films and unlimited access to so-called "industrial films" supplied free of charge to film libraries by various industrial concerns. The University of Illinois library increased from 178 films in 1932 to 526 in 1936, and the number of borrowers increased from 99 in 1932 to 211 in 1935.

A survey of the audio and visual equipment in elementary and secondary schools of the nation, recently completed by the U. S. Office of Education and the American Council on Education, reveals that at least 38,000 reels of instructional film and more than 10,000 projectors are actually owned by school districts. Probably an almost equal number of projectors is available to school use thru parent-teacher organizations and other agencies. Ninety-seven school districts employ fulltime directors of visual instruction and in 230 other districts officials give parttime service to these duties.

Under the management of John E. Abbot, the Museum of Modern Art Film Library, New York City, has gathered for permanent preservation a library of films significant of the development of the motion picture as an art form. Several series are being shown by colleges, museums, and civic groups.

[3] *Increased use*—The use of motion pictures in the classroom has been greatly facilitated this year thru the publication of the *Educational Film Catalog*, by the H. W. Wilson Company of New York City, working in collaboration with the American Council on Education and other interested agencies. A total of 1220 selected instructional films is listed in this catalog.

A master catalog of approximately 7500 films of educational significance is being compiled by the American Council on Education for distribution to administrators and teachers associations. This catalog will furnish to bureaus of visual instruction a relatively complete list of films in various areas of subject-matter; to research groups, a basis for correlation of films with the curriculum; and to evaluating groups, the basic material from which they will be able to select films best adapted to instruction.

The American Council on Education is also undertaking this year the study of evaluation procedures employed in

various educational centers for the purpose of cooperating with teacher groups in the evaluation of available film material in their respective fields.

Much progress in the training of teachers in film projection and teaching technics has been made. A laboratory course in visual instruction is now required for permanent certification of all teachers in Pennsylvania. Over 300 teacher-training institutions in the nation offer courses dealing with the motion picture in education. The School of Education, Boston University, has developed a series of six courses in visual instruction to meet the demand for trained leaders in the field. Under the auspices of the American Council on Education a series of regional conferences is being held on the problems of teacher training in the use of visual aids.

To facilitate the training of teachers and administrators, a series of digests of literature on various phases of visual instruction is being prepared by Miss Fannie Dunn and Miss Etta Schneider of Columbia University for the American Council. This series will be published early in 1937. Also in preparation by the American Council is a handbook on administrative practices in visual education by Edgar Dale of Ohio State University. An interpretative study of the data gathered in the recent survey of audio and visual equipment in the public schools of the nation has been undertaken by Cline M. Koon, senior specialist in Radio and Visual Education at the U. S. Office of Education, with the assistance of the American Council on Education. The *National Visual Education Directory* listing the directors of visual instruction and people most interested in the development of this field, together with the audio and visual equipment actually owned by the elementary and secondary schools of the country, has been published by the American Council and is being distributed. This directory was compiled by Dr. Koon in 1936.

Thru its Committee on Motion Pictures in Education the American Council on Education has undertaken the establishment of a clearinghouse of information in the field of motion pictures in education. The directory, the film catalog, the evaluation study, and the digest series are activities under way or completed under the direction of this committee.

The Journal's ANNUAL ROLL CALL

THIS is the fifteenth year THE JOURNAL has gathered reports summarizing the educational situation. Letters were sent to three persons in each state—the state superintendent of educa-

tion, the NEA state director, and the secretary of the state education association. From the replies received, the following facts have been compiled. No report was received from Florida. (Where new

STATE	SUPT. OR COM.	NEA DIRECTOR	STATE SECRETARY
Ala.	J. A. Keller	J. D. Williams	Frank L. Grove
Alaska	Anthony E. Karnes	Everett R. Erickson	C. H. Bowman
Ariz.	H. E. Hendrix	T. G. Grieder	J. J. Clark
Ark.	W. E. Phipps	W. E. Phipps	Miss Willie A. Lawson
Calif.	Vierling Kersey Walter F. Dexter	F. A. Henderson	Roy W. Cloud
Canal Zone.	Ben M. Williams		
Colo.	Mrs. Inez J. Lewis	W. B. Mooney	W. B. Mooney
Conn.	Ernest W. Butterfield	Helen T. Collins	Francis E. Harrington
Del.	H. V. Holloway	H. V. Holloway	Hilda L. Barr
D. C.	Frank W. Ballou	Edgar C. Higbie	Mary F. Resh
Fla.	W. S. Cawthon J. Colin English	James S. Rickards	James S. Rickards
Ga.	M. D. Collins	M. D. Collins	Ralph L. Ramsey
Hawaii	Oren E. Long	Earl L. McTaggart (acting)	Earl L. McTaggart
Idaho	John W. Condie	W. D. Vincent	John I. Hillman
Ill.	John A. Wieland	John W. Thalman	Robert C. Moore
Ind.	Floyd I. McMurray	Charles O. Williams	Charles O. Williams
Iowa	Agnes Samuelson	Fred D. Cram	Charles F. Pye
Kans.	W. T. Markham	F. L. Schlagle	F. L. Pinet
Ky.	Harry W. Peters	W. S. Taylor	W. P. King
La.	T. H. Harris	J. N. Poché	Spencer Phillips
Me.	Bertram E. Packard	William B. Jack	Adelbert W. Gordon
Md.	Albert S. Cook	Eugene W. Pruitt	Walter H. Davis
Mass.	James G. Reardon	Annie C. Woodward	Hugh Nixon
Mich.	Eugene B. Elliott	Grover Stout	A. J. Phillips
Minn.	John Gundersen Rockwell	Daisy Brown	C. G. Schulz
Miss.	J. S. Vandiver	H. V. Cooper	Walter N. Taylor
Mo.	Lloyd W. King	Thomas J. Walker	E. M. Carter
Mont.	Elizabeth Ireland Ruth Reardon	M. P. Moe	M. P. Moe
Nebr.	Charles W. Taylor	J. J. Guenther	Charles A. Bowers
Nev.	Chauncey W. Smith	J. R. Warren	Bernice Griffith
N. H.	James N. Pringle	Lyle Wilson Ewing	John W. Condon
N. J.	Charles H. Elliott	Raymond B. Gurley	S. C. Strong
N. M.	H. R. Rodgers	D. N. Pope	D. N. Pope (acting)
N. Y.	Frank P. Graves	Frederick Houk Law	Arvie Eldred
N. C.	Clyde A. Erwin	Guy B. Phillips	Jule B. Warren
N. D.	A. E. Thompson	L. A. White	M. E. McCurdy
Ohio	E. L. Bowsher	B. F. Stanton	Walton B. Bliss
Okla.	A. L. Crable	M. E. Hurst	C. M. Howell
Ore.	C. A. Howard	Austin Landreth	E. F. Carleton
Pa.	Lester K. Ade	J. Herbert Kelley	J. Herbert Kelley
P. I.	Luther B. Bewley		
P. R.	José Padin		Luis Muñiz Souffront
R. I.	James F. Rockett	James F. Rockett	James F. Rockett
S. C.	James H. Hope	A. C. Flora	J. P. Coates
S. D.	J. F. Hines	N. E. Steele	N. E. Steele
Tenn.	Walter D. Cocking W. A. Bass	S. L. Ragsdale	A. D. Holt
Tex.	L. A. Woods	Rush M. Caldwell	B. B. Cobb
Utah	Charles H. Skidmore	N. Howard Jensen	B. A. Fowler
Vt.	Francis L. Bailey	Joseph A. Wiggin	Marion C. Parkhurst
V. I.	C. Frederick Dixon		
Va.	Sidney B. Hall	Mrs. Edith B. Joynes	C. J. Heatwole
Wash.	N. D. Showalter Stanley F. Atwood	Ernest W. Campbell	Arthur L. Marsh
W. Va.	W. W. Trent	W. W. Trent	J. H. Hickman
Wis.	John Callahan	Amanda H. Schuette	O. H. Plenzke
Wyo.	Jack R. Gage M. A. Thrasher	H. H. Moyer	H. H. Moyer

state superintendents have been elected, both the old and new names are listed in the box, the new beneath the 1936 occupants.)

ALABAMA—Educators have attempted to secure sufficient revenue to make effective the fine educational legislation passed in 1935: A school budget law requiring every schoolboard to live within its income; a school warrant act correcting defects in the state school securities laws; and a minimum program law providing an equalization fund of over \$6,000,000 to insure a minimum elementary term of 7 months and a minimum high-school term of 9 months on a compulsory state salary schedule basis. A curriculum revision study is being made.

ARIZONA—Educational development included: Raising of teacher certification requirements; formulation of a secondary-school curriculum revision; of primary reading program and adoption of textbooks; inclusion of safety education courses; improvement of school plants; closer cooperation among all agencies of education. An educational equalization measure will be presented to the coming legislature.

ARKANSAS—Schools in 1936 operated on a sounder financial basis as a result of a comprehensive bond refunding program, enactment of a sales tax with 65 percent of revenue allotted to schools, and restoration of the school equalizing fund. Tentative courses of study for elementary and secondary schools were published. A retirement fund for teachers is being promoted.

CALIFORNIA—Schools in 1936 maintained high standards of excellence in all lines of endeavor. There has been a general restoration of curtailed activities. The California Teachers Association has conducted, thruout the state, educational conferences covering modern education, child development and personality.

COLORADO—An amendment to the constitution was passed which permits the legislature to levy a graduated income tax and to allocate the funds to local units of government, including schools, for the relief of property tax. The state seems on the verge of having the state assume 20 or 25 percent of the costs of the schools.

CONNECTICUT—Credit union facilities are now available to 8500 of the state's 10,500 teachers. Salary restorations are being rapidly made. The state teachers association is sponsoring in the 1937 legislature, a state participation bill; the restoration of the teacher pension system to a reserve basis; and the adoption of a civil service law for teachers. Additional funds have been appropriated to regional state trade schools.

DELAWARE—Improvement of reading skill in the intermediate grades has followed the increased emphasis upon the need for more classroom supervision by superintendents and principals. Further development of work in the social sciences has continued. Extension courses in curriculum study for teachers in service were begun. One-half of the teachers' salary reduction effective for 1933-35 was restored for 1935-37.

DISTRICT OF COLUMBIA—After an intensive study of prospective growth and accrued shortage of schoolhouse accommodations, the board of education in cooperation with school officers, has prepared a comprehensive five-year building program. An additional assistant superintendent has been appointed to be in charge of junior high schools. There has been clarification of both teachers and public on the problem of freedom of teaching and learning.

GEORGIA—The Georgia Program for the Improvement of Instruction reached its third year with 9000 teachers participating. A new set of standards for elementary schools was adopted and applied. The new state administration, which came into office January 1, is favorable to education and is lending full support to a far-reaching and progressive educational legislative program. Three major bills are now (Jan. 29) before the General Assembly. They provide a seven-months' school term supported by the state, the reorganization of the state department of education, and free textbooks for all pupils.

HAWAII—Salary pay cuts are being restored and automatic increases resumed. The ground work has been laid for the establishment of a single salary schedule. All teachers appointed are now required to have completed a fifth year of college work. The department of public instruction is sharing responsibilities with classroom teachers in building the school curriculum.

IDAHO—Salaries have been increased; buildings have been remodeled and in many cases new buildings have been constructed. The school atmosphere has cleared and there is a return to a strong belief in the efficacy of free, universal education for all the children of all the people. There is every prospect of equalization of school opportunities beginning with the new year.

ILLINOIS—The Illinois State Teachers Association has changed its name to the Illinois Education Association. The association has added a department of public relations which, in turn, has organized similar departments in each of its 18 divisions. The influence of these groups "working with the people back home" has been a wholesome influence in awakening thinking people to educational needs. Many districts have set standards above that required for certification as a basis for employment. Buildings have been modernized. Material equipment has been improved in 90 percent of the schools. A statewide program to improve instruction thru curriculum study was launched.

INDIANA—Significant educational developments included the payment, by the state from all sources, to the local school corporations, of \$722 per teaching unit; the lowering of taxes on local real property 30 percent; the consolidation of 138 one-room schools; extension of a safety program, with thousands of steel buses transporting rural children; reorganization of vocational education; and extension of a school health program. The new minimum wage law went into effect in September. A definite movement for a 4-year curriculum as a minimum requirement for elementary teachers is being sponsored. The state board of education has approved a cooperative teacher placement program in the state. Many rural schools have received benefit from the rural-electrification program.

IOWA—The recently-organized Iowa Council for Better Education, consisting of statewide groups interested in education, is sponsoring legislation for greater state support of schools. A financial accounting system was inaugurated in the school districts. New courses of study in U. S. history and in health were distributed. The state department of public instruction program for the improvement of instruction was extended to include special demonstrations for highschool teachers. A program for growth in character and in citizenship for the grades and guidance for the highschools was developed. The department of public instruction was reorganized. A new certificate law relating the training of teachers more directly to the field of service was inaugurated. The Planning Board continued work. A bill regarding annuities for teachers was prepared for presentation to the legislature. The special session of the legislature to adopt measures looking to unemployment insurance points toward greater security for teachers.

KANSAS—A statewide curriculum program, sponsored by the General Education Board, the state department of education, and the Kansas State Teachers Association, and supported in part by appropriations from the KSTA, was inaugurated in January 1936. Study groups reach 12,000 teachers. The KSTA is sponsoring before the state legislature a 5-point program dealing with finance, textbooks, nonpolitical state superintendent of schools, certification laws, and rural supervision.

KENTUCKY—A statewide survey was inaugurated to determine the present status of public education in Kentucky and to set up a desirable long range program. Work in state-supported institutions of higher learning was reorganized to eliminate duplication. The education of teachers on the two-year level was taken from the University and given to the teachers colleges; all graduate work carried on in the teachers colleges was transferred to the University.

LOUISIANA—New requirements for teacher certificates were adopted by the state board of education at its meeting in April: After Sept. 1, 1937, applicants for certificates authorizing employment in the elementary grades will be required to show completion of an approved 3-year teacher-training course; after Sept. 1, 1940, such applicants must show the baccalaureate degree. The legislature enacted tenure and retirement laws for teachers and returned to local school boards authority for the employment of teachers. A curriculum study is being made.

MAINE—The Maine Teachers Association and the state department of education have prepared a state school finance bill, providing for better equalization of educational opportunity, to be presented to the 1937 legislature. An intensive publicity campaign for the proposed bill has been carried out. All schools in the state maintained the statutory length of school year. The state department completed a curriculum in temperance for the elementary schools. All state normal school courses were extended from two-year courses to three-year. The number of unemployed teachers has been drastically reduced.

MARYLAND—Salary cuts were partially restored. The English curriculum in county high and elementary schools and the commercial course in county highschools were revised. Remedial reading was begun in the highschools. Special classes for mentally handicapped children were extended. School plants were improved with the aid of PWA and WPA. The American Youth Commission is making a survey of problems of Maryland youth.

MASSACHUSETTS—A committee is at work

setting up a curriculum for the degree of Master in Education in Massachusetts teachers colleges. A committee of superintendents is framing a bill for teacher certification. There has been an accelerated return to predepression school standards and practices and a lessening of the depression psychology among school people. The forces opposed to the teachers' oath law enacted in 1935 have been strengthened and unified.

MICHIGAN—A new code of certification, designed to raise progressively the standards of training for teachers, was put into operation. At the close of the year the superintendent of public instruction submitted to the governor and legislature a 16-point program for the improvement of public education. The Michigan curriculum program has expanded to include a series of curriculum publications, conferences on curriculum, and the inception of basic studies. A statewide course of study in traffic safety was introduced. An experimental study was made in secondary education to discover and evaluate desirable modifications in the secondary program.

MINNESOTA—The Minnesota Education Association observed its Diamond Jubilee in 1936. A fulltime field director was added to the MEA headquarters staff; its journal was made larger and more comprehensive; group health and accident insurance for teachers has made steady progress. A radio broadcast on free time is being used to interpret schools and taxation to the public. The MEA, in cooperation with the state department of education, has spent the past year in an intensive study of and publicity for a legislative program, which it is hoped will be achieved in the 1937 legislature.

MISSISSIPPI—The special survey committee appointed by the legislature made a report to the extraordinary session of the legislature, which resulted in an increased school appropriation for the biennium of \$2,000,000. The committee is to continue its work and make recommendations for reorganizing the administrative setup of Mississippi schools. Future school legislation will probably be based on the findings of this committee. An outstanding accomplishment for the years was the passing of the state budget law.

MISSOURI—There has been marked improvement in the financial condition of local school districts, which has resulted in higher salaries, new or rehabilitated school plants, and more nearly adequate provisions for equipment and supplies. State contribution to public-school support was increased to \$8,743,215, the greatest amount for any one year in the state's history. A constitutional amendment was adopted, by the initiative and referendum, removing the prohibition against the use of public funds for paying retirement allowances to teachers.

MONTANA—During 1936 school conditions improved, but due to crop failures, drought, and insect pests, the state is facing serious tax delinquencies for 1937 and will face difficult finance problems. The Montana Education Association is presenting to the legislature bills which if adopted will save the situation.

NEBRASKA—In spite of the drought of the past summer, there was no curtailment of school year. There has been partial restoration of teachers' salaries. At the school election in November, the voters of Nebraska authorized fundamental improvements in the administration of public-school and institutional endowments. The character education program gains in strength and effectiveness each year. The new elementary course of study represents the best workmanship in the schools and the finest professional spirit of the teachers. The headquarters building of the Nebraska State Teachers Association is now

free of all indebtedness. It is believed that the unicameral legislature will result in more direct and progressive legislation.

NEVADA—The state education association was placed on a continuing basis with a board of directors elected for a six-year term, two of the six members to be elected each two years. A drive was made to place the teacher retirement system on a sound basis with contributions from state and teachers. Full salaries for teachers were restored. Larger school districts have restored kindergarten programs. Teacher load is being reduced by enlarging faculties. There is increased interest in music and art.

NEW HAMPSHIRE—The English program is being rewritten. A series of institutes was held in each county; vital educational problems were discussed.

NEW JERSEY—The outlook is encouraging. Educational forces, working in harmony, are pressing legislation for a minimum salary of \$1000 for teachers and a satisfactory equalization law. Cuts are being restored and yearly increments established.

NEW MEXICO—The year 1936 was a most outstanding one for public education in New Mexico. A state program of advancement for certification of teachers was launched. A three-year statewide program for the improvement of elementary education was also instigated.

NEW YORK—Teachers, in cooperation with the state department of education, studied teacher certification and much progress was made. The full amount of state aid was maintained. No legislation impairing education was passed. An immense school building program was started with the aid of government funds. The New York State Teachers Association, in cooperation with other agencies, was successful in defeating tax limitation proposals. An attempt was made to extend tenure to villages but the proposal was defeated.

NORTH CAROLINA—Progress was made toward restoration of school opportunity. All public schools were kept open for a minimum of eight months, and the ninth month was restored to nearly all children who had it previously. Teachers' salaries were increased.

NORTH DAKOTA—The most significant educational development was the successful administration of the new equalization fund of about \$4,000,000 for the biennium. One-fourth of this amount was used to help needy and distressed school districts and helped to pay about 1800 teachers. Another one-fourth paid non-resident highschool tuition. The balance of the money is distributed on a teacher-unit basis. The general effect has been to keep all schools open and to steady morale of school people in state. Free highschool correspondence courses stimulated highschool study among hundreds of pupils who could attend only rural schools.

OHIO—Rural-school districts were reorganized to provide larger units with resultant elimination of 800 one-room schools. The Foundation Program law increases the responsibility of the state as a unit for financial support of the schools and for equalization of educational opportunities. The state now guarantees a full school term to every child. Salaries are being increased and transportation facilities improved. There is a quickened interest in the relation of the schools to social and national wellbeing.

OKLAHOMA—One of the most significant educational developments during 1936 has been the improvement of the school situation—partial restoration of salaries, the lengthening of terms, and the liquidating of indebtedness—thru

the effects of House Bill 212, enacted by the last legislature. This bill appropriated outright \$8,200,000 for the support of public-school education in Oklahoma. However, the bill granting Homestead Exemptions to the extent of \$1000, effective as of January 1, 1937, may cripple the schools considerably.

OREGON—In January 1936 the Oregon State Teachers Association organized a permanent committee to carry on a statewide curriculum study. The report of the NEA Committee on Social-Economic Goals was used as a basis for study. Study groups were formed in every section of the state. The convention program was also built around the subject.

PENNSYLVANIA—The development of a common philosophy of education and the dissemination of educational information have been emphasized. The department of public instruction was reorganized. An effort has been made thru state subsidies to equalize educational opportunities. Qualifications for teachers have been raised, and teacher-education curriculums enriched. Federal assistance was coordinated with local aid in the construction of school buildings. The Pennsylvania State Education Association was democratized by amendments to constitution.

PUERTO RICO—Twenty-two new second unit rural schools were established, giving instruction from the fifth to the eighth grade in agriculture, manual arts, domestic science, and academic subjects. Fifteen new buildings are being constructed.

RHODE ISLAND—Educational achievements included: An exceptional record in schoolhouse construction; the codification and publishing of regulations for teacher certification; the establishment thru law of the principle of equalization of educational opportunities to all school children; the adoption of a purely professional plan for admittance of prospective teachers to the Rhode Island College of Education; the initial steps for a state system of teacher training thru the cooperation of state educational institutions.

SOUTH CAROLINA—School building programs, which had been at a standstill for several years, have been carried on thru WPA and PWA grants and loans. An increase in state income from regular tax sources of more than one and one-half million dollars over the preceding year will enable the state to increase its aid to public education. A textbook rental system was established to enable more children to have more books. A teacher-training program is being launched thru curriculum construction at both elementary and highschool levels. The highschool library program is being definitely developed. County and local professional reading centers have been established. A state testing program has been inaugurated for diagnosis and guidance.

SOUTH DAKOTA—Two amendments to the constitution were adopted. Henceforth the superintendent of public instruction will be chosen on a nonpolitical ballot and the service of the county superintendent will not be limited to two terms. Legislation for teacher retirement, the work of a South Dakota Education Association committee, is pending.

TENNESSEE—The Tennessee Education Association has sponsored an 8-point program which has been indorsed by a majority of the House and Senate of the present legislature and by the governor-elect. It is believed that substantial improvement in school legislation will result. Tennessee's chief educational achievements for 1936 include: Development of an improvement of instruction program, securing of numerous consolidations, improved transportation facilities, much better financial situation in local districts.

TEXAS—Most significant educational develop-

ments have been the work of the committee on curriculum production and the passage of the teacher retirement amendment to the state constitution. State apportionment may be increased from \$17.50 per capita to \$19. There has been a decided increase in number of pupils in average daily attendance, cared for in more commodious and better equipped buildings, and taught by better trained and better paid teachers.

UTAH—Educators unitedly worked for more state school revenue, for greater equalization funds, and restoration of salary pay cuts. Important research dealing with school finance and legislation was carried out. A measure for retirement has been introduced into the 1937 legislature.

VERMONT—The commissioner of education is forming a state advisory council—an educational planning commission—to work with the state department of education in helping to set up new objectives for education. A state organization of school directors recently held its first meeting. The Vermont State Teachers Association has voted favorably to change its name to Vermont Education Association; final vote will be taken at the next meeting.

VIRGINIA—Significant educational developments include a state appropriation sufficient to pay each teacher in the state an average salary of \$720; a sound retirement law on the basis of 50-50 contribution by state and teachers; a 9-month minimum school term for all schools. Unity of purpose, attack, and achievement resulted from the ten-day working conference of elementary supervisors held in September.

WASHINGTON—School districts have been cleared of debt, and school budgets are on a cash basis. Outstanding work has been done on revising elementary-school and highschool curriculum. A guidance program has been established in all accredited highschools. Six-year renewable certificates replaced life certificates.

WEST VIRGINIA—For the third year (1935-36) all schools of West Virginia had a term of nine months. State paid 53 percent of total cost. Teachers developed courses of study for safety education, boys' and girls' clubs, and teaching evil effects of alcohol and narcotics. The percentage of teachers with preparation two years beyond highschool increased from 73.3 to 78.6. The general morale was decidedly above that of last year. The West Virginia State Education Association has prepared bills for retirement, tenure, and other school legislation to be presented to the 1937 legislature.

WISCONSIN—New school buildings are being built; curriculums are being adjusted; teachers' salaries are being restored and increases given. The Wisconsin Education Association is sponsoring legislation calling for a minimum school year of 9 months, a minimum salary of \$100, and a certification bill with a minimum of two years for teacher preparation. Membership in the WEA reached an all-time high. The state department made a study of the functions of state supervision and formulated adequate schedules for supervisors. A study of small highschools was made, to develop programs of study adapted to their needs. Outlines and bibliographies have been prepared and distributed for school use in conservation, cooperatives, and health.

WYOMING—An equalization fund of \$287,000, a part of the proceeds derived from a statewide sales tax of 2 percent on all retail commodities, helped to maintain schooling facilities in approximately 200 school districts, affecting nearly 10,000 pupils. After five years of research by the Wyoming Education Association, a teacher retirement plan has been adopted for presentation to the 1937 legislature.

"Our American Schools"



Answering fan mail from one broadcast on the subject of "Federal Support for Education." One of the letters received on this subject is reproduced on p. A-47.

"OUR AMERICAN SCHOOLS" comes to you every Wednesday evening at 6 o'clock EST, and every Saturday morning at 11 o'clock EST with a story of what the American schools are doing and why. These programs are broadcast by the National Education Association on the red network of the National Broadcasting Company to an ever-widening audience of parents, teachers, students, and other citizens who write to express interest in the broadcasts, to make suggestions for pro-

grams, and to obtain further information on the subject they have heard presented on the radio.

Federal support for education, state financing programs for schools, academic freedom, teacher tenure, improved methods of teaching, retirement systems, and the problems of rural education are among the topics of these broadcasts.

The growing audience of the NEA radio programs is due to the popularized type of presentation, and to the

efforts of state directors and members of the NEA in announcing them through educational publications, at school assemblies, parent-teacher meetings, and at community gatherings of those who have an interest in good schools.

An attractive announcement leaflet printed in color is supplied free in quantities for this purpose. Write to the National Education Association, Washington, D. C. Specify the number of leaflets needed and the use to be made of them. They will be mailed at once as long as the supply lasts.



"Our American Schools" is now broadcast on a larger network than at any time during its six years on the air. The pins on the map mark stations carrying the Wednesday evening program.

Notes and Announcements

WITH JOURNAL AUTHORS—

SENATOR JOSH LEE [69] is a member of the Senate Committee on Education and Labor. Senator Lee was formerly head of the Department of Public Speaking at the University of Oklahoma. He was a member of the 74th Congress.

T. D. MARTIN [83] is director of the Membership Division, NEA headquarters.

J. W. CRABTREE [88] was for seventeen years Secretary of the National Education Association.

J. S. PARKER [89] is an instructor in economics, University Extension Division, University of Wisconsin.

CHARLES F. HOBAN, JR., [91] is an associate in Motion Picture Education at the American Council on Education, 744 Jackson Place, Washington, D. C.

JOSEPH L. KOCHKA, who took especially for THE JOURNAL the photographs on pages 71, 79, and 80, teaches typing at the Woodrow Wilson Highschool, Washington, D.C.

The March issue of The Journal goes to press sometime in advance of the winter convention. The report of that convention will appear in the April issue.

Are you planning to attend the Conference on Elementary Education?—This conference, sponsored by the Department of Elementary School Principals of the NEA, is open to all who are interested in elementary education. It will be held at the University of Michigan, Ann Arbor, July 5-16, 1937, following the NEA convention at Detroit. Tuition for the course, which may be taken with or without credit, is \$15. The Department of Elementary School Principals, 1201 16th St., N. W., Washington, D. C., will send information concerning the conference, upon request.

Horace Mann Birthday Packet for elementary schools planning to observe Mann's birthday on May 4 may be secured from the NEA for 50¢.

Walter F. Dexter has been appointed State Superintendent of Public Instruction in California succeeding Vierling Kersey who has become superintendent of schools in Los Angeles. Mr. Dexter has had a life-

long career in the field of education. For eleven years he was president of Whittier College in California. For the past two years he has been executive secretary to the Governor of California.

Teachers are citizens—The *Pennsylvania School Journal* for January 1937 contains a picture and short statement about "Teacher Members of the 1937 Legislature"—10 in number.

The Maryland Congress of Parents and Teachers under the able leadership of its legislative chairman, R. C. Lamb, and with the cooperation of Governor H. W. Nice, is making a statewide campaign for the improvement of teachers' salaries in the state. Mr. Lamb points out that with a contemplated expenditure of sixty million dollars on its roads the state cannot afford to be parsimonious with its teachers. When more laymen like Mr. Lamb and Governor Nice take an interest in such matters, street sweepers will not receive higher salaries than "the oldest and most experienced elementary teachers in any of the counties of the state," as do the street sweepers in Annapolis, the capital city of Maryland. [Cont. on page A-47]

The Honor Roll of the NEA

From the Association mailbag—Dear Sirs: I feel I have been a hitchhiker of the NEA long enough, as I never realized what the National Education Association was all about until last summer while I was cruising the Western coast and I dropped in at Portland, Ore., during the convention and attended a couple of lectures with a friend. Inclosed find my \$2 as my fee to join the NEA. I hope to attend most of the meetings hereafter and be a member. —An Evansville, Ind., teacher.

New Life Enlistments

THE TOTAL NUMBER of Life Members enrolled in the National Education Association prior to February 1 was 5717. B. W. Knoll, superintendent, Ranchvale Public School, Route 2, Colvis, New Mexico, recently forwarded \$10 first payment on his Life Membership. His letter of application carries the following significant statement: "Thanks for this opportunity to help the cause to which I have dedicated my life." The following Life Members have been reported since the list was published in the February JOURNAL:

ALABAMA—John Horne
ALASKA—Anthony E. Karnes
CALIFORNIA—John R. Bunting
GEORGIA—John Wm. Beall
HAWAII—Eleanore Storm
KANSAS—Hollis D. Kemper
KENTUCKY—Ova G. Roaden
MAINE—John C. Farr
MASSACHUSETTS—Amy Ethel Emery
MICHIGAN—Bernadine I. Mott, Roy F. Street
NEW MEXICO—B. W. Knoll
OHIO—L. L. Disher, Emma M. Force
PENNSYLVANIA—J. Floyd Slaybaugh
TENNESSEE—Maria K. Bacon
VIRGIN ISLANDS—Raymond L. Thompson

Completed Enrolments

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

NINETEEN YEARS

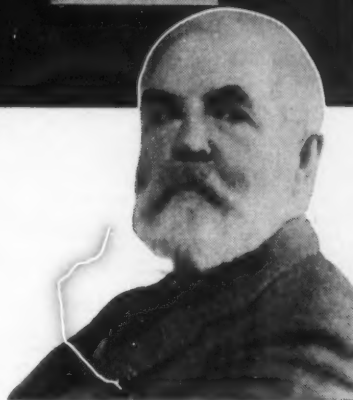
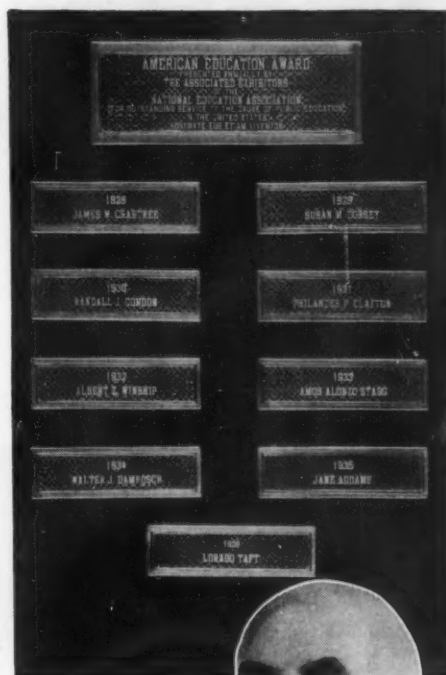
CALIFORNIA—Stockton, Lafayette
MISSOURI—St. Joseph, St. Joseph Public Schools, Bartlett High, Benton Jr.-Sr. High, Blair, Bliss Jr. High, Central High, Douglass, Thomas A. Edison, Everett, Eugene Field, Floyd, Hall, Hosea, Humboldt, Hyde, Lafayette High, Lincoln, Charles A. Lindbergh, McKinley Platoon, Mussler, Neely, Noyes, John J. Pershing, Roosevelt Jr. High, Sherwood, South Park, Special Teachers and Supervisors, Washington, Webster

SEVENTEEN YEARS

CALIFORNIA—Long Beach, Fremont
MINNESOTA—Minneapolis, Hiawatha
NEW YORK—Mount Vernon, William Penn No. 8
TEXAS—Beaumont, Junker

SIXTEEN YEARS

CALIFORNIA—Los Angeles, Lincoln; San Francisco, Madison; Santa Barbara, McKinley, Roosevelt
CONNECTICUT—East Hartford, Burnside
ILLINOIS—Elgin, Columbia; Maywood, Lincoln, Washington
MASSACHUSETTS—Springfield, Homer Street
NEW JERSEY—West New York, Public No. 3
PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, Altoona High, Baker, Curtin, East End, Eldorado, Emerson, Endress, Fairview, Franklin, Garfield, Irving, Jefferson, D. S. Keith Jr. High, Keystone, Lincoln, Logan, Lowell, Madison, McKinley, Miller, Noble, Penn, Pleasant Valley, Prospect Park, Roosevelt Jr. High, Special Teachers and Supervisors, Stevens, Washington, Webster, Wehwood, Whittier, Wilson, Wright



The name of William McAndrew, who received the American Education Award of the Associated Exhibitors of the NEA at New Orleans for his long and distinguished service to education, will now be placed on the plaque above, which is located in the NEA headquarters building at Washington.

FIFTEEN YEARS

ARIZONA—Phoenix, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Special Teachers and Supervisors, Stevenson, Washington, Booker T. Washington
CALIFORNIA—Berkeley, Washington
ILLINOIS—Elgin, Franklin, Garfield, Lowrie
MICHIGAN—Grand Rapids, Sibley
VIRGINIA—Lynchburg, Frank Roane

FOURTEEN YEARS

CALIFORNIA—Long Beach, Washington Jr. High
COLORADO—Teller County, Teller County Public Schools (Dist. No. 1), Cripple Creek Elementary, Cripple Creek High, Victor Elementary, Victor High
ILLINOIS—Elgin, Grant, Lincoln; Maywood, Garfield, Irving, Melrose Park
INDIANA—Fort Wayne, Jefferson
MICHIGAN—Grand Rapids, Finney

THIRTEEN YEARS

ARIZONA—Flagstaff, Flagstaff Public Schools, Emerson, Flagstaff High, South Beaver; Tempe, Tempe Grammar
COLORADO—Pueblo (Dist. No. 1), Bradford, Hinsdale, Irving, Parkview, Riverside, Somerlied, Thatcher Jr. High
DELAWARE—Delmar, Delmar Public
FLORIDA—Palm Beach County, Lantana
ILLINOIS—Elgin, Elgin Public Schools, Elgin High, Lord, McKinley, Sheridan, Washington, Wing; Rock Island, Edison, Grant, Hawthorne

INDIANA—South Bend, Elder, Lincoln, Linden, Muessel, Oliver, Studebaker, Washington
MASSACHUSETTS—Melrose, Whittier
NEW JERSEY—New Brunswick, Livingston
NEW MEXICO—Albuquerque, Lew Wallace
OHIO—Logan County, Logan County Public Schools, Belle Center, Bellefontaine, Bokescreek, DeGraff, Huntsville, Monroe, Perry, Quincy, Rushsylvania, Stokes, Washington, West Liberty, Zane, Zanesfield
PENNSYLVANIA—Clearfield, Fourth Ward, Jr. High; Pittsburgh, Bane; Pottstown, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hamilton, Hancock, Jr. High, Lincoln, Madison, New Grade, Rupert, Sr. High, Union, Van Buskirk, Washington
WEST VIRGINIA—Sistersville, Main Street

TWELVE YEARS

CALIFORNIA—Davis, Davis Public Schools, Davis Joint Grammar, Davis Joint Union High; Glendale, John Muir, Vergado Woodlands; Long Beach, Horace Mann; Los Angeles, Amelia Street, Loreto Street; San Francisco, Franklin; South Pasadena, Lincoln Park
COLORADO—Pueblo (Dist. No. 1), Centennial High, Fountain, Park Hill Jr. High
FLORIDA—Daytona Beach, Seabreeze High; Palm Beach County, Palm Beach Jr. High
ILLINOIS—East St. Louis, Longfellow; Rock Island, Franklin Jr. High, Lincoln Jr. High
INDIANA—South Bend, Central Jr. High, Colfax, James Whitcomb Riley
KENTUCKY—Louisville, Emmet Field
MASSACHUSETTS—Gloucester, Forbes; Malden, Judson
MISSOURI—Kansas City, Central Jr. High, Van Horn
NEW JERSEY—Asbury Park, Bond Street, Bradley, High; Camden, Northeast
NEW YORK—Rye, Rye Grammar; Schenectady, Howe; Westchester County, Ardsley High (Greenburgh No. 5)
OHIO—Columbus, Avondale; North Baltimore, North Baltimore Public Schools, Grade, Jr. High, Sr. High; Wood County, Lake Township Centralized
PENNSYLVANIA—Carbon County, Packerton Jr. High; Montgomery County, Abington Township Public Schools, Abington Elementary, Abington High, Abington Junior High, Glenside-Weldon, Highland, McKinley, North Hills, Overlook, Park, Roslyn
TENNESSEE—Memphis, L. C. Humes High
TEXAS—Dallas, Sam Houston

ELEVEN YEARS

CALIFORNIA—Anaheim, George Washington; Dinuba, Dinuba Public Schools, Jefferson, Lincoln, Roosevelt, Washington
INDIANA—Fort Wayne, Hanna Elementary
MASSACHUSETTS—Lynn, Euclid Ave.
MISSOURI—Kansas City, George B. Longan
NEW JERSEY—Asbury Park, Asbury Park Public Schools, Bangs North, Bangs South; Bridgeton, Bridgeton High; Carney's Point, John J. Pershing
PENNSYLVANIA—Clairton, Clairton Public Schools, Fifth Street Grade, Fifth Street Junior High, Miller Avenue, Sr. High, Shaw Ave., Short Street, Walnut Ave. Grade, Walnut Ave. High; Clearfield, Clearfield Public Schools, Market Street, Sr. High, Third Ward; Delaware County (Nether Providence Township), Elementary, Wallingford Elementary
TENNESSEE—Knoxville, Oakwood
TEXAS—Dallas, Mirabeau B. Lamar
UTAH—Salt Lake City, Garfield

TEN YEARS

ALABAMA—Birmingham, Barker
CALIFORNIA—Glendale, Thomas Jefferson; San Diego, Central; Santa Barbara, Harding
FLORIDA—Palm Beach County, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Delray, Greenacres Elementary, Jupiter, Kelsey City, Lake Worth Jr.-Sr. High, Lake Worth North Grade, Lake Worth South Grade, Lake Worth West Grade, Northboro, Pahokee, Palmetto, Riviera Jr. High, South Palm Beach, West Gate Jr. High
INDIANA—Gary, East Pulaski
MINNESOTA—Minneapolis, Cooper
MISSISSIPPI—Brooklyn, Forrest County Agriculture High
OHIO—Columbus, Champion Avenue
PENNSYLVANIA—Bradford, Fifth Ward, Hobson Place, Sr. High, Third Ward; Montgomery County, North Wales; Tyrone, Tyrone Public Schools, Adams, Lincoln Jr. High, Logan, Sr. High, Washington
TENNESSEE—Knoxville, Lincoln Park
TEXAS—Texarkana, Texarkana College
UTAH—Logan, Logan Public Schools, Benson, Ellis, Jr. High, Sr. High, Webster, Wilson, Woodruff; North Summit District, North Summit District Public Schools, Echo, Henefer, Hoytsville, North Summit High, Upton, Wanship

NINE YEARS

CALIFORNIA—Long Beach, Longfellow; Los Angeles, Aldama; Pasadena, Andrew Jackson, James Madison
ILLINOIS—Cicero, McKinley; Rock Island, Frances Willard
INDIANA—Indianapolis, Francis Willard No. 80; South Bend, Benjamin Harrison, James Madison
NEVADA—Lander County, Battle Mountain High
NEW JERSEY—Camden, Fettes, Yorkship
NEW YORK—Westchester County, Hartsdale Elementary (Greenburgh No. 7)
PENNSYLVANIA—Montgomery County, Hatfield Township

EIGHT YEARS

ARIZONA—Phoenix, Phoenix Jr. College, Phoenix Union High, Whittier
CALIFORNIA—San Diego, Garfield, Andrew Jackson
DELAWARE—Elmore, Oak Grove Public
GEORGIA—Atlanta, Capitol View
ILLINOIS—Bellwood, Bellwood Public Schools, Grant, Lincoln, McKinley, Roosevelt, Wilson; DeKalb, DeKalb Township High; Maywood, Maywood Public Schools, Roosevelt, Stevenson
INDIANA—South Bend, Benjamin Franklin, Girls' Pre-Vocational, Marquette
MICHIGAN—Lansing, West Jr. High; Saginaw, Continuation
NEW YORK—Mount Vernon, Nathan Hale; Poughkeepsie, S. F. B. Morse
OHIO—Columbus, Garfield Elementary, Highland Avenue, Linden Elementary
PENNSYLVANIA—Arnold, Arnold Public Schools, Fourth Ave, Leishman Avenue; Arnold, Senior High, Victoria Ave. Platoon
TEXAS—Dallas, Arcadia Park

SEVEN YEARS

CALIFORNIA—Elsinore, Elsinore Union Elementary; Fresno, Jane Addams, Chester Rowell; Glendale, Balboa; Siskiyou Union High School District, Weed High; Stockton, Jefferson
COLORADO—Denver, Garfield
ILLINOIS—Cicero, Drexel; Evanston, Evanston Township High; Kenilworth, Joseph Sears; Rock Island, Denkmann, Washington Jr. High
INDIANA—South Bend, Kaley, John F. Numer
MASSACHUSETTS—Greenfield, Abercrombie
NEVADA—Clark County, Westside
NEW JERSEY—Bridgeton, Bridgeton Jr. High
NEW YORK—Kenmore, Charles A. Lindbergh; Westchester County, North White Plains Elementary (Mount Pleasant No. 5), Valhalla Jr. High (Mount Pleasant No. 5)
OHIO—Homerville, Homer Township
PENNSYLVANIA—Carbon County, Mauch Chunk Township Public Schools, East End, Hauto, Jr. Sr. High, New Columbus, West End; Montgomery County (Abington Township), Cedar Road
UTAH—Salt Lake City, Hawthorne
WEST VIRGINIA—Crab Orchard, Crab Orchard

SIX YEARS

CALIFORNIA—Long Beach, Seaside; San Diego, Alice Birney, John Muir; Santa Barbara, Jefferson
COLORADO—Fort Collins, Laurel Street
ILLINOIS—DuPage County, Itasca No. 10; Elgin, Special Teachers and Supervisors
INDIANA—Indianapolis, Public No. 91; South Bend, James Monroe
KANSAS—Hays, Lincoln, Washington
MASSACHUSETTS—Franklin, Four Corners; Williamstown, Broad Brook, Walter G. Mitchel, South Center
MISSOURI—Kansas City, E. F. Swinney, Mark Twain, Westport Jr. High
NEW YORK—Irondequoit, Seneca; Poughkeepsie, Christopher Columbus, Edward Elsworth, Benjamin Franklin, George W. Krieger, Abraham Lincoln, Three Year High, Charles B. Warring; Solvay, Prospect
OHIO—Columbus, Douglas Elementary; Dayton, Fort McKinley; Rudolph, Liberty Township
PENNSYLVANIA—Benton, Benton Joint High; Ford City, Ford City Public Schools; Montgomery County, West Norriton Township
TEXAS—Dallas, Thomas C. Hassell, Lisbon

FIVE YEARS

CALIFORNIA—Fresno, Lowell, John Muir; Riverside, Glenavon
ILLINOIS—Elgin, Edward H. Abbott; Lebanon, Lebanon Public Schools, Community High, Grade; Rock Island, Rock Island Public Schools, Audubon, Eugene Field, Irving, Longfellow, Horace Mann, Sr. High
INDIANA—Fort Wayne, Hoagland; South Bend, Jefferson
MASSACHUSETTS—Holden, Chaffins Grammar
MISSISSIPPI—Clarksdale, Clarksdale Public Schools, Bobo High, Eliza Clark, Elizabeth G. Door Junior High, Oakhurst
MISSOURI—Kansas City, Lowell, Wm. Rockhill Nelson
NEW YORK—Glens Falls, Big Cross Street; Johnstown, Irving Street
OHIO—Columbus, Bellows Avenue; Youngstown, East High
PENNSYLVANIA—Arnold, Junior High; Lansdale,

Lansdale Public Schools, Broad Street, Green Street, Junior High, Senior High, York Avenue; Montgomery County, Ardley Elementary (Abington Township), Ambler Borough Public Schools, Ambler High, Forest Ave., Mattison Ave., East Greenville Boro, Hathboro Boro, Horsham Township, Limerick Township, Lower Pottsgrove Township, Lower Providence Township, Montgomery Township, New Hanover Township, Pennsburg Boro, Plymouth Township, Red Hill Boro, Schwenksville Boro, Souderton Boro, Towamencin Township, Trappe Boro, Upper Frederick Township, Upper Gwynedd Township, Northern, West Point, Upper Hanover Township, West Pottsgrove Township, Whitmarsh Township, Whitpain Township, Worcester Township; Pittsburgh, Bennett, Fulton
TEXAS—Dallas, Richard Lagow, San Jacinto
WISCONSIN—Milwaukee, Girls' Trade and Technical High

FOUR YEARS

CALIFORNIA—Alhambra, Ramona; Glendale, Eugene Field; Long Beach, Garfield, Los Cerritos, John Greenleaf Whittier; Los Angeles, Griffin Ave.; Newport Beach, Newport Harbor Union High; Riverside, Lowell; San Luis Obispo, Emerson; Stanislaus County, Oakdale Union High
FLORIDA—Dade County, Redland Elementary, Redland Jr.-Sr. High
ILLINOIS—Aurora, East Aurora High, Oak Park
INDIANA—Evansville, Baker, Delaware, Henry Reis, Howard Roosa; Indianapolis, George Rogers Clark No. 1; Rushville, Belle Gregg; South Bend, South Bend Public Schools, Administration Building, Central Sr. High, McKinley, Perley, Pulaski
MASSACHUSETTS—Melrose, Washington
MICHIGAN—Berkley, Berkley Public Schools (Dist. No. 7), Angell, Berkley, Berkley High
NEW JERSEY—Atlantic City, Special Class Dept. Texas Ave. School; Camden, Mulford; Glen Rock, Richard E. Byrd; Manasquan, Manasquan Public Schools, Elementary No. 1, Elementary No. 2, High
NEW YORK—Poughkeepsie, First Year High
OHIO—Marion, Pleasant Township School Dist.; St. Bernard, St. Bernard Public; Sandusky County, Riley Township
PENNSYLVANIA—Montgomery County, Telford Boro; Nanticoke, Nanticoke Public Schools, Centennial, Garfield, Hanover, High, Jr. High, Lincoln, McKinley, Pulaski, State Street, Washington Street, West Main Street; Pittsburgh, Larimer
SOUTH DAKOTA—Aberdeen, Northern Normal and Industrial
TENNESSEE—Davidson County, Central High
TEXAS—Dallas, James Bowie, James Stephen Hogg, John H. Reagan; El Paso, Lamar
UTAH—Salt Lake City, Oneka
WISCONSIN—Milwaukee, North 36th Street

THREE YEARS

CALIFORNIA—Berkeley, John Muir; Cardiff-by-the-Sea, Cardiff Elementary; El Centro, McKinley; Fresno, Jefferson, Wenchell; Glendale, Columbus, John C. Fremont; Long Beach, Lafayette; Los Angeles, Theodore Roosevelt, South Park; San Diego, Balboa, Brooklyn
COLORADO—Fort Collins, Franklin, LaPorte Avenue, Washington
CONNECTICUT—Stratford, Stony Brook
DELAWARE—Wilmington, Mount Pleasant No. 2
DISTRICT OF COLUMBIA—Washington, Military Road, Taylor
ILLINOIS—Aurora (East Side), Center, S. N. Dietrich; Charleston, Eastern Illinois State Teachers College; Chicago, Tennyson; Freeport, Freeport Public Schools; Mendota, Blackstone; West Harvey, Garfield, Lincoln-McKinley
INDIANA—Bloomington, D. Eckley Hunter; Evansville, Bosse Elementary, Chestnut-Walnut, Highland, Wheeler; Indianapolis, Henry P. Coburn No. 66, Ben Davis High, Catherine Merrill No. 25; Rushdore Potter Fresh Air No. 74, Public No. 16; Rushville, Graham Annex
KANSAS—Anthony, Anthony Public Schools, High, Lincoln Jr. High, Pleasant Valley, Washington; Hays, Hays Public Schools, Jr. High, Sr. High; Pittsburg, Eugene Field
MASSACHUSETTS—Brookline, Heath
MINNESOTA—Minneapolis, Bancroft, Rosedale
MISSOURI—Kansas City, Bancroft, Fairmount, James, Kensington, Switzer; Maplewood, West Richmond
NEVADA—Elko County, Wells High
NEW JERSEY—Highland Park, Irving; Red Bank, Red Bank Public Schools, High
NEW YORK—Hudson Falls, High, Public No. 2; Olean, Public No. 3; Poughkeepsie, Three Year Unit Trade
OHIO—Galion, West Jr. High; Oregon Township, Clay Elementary, Clay High; Steubenville, Washington
PENNSYLVANIA—Easton, Franklin, Traill Green, Lehigh, Vanderveer, Washington, Webster; Edinboro, State Teachers College; Fayette County, Franklin Township District; Montgomery County, Lower Salford Township, Upper Moreland Township, Davisville Road Elementary, Willow Grove High, York Road Elementary; Pittsburgh, Belmar, Clayton, Greenfield, Penn. Regent Square; Port Allegany, Port Allegany Grade, Jr. High; Snyder County, Snyder County Public Schools, Beavertown, Beaver Vocational High, Freeburg, Fremont, Keamer, Middleburg, Monroe Township Consol., Paxtonville, Port Trevorton, Selinsgrove, Shamokin Dam, Spring Township Consol., Troxel

ville, W. Beaver Township Consol., Sunbury, Eighth Ward, Fourth Ward, Seventh Ward, Sixth Ward, Third Ward
TENNESSEE—Davidson County, Davidson County Public Schools, Adkinson, Antioch Elementary, Antioch High, Jere Baxter, Beechland, Bellevue High, Bordeaux, Coleman Brown, Buchanan, Buffalo, Cane Ridge, Cumberland High, Dodson, Donelson, Donelson High, Du Pont, Du Pont High, Edenwald, Ewing, Fanning Orphanage, Forest Grove, Goodlettsville, Goodlettsville High, Gower, Alex Green, Hamilton, Harding, Harwood, Morrow Headden, Ingleswood, Andrew Jackson, Joelton, Joelton High, Jordonia, Jr. League, Lewis, Lickton, Isaac Litton High, Mims, Morry, Mount View, Neelys Bend, Oakwood, Oglesby, Old Center, Farmer, Pleasant Hill, Protestant Orphanage, Rains, Richland, Robertson Academy, Rosemont, Seifried, Schwab, Smith Springs, So. Harpeth, Stokes, Stratton, Turner, Tusculum, Una, Union Hill, Wade, Weakley, Woodbine, Woodmont
TEXAS—Dallas, Alamo, Leila P. Cowart, James W. Fannin, Benito Juarez, Robert E. Lee, Mount Auburn, John F. Peeler, William B. Travis
UTAH—Salt Lake City, Monroe Jr. High
WEST VIRGINIA—Middlebourne, Ellsworth
WISCONSIN—Eau Claire, School for A-Typical Children

TWO YEARS

ALABAMA—Birmingham, Elyton, Graymont
ARIZONA—Florence, Florence Public Schools
CALIFORNIA—Berkeley, Columbus, Jefferson, Longfellow; Chula Vista, Jr. High; Compton, Compton Public Schools, Clark Street, Thomas Jefferson, Mark Keppel, Abraham Lincoln, Colonel Lindbergh, Augusta A. Mayo, Theodore Roosevelt, General Rosecrans, Special Teachers and Supervisors, George Washington, Francis Willard; Covelo, Round Valley Union High; El Centro, Harding; Fresno, Lafayette, Parental; Long Beach, U. S. Grant, Robert E. Lee, Roosevelt; Los Angeles, Amestoy Avenue, Roscoe, Toland Way; Palos Verdes Estates, Malaga Cove, Miraleste; San Diego, Cabrillo, Euclid, Fremont, Loma Portal, Rest Haven; San Francisco, Lincoln; Santa Barbara, Peabody; Santa Monica, Franklin, Grant; Turlock, Hawthorne, Lowell
COLORADO—Colorado Springs, Cheyenne Mountain, North Jr. High; Fort Collins, Fort Collins Public Schools, Sue M. Barton, Jr. High, Lincoln, Remington, Sr. High; Fowler, High, Park
FLORIDA—Palm Beach County, Lake Harbor
ILLINOIS—Alhambra, Alhambra Public Schools; Dolton, Dolton-Riverdale Public Schools, Franklin, Lincoln, Roosevelt, Washington; Hillsboro, Winhold
INDIANA—Evansville, Emma Roach; Indianapolis, Ralph Waldo Emerson No. 58, James Russell Lowell No. 51; Marion, Franklin Township Consolidated; Wolcottville, Wolcottville Public
KANSAS—Coffeyville, Coffeyville Public Schools, Cleveland, Jr. College, Douglass, Garfield, Field Kindley Memorial High, Longfellow, Lowell, McKinley, Roosevelt Jr. High, Whittier; Hiawatha, Hiawatha Public Schools, Jr.-Sr. High
KENTUCKY—Elizabethtown, Elizabethtown Public Schools, Elementary, High, Bond Washington High
MARYLAND—Glen Burnie, Richard Henry Lee
MASSACHUSETTS—Amherst, South Amherst
MICHIGAN—Detroit, Hillger; Pontiac, Central
MINNESOTA—Minneapolis, Clara Barton, Monroe; St. Paul, Sheridan
MISSOURI—Kansas City, William Cullen Bryant, Henry Clay; St. Louis, Special No. 6
NEVADA—Clark County, Clark County Public Schools
NEW JERSEY—Atlantic City, Richmond Avenue; Camden, Mickle; Gloucester City, Ridgeway Street; New Brunswick, Washington
NEW YORK—Binghamton, Julius E. Rogers; Corning, Northside Grammar, Northside Primary; Mount Vernon, DeWitt Clinton Elementary, DeWitt Clinton Jr. High, Columbus, Robert Fulton, James M. Grimes, Hamilton, Lincoln No. 2, Longfellow, Sophie J. Mee, Part-time, F. W. Pennington, Washington Jr. High, William Wilson Elementary, William Wilson Jr. High; Port Chester, Park Avenue; Rochester, Abraham Lincoln, Ridgewood
OHIO—Akron, Bryan, Perkins; Bluffton, Bluffton-Richland Exempted Schools; Carroll County, Harlem Springs, Malvern, Mechanicstown, Perryville, Petersburg; Columbus, Reeb Avenue; Oregon Township, Oregon Township Public Schools; Sawyerwood, Sawyerwood; Warren, Warren C. Harding Sr. High; Wood County, Portage Township; Youngstown, Kyles Corners
OREGON—Medford, Lincoln Elementary
PENNSYLVANIA—Delaware County (Nether Providence Township), Jr.-Sr. High, So. Media Elementary; Kutztown, State Teachers College; McKean County, Otto Township; Pittsburgh, Allen, Birmingham, Boggs Ave., Bon Air, H. B. Davis, Frick Training, Gladstone Elementary, Gladstone Jr. High, Irwin Ave., Girls Training, Lincoln, Madison, Manchester, Mt. Albion, Park Place, Rogers, Troy Hill, Washington Trade, Wickersham; Tioga County, Charleston Township High
TENNESSEE—Knoxville, Beaumont; Memphis, Ford N. Taylor
TEXAS—Dallas, Stephen F. Austin, David Crockett, Margaret B. Henderson, Lida Hooe, Roger Q. Mills, Oram M. Roberts
VIRGINIA—Fairfax County, Fairfax Elementary
WEST VIRGINIA—Grand View, Grand View Grade; South Charleston, Central
WYOMING—Granger, Granger Public

[Cont. on page A-51]