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of the NATIONAL
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Between Editor and Reader

DURING the convention at New Orleans there appeared in the papers thruout the country photographs of United States Senators in connection with the advertisement of certain brands of cigarettes. Several of these Senators were well-known and beloved by school people in appreciation of their championship of important causes. The appearance of their names in this way came as a great personal shock to many teachers. Everywhere in hotel lobbies one heard expressions of amazement and grief that the names of public men can be bought and sold in the market of corrupt advertising. Instead of lending themselves to such degradation, these representatives of the people should be helping to outlaw corrupt advertising. How shall youth be taught honesty if public men whom youth should learn to honor have so little sense of public duty that their names are for sale? The fact that the product may be harmless or that the money may be used for charity does not lessen the dishonesty involved. When names are used to advertise liquor and tobacco, the case is worse, for every state has laws requiring schools to teach the evils of these products.

Let our public men and women set standards which youth may gladly follow. Let them recall the courage of Leland Monasmith of Lane, South Dakota, who won first place in the 4-H Clubs' national health contest. As health champion of the United States, he was immediately approached by a cigarette company which offered him a handsome sum if he would permit his name to be used in its advertising. Offers of a similar nature have been accepted by prominent people. Why should this boy not sell his name? Simply because his ideals were higher than those of the artists and statesmen and athletes who sell their names. So while he was poor and needed the money badly to go to college, he refused to trifle with his integrity.

If you agree with this point of view, clip this page and send it to some member of Congress in whose future you are interested, with a courteous letter asking for cooperation in the character development of our young people. The stability and security of democracy depend on the unfailing integrity of its public men.

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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.

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The Journal

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

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

VOLUME 26
NUMBER 4

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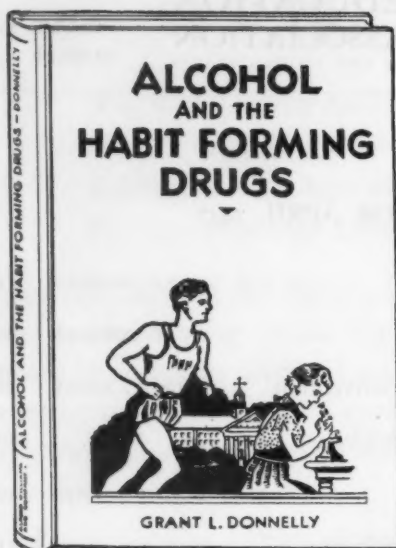
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[A-57]

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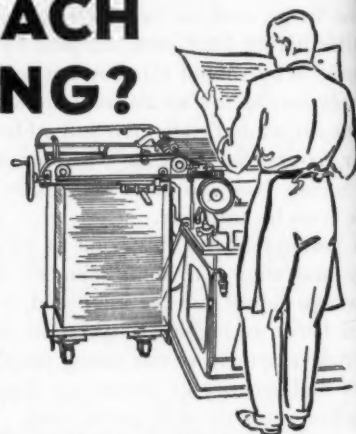
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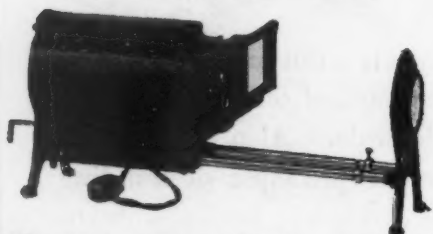
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[Cont. from page 129] Notes from the Department of Elementary School Principals—The April *National Elementary Principal* will be an official report of the meetings held by this Department at New Orleans, Feb. 20-25.

Those attending the Conference on Elementary Education, sponsored by this Department at the University of Michigan, Ann Arbor, July 5-16, will have the opportunity of visiting the university elementary school, which will be operated by six units of children from about 3 to 14 years of age. Those planning to attend the conference should write to Eva G. Pinkston, 1201 16th Street, N. W., Washington, D. C.

The Statler Hotel will be headquarters for the Department at the Detroit meeting, June 27-July 1. The complete program for this convention will appear in the June *National Elementary Principal*.

Horace Mann postage stamp—

There is a proposal before United States Postmaster General James A. Farley to issue a special stamp in honor of Horace Mann. This is a project in which every American school child may well have a part. In English or civics classes, let each child compose a letter to the Postmaster General telling of the work of Horace Mann and urging that this stamp be issued immediately. These letters can be forwarded by the teacher. The child will thus be given a strong incentive to do his best and the Postmaster General will be impressed with the widespread interest in the life of America's greatest educator.

Opportunities in summer schools

—Hundreds of summer schools throughout the country will offer special opportunities to teachers for advanced study during June, July, and August. Many teachers will combine study and vacation by choosing a school in some part of the country where they have long wanted to visit. Announcements of summer sessions of several splendid institutions are carried in the *JOURNAL* advertising columns. A list of summer schools may be found in Part III of the Educational Directory published by the U. S. Office of Education, Washington, D. C. Information about summer schools in any state may be had from the state superintendent or commissioner of education. Often schools specialize in one or more subjects, such as art, social studies, rural education library science, dramatics, or public affairs.

Legion schoolmen organize—As a result of a resolution which was passed at the St. Louis national convention of the American Legion, there have been formed in over forty states Legionnaire Schoolmasters Clubs. Their function is to help promote and carry out a constructive program of coopera- [Cont. on page A-66]

In Detroit next June - - -

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[Cont. from page A-64] tion with the public schools. Two projects which have helped establish goodwill are the discouraging of any further attempts to push teachers' oaths, and sponsoring a "charter for a program of Americanism in the schools and colleges of the USA." This charter is a statement of what Legion schoolmen believe the American ideal should be. Copies may be procured from W. B. Townsend, Butler University, Indianapolis. Informal national meetings are held three times a year, at the winter and summer meetings of the NEA and at the National Legion Convention. State meetings are also held in connection with Legion and education association conventions.

Knoxville entertains New York superintendents—The superintendents of New York State chartered special cars for their trip to the New Orleans convention. Enroute from New Orleans they stopped off for six hours at Knoxville and enjoyed royal entertainment at the hands of city and school authorities as well as representatives of the Tennessee Valley Authority. A highschool band met the guests at the station. Forty cars, driven by members of the school staff, took guests to the new town of Norris where moving pictures of TVA projects were shown in the highschool auditorium, and the Norris Dam and its power plant were visited. The schoolmen then returned to the cafeteria of the University of Tennessee where they were served a delicious banquet. Dr. William McAndrew enjoyed this feature of the trip as much as any of the younger superintendents and gave one of his typically witty addresses in response to the welcome of the Knoxville authorities.

The Educational Policies Commission met with some 200 of its consultants in New Orleans, during the meeting of the Department of Superintendence, for the purpose of better mutual acquaintance and exchange of ideas. Members of the Commission reported the publication of the first formal reports: *The Unique Function of Education in American Democracy* and *A National Organization for Education*. The status of the studies of the objectives of education and the effects of the depression on education were reviewed. The consultants asked numerous questions and made valuable suggestions. The Commission presented a radio broadcast over a nationwide hookup during the convention. Copies of the broadcast are available free on request.

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Department of Supervisors and Directors of Instruction—At the annual meeting in New Orleans, new officers were elected: President, Edith Bader; first vicepresident, Hollis L. Caswell; second vicepresident, Lucille Nicol. The constitution was amended to change the office of secretary-treasurer to that of field secretary, and James F. Hosic was elected to that office for a three-year term. The appointment of Mary F. Hazell as executive secretary in charge of the headquarters office was confirmed. Rudolph D. Lindquist was elected to succeed Ernest Horn as a member of the executive committee for a term of three years. Two general sessions at New Orleans were devoted to a discussion of the 1937 yearbook, *The Curriculum*, which is in preparation by a joint committee of the Department and the Society for Curriculum Study.

Have you ordered a 1937 commencement packet?—Over 1700 orders have been received for this packet, which contains a 64-page printed manual carrying suggestions for programs built around the Horace Mann Centennial, and suggestions for programs on subjects other than Horace Mann, including the summaries of many 1936 commencement programs. Also included are the 160-page book, *Horace Mann: His Ideas and Ideals* and other useful materials. Order from the NEA, 1201 16th St., N. W., Washington, D. C., cost price 50¢. Cash must accompany orders for \$1 or less.

Alexander J. Glennie—With the death on January 8, 1937, of Alexander J. Glennie, New Jersey suffers the loss of another of its outstanding schoolmen. Mr. Glennie had been with the Newark schools since 1906 and was serving as principal of the Miller Street School at the time of his death. Mr. Glennie served as state director of the NEA for six [Cont. on page A-68]

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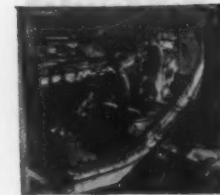
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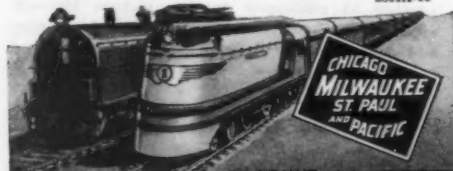
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[Cont. from page A-67] years and did much to further the growth of the Association in New Jersey.

Dates to be remembered—

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

April 14—Pan American Day. Write to the Pan American Union for free material.

April 14-17—Conference of the Western Arts Association to be held in Toledo, Ohio.

May 1—May Day, Child Health Day. For information on state programs or material, write to the May Day chairman in your state health department.

May 2-8—National Music Week. To secure information, address the National Music Week Committee, 30 Rockefeller Plaza, New York, N. Y.

May 17-20—Annual meeting of the American Association for Adult Education to be held at Skytop Lodge in the Pocono Mountains, Pa.

May 18—World Goodwill Day.

June 21-25—Convention of the American Home Economics Association to be held in Kansas City, Mo.

June 27-July 1—Convention of the National Education Association to be held in Detroit, Mich. See page 122.

New NEA Publications

Appraising the New Orleans Meeting is the title of the report of the convention appraisal committee of the Department of Superintendence. This report has been sent to members of the Department. Copies may be purchased for 50¢ each.

The Official Report of the Department of Superintendence, which is just off the press, carries all addresses delivered before the general sessions of the Department at New Orleans. It has been sent to all members of the Department. Copies may be purchased for \$1 each.

"Salaries of School Employees, 1936-37," the March *Research Bulletin* summarizes the eighth biennial salary study of city school employees and includes data from state departments of education on the status of salaries in rural areas. The report covers 1895 cities and a total of 407,557 school employees. Schoolboards, superintendents, salary committees, and others interested in teachers' salaries will find this bulletin the standard reference for the next two years. Price: 25¢ per single copy.

"Educational Sociology"—*The Review of Educational Research* for Feb. 1937 is the initial number of the *Review* dealing with educational sociology. It briefly summarizes the advances made in educational sociology since 1922 and suggests research technics in this field. Whether or not the problems of sociology lend themselves to research by quantitative methods, or at least by the methods of the physical sciences, is being debated just now by sociologists. Price: \$1 per copy.

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ILLINOIS—Champaign, Champaign Public Schools,
Columbia, Gregory, Dr. Howard, Jr. High, Law-
head, Lincoln, Marquette, Sr. High, South Side,
Switzer, Willard, Colonel Wolfe; Chicago, Van
Vlissingen; Danville, Oaklawn; Normal, Ill. State
Normal University; Sterling, Lincoln
INDIANA—Indianapolis, Wm. A. Bell
KANSAS—Chase, Grade
LOUISIANA—New Orleans, Audubon
MASSACHUSETTS—Lynn, Lewis; North Adams, John-
son; Winchester, Mystic
MINNESOTA—Minneapolis, Hawthorne
MISSOURI—Kansas City, Blenheim, Bruce, Hale H.
Cook, Horace Mann, Penn, E. C. White
NEW HAMPSHIRE—Portsmouth, Whipple
NEW YORK—Hudson Falls, Hudson Falls Public
Schools, Jr. High
PENNSYLVANIA—Chester, Larkin-Huber, John Weth-
erill; Newport, Jr.-Sr. High
UTAH—Davis Dist., Stoker
VERMONT—Rutland, Madison
WASHINGTON—Spokane, Alcott
WISCONSIN—Milwaukee, Bay View High, Paul Bin-
ner, E. Center St., Albert E. Kagel, Kilbourn Jr.
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Public Schools, Central, Community High, Ber-
nardine O. Smith, Eugene Field; Roselle, Roselle
INDIANA—Indianapolis, Thos. A. Edison, Geo. B.
Loomis, Public No. 72
KENTUCKY—Maysville, Maysville Public Schools,
Center, John G. Fee Indus. High, First Dist.,
Forest Ave., Jr. High, Sixth Ward
LOUISIANA—New Orleans, Merrick
MAINE—Westbrook, Rocky Hill
MICHIGAN—Detroit, Hancock
MISSOURI—Kirkwood, Adams Ave., Henry Hough,
John Pitman, Geo. R. Robinson
NEW JERSEY—Atlantic City, Chelsea Heights; Mad-
ison, Lucy D. Anthony, Green Ave.
NEW YORK—Endicott, Geo. H. Nichols; Lansing-
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NORTH CAROLINA—Casar, Mariah
OHIO—Carroll Co., (Fox Twp.) Public No. 16; Dela-
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Berea Rural; Niles, Garfield, Harrison, Monroe,
Roosevelt; Pemberville, Webster Twp.
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Williamsport, Andrew G. Curtin Jr. High, Josiah
Emery
TEXAS—Bangs, Bangs High
VIRGINIA—Newport News, Newport News Public
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WASHINGTON—Spokane, Lincoln, Whittier
WEST VIRGINIA—Eskdale, Eskdale; Slatyfork, Sen-
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WISCONSIN—Kenosha, Kenosha Public Schools, Sr.
High; Milwaukee, Custer High, N. Bartlett Ave.,
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Oak, Burr Oak High; DeGraff, Grade; Luray,
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[Cont. on page A-73]

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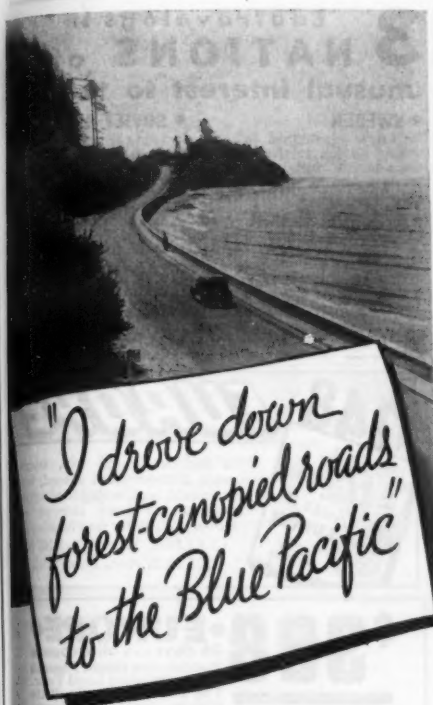
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IN THE NATION'S CAPITAL

[Cont. from page A-70]

KENTUCKY—Calhoun, Calhoun Public Schools; Henderson, Audubon; Kenton Co., Kenton Co. Public Schools; Lexington, Maxwell; Loyall, Loyall; McCreary Co., McCreary Co. Public Schools, Pine Knot; Newport, Cote Brilliante, E. Clifton

LOUISIANA—Edgard, High; Grand Chenier, Grand Lake; Georgetown, Jr. High; Iberia Parish, Iberia Parish Public Schools; New Orleans, New Orleans Public Schools, Allen Elem. and High, Beauregard, Behrman Elem. and High, Belleville, Capdau, Belle Chasse High, Colton Elem. and High, Craig, Crossman, Danneel (401 Nashville Ave.), Danneel (3411 Broadway), Davey, Davis, Dibert, Dimitry, Dunbar, Easton High, Fisk, Flower, Fortier High, Franklin, Frantz, Gayarre, Gentilly, Gentilly Terrace, Gumbel Home for Girls, Hanson Normal, Hoffman High, Howard No. 1, Howard No. 2, Hynes Vocational, Irmadale, Jackson, Jefferson, Johnson, Jones Elem. and Normal, Kohn High, Kruttschnitt, Lafayette, Lafon, Lakeview, Lasalle, Laurel-McDonogh No. 1, Lawton, Lee, Lee Station, Lewis, Live Oak, Lockett, Lusher, Macarty, Marigny, Mayben, McDonogh High, McDonogh No. 6, McDonogh No. 7, McDonogh No. 9, McDonogh No. 10, McDonogh No. 11, McDonogh No. 12, McDonogh No. 14, McDonogh No. 15, McDonogh No. 16, McDonogh No. 18, McDonogh No. 19, McDonogh No. 23, McDonogh No. 24, McDonogh No. 28, McDonogh No. 31, McDonogh No. 32, McDonogh No. 35, McDonogh No. 36, McDonogh No. 37, McMain High, Meyer, Milken Memorial, Milne Home, Milne-Municipal Boys' Home, Palmer, Peters High, Rabouin Vocational, Rogers, Rosenwald, Schwarz, Seabrook, Semmes, Booker T. Washington, Geo. Washington, Wicker Elem. and High, White High, Arthur P. Williams, Sylvannia F. Williams, Wilson, Wright High, Paulina, Paulina; West Baton Rouge Parish, W. Baton Rouge Parish Public Schools; Reserve, Godchaux; Romeville, High; Vacherie, Seventh Ward; Wallace, Wallace

MAINE—Dexter, Pleasant St.

MICHIGAN—Detroit, Grayling, McFarlane, Marshall, Stellwagen; Grand Rapids, Jefferson

MINNESOTA—Minneapolis, Corcoran

MISSISSIPPI—Biloxi, Biloxi Public Schools, Gorenbo, High, Howard

MISSOURI—Independence, Blue Summit; Jefferson City, Moreau Heights; Kansas City, D. M. Pinkerton, Paseo High

NEBRASKA—Omaha, Madison

NEVADA—Esmeralda Co., Esmeralda Co. Public Schools, Co. High, Goldfield; Eureka Co., Eureka Co. Public Schools, Beowawe, Eureka Consolidated No. 1, Eureka Co. High

NEW JERSEY—Dunellen, Dunellen Public Schools, Roosevelt High; Freehold, Broad St.; Madison, King's Road; Perth Amboy, Middlesex Co. Voc. No. 2

NEW YORK—Loudonville, Loudonville; New Paltz, State Normal; Watervliet, Fairview Home

NORTH CAROLINA—High Point, Johnson St.

NORTH DAKOTA—Crosby, Lexington; New England, New England Public

OHIO—La Rue, La Rue

OKLAHOMA—Porum, Forest View

PENNSYLVANIA—Delaware Co. (Yeadon Boro) Jr.-Sr. High; Montgomery Co., Salford Twp.; Wilkesburg, Semple

UTAH—Davis Dist., Centerville, Clinton, Davis High, Kaysville, West Point; Piute Co., Piute Co. Public Schools; Salt Lake City, Woodstock

VERMONT—Derby, Beebe Superior; Fair Haven, Grade

VIRGINIA—Lynchburg, Robert E. Lee Jr. High; Newport News, Paul Laurence Dunbar

WASHINGTON—Spokane, Spokane Public Schools, Arlington, Audubon, Bancroft, Bemiss, Edison, Franklin, Garfield, Grant, Hamilton, Hutton, Irving, Jefferson, Longfellow, Madison, McKinley, Roosevelt, Sheridan, Webster, Whitman, Wilson; Vancouver, Harvey

WEST VIRGINIA—Crystal, Grade; Grafton, West Grafton; Hot Coal, Hot Coal; Newton, Wallback; Peterstown, High; Proctor, St. Joseph's; Tams, Elementary

WISCONSIN—Milwaukee, Victor L. Berger, Green Bay Ave., Eugene Field, Tippecanoe, Townsend St., Vieau, Walker Jr. High, W. Lloyd St.



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Grand Canyon

or a
dude ranch

or an
Indian-detour
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to or from

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THE DETROIT CONVENTION OF THE NATIONAL EDUCATION ASSOCIATION

June 27—July 1, 1937

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

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

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

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

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

Hotel	No. of rooms	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Rate for each additional person in a double room	Rate per day for suite with parlor, bedroom and bath accommodating TWO persons
			Double bed	Twin beds		
Abington, 700 Seward	350	\$2.50	\$3.50	\$4.00 to 5.00	\$2.00	
Barium Hotel, Cadillac Square and Bates	800	2.50	3.50	6.00	1.50	
Belcrest, 5440 Cass	400	3.00	4.00	5.00	2.50	
Book Cadillac, Wash. Blvd.	1200	3.00 up	4.50 up	5.00 up	2.00	\$10.00 to \$20.00
Briggs, 114 W. Adams	200	2.00 up	3.50 up	4.00 up	1.00	
Dearborn Inn, Dearborn, Mich.	100	3.50 up	6.00 up	7.00 up	1.50	
Detroit-Leland, Cass at Bagley	800	2.50 to 3.50	4.00	4.50 to 7.00	1.50	8.00 to 12.00
Detroit Hotel, 2560 Woodward Avenue	750	2.00	3.00	4.00	1.00	
Fort Shelby, Lafayette at 1st	900	2.50 to 3.00	4.00 to 5.00	5.00 to 7.00	1.50	8.00 to 15.00
Fort Wayne, 408 Temple	300	2.00 to 2.50	3.00 to 4.00	4.00 to 4.50	1.00	
Lee Plaza 2240 W. Grand Blvd.	450	4.00 to 5.00	5.00 to 6.00	6.00	2.00	
Lexington, 2940 W. Grand Blvd.	200	1.25 up**	2.00 up*			
Madison Lenox, Madison & John R.	300	2.00 to 3.00*	3.00 to 3.50*	4.00 to 5.00	1.00	
Norton, Jeff. & Griswold	250	1.75 up*	2.50 up*			6.00 to 8.00
Palmetto, John R. & Hancock	324					
Prenford, 11626 Woodward	130	1.25**	1.75**			
Prince Edward, Windsor, Ont.	250	2.50 up	4.00 up	5.00 up	2.00	
Seville, 3160 Second Avenue	148 (apts.)	2.00 up	3.00 up		1.50	
Seward, 59 Seward	600		4.50 to 5.00		2.00	
Statler, Gr. Circus Park	1000	2.50 up	4.50 to 8.00	5.00 to 8.00	2.00	11.00 to 15.00
Tuller, Park & Adams	800	2.00 to 3.00	3.50 to 4.00	4.50 to 5.00	1.50	
Wardell, Kirby at Woodward	650	3.00 up	4.50 up	5.00 up		8.00 up
Webster Hall, 111 Putnam	800	2.00*	3.50*		1.00	
Whittier, 400 Burns Drive	825	4.00 to 5.00	5.00 to 6.00	6.00	2.00	
Wolverine, Witherell at Elizabeth	500	1.75 to 2.50	3.00 to 3.50	3.75 to 4.50	1.00	

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

Use this form for application for hotel accommodations

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

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

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

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

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

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

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

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

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

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

Signed _____

Address _____ City and State _____

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NEW ORLEANS NOTES

THE 1937 CONVENTION will be long remembered for the gracious hospitality of the city of New Orleans. This picturesque old city undertook a difficult task when it assumed responsibility of being host to a convention which makes unusual demands for hotel rooms and meeting places. Whatever the city lacked in rooms, it more than made up in pagentry, hospitality, and unfailing personal attention to the needs of delegates.

"Ol' Man River," who had caused some uneasiness to prospective convention travelers earlier in the month, was well within control and no alarm was felt even tho flood stage at New Orleans came during the convention.

Attendance was the largest ever reported for a winter convention. There were delegations from every part of the country with especially heavy attendance from the region around New Orleans.

The broad scope of these conventions is suggested by the following figures from the report of the Appraisal Committee: For the Department itself, 45 meetings with 211 speeches; for 12 allied groups, 71 meetings with 324 speeches; for 54 other groups and for 114 "eating occasions," no one knows how many speeches.

The fine cooperation of President A. L. Threlkeld and Superintendent Nicholas Bauer, who represents Southern hospitality at its best, combined to make this an outstanding convention with a speaking program which held a capacity audience for practically every general session, rounded out by attractive convention music and such features as the Glory of Dixie pageant, breakfast under the Old Dueling Oaks, and the Parade of the Krewe of NOR.

The Department adopted a new constitution with a change of name. In the future it will be known as the American Association of School Administrators, a Department of the National Education Association. The new president, Superintendent C. B. Glenn of Birmingham, came into office without an opposing candidate, the first time this has happened in many years.

Distinguished service to education was recognized by special honors—to Secretary S. D. Shankland, an

appropriate key in appreciation of 15 years fulltime service to the Department; to John Dewey, a Life Membership in the Department; and to William McAndrew, the American Education Award.

Federal aid as proposed in the Harrison-Black-Fletcher Bill received much attention and was wholeheartedly indorsed by the convention resolutions. Every member was urged to keep in close touch with his representatives in Congress on this measure.

The Horace Mann Centennial was presented in the official program and before various groups, and much headway was made in this, the greatest celebration in the history of American education. The Department recommended in its resolutions "that an appropriate observance of this important anniversary be held in every school in the land to the end that we may more fully realize the fundamental necessity of free public education in the building and perpetuation of an enlightened democracy." The resolutions further recommended that "in view of Horace Mann's distinguished service to public education in this country, we request Congress to authorize a postage stamp in commemoration of this, his one-hundredth anniversary."

President O. C. Pratt and his associates went forward with plans for the Detroit convention of the NEA June 27-July 1. Officers of the World Federation of Education Associations announced plans for the biennial convention of that organization to be held in Tokyo, August 2-7. Attractive travel arrangements are available and a large attendance is expected.

To the question "What in this convention has meant most to you?" the favorite replies were "personal contacts and friendships," "a good program," "a change of scene," "the hospitality of New Orleans."

What impressed me most at New Orleans was no single event and no one program or address, but the steady growth in social-economic outlook which is taking place in the minds of educational workers thruout the nation. Year by year it becomes clearer that the success of government of the people, by the people, and for the people depends on the schools.

—JOY ELMER MORGAN.

Crucial Issues in Education

J. W. Studebaker

IN RECENT YEARS, the meetings of the Department of Superintendence and the studies reported by its various commissions have shown new vitality. The pressure of events in the modern world has forced many of us out of the academic cloisters. The subjects of the last three *Yearbooks* indicate a new temper among us: "Social Change and Education," "The Social Studies Curriculum," and "Improvement of Education—Its Interpretation for Democracy."

The most recent pronouncement dealing with the social responsibilities of education comes from the Educational Policies Commission thru the facile pen of Charles A. Beard. The pertinence of this professional expression is revealed in the title: "The Unique Function of Education in American Democracy." In all of these presentations we recognize that the issues in education are born of the issues in society.

The particular issues I wish to emphasize are not new ones. But they are not being met by programs or plans which are adequate or satisfactory.

The *first* crucial issue in education grows out of a major conflict which is swiftly reaching the stage of a crisis throughout the world. The conflict is between two principles of social organization. . . between dictatorship and democracy, between tyranny and tolerance. No important institution can ignore this issue. The question which confronts us is: "What more can education do to undergird American democracy?"

The *second* crucial issue in education arises out of another major conflict which is of worldwide proportions. The conflict is between two principles of economic opportunity. One principle asserts that "man shall live by the sweat of his brow." The other principle, if general practice may be summarized, is that a large percentage of men shall not be permitted to live by their work but shall be forced to accept a meager charity. What more can education do to assure educational, recreational, and work opportunities to youth, as our special responsibility? . . .

Other crucial issues which I shall merely enumerate are:

[3] The worldwide threat of devastating war. What part can education play in preventing war, or at least in keeping America out of it?

[4] The need for a closer understanding and friendship between the people of the 20 Latin American countries and the citizens of the United States. What more can education do to meet this need?

[5] The responsibility of the federal government and the radio industry for the *educational* use of radio as the most powerful twentieth century development for mass communication.

[6] The problem of the youthful criminal and juvenile

delinquency falls partly but definitely upon the agencies of education for solution. What more can the schools do to answer this growing menace?

[7] In the face of appalling casualties due to automobile accidents, we have an obligation to improve and extend safety education.

[8] As much as we may emphasize vocational preparedness and economic wellbeing in the achievement of the more abundant life, we know that "man does not live by bread alone." What further provisions should we make for the lifting of the cultural level of America?

[9] Floods, dust storms, and drought dramatically force upon us the obligation for vastly more education for the conservation of natural resources. Is it one of the responsibilities of education to see to it that in the future the genius of our people shall be employed in preventing rather than in meeting disaster?

[10] The demand for policies under which American citizens in general may be given reasonably equal educational opportunities. . . .

I submit two proposals for practical action in meeting the crucial issue of strengthening American democracy thru education:

First, our schools and colleges should more clearly approach democratic societies in their own fundamental organization and operation.

Second, it is the duty of educational agencies in a democracy to provide the maximum of opportunity to youth and adults to study and discuss the current social, economic, and political problems with which our citizens must deal.—From an address before the Department of Superintendence of the NEA, Feb. 22, New Orleans, La.

THE WHITE HOUSE
WASHINGTON

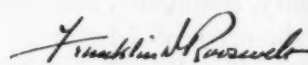
February 18, 1937

My dear Dr. Studebaker:

I am happy to send my greetings and very best wishes to the members of the Department of Superintendence of the National Education Association. While you as the leaders in educational administration in this country will be considering many problems concerning better ways to conduct educational institutions, I hope you will give special attention to the central problem before our country and the world. I refer to the problem of maintaining and improving the democratic processes, both political and economic, of our American way of life. No body of citizens bears greater responsibility for the successful functioning of a democracy than the educational administrators and teachers. It is the responsibility of government to carry out the will of the people. But it is the responsibility of organized education to make sure that the people understand their problems and are prepared to make intelligent choices when they express their will.

It is of great importance to the future of our democracy that ways and means be devised to engage the maximum number of young people and adults in a continuous, fearless and free discussion and study of public affairs. This should be the natural postgraduate program of all citizens whether they leave the full-time school early or late. We have meeting places in every community, built by the people and used for day school work. Thousands of new buildings have been erected in the last few years. We now face the problem of promoting educational programs to make the most of our physical and human resources. The planning of such programs is a major responsibility of the educational profession. The result of such programs will be to strengthen the fabric of democracy.

Very sincerely yours,



Dr. J. W. Studebaker,
Commissioner of Education,
Department of the Interior,
Washington, D. C.



General Session—New Orleans Auditorium



Charles B. Glenn, new president, receiving the gavel from the retiring head, A. L. Threlkeld

NEW ORLEANS: *The Story of a Great Convention*

THE GREAT PLACE to walk with God today is in that workshop of His creative energy where He is trying to hammer out a nobler humanity for a better social order," said Albert W. Palmer, president of Chicago Theological Seminary, in the vesper service address which opened the 1937 convention of the Department of Superintendence of the National Education Association on Sunday afternoon, February 21.

On Sunday evening the schools of New Orleans presented one of the most remarkable programs ever staged for the Department of Superintendence—a pageant entitled "The Glory of Dixie." A magnificent spectacle, it completely lived up to all advance notices. Every seat and every inch of available standing room were occupied. The four episodes depicted "The Social Life of the Old South," "Division and Reunion," "Renaissance," and "Mardi Gras." The latter gave more than an inkling of what the real Mardi Gras is like, as a colorful fiesta unwound itself upon the stage even to the extent of a parade led by a real motorcycle escort.

Other evidences of local color and hospitality remained

thruout the entire convention. On Monday morning, for example, at the beginning of the general session several hundred gayly costumed girl-students of the parochial and public highschoools of New Orleans distributed camellias furnished by parish superintendents of Louisiana.

In response to the address of welcome by Nicholas Bauer, superintendent of New Orleans public schools, Joseph M. Gwinn, a past president of the Department of Superintendence and former superintendent of schools in New Orleans, expressed the appreciation of the Department for the splendid welcome it was receiving.

The convention exhibits were effective and popular. Superintendent Homer W. Anderson of Omaha, Nebraska, spoke on the meaning of the exhibits and suggested to the delegates that it was their function to see the exhibit of materials with which education works, as well as to make and listen to speeches about theories and practices.

George D. Strayer of Teachers College, Columbia University, discussed "Building the Profession of School Ad-



New Orleans highschool girls distributed thousands of gorgeous camellias at the Monday morning session

ministration" and asked the question, "Is it not time that the profession, as represented by the Department of Superintendence, recognize the desirability of setting up qualifications for entering the profession?" Continuing, he said, "If we are to build a program of school administration, we of the profession will have to set the standard. . . . We have rested too long on the assumption that these matters would all be taken care of for us by laymen." He also pointed out that when the Department had set up such requirements, it should proceed to secure the acceptance of these requirements by boards of education and by state legislatures.

Superintendent A. J. Stoddard, Providence, Rhode Island, chairman of the Educational Policies Commission, discussed "The Cost of Chance." He recounted some of our losses due to policies of chance. Speaking of those who controlled America in its younger years he described how "they squandered the richest natural resources any nation had ever had" and reminded his audience that "we who live in America today are the heirs of this extravagance." He was heartened, however, by the awakening interest in conservation on a national scale and by the establishment of local and state planning boards and commissions. He pointed out that the schools, along with other phases of American

life, have developed largely thru chance. Stating that intelligent planning must be followed by effective action, he said, "If all the studies and reports produced in the last generation by the educational profession were placed end to end, they would reach only a small part of the way from theory to practice."

On the evening of February 22, Dr. John Dewey of Columbia University was presented with a certificate of Honorary Life Membership in the Department of Superintendence by Superintendent John A. Sexson of Pasadena, California, who said to him, "The superintendents of America place high value on your leadership. We shall feel greatly honored in your acceptance."

In his address, "Democracy and Educational Administration," Dr. Dewey remarked that while all institutions are educational in the sense that they affect individual personalities, only two institutions, the family and the school, have as their main business the formation and growth of attitudes and dispositions, emotional, intellectual, and moral. Dr. Dewey commented that "whether this educative process is carried on in a predominantly democratic or undemocratic way becomes a question of transcendent

importance not only for education itself but for its final influence upon all the interests and activities of a society that is nominally committed to the democratic way of life."

United States Commissioner of Education John W. Studebaker's address is quoted in part on page 100.

The program on Monday evening was concluded with a stirring address by

Taking advantage of the exhibits in the write way



Josh Lee, United States Senator from Oklahoma, whose topic was "Keep America Out of War." He proposed a three-point plan for reducing wars to the minimum: First, control of the preparation for war by placing an effective embargo on arms and an extension of the Neutrality Law; second, legislation that will equalize the burdens of war by a universal draft of money and materials as well as men; and, third, the enactment of tax laws that will take all profits from war. Make war a burden to everyone and everyone will oppose war.

The general session on Tuesday morning was given over to the presentation of the Department's 1937 *Yearbook* entitled, "The Improvement of Education: Its Interpretation for Democracy." Three members of the Yearbook Commission participated. In his presentation, Harry Elmer Barnes, editorial writer of New York City, discussed "The Present Social Scene." See page 109.

Hollis L. Caswell of George Peabody College, followed with a discussion of "The Present Educational Scene," stating that "American education faces the major task of defining more clearly than ever before a fundamental direction of movement and development." The Yearbook Commission, he said, "viewed this as the foundation of a sound program

of educational improvement and interpretation." He regretted that "industrial managerial concepts have been carried over . . . to school organization," and that "conflicts between administration and teaching are not unusual and a unified professional front frequently is lack-

must serve the ends of industrial organization or industrial organization must serve the ends of government. . . . Education for effective democracy, in the face of conditions at home and abroad, is more than a job; it is more than a profession; it is a crusade. Not only every highschool boy and girl but every mature citizen should, thru education, have put at his hand the means of informing himself and acting accordingly in the great battle of democracy to realize itself in enduring terms upon the earth."

At the general session on Tuesday evening President George Norlin of the University of Colorado discussed "American Democracy: An Interpretation for Schools." He spoke of the fact that in a totalitarian state such as Germany "because all the instrumentalities

of propaganda and education, above all, the schools, from the kindergarten thru the university, are devoted to its promulgation, you will find youth submitting themselves to it with gladness and enthusiasm. . . . The goal is, I believe, false as hell, but there is something splendid, terribly splendid, in their marching together." Then he said, "Come back home and you will see our youth believing in what, belonging to what, devoted to what?" While not advocating the methods of the totalitarian state he commented, "I do see that they have done what we have failed to do. They have enlisted their youth in the cause of the nation; they have given them the joy of belonging. . . . The lack of spiritual integration in our democracy in contrast to the complete solidarity of the totalitarian state is a weakness which we cannot view with complacency."

"Education for the Middle of the Road" was advocated by William F. Russell, dean of Teachers College, Columbia University. After commenting on revolutionary movements and Utopia-seeking groups thruout the history of the world, he suggested that, while it is obvious that a whole new Utopia cannot be secured quickly by democratic means, neither can it be achieved by violent means. He said, "I



Ballet scene from the unique "Glory of Dixie" pageant

A glimpse of Mardi Gras is this school children's Parade of the Krewe of NOR

The social life of the Old South, another episode from the pageant



ing." He was hopeful, however, because "administration is being conceived increasingly as the means of liberating the intelligence of teachers for group attack on the problems of educating boys and girls."

Also speaking on the *Yearbook*, Frederick H. Bair, superintendent of schools, Bronxville, New York, pointed out that the public schools of this country grew up in a society of agrarian democracy, but that the schools are now struggling in a society that has developed within its framework of political democracy a huge economic oligarchy so influential as to constitute a new force in history. He said, "Either political government



opened with a presentation of "The Importance of a Point of View in Educational Administration" by Jesse H. Newlon of Teachers College, Columbia University. He suggested that the interests of democracy demand that lay govern-



Breakfast beneath the Old Dueling Oaks was festive and informal. Superintendent Bauer of New Orleans (center of group above) led the merriment. Left: Caught by the candid camera—Willard E. Givens, Henry Lester Smith, and Reuben T. Shaw.



am not a prophet, but I know what I should like to hear discussed next. Instead of harping upon our ills, instead of fermenting discontent, instead of setting up Utopias which cannot be realized . . . I should like to see all of us direct our attention, our thought, and our research to the problem of how to effect a *net social advance*, a change that is likely to last. . . . We have had enough talk about the goal. Let us now talk about how to achieve it. . . . What we need is not attention to the left or right, but education for the middle of the road. When we lose sight of this we are lost."

Charles H. Judd, head, Department of Education, University of Chicago, followed on the query, "Can Divergent Views on Educational Theory and Practice Be Reconciled?" He stated that every reform undertaken since 1890 has had as its chief aim the release of the schools from formalism. In view of this, he felt that the pettiness of some of the modern disputes about how to teach is beyond understanding. "Why," he asked, "should the inventor of one system of teaching geography fall on his competitors with sticks and staves and make a loud noise as tho the war between particular methods were a major concern of all men?" Is not the important fact for the world at large that the teaching of geography has improved enormously in the past few decades? He thought it might be well to turn most

meetings of educators into executive sessions. Here, let the advocates of various slightly differentiated methods of teaching have their words. Then prepare a few clear statements of the fundamental achievements of education for presentation to the public. He concluded that "it remains for educators to show their faith in their cause and in each other by putting emphasis of the future where it belongs—on major agreements in theory and in practice."

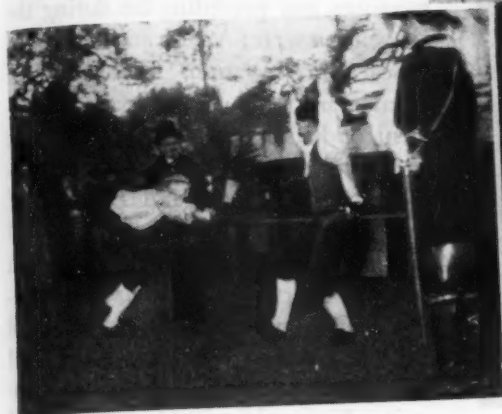
By 7 A.M. on Wednesday morning telephone operators in the hotels were exhausted from the task of rousing delegates for the *Rendezvous aux Chênes Verts*, or, in simpler language, a Creole breakfast which was served under the famous Old Dueling Oaks in City Park to seven or eight thousand persons by the New Orleans schools. Make-believe duels, Negro spirituals, and characters typical of the Vieux Carré made the breakfast a most colorful and enjoyable occasion. Accompanying pictures describe it better than words.

The Wednesday morning session

ing boards be representative of the interests of the entire community and sensitive to the needs and welfare of the masses of the people. With regard to internal administration, he stated that teacher participation is desirable in every function and service of the schools. "If necessary," he said, "the principle of teacher participation must be written into the statutes of the state, certainly into the rules of boards of education." He did not believe that the principle of democracy in administration does away with the responsible executive. Rather, he felt that "the democratic principle lifts the task of administration to the plane of statesmanship."

"The Prospect of American Democracy" was analyzed by George S. Counts of Teachers College, Columbia University. He pointed out that teachers are peculiarly loyal to democracy, that "their disinterested positions in the social order, their freedom from the ties of large properties, their devotion to the spread of knowledge, and their whole outlook on life, tend to identify them overwhelmingly with the guarding of the democratic process." He suggested that the

Right: Secretary S. D. Shankland receives from former president Milton C. Potter of Milwaukee symbols of appreciation from the Department for fifteen years' pioneer service



The ancient duel re-enacted at the "Rendezvous aux Chênes Verts"

experience of the old world demonstrates that teachers are among the greatest sufferers from the rule of dictators and he considered it important for the profession, for its own interest as well as for the interest of the people as a whole, to consider in the light of recent history in Europe, how the institutions of political democracy can be made to function effectively in the solution of the economic problems which confront the nation.

Thomas H. Briggs of Teachers College, Columbia University, outlined "What Secondary Schools Should Do." He suggested that the weakness in attempts to improve practices of secondary education lies in the fact that there exists no generally known and generally approved outline of a program that should be developed. He presented the ten functions of secondary education as outlined by the Committee on the Orientation of Secondary Education of the Department of Secondary-School Principals. In conclusion, he stated, "I have the faith that sooner or later the Department of Superintendence will provide committees of its ablest minds furnished with all necessary resources to undertake this most important responsibility, the foundation of the outlines of a comprehensive and fundamental program for education in our nation."

Late Wednesday afternoon the Louisiana State University Concert Band gave a concert on the plaza of the municipal auditorium. This was followed in

the evening by the various college dinners.

The Wednesday evening session consisted of a program of Negro spirituals and an address by Sanford Bates. A chorus of 300 pupils of the elementary, highschool, and normal colored public schools in New Orleans, presented the Negro spirituals including many of the old-time songs such as "Cert'ny, Lord," "Steal Away," "I'm A-Rolling," and "Give Me that Old-Time Religion."

"The Ounce Versus the Pound," was discussed by Mr. Bates, executive director, Boys' Clubs of America and formerly director, Bureau of Federal Prisons. He pointed out that "America puts more men in prison per hundred thousand of population than any of the countries of Western Europe, and six times as many as Great Britain. In twenty years the number of people in proportion to population that we sent to prison in America doubled." He said that we need to move in two directions to prevent crime: "First, to prevent repetition of crime thru reformation and re-establishment of the offender back into society; second, and, of infinitely more importance, to prevent the commission of the crime in the first place. . . . Slums must be eliminated; disease, both physical and mental, must be controled; and normal recreational outlets provided for growing youth." Mr. Bates predicted that "crime will be abated only as the people as a whole resolve to set up within themselves higher and more unselfish standards of conduct."

On Thursday morning, President Orville C. Pratt of the NEA and superintendent of schools, Spokane, Washington, spoke on "Viewing Our Work in

Perspective." He pointed out "the need for a harmonizing synthesis of opposing conceptions in education. . . . On the scale extending from one extreme viewpoint to its opposite extreme, each teacher will have a position which is best for her to take but which might not be the best position for any other teacher in the corps. Moreover, in her teaching each teacher needs to shift first in one direction and then in another in accordance with the needs and abilities of individual pupils. For instance, in the matter of drill versus incidental teaching, some pupils will need little or possibly no drill; others will need much. In the whole field of education, it isn't a question ordinarily of either this or that. Rather the question is about the proper admixture of both."

On Thursday morning, three city school superintendents addressed the convention on problems for superintendents of schools. Superintendent Carroll R. Reed of Minneapolis, Minnesota, discussed "Administrative Obstacles to Educational Progress." He said: "For the last fifty years we have been moving away from a subject-centered curriculum toward a society-centered program. . . . All signs seem to indicate that we shall continue to travel toward a program based on the social and individual needs of the child. The school administrator should center his attention on moving in this direction rather than upon a smoothly running administrative machine. . . . We must give to our schools the kind of leadership which will stimulate freedom, selfconfidence, and self-respect in the minds and hearts of teachers."

Superintendent James M. Spinning of Rochester, New York, discussed the problem of "Keeping Human." He asked: "How can we encourage in teachers such an attitude as will develop sufficient control and at the same time not provide autocratic problems for children to emulate as they grow up? For that matter, how can we avoid a spirit of domination in principals and superintendents?" Speaking of the peculiar problems of the teaching profession, he said: "The pressure of their duties, the necessity to be law-givers, the being always on view, bring tensions which make taut nerves and the worry habit almost an occupational disease. This tension needs release and it cannot find ex-

pression in the classroom. It should find expression in after-school hours in walking, dancing, games, and movies. But nine times out of ten a teacher will apologize for seeking relaxation, feeling that the community thinks he should be above fun and high spirits."

Among other problems, Superintendent Willis A. Sutton of Atlanta, Georgia, discussed that of continuity in the office of the superintendent. As remedies for frequent lack of continuity, he suggested continued and better training for the superintendency, a progressive program of education which the community will follow, continued growth on the part of the superintendent, and finally, the right relationship with teachers, the "ability to realize that they, too, are growing, that they have many ideas, that they should be allowed to express these ideas and given the freedom to carry them out if they are worthwhile."

The closing address of the convention was by Hendrik Willem Van Loon who spoke about "Education in 1937—Our Ideals and the Common Sense of the Situation." Mr. Van Loon asked the question, "What can we of today do to help the generation of tomorrow?" and replied, "We can try to give them something which they have not had for generations and which they may not find it so very easy to make for themselves. We can give them a new American philosophy of life." He did not pretend to have the necessary wisdom as to what to do, but he contended that we have given our children too much, that "in the kindness of our hearts we made them miserably unhappy for we made their lives too easy." Mr. Van Loon concluded that, "As long as America stood for hardships, for pioneering, for fighting one's own way thru the wilderness—as long as there was adventure and uncertainty in the American scheme of things—we had a definite and concrete American philosophy of life and nobody dreamed of importing from abroad what he could find so infinitely better right here at home. Came the age of abundance and our ideals and our younger generation with it were drowned in an ocean of ease or in disgust; the tougher ones jumped overboard and landed somewhere on foreign soil and were lost forever. It is up to us to devise ways and means to get them back into the fold. It will be the hardest work we ever did



The superintendents presented John Dewey (left) with an honorary Life Membership in their organization. Superintendent John A. Sexson, Pasadena, California, made the presentation.

and therefore the only work worthy of our best efforts."

Discussion groups of the Department of Superintendence met on Monday, Tuesday, and Wednesday afternoons to consider various phases of the following general topics: Business Administration as It Applies to Materials and Financing, Teacher Participation in School Administration, The Professional Status of the Teacher, The Professional Status of the Superintendent, Safety Education, School Finance, Rural Education, Relationship of the Library to the Educational Program, A Public Relations



New Orleans' own Dorothy Dix, who spoke before the NEA Department of Elementary School Principals

Program for Schools, Adult Education, Our Professional Organization Problem, The American Curriculum in Construction.

Allied organizations which held their meetings just preceding or during the convention were: American Educational Research Association, Department of Elementary School Principals, Department of Rural Education, Department of Secondary-School Principals, Department of Supervisors and Directors of Instruction, Department of Vocational Education, National Association of High School Supervisors and Directors, National Council of Chief State School Officers, National Council of Childhood Education, National Council of Education, National Society for the Study of Education, National Society of College Teachers of Education.

During the convention the delegates voted favorably on a new constitution, including a change of name from "Department of Superintendence" to "The American Association of School Administrators, a Department of the National Education Association." Superintendent Charles B. Glenn of Birmingham, Alabama, was elected president. Other officers for the coming year are:

First Vicepresident—A. L. Threlkeld, superintendent of schools, Denver, Colorado (superintendent at Montclair, New Jersey, after September 1).

Second Vicepresident—J. W. Ramsey, superintendent of schools, Fort Smith, Arkansas.

Executive Secretary—Sherwood D. Shankland, 1201 16th St., N. W., Washington, D. C.

Executive Committee—George C. Bush, superintendent of schools, South Pasadena, California; Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania; J. C. Cochran, superintendent of schools, San Antonio, Texas; and Jesse H. Mason, superintendent of schools, Canton, Ohio.

On Thursday afternoon the convention was concluded by the parade of the Krewe of NOR—New Orleans Romance—presented by the school children's organization of the celebrated Mardi Gras festival.

The Official Report of the convention, containing the general sessions addresses in full, has been published and mailed to all members of the American Association of School Administrators. Others may purchase copies at \$1 each.

—LYLE W. ASHBY.

An Invitation and a Reply

High on the list of great Americans, beside the names of Franklin, Washington, and Lincoln, stands the name of Horace Mann, father of our system of free public schools. He became secretary of the Massachusetts Board of Education in 1837. The Centennial of that date is being observed during 1936-37 with many special events, including Mann's birthday on May 4, and Horace Mann Day, November 9, of American Education Week.

In the summer of 1846, the superintendent of schools of Chautauque County, New York, asked Horace Mann, whom he had met at a teachers' convention, to visit or write to the twenty thousand school children of the County. Horace Mann was deeply touched by this request and wrote the letter which is given here in part.

(The complete "Letter to School Children" may be found in *Horace Mann: His Ideas and Ideals*, by Joy Elmer Morgan, Editor of the NEA Journal. Published by the National Home Library Foundation, Washington, D. C. 1936. 160 pages. 25 cents postpaid.)



HORACE MANN
1796-1859

The Letter to School Children from Horace Mann

A Purpose for Everything

My young friends, the truth which I wish you to understand is this: that everything which the good God has made was made for some particular purpose or purposes, and not for others—was made to be used in certain ways and not in other ways. When anything is put to the use for which it was made, it does good; but if it be used for something for which it was not made, then it does great harm. Before God created anything, before He made the sun, the moon, or the earth, He knew exactly what would be needed; and He made just so many things, and gave to each its proper quality or fitness. You have all seen that when a good carpenter or mason is going to build a house, he gets all the right kinds of materials together. If he wishes to make a fireproof house, he makes it of granite and brick; he does not make it of touchwood and phosphorus which are good for certain purposes but not to build a fireproof house. Thus God has fitted one thing

THE LETTER TO SCHOOL CHILDREN

Boston, July 27, 1846

My dear children and friends: Your superintendent invited me to visit you. I will tell you why I cannot go. There are in Massachusetts about 200,000 children, of whom I have the care. All these children I am trying to make wiser, better, and happier. They are present to my mind every day. I never lie down to sleep nor rise from it, without thinking of them. They live in my heart. There are not hours enough in the day in which to work for them. I wish to make all of them more punctual and regular at school, and more industrious and studious at all times—for this would make them not a little happier. I wish to teach them to love their playmates, their brothers and sisters, their fathers and mothers, their teachers, and all mankind more—for this would make them much happier. I wish them all to know how good their Creator is, what glorious

provision He has made for their wellbeing—for this would make them supremely happy. But tho these school children of Massachusetts seem to me to dwell here in my breast, yet when your superintendent bespoke my interest in your behalf, I found my heart easily opened wide enough to take in 20,000 more. Ay, children, you may smile at this, but it is true. The human heart is not like a box, or a bag which will hold just so much and no more. The heart may be very small—so small as only to embrace one's self in its thoughts and desires—this makes a very mean, selfish person. The heart may be enlarged so as to embrace a town—this makes a good townsman. Or it may take in one's whole nation—this makes a patriot. Or it may take in all mankind—this makes a philanthropist. Or it may embrace the whole universe and the great Creator of it—this makes one Godlike;—and, all the way from the narrowest limit to the vastest expansion, its happiness will be in proportion to its enlargement.

Things To Avoid

So all of you, my dear children and friends, were made to live in a certain way and to do certain things; and there are other ways in which you cannot live, and other things which you must not do. You were made to live in the air and to breathe it. You were not made, like the fishes, to live in the water; and if you were to sink beneath its surface, you would perish by drowning in a very few minutes. Neither are you so made that you can live in the fire. Many tools which you use could not be made without fire; they were melted in it; that was their nature, but it is not yours; and what made them better would destroy your life. You are not, like the birds, provided with wings, by which you can fly from tree to tree, and were you to be so foolishly as to ascend to the top of a tree and attempt to fly from it, you would be taken up a mangled corpse. Such things are contrary to your nature. They are not the things you were made for.

for one purpose, and another thing for another purpose; and if we would prosper, we must use things as they were intended to be used. The different races of animals were also all made for particular uses, and to live in a particular way. The fishes were made to swim in the sea; the birds were made to fly in the air; the land animals were made to live upon the solid parts of the earth. Suppose the land birds and fishes should exchange abodes, so that vast flocks of pigeons, for instance, should seek their food at sea, while the fishes should come on shore. Or, suppose the quadrupeds—the cattle, foxes, and so forth—should climb up to the tops of barns and houses, and fling themselves into the air, expecting to equal the birds in their flight; should you not think that such of them as had any life left would need a very skilful bonesetter? Thus you see that all kinds of animals must live in the element they were made for by their Creator, and do the things, and only the things, which He designs they should do.

But there are many other things you were not made to do, and which I must warn you, by the terrible pains and punishments that will come in their train, never to do. You were not made to lie, or to steal, or to use profane or obscene language, or to be intemperate, or to quarrel with your schoolmates, or to be unkind to brothers or sisters, or disobedient to parents and teachers, or to scoff or to mock at what is holy and good. I said you were not made to live in the fire; but it would be better that you should be flung into the hottest furnace that was ever kindled, than that you should train your tongues to falsehood, and perjury, and blasphemy. You can be happier than you can be with a remorseful conscience glowing and burning in your bosom. I said you were not made to live in the water; but you had better tie a mill-stone about your neck and plunge into the depths of the sea, a thousand miles from the nearest shore or the nearest plank, than to begin a career of cheating and defraud-

["The Letter to School Children" may be secured in leaflet form from the NEA, 1201 16th St., N. W., Washington, D. C., at the following prices: 25 copies, 50c; 50 copies, 75c; 100 copies, \$1. Order only in quantities stated or multiples of 100. Cash must accompany all orders for \$1 or less.]

ing, and taking property that is not your own.

You had better ascend a volcano and leap from its crater into the boiling lava, than to go on indulging your appetite, by little and little, until you become a drunkard. You cannot do so great a harm to your bodies by plunging into fire, or water, or leaping from the precipice's edge, as you do to your souls when you break the commandments of the Lord. Your eyes were not made to covet what belongs to another; and it would be better that you should be blind, than that you should covet your neighbor's goods; for coveting is half-way to stealing.

It would be better that your ears should be deaf, than that you should love to hear wicked and impure language; and that you should be dumb also rather than that your tongue should delight in uttering it. All these things, and all things like these, you were not made to do; you cannot do them without great and terrible suffering.

[9]

You were made to be kind and generous and magnanimous.

If there is a boy in the school who has a club foot, don't let him know that you ever saw it.

If there is a poor boy with ragged clothes, don't talk about rags when he is in hearing.

If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one, give him a part of your dinner.

If there is a dull one, help him get his lessons. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs and no more talents than before.

If a larger or stronger boy has injured you, and is sorry for it, forgive him and request the teacher not to punish him.

All the school will show by their countenances how much better it is to have a great soul than a great fist.

[13]

Things To Do

Having told you of some things you were not made to do, let me now tell you of some which you were made to do just as much as the sun was made to radiate light, and not darkness; just as much as the trees were made to grow upwards, and not downwards; just as much as the birds were made to live in the air, and the fishes in the sea, without ever exchanging abodes.

You were made to be industrious. You should work. All your bones and muscles were made for work, just as much as the wheels of a clock or a watch were made to go round; and if you do not work in some way, you are as worthless as a clock made not to go. Industry gives health. Lazy people are not half so well as industrious ones are. Industry gives wealth. All the great fortunes that have ever been earned have been earned by industrious people (altho, I am sorry to say, they are too often possessed by lazy ones); and it is highly

[10]

You were made to learn. Be sure you learn something every day. When you go to bed at night, if you cannot think of something new which you have learned during the day, spring up and find a book, and get an idea before you sleep. If you were to stop eating, would not your bodies pine and famish? If you stop learning, your minds will pine and famish too. You all desire that your bodies should thrive and grow. But if you do not feed your minds as well as your bodies, they will stop growing; and one of the poorest, meanest, most despicable things I have ever seen is a little mind in a great body. Suppose there were a museum in your neighborhood full of splendid curiosities—should you not like to go and see it? The creation is a museum, all crowded with wonders. One door only is open, by which you can enter this temple. It is the door of knowledge. The learned laborer, the learned peasant, or slave, is ever made welcome at this door, while the ignorant, the kings, are shut out.

[14]

You were made to be clean and neat in your person and in your dress, and gentlemanly and ladylike in your manners. If you have not been bitten by a mad dog, don't be afraid of fresh water. There is enough water in the world to keep every body clean; but there is a great deal of it that never finds its right place. In regard to this article there is no danger of being selfish. Take as much as you need. The people of the west boast of their great rivers—I would rather they would boast of using a large tubful of their water every day.

Contract no such filthy and offensive habit as that of chewing or smoking tobacco. So long as a man chews or smokes, tho a very Chesterfield in everything else that pertains to his appearance, he can never be *quite* a gentleman. And, let me repeat it, you were made to be neat. While cotton cloth can be had for six cents a yard, there is no excuse for not having a pocket-handkerchief.

[12]

You must be religious; that is, you must be grateful to God, obey His laws, love and imitate His infinite excellencies. The works of God are full of wonders and beauties. But God Himself is greater than His works. If you were delighted and charmed with a curious instrument, or with a piece of exquisitely wrought machinery, would you not like to know its contriver and builder? Such is your Maker; and he who does not know Him, tho he may know everything else, is ignorant of the greatest and best part of all knowledge. If a man be blind, he but loses the outward light. But if he is "without God," he is a wanderer and a solitary in the universe, with no haven or hope before him.

These things you were made for, as the delicious fruits were made to grow in the fertile valleys; and may your own efforts, aided by divine goodness, enable you to fulfil the purposes of your creation.

I am, dear children, very truly and faithfully, your friend.

Thos. Mann.

[15]

proper that you should desire to earn money, if you intend to be benevolent, and mean to do good with it. Habits of industry will make you punctual at school, so that you can study and recite with the rest of the class.

Why should you desire to be late, and, at this intellectual repast, sit down at the second table?

You were made to be temperate. The man who is always temperate enjoys a great deal more, in the long run, than one who gives way to excesses. Hence it has been well said that the greatest epicure is the temperate man.

You must be temperate, not only in drinking, but in eating; and, indeed, in regard to all pleasures.

It is right that you should enjoy your food, and your drink, and your sports. But when you have had enough, stop.

Learn the meaning of that important word, *enough*.

[11]

Finally, you were made to be moral and religious. Morality consists primarily in the performance of our duties to our fellow-men; religion in the performance of our duties to God. I have time only to touch upon one thing. That shall be *Honesty*. If all men were honest, we should need no jails nor prisons, no bolts nor locks; no criminal laws nor courts. I want all of you to feel that such things were not made for you. When you go by a high fence, built up to keep out orchard-robbers, say to yourselves, "That fence was never made for me. I could climb the man's fence easily enough; but, thank God, I have a conscience which I have never yet climbed over, and never will." If you hear a neighbor locking up his house at night, say, "That lock was not made for me. So far as I am concerned, he might leave his doors and windows wide open." Do this, children, and you will feel honest clear thru—honest from head to foot; and be able to stand up straight, and look any man in the face.

The Present Social Scene

Harry Elmer Barnes

IT IS QUITE IMPOSSIBLE to understand the current social scene in the United States unless we view it in relation to the general pattern of contemporary world history.

We are living in one of the four major transitional periods in the entire history of man on the planet. Only the so-called dawn of history, the break-up of ancient society with the decline of the Roman empire, and the rise of the modern age after Columbus can compare with our period in the sweeping and thoro transformations to which we are being subjected or which stand immediately ahead of us.

Our age is one, moreover, in which the transition is bound to be accomplished, for better or worse, with far greater speed than was characteristic of any previous era of transition. The complicated and delicately articulated character of our urban, industrial world civilization makes it necessary that it shall all work fairly well if it works at all. If there is any serious break-down in an indispensable part of our social machinery, the collapse of the whole system is inevitable. . . .

Further, the alternatives which face us are far more striking than those which existed in any previous transition. For the first time in the history of man, we actually have available economic abundance and the foundations for peace and justice, both at home and abroad. Utopia is veritably within our grasp. . . .

The most outstanding characteristic of our present civilization is the amazing contrast between its two major elements. On the one hand we have an uptodate technology for production, transportation, and communication, utterly unmatched in the previous history of mankind. We already have 1937 model automobiles, bathtubs, and radios. We demand that we shall be absolutely uptodate in all material things. Yet the ideas and institutions with which we seek to control our 1937 model material civilization are a strange and archaic mosaic constituted of accretions and contributions made all the way from the stone age to about the year 1800.

Very little in our social thinking and

institutional life dates from a period more recent than the year 1800. George Washington would be utterly bewildered in the New Orleans of today, but he would have no difficulty whatever in understanding and interpreting the debates going on under the dome of the capitol in Washington. . . . Indeed, he would probably be rather impatient with the conservatism of the debaters, and he would certainly be astonished to find that we are still going on under the Constitution which he helped to make 150 years ago. . . .

Only when we come to be as much ashamed of an outofdate idea or institution as we are of an outmoded bathtub or radio will there be much prospect of our taking steps to build a civilized social order.

Even further, we tend to encourage this fatal discrepancy between our material life and our social thinking. We give every conceivable reward and encouragement to those who seek to invent new machines. On the other hand, in an age in which we are in desperate need of a new social machinery, we persecute, threaten, or even cast into jail, those who would invent the new social system which we must have if civilization is to be maintained. We honor inventors like Edison in the material field, but laugh to scorn our "brain trusts" and others who seek to provide new and better social machinery. . . .

In the economic field our failure to provide for a fair distribution of the social income and to check the speculative manipulations of finance have so undermined the capitalistic system as to call for the intervention of force and fascism in the majority of the important states of the world. In the economic field, fascism is the answer to the crisis in capitalism, as in its political expression it is the answer to the crisis in democracy.

It is often asserted that the only solution of our economic problems is education. This is probably true, but it will require a different system of education

from that which is now in operation.

The men who made the world war, who threw us into it, and those who engineered the great depression of 1929 were all highly educated men by conventional standards of education. They were literally the best that our present educational system could produce, and their works are as much as we can reasonably expect of our existing educational methods.

The only safe and sane solution of our problems is to be found in education, but it will need to be a type of education which will courageously come to grips with the realities of the second third of the twentieth century. It will have to recognize that its major function is to lead in the building of a new and better social order, instead of serving as the temporary buttress of a decadent system, the downfall of which would inevitably involve education in the general ruin.

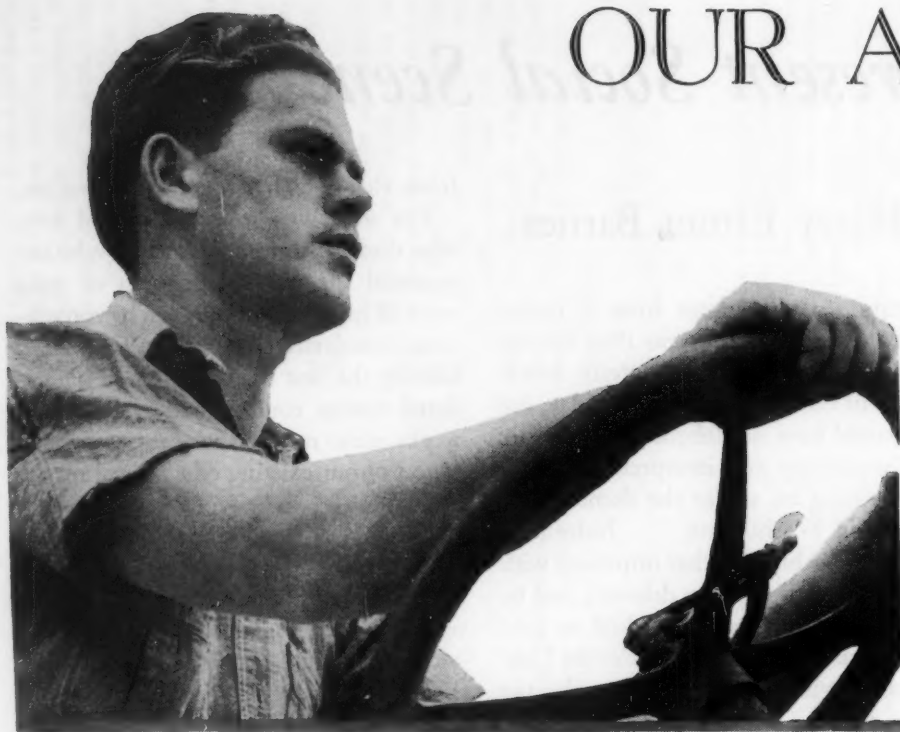
We are in no danger of revolution in the United States. There are too few revolutionaries and they hate each other worse than they hate the reactionaries. Moreover, our modern death-dealing agencies are in the hands of their enemies and there is no possibility of an effective appeal to force by radicalism in this country.

Our real danger lies in the reactionaries who seem, consciously or unconsciously, to have adopted the "after us the deluge" policy. They appear determined to oppose such reasonable concessions to social decency as might enable us to steer our way between the extremes of fascism and communism.

If they are successful in this organized opposition to rational social change, fascism and subsequent collapse are inevitable within another quarter of a century at the most. And anyone who imagines that fascism could not come to the United States is truly living in a fool's paradise. Those conditions which favor the rise of fascism are far more prevalent and well-developed in the United States of America in 1937 than they were in Italy in 1920 or in Germany in 1925.—From an address before the Department of Superintendence of the NEA, New Orleans, La., Feb. 23, 1937.

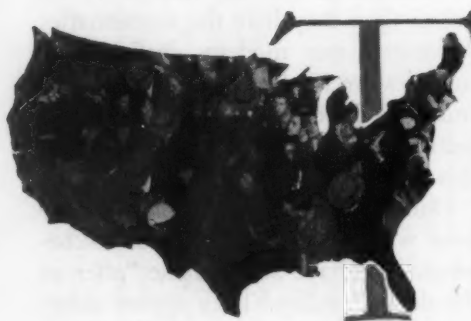
OUR AMERICAN YOUTH

Their Plight and



Courtesy, National Youth Administration

By Harl R. Douglass



THE SOCIETY that composes the United States of America has been rapidly growing up. Until recently we have been a young people passing thru the pioneer stage. In the rich environment of an unparalleled wealth of natural resources and under the stimulus of the pattern set by the older nations, we have grown more rapidly in many directions than ever did any nation in a century and a half. Industry, invention, commerce, finance, education, technological development, the possession and improvement of agricultural and mineral lands all have grown like a prairie fire in August.

As a natural consequence of such mushroom growth in a democracy fully converted to *laissez faire* and the belief that "the government is best that governs least," very serious maladjustments have developed. More important among these have been the failure to make available to the entire population the theoretical gains of our industrial and scientific development, with its resultant increase in unemployment and a series of devastating country-rocking panics.

Upon reflection, it appears that these rough seams of

our economic and social structure rasp most viciously the tender skins of young people. The plague of unemployment not only attacks a larger percentage of youth than of adults but the disease in young blood is much more violent, and is most likely to leave lasting scars. Youth is, at once, peculiarly susceptible and uniquely less likely to attain complete recovery.

For every age year up to thirty or thereabouts, there are approximately two and a half million individuals. There are roughly 20,000,000 young men and women between 16 and 24 years of age. As well as we may ascertain, they fall in the following groups: In school full time, 4,000,000; married women (theoretically not seeking employment), 2,700,000; employed, 8,000,000; CCC camps, 350,000; in jail, reform school, or prison, 250,000; unemployed, 4,700,000.

Added to the 4,700,000 unemployed there are no less than a million, perhaps a million and a half, in school, CCC camps, or among the married women, who would be employed if employment were available. Approximately two and a half million are on relief. More than 250,000 are bumming up and down the motor and rail highways.

These are the bright-eyed boys and girls whom from early childhood we have been assuring that this was the glorious land of opportunity, that they should prepare themselves to carry on the civic and vocational responsibilities which soon would rest on their shoulders. We counseled with them—we parents and teachers—often and seriously, attempting to assist them in arriving at such a choice of vocation as would afford them the greatest opportunity for success. Lives of great men remind us, we said, of the great heights which they might legitimately hope to attain. Childlike, they believed us, and looked forward with eager expectation to the day when they might begin the thrilling adventure.

Today millions of them reflect bitterly upon the way they were misled—"just like Santa Claus and a lot of other bologna that they feed you when you're kids." Far from being able to climb the ladder of success, they seem to be unable to get their feet on the lowest rung. Even should "prosperity" come tomorrow, there are scars that will never heal. Young, idealistic, hopeful minds are tending to become hard, selfish, cynical. In many, what fight there is left will be devoted to "getting what yuh can out of this world; to hell with all this poppy-cock about serv-

YOUTH

ht and a Program

ice to your fellowmen, fair play, and the like o' that; it's just another way to hook yuh."

To most youth of today the golden age seems to have become history. The railways are built and the free farm land is gone. The basic industries are developed, and for the most part, now require much capital. Indeed, it requires more and more financial means to engage successfully in retail business. The "white collar" professions are badly overcrowded. To the feminine youth, who normally look forward to marriage, the glorious adventure of rising with their poor-boy husbands to the top has been sadly deflated.

Crime statistics of recent years reveal that, tho young people of between 15 and 25 constitute but a fifth of the population, they commit half the crimes above the grade of misdemeanor. Analysis reveals that the vast majority of these crimes suggest a motive arising from an inability to earn a livelihood and the means of social participation—auto thefts, hold-ups, stick-ups, robberies, purse-snatching. Almost daily in every large city boys before a judge sob out or blurt forth, "I needed a few bucks for a date, so I thought—"

There is no logic in the pious piping up of their elders in some such manner as, "Now when I was young." Times have changed. As long as the prevailing practice is for youth to find his leisure life, like his elders, dependent upon commercialized amusement and the use of automobiles, and as long as personal appearance rates so high with elders and youth alike, the normal boy will risk his life and freedom, and the normal girl her health and soul, to be able to "do what the others do."

These conditions have peculiar significance for the leisure and social side of the life of youth. When the average man and woman of fifty was in his or her teens or early twenties, a satisfactory social life was possible with very little financial outlay. A great deal of the social life centered around the home, the church, and the school. Outdoor sports, sleighrides, basket or pie socials, and similar types of social activity were the

There is educative value, for youth, in association with older people who have a good work-morale.

rule for the young people of the middle and lower classes. A great deal of social life was incidental to the tasks of the home, farm, and store. There were no movies, few plays, no automobiles, few public dance halls patronized by respectable youth, and alcoholic drinks were not generally indulged in by mixed groups of young people.

A generation ago it was not necessary for young people to have permanents, cosmetics, silk hose, many dresses, a number of suits, and many other items of considerable expense that are almost requisite today. Horses and buggies consumed no gas and wore out few tires. Night clubs and cabarets did not constitute a frequent item of expense in the normal social life of the typical youth of the gay nineties.

Today it is impossible for young people to live a normal social life without material expense, many times that required of their parents when they were in their adolescence. This may come only from one of three sources—their parents, employment, or illegitimate sources. There are at least six or seven of the twenty million young people to whom the first two of these sources are not available. There are two alternatives—each unwise and costly in the long run to society—[1] to deny themselves the social activity engaged in by those around them or [2] to



Courtesy, National Youth Administration

satisfy their needs by engaging in crimes of violence or prostitution.

What is the answer? Certainly we do not propose to have this thing continue. What manner of men and women would? Let us review some of the possibilities:

[1] *Re-educate youth in its leisure pursuits*—Public playgrounds and amusement centers with competent leaders should be provided in far greater numbers. In this manner a much more valuable type of leisure would be encouraged at but a fraction of the cost per youth-hour that is possible in the average commercialized amusement. Let us, by every means, in school, home, and elsewhere, encourage youth to provide their own amusement, to develop some initiative and originality, and to check the tendency for young people to sit helplessly while their amusement is brought to them. On this score the school has been largely a failure and the home of today little better. Millions annually should be spent in expanding the facilities for recreation, particularly outofdoor recreation. Additional play space and equipment as well as space and equipment for indoor leisuretime expenditure are demanded. The facilities of the schools must be made available evenings and thruout the summer.

[2] *Develop upon the part of employers a more sympathetic attitude toward youth*—Employers and employment officials have in recent years discriminated against young people in favor of the heads of families. A relatively small per-

cent of young people are willing to find their living in relief. They want a start, not a rain-check. It is the fairly uniform testimony of welfare workers that the effects of unemployment upon morale are much more devastating in the cases of youth than in those of men in their forties or fifties. The latter are so much better prepared for the shock. They have already been somewhat disillusioned. There must be made a place, at least for parttime, in factories, stores, banks, railroads, and everywhere, for the youngster who now demands life's opportunity to be a worker, a citizen, a homemaker.

[3] *Require all young people to continue in school at least on half time until the age of 20 or 21*—As a solution to the problem of what to do with our youth, it has been proposed that attendance in school until the age of 18 or completion of highschool should be required. This would absorb probably two and a half million more young people now not in school. If a million each year did complete highschool while still 17 or 18, it would absorb even more. This proposal has several limitations.

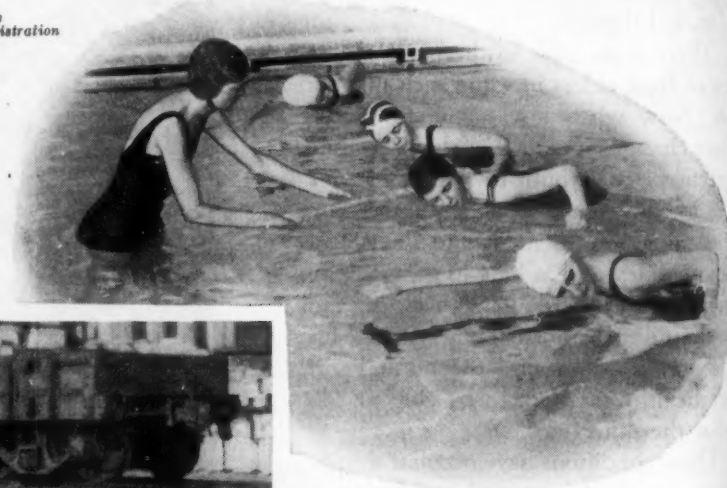
In the first place, we have few schools prepared to offer fulltime facilities ap-

propriate to the interests, ability, and future needs of a considerable proportion of youth—the type that previously withdrew from school to work soon after the limit of compulsory attendance was reached. There are already three million or more of the six and a half million highschool pupils who find the program of the highschools—a poorly thought thru hybrid of vocational education and pseudo-college preparation—poorly adapted to their abilities, interests, and most probable future needs.

In the second place, many of these youth do not want to go to school on full time, and would therefore be unlikely to exert the effort to learn that which is essential to an adequate return on the investment. They want to work. For the most part, they are not book-minded or even school-minded. They are much happier doing “real” things—living a “real” life. They would not only learn little, but would perhaps make it more difficult for others in school to learn.

In the third place, one of their most important needs is a small but regular income, sufficient to enable them to meet the standards set by their fellows in per-

Courtesy, Works
Progress Administration



Courtesy,
National Youth
Administration



Above—An NYA student initiates learners into a worthwhile leisure pursuit. Left—The 250,000 youth bumming the highways become cynical about life and suspicious of efforts to help them.

sonal appearance and social activities. This is to them a *sine qua non*.

And, finally, they need work experience. One must not forget that the school is only one sector of the educational environment, nor underestimate

the educative value of employment, of responsibilities, of association with older people who have a good work-morale.

As an alternate proposal to compulsory fulltime attendance until the age of 18, it is sounder, tho perhaps more difficult, to provide and to require concomitant work and school experience be-



Courtesy, National Youth Administration

TWO SNAPSHOTS OF TODAY'S YOUTH

The millions of young people who are seeking in vain for employment are denied the normal social life of today, which they see their more fortunate comrades enjoying. The solution of the problem lies in re-educating youth for less expensive leisuretime activities, as well as in providing employment for all.

The period of contacts which may be utilized for guidance—vocational, health, civic, education, moral, social—would be extended by two years. This halftime arrange-

biles, gasoline, sporting goods, that 130 million people can consume.

To bring about—let us not forget it—employment for millions more, as well as increased living standards, is a matter of education. When men are educated to place the general welfare on an even basis with personal acquisition and when the great mass of voters have been sufficiently trained in the fields of economics and political science that they are able to cast their ballots with the degree of intelligence implied in a democratic form of government, these problems will approach a solution.

As long as political and business leaders find their keenest satisfactions in personal victories and acquisitions and as long as voters are so easily confused and deceived as they are at present, the economic and political machinery will continue to function with low-grade efficiency and the problems of youth and of adults which center around employment will continue to plague us. *As a longtime but most effective plan to restore to youth his birthright, education of the appropriate sort offers the greatest promise.*

ment would require four years beyond the age of 16 to complete the equivalent of what is now taught by the age of 18 on our present fulltime or "all or none" attendance.

[4] *Give young people an education adequate for democracy*—The problem of youth is but one aspect of the national problem. Unemployment is not necessary. Aside from the possibilities of foreign markets, there are potential domestic markets sufficient to give every man, woman, and child an eight-hour work day, three hundred and sixty-five days in the year. Even a ten-hour day would not supply every family with all the clothes, food, medical and dental services, books, papers, furniture, medicines, amusements, homes, radios, electrical machines for the home, candy, automo-

tween the ages of 16 and 20, devoting approximately equal amounts of time to each. This might have many forms—half day at work, half day at school; this week in school, next week at work, as is already in operation in a score or more cities; or in rural areas, five months in school, seven months at work.

This arrangement has several distinct and important advantages. In the first place, it provides work-experience. It makes possible at least some earnings and consequently some participation in the prevailing types of social life. The work experience and increased maturity of the youth would make more meaningful much of the material in certain fields now taught in school to children not yet ready for it either in interest or in experience and background.

The Secret of a Good Memory

THE "SECRET of a good memory" is the secret of forming diverse and multiple associations with every fact we care to retain. But this forming of associations with a fact—what is it but thinking about the fact as much as possible?

Briefly, then, of two men with the same outward experiences, *the one who thinks over his experiences most*, and weaves them into the most systematic relations with each other, will be the one with the best memory. But if our ability to recollect a thing be so largely a matter of its associations with other things which thus become its cues, an important pedagogic consequence follows. *There can be no improvement of the general or elementary faculty of memory; there can only be improvement of our memory for special systems of associated things*; and this latter improvement is due to the way in which the things in question are woven into association with each other in the mind. Intricately or profoundly woven, they are held; disconnected, they tend to drop out just in proportion as the native brain retentiveness is poor. And no amount of training, drilling, repeating, and reciting employed upon the matter of one system of objects, the history-system, for example, will in the least improve either the facility or the durability with which objects belonging to a wholly disparate system—the system of facts of chemistry, for instance—tend to be retained. . . .

We have, then, not so much a faculty of memory as many faculties of memory. We have as many as we have systems of objects habitually thought of in connection with each other. A given object is held in the memory by the associates it has acquired within its own system exclusively. Learning the facts of another system will in no wise help it to stay in the mind, for the simple reason that it has no "cues" within that other system.

We see examples of this on every hand. Most men have a good memory for facts connected with their own pursuits. A college athlete, who remains a dunce at his books, may amaze you by

his knowledge of the "records" at various feats and games, and prove himself a walking dictionary of sporting statistics. . . .

The best possible sort of system into which to weave an object, mentally, is a *rational* system, or what is called a "science." Place the thing in its pigeon-hole in a classificatory series; explain it logically by its causes, and deduce from it its necessary effects; find out of what natural law it is an instance—and you then know it in the best of all possible ways. A "science" is thus the greatest of labor-saving contrivances. It relieves the memory of an immense number of details, replacing, as it does, merely contiguous associations by the logical ones of identity, similarity, or analogy. . . .

It follows also, from what has been said, that *the popular idea that "the memory" in the sense of a general elementary faculty, can be improved by training, is a great mistake*. Your memory for facts of a certain class can be improved very much by training in that class of facts, because the incoming new fact will then find all sorts of analogues and associates already there, and these will keep it liable to recall. But other kinds of fact will reap none of that benefit. . . .

Nevertheless, one often hears people say: "A great sin was committed against me in my youth: my teachers entirely failed to exercise my memory. If they had only made me learn a lot of things by heart at school, I should not be, as I am now, forgetful of everything I read and hear." This is a great mistake. Learning poetry by heart will make it easier to learn and remember other poetry, but nothing else; and so of dates; and so of chemistry and geography. . . .

The excesses of old-fashioned verbal memorizing, and the immense advantages of object-teaching in the earlier stages of culture, have perhaps led those who philosophize about teaching to an unduly strong reaction; and learning things by heart is now probably somewhat too much despised. For, when all is said and done, the fact remains that verbal material is, on the whole, the handiest and most useful material in

which thinking can be carried on. Abstract conceptions are far and away the most economical instruments of thought, and abstract conceptions are fixed and incarnated for us in words. Statistical inquiry would seem to show that, as men advance in life, they tend to make less and less use of visual images, and more and more use of words. I should say, therefore, that constant exercise in verbal memorizing must still be indispensable in all sound education.

Nothing is more deplorable than that inarticulate and helpless sort of mind that is reminded by everything of some quotation, case, or anecdote, which it cannot now exactly recollect. Nothing, on the other hand, is more convenient to its possessor, or more delightful to his comrades, than a mind able, in telling a story, to give the exact words of the dialog or to furnish a quotation accurate and complete. In every branch of study there are happily turned, concise, and handy formulas which in an incomparable way sum up results. The mind that can retain such formulas is in so far a superior mind, and the communication of them to the pupil ought always to be one of the teacher's favorite tasks.

In learning "by heart," there are, however, efficient and inefficient methods; and by making the pupil skilful in the best method, the teacher can both interest him and abridge the task. The best method is of course not to "hammer in" the sentences, by mere reiteration, but to analyze them, and think. For example, if the pupil should have to learn this last sentence, let him first strip out its grammatical core, and learn, "The best method is not to hammer in, but to analyze," and then add the amplificative and restrictive clauses, bit by bit, thus: "The best method is of course not to hammer in *the sentences*, but to analyze *them and think*." Then finally insert the words "*by mere reiteration*," and the sentence is complete, and both better understood and quicker remembered than by a more purely mechanical method.—From *Talks to Teachers on Psychology: And to Students on Some of Life's Ideals*, by WILLIAM JAMES, Henry Holt and Co.; N. Y., 1910.

SIXTY EDUCATIONAL BOOKS of 1936



THIS LIST is one of the annual services of THE JOURNAL. Each year it grows in favor among JOURNAL readers. For preparing this list, we are indebted to Marion E. Hawes and Rea J. Steele of the Enoch Pratt Free Library of Baltimore, and the hundreds of experts throughout the country who cooperate each year. This is the thirteenth time THE JOURNAL has presented this feature.

THIS LIST is prepared annually for the American Library Association and THE JOURNAL of the National Education Association, in the Education Department of the Enoch Pratt Free Library, Baltimore.

The final selection of sixty titles from approximately 700 published this year was made from the scorings and comments of more than 300 specialists in various educational fields and from a study of hundreds of reviews.

The needs of the classroom teacher are this year met by a number of practical curriculum studies and by books on administration from the teacher's point of view. Theory tends to continue its consideration of the relation of education to the social order; Raup, *Education and Organized Interests in America* and Langford, *Education and the Social Conflict* being titles in this field.

Some important reference tools deserve mention: Monroe and Shores, *Bibliographies and Summaries in Education to July, 1935*, is a "catalog of more than 400 annotated bibliographies and summaries listed under author and subject in one alphabet." Since education lacks an up-to-date cyclo-

pedia, this important reference work will help fill that gap. Cook and Rahbek-Smith, *The Educational Film Catalogue* is a "classified list of 1175 non-theatrical films with a separate title and subject index." Supplements will be issued regularly, revising the material and bringing it up-to-date. The *Handbook of Adult Education in the United States, 1936*, compiled under the auspices of the American Association for Adult Education and edited by Dorothy Rowden, is more than a directory since it presents a summary of the activities and purposes of the agencies included. Chayer, *Bibliography in Health Education for Schools and Colleges*, selected and annotated, offers a "wide variety of source materials from which to select library materials."

Yearbooks that contain mainly reports and papers delivered at conferences are being omitted this year. *Education on the Air, Seventh Yearbook of the Institute for Education by Radio*, and the *Yearbook of the Music Educators National Conference, Twenty-ninth Year, 1936*, are examples. It is felt that they are too well-known to teachers to be included annually, and the symposium form carries too much duplication of general statement.

Revised editions are not included in this list unless the books are completely rewritten and brought up-to-date with new material. Two revised editions were considered by cooperators to fulfil these requirements. Others appearing this year are: Duggan, *A Student's Textbook in the History of Education*; Graves, *A Student's History of Education*; Smith, *Constructive School Discipline*; and Williams and Hughes, *Athletics in Education*.

Books especially recommended for teachers and small public libraries have been starred.

All teachers and students of education who are doing intensive research in any subject should consult the complete list of titles appearing in *School and Society* for March 27, 1937, and the similar comprehensive annual lists that have appeared in *School and Society* since 1927.—Marion E. Hawes and Rea J. Steele.

History, Principles, and Philosophy of Education

* BOGOSLOVSKY, B. B. The ideal school. 525p. 1936. Macmillan. \$2.50.

Subtle and penetrating criticism of progressive education in semi-fictional form. A young Ph.D. visits an "ideal school," which changes his whole philosophy. The author reveals his own theories and then casts them into concrete form in the "ideal school" of Part II.

MAYHEW, K. C. and EDWARDS, A. C. The Dewey school; the laboratory school of the University of Chicago, 1896-1903. 489p. 1936. Appleton-Century. \$2.50.

The first full account of the cooperative venture in socialized education directed by John Dewey at Chicago from 1896 to 1903. Two teachers in the school describe its organization, methods, and underlying philosophy in a book important not only from an historical standpoint but also for its discussion of problems pertinent to present-day efforts in progressive education.

RUSSELL, W. F. Liberty vs. equality. 173p. 1936. Macmillan. \$2.

A series of essays by the Dean of Teachers College re-expressing the ideals of pre- and post-Revolutionary days and pointing out that both liberty and equality can be attained only by an educational scheme more broadly conceived than the present one. All will not agree with the author's ideas, especially on the federal support of education. The timeliness of the subject-matter makes this a challenging book.

Administration, Supervision, and Finance

* CHAMBERLAIN, L. M. The teacher and school organization. 656p. 1936. Prentice-Hall. \$2.80.

Whether the teacher in training intends to do administrative work or not, to teach effectively she must be familiar with and participate in the solution of administrative problems, as well as understand her relationship to the social and economic life of the community. A general overview of school administration is given and teacher cooperation is stressed.

DEYOUNG, C. A. Budgeting in public schools. 610p. 1936. Doubleday, Doran. \$3.50.

How to prepare, present, administer, and appraise the budget. A clear, well-organized presentation based on the study of a large number of school systems, particularly those in large cities. Equally useful as a textbook or as an administrator's handbook. The most comprehensive treatment yet made.

DOUGHERTY, J. H. and others. Elementary school organization and management. 453p. 1936. Macmillan. \$2.25.

Unusual in that it is written for the teacher rather than the administrator. This volume describes what the teacher should know besides problems of curriculum and method. The testing program is emphasized and chapters are supplied with guide questions, activity lists, and selected references.

MAXWELL, C. R. and KILZER, L. R. High school administration. 514p. 1936. Doubleday, Doran. \$2.50.

An influx of a wider variety of pupils with differing interests and abilities has created unusual complexities in the office of the principalship. Here are analyzed practices now used in progressive schools due to this changing character of the student body. Newer educational concepts are emphasized while theory and experience are combined to suggest valuable solutions to contemporary everyday problems.

MORT, P. R. Federal support of public education; a report of an investigation of educational need and relative ability of states to support education as they bear on federal aid to education. 334p. 1936. Teachers College, Columbia Univ. \$3.70.

A timely investigation of state ability to support education, together with a study of the expediency of federal aid. With the realization that different sections of the United States represent an uneven capacity for expenditure, the report analyzes a defensible foundation program, the scope of federal outlay, the yield of a modern tax system, and a plan for national assistance.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The grouping of pupils; thirty-fifth yearbook, Pt. I. 319p. 1936. Public School Pub. Co. \$2.50; \$1.75 paper.

Considering class groups in relation to the problem of providing for individual differences among children, this symposium presents the basic principles of pupil grouping, discusses various theories of grouping, and reports on practical experiments in the field. Varying and often contradictory opinions are expressed.

Educational Research

*GOOD, C. V. and others. The methodology of educational research. 882p. 1936. Appleton-Century. \$3.75.

A comprehensive survey of several methods of research, integrating them into one pattern, and presenting the successive steps in a project in well-organized form. Chapters on scientific thinking and on the training and supervision of research workers are included. The authors emphasize the teacher's part in such projects both as a "consumer and producer," tho the book will probably be more widely used by students and research workers.

Conduct and Character Formation

JONES, V. A. Character and citizenship training in the public school; an experimental study of three specific methods. 404p. 1936. Univ. of Chicago Press. \$3.

Describes an experiment conducted in seventh- and eighth-grade classes "to determine whether demonstrable improvement can be made in moral behavior" by means of first-hand experience, or by discussion, or by the two methods combined. Conclusions are set forth in a final chapter, in which are honestly stated the defects and positive results of the experiment.

Psychology of Childhood and Youth

AVERILL, L. A. Adolescence; a study in the teen years. 496p. 1936. Houghton. \$2.25.

The sociological viewpoint, the environmental factors affecting behavior, and community organization for adolescent welfare receive emphasis. The author is concerned, however, with the adolescent as an individual and case reports prefacing each chapter emphasize this approach. The treatment of 'teen age interests is valuable. Content and style are equally noteworthy.

*COLE, LUELLA. Psychology of adolescence. 503p. 1936. Farrar & Rinehart. \$3.

Vividness from illustrative case studies; more attention to social and ethical development, an unusual classification of adolescent types; and concern for environment make this book different. While Dr. Cole's choice of "objectively proven facts" may sometimes be questioned, her aim to be comprehensive and to enable the teacher to make specific applications to classroom problems is well met.

*MORGAN, J. J. B. The psychology of the unadjusted school child. Rev. ed. 338p. 1936. Macmillan. \$2.25.

The 1924 edition has been enriched with new concrete material drawn from studies of 2500 children. Constructive suggestions are given for avoiding the principal types of maladjustment in children to insure more successful adult mental health. Dr. Morgan addresses his book to the classroom teacher, whom he holds responsible for recognizing and correcting defects and peculiarities in children's behavior.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Personality adjustment of the elementary-school child; fifteenth yearbook. 672p. 1936. The Association. \$2.

A valuable compilation of articles by specialists in child guidance and by school officials. Concise but authoritative information on the needs of the child and the out-of-school and inschool factors which affect his adjustment. Diagnosis and correction receive emphasis and both larger general issues and specific practical problems are considered. Excellent bibliographies and index.

Educational Psychology

*GARRISON, S. C. and GARRISON, K. C. Fundamentals of psychology in secondary education. 599p. 1936. Prentice-Hall. \$2.80.

The application of psychological principles to the study of the adolescent in his progress toward maturity, problems of learning in highschool subjects, and the development of personality. Valuable aids are the thought questions and selected references at the end of each chapter and the separate subject and author indexes.

JUDD, C. H. and others. Education as cultivation of the higher mental processes. 206p. 1936. Macmillan. \$2.

That type of mental activity which thru creative thinking makes comparisons, draws contrasts, and discovers explanations in daily surrounding experiences has not been fostered by contemporary teaching. Dr. Judd and his associates attempt to investigate the nature of these processes and more especially the effectiveness of the methods employed to cultivate them.

SKINNER, C. E. ed. Educational psychology. 754p. 1936. Prentice-Hall. \$3.

A cooperative study, with contributions by 25 psychologists and educators of varying schools, with emphasis on the social and creative viewpoint. The four main sections on growth, learning, individual differences, adjustment and guidance are made concrete by illustrative examples from the classroom. A broad view of present psychology presented in a reasonably simple style.

Educational Tests and Measurements

*HAWKES, H. E. and others. The construction and use of achievement examinations; a manual for secondary school teachers. 497p. 1936. Houghton. \$2.40.

The greater portion of this book is devoted to testing in the major subject fields in secondary schools. Each subject is presented by a specialist in that field, while Dr. Lindquist treats the general theory of test construction. A final chapter on the use and abuse of examinations. The whole is wellcoordinated and demonstrates that experts can write in a simple and lively style.

LEE, J. M. A guide to measurement in secondary schools; a practical guide in the administration, construction, and use of tests and measurements in secondary education. 514p. 1936. Appleton-Century. \$2.75.

A careful study of testing practices in some 500 secondary schools gives the author a practical basis for his evaluation of testing programs and results. He stresses measurement as a tool for the improvement of instruction and as an aid in pupil diagnosis and guidance. A list of appropriate standardized tests is appended.

MONROE, W. S. and ENGELHART, M. D. The scientific study of educational problems. 504p. 1936. Macmillan. \$3.

A general introduction to research methods with major space and emphasis given to the interpretation and analysis of statistical techniques. By directing attention to the limitations of educational data and of the techniques in handling them, the authors hope to

indicate the direction educational research should take in order to build up a science of education.

Special Education and Exceptional Children

BENTLEY, J. E. Problem children; an introduction to the study of handicapped children in the light of their physiological, psychological, and social status. 437p. 1936. Norton. \$3.50, text ed. \$2.75.

Child guidance clinics as a necessary school feature are urged especially because of a lack of teacher ability to recognize mental and physical deficiencies. A clinical approach to educational problems is outlined and many tests, charts, and diagnostic materials are suggested. A bibliography and a list of voluntary organizations for the study of exceptional children give added usefulness.

School Libraries

FARGO, L. F. Preparation for school library work (Studies in library service, No. 3). 190p. 1936. Columbia Univ. Press. \$3.

A sound, critical treatment of the problem of training both the fulltime school librarian and the teacher-librarian, based on a study of positions available, certification requirements, the functions of the school librarian and necessary background, and trends in professional preparation. The author's wide experience enables her to treat the subject broadly and realistically.

Teachers and Teacher Training

*BEALE, H. K. Are American teachers free? An analysis of restraints upon freedom of teaching in American schools (Amer. historical assn. Report of the Commission on the social studies, Pt. XII). 855p. 1936. Scribner. \$3.50.

A significant study because it considers the whole social status of the teacher in American life and the moral and intellectual "climate" of the school and its community relations rather than the narrower question of academic freedom. An exhaustive open-minded survey of the postwar situation in teacher training institutions and in schools below college grade and of its effect on American life, with constructive suggestions. "Should be read by every teacher and prospective teacher."

Curriculum and Methods of Teaching

*CALIFORNIA STATE DEPARTMENT OF EDUCATION CURRICULUM COMMISSION. Teachers' guide to child development in the intermediate grades. 631p. 1936. The Department. \$1.

A general introduction on program organization, the teacher, and instructional materials is followed by chapters on the progressive methods of handling the usual school subjects. Each subject is illustrated with unit material, the day-to-day development of it in a class of average children, and excellent examples of creative work. A guide for the creative teacher.

DRAPER, E. M. Principles and techniques of curriculum making. 875p. 1936. Appleton-Century. \$3.25.

A description of technics in curriculum making with concentrated emphasis on the unit of work from kindergarten to junior college. More than half the pages consist of illustrations assembled from sixteen leading school systems. The mass of material is somewhat bewildering. Extensive supplementary materials and bibliographies.

*NORTON, J. K. and NORTON, M. A. Foundations of curriculum building. 599p. 1936. Ginn. \$3.

An overview of theory, trends, and current practices, at the elementary-school level, based on a synthesis of research findings. Tho arranged by conventional subject fields, the book will be useful for the activity type of curriculum. "A marvel of research, arrangement, condensation, and interest. Helpful especially to curriculum makers but to superintendents, supervisors, and classroom teachers as well. Excellent bibliographies."

RUGG, HAROLD. American life and the school curriculum; next steps toward schools of living. 471p. 1936. Ginn. \$2.60.

After reviewing the development of education in an industrial society, Dr. Rugg presents an exciting and enriching discussion of curriculum reconstruction for the new social order, with a projected program and a new psychology.

Preschool, Kindergarten, and Elementary Schools

ANDRUS, RUTH and others. Curriculum guides for teachers of children from two to six years of age. 299p. 1936. Reynal. \$2.50.

Full of practical material on the curriculum, defined as the "sum total of experiences provided by the school." Experiences suggested for the various age levels take into account the differing family and community backgrounds of the individual child. A short outline of the daily program and a very full discussion of activities which have stood the test of classroom use.

* FOSTER, J. C. and HEADLEY, N. E. Education in the kindergarten. 366p. 1936. Amer. Bk. Co. \$2.

Emphasizes the kindergarten's distinctive place between nursery school and first grade. All phases are included, but the programs, lists of equipment and supplies, and types of lessons make this a practical handbook for the beginning teacher. The question of encouraging children's individuality, while developing their appreciation of social responsibility is discussed.

* KALLEN, MIRIAM. A primary teacher steps out. 241p. 1936. Lothrop. \$2.

An experienced teacher tells us how she "stepped out of the old and moved very cautiously into the new," recounting her experiences and steps. The teacher in a crowded schoolroom will find an abundance of examples of how to handle a lack of equipment, meet the requirements of a traditional curriculum, and yet work out an activity program.

Secondary Education

* LANGFITT, R. E. and others. The small high school at work. 660p. 1936. Amer. Bk. Co. \$2.75.

The school of three or four teachers, the most numerous of secondary education units: its philosophy, the development of its curriculum, the solving of its administrative problems, and particularly its unique opportunity and obligation to relate its activities to the needs of pupils and community.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS. Issues of secondary education; report of the Committee on orientation of secondary education (Bul. No. 59). 372p. 1936. The Department. \$1.

Attempts to establish the groundwork of a national program for secondary education by a discussion of ten major issues confronting its leaders. Some may disagree as to the relative importance of the issues.

Reading, Writing, and Languages

* BETTS, E. A. The prevention and correction of reading difficulties. 402p. 1936. Row. \$2.

A summary and interpretation of recent research findings and of the author's experience in his reading clinic at Oswego Normal School. The set-up of a clinic and its coordination with other school departments are described. A simple, clear summary and an extensive bibliography follow each chapter; appendices contain tests developed by the writer.

HARRISON, M. L. Reading readiness. 166p. 1936. Houghton. \$1.20.

A timely and useful book for kindergarten and first-grade teachers summarizing articles and research studies not readily available elsewhere. Material is organized under four headings: Factors influencing reading readiness, instruction fostering it,

WAYS THIS LIST IS USED—Individual teachers use it to discover the professional books which they should examine, read, or buy.

[2] *Instructors in teachers colleges refer their students to these lists to encourage wide reading.*

[3] *Persons in charge of professional libraries for teachers and students use it as a checklist in making up purchase orders.*

[4] *Librarians in public libraries use it as a buying list for their teachers' reading room.*

[5] *Librarians in foreign countries use it to keep in contact with educational writings in this country.*

[6] *Directors of extension courses for teachers study these lists to discover material for reading courses.*

[7] *Editors use it to seek new ideas for their magazines.*

the testing program, and the placement and remedial program. Appendices contain a bibliography, books for the children's library, and a typical case study.

JENKINS, FRANCES. Language development in elementary grades. 256p. 1936. Nelson. \$2.

Language teaching has been integrated with experiences vital to the pupil, emphasis being placed on oral work. Although speech rather than writing is taking a more prominent place in classroom activities, both speaking and writing are discussed in terms of all-day activities in this integrated program. A chapter, "Practical Illustrations and Suggestions," offers stimulating ideas to the elementary teacher.

MCCALLISTER, J. M. Remedial and corrective instruction in reading; a program for the upper grades and high school. 300p. 1936. Appleton-Century. \$2.

Analysis of reading disabilities of pupils who have passed the stage of formal training, showing the need for three types of training in upper grades and high school—individual work for the seriously retarded, corrective group instruction for mild cases, and guidance for those who encounter difficulties in studying various subjects. Case studies, Dr. McCallister's major personal contribution, illustrate his points.

* NATIONAL COUNCIL OF TEACHERS OF ENGLISH. A correlated curriculum; a report of the committee on correlation . . . R. M. Weeks, chairman (English monograph, No. 5). 326p. 1936. Appleton-Century. \$2.

Many students go thru school failing to correlate classroom subjects, and emerge with unrelated views. Sixty-one contributors have collected material which aims to counteract this situation and suggest theories of integration in the light of current child psychology. The fusion of English with history, civics, vocational information, and fine arts are topics that come under discussion. Points a way toward changes in English curriculums.

* STONE, C. R. Better primary reading; how to adapt reading instruction to the varying needs of the children. 536p. 1936. Webster. \$2.25.

"This book, designed for teachers and supervisors in service and as a textbook in courses in reading, presents solutions to present-day problems in primary reading, applying the findings of research based upon these problems." It sets forth principles and practices which have proved unusually successful in preventing failures and deficiencies in reading.

Mathematics and Science

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. The place of mathematics in modern education; eleventh yearbook. 258p. 1936. Teachers College, Columbia Univ. \$1.75.

Attempts to clarify and define the place of mathematics in modern education. Leading mathematicians, in a forceful defense, contradict the criticisms directed at those twin perplexities, algebra and geometry. That mathematics is alive is maintained by showing its relation to the arts and sciences; that it provides cultivation is proven by examples in the life of the enriched adult.

* PRESTON, C. E. The high school science teacher and his work. 272p. 1936. McGraw-Hill. \$2.

An outgrowth of the author's need for a textbook for college classes in the fundamentals of science teaching. This is a clear, readable, and inspirational presentation covering historical background, present-day objectives, evaluation and selection of textbooks, teaching methods, laboratory work, field trips.

SCHORLING, RALEIGH. The teaching of mathematics; a source book and guide. 247p. 1936. Ann Arbor Press. \$1.60.

A collection of the most important writings, from reports, journals, and yearbooks which have affected mathematics teaching. Presents the psychology of mathematics and discusses some disputed and debatable points. Sets of exercises at the ends of chapters add to the usefulness of the book and unify material. Valuable as an initial attempt to apply the outcomes of research to practical situations.

WELLS, HARRINGTON. The teaching of nature study and the biological sciences. 333p. 1936. Christopher. \$4.

Teaching techniques and subject-matter selection in the biological sciences are combined to yield an up-to-date sourcebook of material and ideas. There are educational plans and suggestions for field and laboratory work from kindergarten thru senior high school, accumulated from years of experience. Interweaving of nature and science material is encouraged. Has outlines, plays, games, bibliographies.

Geography and Social Studies

* KELTY, M. G. Learning and teaching history in the middle grades. 694p. 1936. Ginn. \$2.40.

Covers the psychological and social foundations and all phases of technique in the teaching of history. Will serve as a complete manual of objectives, selection, organization, and curriculum. More than half the book is devoted to units which are accompanied by reading lists, activities, drill games, and tests. Most useful to the classroom teacher.

MARSHALL, L. C. and GOETZ, R. M. Curriculum-making in the social studies: a social process approach (Amer. historical assn. Report of the Commission of the social studies, Pt. XIII) 252p. 1936. Scribner. \$1.75.

An analysis of man's relation to humanity. Although the material is arranged so that it may serve as a basis for curriculum construction, the idea behind the book is the authors' social theory, the conception of an evolving society. The social studies must go beyond merely helping the youth to understand society. He must be able to participate and control that society intelligently.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. The social studies curriculum; fourteenth yearbook. 478p. 1936. The Association. \$2.

Wellplanned and well-executed report which will serve as an indispensable guide for those undertaking to develop curriculum procedures in the social studies. The purposes, principles, and practices that should be incorporated in such curriculums are discussed with examples drawn from practical work in school systems. Excerpts from leading courses of study are included. Summaries and lists of investigations augment the extensive references given.

Art, Music, and Drama

FOX, L. M. and HOPKINS, L. T. Creative school music. 326p. 1936. Silver, Burdett. \$3.

Stresses the theory that creativeness should permeate every school activity and endeavors to promote a class atmosphere in which creative experiences are encouraged. The authors outline thirteen steps to be followed by the teacher in helping children to

develop a tune and offer delightful illustrations of songs actually composed. Significant information on the rhythm band, original plays, and uses of music in other subjects. A definitive treatment based on sound psychology.

* GEHRKENS, K. W. Music in the junior high-school (Grades 7-9). 228p. 1936. Birchard. \$2.50.

"The fruit of experience and thought rather than research," this volume combines wise counsel and practical suggestions on curriculum, glee club, band, orchestra, equipment, assembly, and public performance. The author aims to develop a permanent life interest in music in the adolescent of whose needs and interests he shows deep understanding.

Business, Industrial, Professional, and Vocational Education

* BLACKSTONE, E. G. and SMITH, S. L. Improvement of instruction in typewriting. 551p. 1936. Prentice-Hall. \$3.50.

Complete handbook covering all the problems of instruction from objectives, motivation, tests and lesson plans to equipment, textbook selection, and devices. The authors encourage reasoning and resourcefulness rather than mere development of skills; attempt to discover causes of student-error and offer remedial treatment. Helpful lists and summaries of research studies in the field.

DVORAK, AUGUST and others. Typewriting behavior; psychology applied to teaching and learning typewriting. 521p. 1936. Amer. Bk. Co. \$3.

Revolutionary teaching methods based on modern psychology and a discussion of a new simplified keyboard are special features. Aspects of the subject of interest to the psychologist, the instructor and the typing student are pointed out. A stimulating book in a field of instruction which needs such studies.

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Guidance in business education; ninth yearbook. 361p. 1936. The Association. \$2.50

Business executives, personnel directors, guidance counselors, a psychologist, and educators in both the general and commercial fields contribute to this volume planned to acquaint commercial teachers with general guidance techniques and successful practices already in use. The book is comprehensive in scope and interesting in treatment. Appendices contain sample forms and classified bibliography.

Health, Physical Education, and Mental Hygiene

* GROUT, R. E. ed. Handbook of health education: a guide for teachers in rural schools. 298p. 1936. Doubleday, Doran. \$1.80.

A group of rural New York teachers present the results of four years' experimentation in a usable program with a large selection of teaching material developed in actual practice. The book's chief merits are its practical adaptation to child needs and its emphasis on family and community health relationship.

HARDY, M. C. and HOEFER, C. H. Healthy growth: a study of the influence of health education on growth and development of school children. 360p. 1936. Univ. of Chicago Press. \$3.50.

An investigation which resulted from an attempt to demonstrate the value of health education as an integral part of the curriculum. The committee endeavored [1] to map out growth patterns of healthy children during developmental periods of middle and late childhood, [2] to determine effect of health conditions during infancy and childhood on rate of development. This cooperative project, extending over 12 years, presents significant findings.

SHARMAN, J. R. The teaching of physical education. 237p. 1936. A. S. Barnes. \$1.60.

Attention is focused on the basic principles of teaching and the place of physical education in the school program. More efficient methods of instruction and class organization and management are discussed. The author has tried to recognize individual differences while emphasizing group participation. Intended for use as a text in professional courses.

Rural Education

* LOWTH, F. J. Everyday problems of the country teacher. Rev. and enlarged ed. 625p. 1936. Macmillan. \$2.25.

The author has reorganized and rewritten this book introducing a great deal of new material especially in the fields of methods and classroom activities. The need for complete cooperation between the rural teacher and surrounding community is described in detail. Questions and up-to-date bibliographies at the ends of chapters help make this a comprehensive and useful text.

Higher Education

ELLIOTT, E. C. and CHAMBERS, M. M. The colleges and the courts; judicial decisions regarding institutions of higher education in the United States. 563p. 1936. Carnegie Foundation. Gratis.

A pioneer effort to assemble and classify legal discussions pertaining to our colleges and universities. Admission, discipline, suspension, scholarships, diplomas, degrees, laws affecting the faculty, etc., are considered. The case method is used, giving us a most readable and interesting book rather than a dry collection of legal decisions.

THE EVALUATION OF HIGHER INSTITUTIONS; a series of monographs based on the investigation conducted for the committee on revision of standards, commission on higher institutions of the North Central Association of Colleges and Secondary Schools. 1936. Univ. of Chicago Press.

Vol. I.—PRINCIPLES OF ACCREDITING HIGHER INSTITUTIONS, by G. F. Zook and M. E. Haggerty. 202p. \$2.

Vol. IV.—THE LIBRARY, by Douglas Waples and others. 86p. \$1.

Vol. V.—STUDENT PERSONNEL SERVICE, by D. H. Gardner. 235p. \$2.50.

Vol. VI.—ADMINISTRATION, by J. D. Russell and F. W. Reeves. 285p. \$3.

This comprehensive and constructive study of the accrediting procedures in fifty-seven institutions is the "first application of scientific methods in the appraisal of educational institutions." It is based on investigation by questionnaire, personal visits, and an extensive testing program. The committee responsible for it asserts that its workability has been tested.

* HUTCHINS, R. M. The higher learning in America. 119p. 1936. Yale Univ. Press. \$2.

Universities are "suffering from the two cardinal sins of the age, love of money and anti-intellectualism." Education has been emphasizing adjustment to society rather than the search for truth or learning how to think. President Hutchins would make the universities centers of creative thought by a revolutionary reorganization of the curriculum, by relegating vocational training to separate institutions, and by devoting the first two college years to a broadly conceived but closely integrated general cultural education.

Adult Education

* BRYSON, LYMAN. Adult education. 208p. 1936. Amer. Bk. Co. \$2.

A concise and stimulating basic textbook written out of significant experience. The philosophical and sociological foundations, the functions and methods, and the agencies at work are briefly and realistically considered. The author shows a "detached yet capable understanding of his field." Bibliographies and questions for discussion lure the student to further study.

ELY, M. L. ed. Adult education in action. 480p. 1936. Amer. Assn. for Adult Educ. \$2.75; \$2.25 to members.

The *Journal of the American Association for Adult Education* has been the sourcebook for aims, methods, and content in recent phases of the movement. Miss Ely has selected and condensed one hundred and sixty articles appearing in the *Journal* since 1929, skillfully arranging them to present the various agencies at work.

ADDRESSES OF PUBLISHERS MENTIONED

American Association for Adult Education, Inc., 60 E. 42nd St., New York City
American Book Co., 88 Lexington Ave., New York City

Ann Arbor Press, Ann Arbor, Mich.
D. Appleton-Century Co., Inc., 35 W. 32nd St., New York City

A. S. Barnes & Co., 67 W. 44th St., New York City

C. C. Birchard & Co., 221 Columbus Ave., Boston, Mass.

California State Department of Education, Sacramento, Calif.

Carnegie Foundation for the Advancement of Teaching, 522 Fifth Ave., New York City

Christopher Publishing House, 1140 Columbus Ave., Boston, Mass.

Columbia University Press, 2960 Broadway, New York City

Doubleday, Doran & Co., Inc., 75 Franklin Ave., Garden City, N. Y.

Eastern Commercial Teachers Association, 1200 Walnut St., Philadelphia, Pa.

Farrar & Rinehart, Inc., 232 Madison Ave., New York City

Ginn and Company, 70 Fifth Ave., New York City

Houghton Mifflin Co., 2 Park St., Boston, Mass.

Lothrop, Lee & Shepard Co., c.o. Thomas Nelson & Sons, 381-385 Fourth Ave., New York City

Macmillan Co., 60 Fifth Ave., New York City

McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York City

National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

Thomas Nelson & Sons, 381-385 Fourth Ave., New York City

W. W. Norton & Co., Inc., 70 Fifth Ave., New York City

Prentice-Hall, Inc., 70 Fifth Ave., New York City

Public School Publishing Co., 509-513 N. East St., Bloomington, Ill.

Reynal & Hitchcock, Inc., 386 Fourth Ave., New York City

Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.

Charles Scribner's Sons, 597 Fifth Ave., New York City

Silver, Burdett & Co., 39 Division St., Newark, N. J.

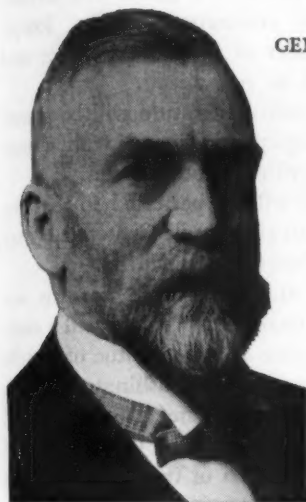
Teachers College, Columbia University, 525 W. 120th St., New York City

University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.

Webster Publishing Co., 1800 Washington Ave., St. Louis, Mo.

Yale University Press, 143 Elm St., New Haven, Conn.

HE SAVED *the* SCHOOL LANDS



GENERAL BEADLE

Man of vision; man of mission; patriot, soldier,
scholar, seer;

Man of action; man of purpose, duty-led in thy
career.

Forward-looking; self-forgetting; unwaged
drudge for learning's gain.

South Dakotans reap thy planting—gladly, too,
their plaudits rain.

—DOANE ROBINSON

EDITORIAL NOTE—One of the chief aims of the Horace Mann Centennial is to encourage states and communities to pay tributes to the founders of their school systems. There is no more heroic service in American history than the sacrifices and leadership of the men and women who made our schools possible. These men and women have an immortality that goes beyond decades and even centuries—the immortality of influence. It is interesting to note, in the statement which follows, that General Beadle was greatly influenced in his thinking by John D. Pierce, "father of the Michigan school system." Pierce, in turn, acknowledged his indebtedness to Horace Mann as the source of his inspiration and appreciation of public schools. It is hoped that other states besides South Dakota will take advantage of the Horace Mann Centennial year, to pay tribute to both educators and laymen who helped to found and build up the schools.

DURING the school year 1937-38 South Dakota will observe the Beadle Centennial, celebrating the hundredth anniversary of the birth on January 1, 1838, of General W. H. H. Beadle. Sponsors of the Centennial hope that other states, too, notably those which profited with South Dakota—North Dakota, Washington, Montana, Idaho, and Wyoming—from General Beadle's monumental work in behalf of the public schools, will also take full cognizance of the observance.

A statue of "South Dakota's Grand

Old Man" by Daniel Webster, a former South Dakotan, erected with funds contributed by school children of South Dakota in 1910 and standing in the rotunda of the state capitol at Pierre, carries this inscription, "General W. H. H. Beadle, Educator," and this sub-inscription, "He Saved The School Lands." It is for the contribution as recorded in the sub-inscription that Beadle is revered by all South Dakotans and others who know of his work.

William Henry Harrison Beadle was born in a log cabin in Liberty Township, Parke County, Indiana. He gave much credit to the instruction he had received from Miss Lavina Tucker, Quakeress, the teacher in a common school of his native state. His student days at the University of Michigan were interrupted by five years of Civil War service in the Union armies. In his middle twenties, he emerged from that service a brigadier general, to complete his university career and to earn the degrees of bachelor of arts, master of arts, and bachelor of laws. Later his alma mater conferred an honorary doctorate upon him.

After practicing law for several years in Wisconsin, he was sent to Dakota Territory as surveyor-general, serving in this most arduous frontier capacity during the Dakota boom days. Always he manifested interest in the schools then being organized and in the school lands which a generous federal government held in trust for the territory until it attained statehood. While a student at

S. B. Nissen

the University of Michigan, he had been deeply swayed by the educational philosophy of John D. Pierce, "father of the Michigan school system"; and he knew, too, of the pittances received from the sales of school lands in older states and how the permanent school funds of these states had disappeared.

With this background of interest and with much first-hand experience and knowledge, he was eminently equipped to wage his "knightly battle" to save the school lands and to preserve the permanent school fund derived from the sales of these lands. While surveyor-general and later as superintendent of public instruction, he went about Dakota Territory on official business and on his own initiative at his own expense to speak before all manner of audiences in his advocacy and his insistence that the children's heritage be safeguarded and preserved.

These efforts of Beadle's were climaxed by having most definite and all-inclusive provisions incorporated into the Enabling Act of South Dakota and later into the constitution regarding the conservation of the school endowments. These constitutional safeguards were new and different from those in the constitutions of older states.

These principles might well be placed with other documented American principles regarding public education and be equally honored with them. An excerpt or two from the constitution will illustrate:

All proceeds of the sale of public lands that have heretofore been or may hereafter be given by the United States for the use of public schools in the state . . . shall be and remain a perpetual fund for the maintenance of public schools in the state. It shall be deemed a trust fund held by the state. The principal shall forever remain inviolate, and may be increased, but shall never be diminished, and the state shall make good all losses thereof which may in any manner occur. . . . No land shall be sold for less than the appraised value, and in no case for less than ten dollars per acre.

Beadle's victory was won not alone for future generations of South Dakota children, but for those of the states which at the same time or later came into the union. These states' constitutions also included the same principles and provisions regarding the school lands and permanent school funds as did South Dakota's.

The story of General Beadle's life, and it is a thrilling and inspiring one, and of his historic struggle for the cause of education, has recently been told in a book entitled, *Twenty Million Acres*, by Superintendent Barrett Lowe, Westington Springs, South Dakota, chairman of the Beadle Centennial Committee of the South Dakota Education Association. The book will serve as a source of information and inspiration for the Centennial. The title of the book refers to the vast domain of school lands which was saved in the six states. It is fitting that the South Dakota Education Association sponsor the Beadle Centennial, for Beadle was its founder in the early eighties, served several years as its first president, and was president again in 1909.

General Beadle was honored during his life and has been honored since his death in 1915. He was the heroic central figure in the film, "Dakotah," the scenario for which was written by Superintendent Lowe. "Dakotah" was produced by students and faculty of Eastern State Normal, Madison, South Dakota, of which Beadle had been president for sixteen years. In 1933 there was organized in South Dakota the Beadle Club, to which are elected those schoolmen and laymen of South Dakota who have made outstanding contributions to the cause of public education over a long period of time.

Most opportunely there is an overlapping of the Horace Mann Centennial and the Beadle Centennial next fall. The lives and the work of these two great Americans are remarkably similar. Both left other more promising pursuits to enlist zealously in pioneering efforts for public education. Both gave outstanding service, after first objectives were realized, as presidents of colleges. Both had statues erected to them during their lives. The Horace Mann League perpetuates Horace Mann's philosophies, and the Beadle Club of South Dakota commemorates General Beadle's work.

The plans for the Beadle Centennial, which have been approved by the South Dakota Education Association, include the following:

[1] The Beadle Centennial will be the theme of the Young Citizens' League, a unique South Dakota elementary-school children's character-training organization, for the year's work in 1937-38.

[2] The Beadle Centennial theme will be considered in South Dakota teachers institutes in the fall, and also generally during American Education Week.

[3] Beginning January 1, 1938, an essay, oratorical, and poetry contest on the Centennial will be sponsored in the schools.

[4] The climax of the Centennial will be reached in the commencements of 1938.

[5] The Centennial will be the dominating theme of the 1937 convention of the South Dakota Education Association.

One session will be set aside for appropriate memorialization, with General Beadle's daughter, Mrs. Mae Beadle Frink of California, as a convention guest. The services of Beadle's colleagues—of Dr. Joseph Ward, founder of Yankton College; and others—will be recognized.

[6] Centennial literature will be placed with lay organizations and with educational authorities in other states.

[7] Plans will be perfected so that the Horace Mann and Beadle Centennials may be jointly observed next fall.

[8] The state legislature now in session has by unanimous vote created a commission to place a bronze statue of Beadle in the Statuary Hall, Washington, D. C., without cost to the state. The statue will be a replica of the statue of General Beadle now in the rotunda of the state capitol at Pierre.

INSERVICE TEACHER EXCHANGE

THE EASTERN STATE NORMAL SCHOOL, Castine, Maine, has worked out a unique teacher exchange plan that is proving extremely satisfactory. In the belief that some such plan should be adopted thruout the country, THE JOURNAL presents here a brief description of the experiment.

The purpose of the exchange, which was put into effect January 1935, is to provide an opportunity for professional work for teachers in service who have had a minimum of such training, and who are hampered in their regular attendance at summer sessions because of low wages or other conditions. The secondary aim has been to provide prospective teachers with opportunity for practical teaching experience.

According to Ermo H. Scott, vice-principal of the normal school, the plan operates as follows: "The teacher provides a convenient rooming and boarding place for her substitute during a six-weeks' period. The teacher draws her regular salary for the same period. The normal school selects, as the substitute for the inservice teacher, a capable third-year student who has already spent nine weeks as a second-year student in the training rooms of the campus. The student pays all campus fees, including board and room, as if she were in residence. Each just exchanges place with the other. The only expenses are for incidentals in travel and school supplies.

"So far the inservice teacher has had opportunity to earn six hours of credit, which the state department of education accepts either as pertinent to certificate renewal or credit to advanced standing upon her return as a regular student. Her courses have been: [1] 5 clock-hour course in methods in social science; [2] 5 clock-hour course in methods in language arts; [3] 5 clock-hour course in practice teaching and related methods; [4] 1 clock-hour non-credit course in elementary-school physical education; [5] 1 clock-hour course non-credit in rural-school music for those wishing it.

"The director of training in the normal school has made each session three visits to each of the substitute teachers. Each local superintendent has also made frequent visitations, reporting to the school on prepared blanks the findings of each visit, and submitting a final summary of the student at the close of the session. Students who have been on exchange teaching make the adjustments of experienced teachers when taking over their schools after graduation. The superintendents hiring them say unanimously that they have no 'breaking in' period.

"Public opinion in the various towns and districts has been in favor of the plan almost without qualification. Superintendents, schoolboard members, and parents have all cooperated to make the exchange a success."

A THIRD GRADE

The children, in Indian costume, made a trip to the historical Indian mound in South Charleston.

Erma E.
Greeley



STUDIES INDIAN LIFE

MUCH INTEREST can be developed in the study of Indian life. It makes a strong appeal to the child because primitive culture is simple enough for him to understand.

Our unit on Indian life was first suggested after discussion of an Indian story that had been read in our third-grade class in South Charleston, West Virginia. Some postcards were brought to school next day by one of the children. In a few days we had started an Indian museum, with a collection of pottery, pictures, totem poles, rugs, baskets, dolls, beads, and flints. The boys were making bows and arrows at home which we painted at school. Two boys made a large target, which was placed in the corner of the room and on rainy days used for recreation.

The children constructed a wigwam with bean poles over which they stretched burlap sacks, decorated with free hand designs. An old homemade hooked rug was brought by a little girl and placed in the wigwam. The children enjoyed the wigwam as it was large enough for three of them to sit in at a time to read, eat lunch, and visit with each other.

Much activity in reading was stimulated, both at home and at school. Constructive activities included making cradles for papooses, rugs, canoes, tomahawks, and peace pipes. Beads were made from macaroni colored with water colors and crayons.

The children's suggestion that we have a store led to discussions of early

Indian life in America, fur trading with the white people, and later setting up trading posts. We built a trading post with a large radio box, orange crates, nails, hammers, saws, and paint.

Sign making then became the big question, as we wished a large sign painted on the front of the "Indian Trading Post." The printing of the signs, as well as the construction of the trading post was correlated with arithmetic: the size of signs and letters; the dimensions of the trading post as to height, length, and width; height of wigwam, length of bows and arrows. Wampum, Indian money, was made from oyster shells.

The girls made brown cambric dresses, fringed up the sides and at the bottom. Materials were measured and costs figured. Head bands were of cambric, beaded, and turkey feathers were used—the latter donated by an Assyrian grandmother.

Art, language, and spelling were correlated. The children made booklets in the form of vases containing poems and songs, using free hand designs of Indian symbols for decoration. Each booklet of "Indian Life" contained history, science, and health and safety rules. Many stories were written about the Indians.

A large scrapbook was made of pictures children collected from newspapers and magazines and brought from home. Scenes from Hiawatha, in costume, were dramatized for the PTA program.

Music was also correlated. Many Indian songs were learned. We used victrola records of Indian music for music appreciation.

Outstanding results obtained by the unit included the cultivation of a wider interest and better habits in reading, both at home and at school; and the stimulation of art and hand activities.

Facts learned were:

[1] How the Indians' environment influenced their shelter, food, clothing, occupations, transportation, art, and customs.

[2] That the Indians contributed much to American civilization as we know it today.

[3] Indian ways of conserving their extra food supplies.

[4] That Indians took time for music, play, dancing, story telling, and religious observances.

[5] Most of the Indians of today speak English. Many are selfsupporting and industrious. Some live on government reservations.

Past and Present in Detroit



The Village Church

IN DETROIT, wheels hum with the RPM of modern tempo. The city's office-tower skyline, broken at the edges by smoking chimneys, by great flues that belch

fierce sheets of flame, by low-lying, never-ending glazed structures—home of the assembly line—is symbolic of the factory age.

Its commerce and manufacturing have made Detroit deservedly famous. Within earshot of its factory whistles, Greenfield Village, almost pastoral in character, has created a world interest that may outlive the city's reputation as the epitome of today. For today moves on; only yesterday remains—and Greenfield Village memorializes a thousand yesterdays of America. It is a living history book across whose pages moves the epic of the pioneers.

Delegates to the 75th annual meeting of the National Education Association, June 27-July 1, 1937, will find Greenfield Village an educative experience that will linger after many conventions are past. This unique presentation of American antiquities is one of Henry Ford's great personal interests. The relics it preserves have been collected by him from many parts of the United States and from some foreign countries at great labor and expense. It is located at Dearborn, a few minutes' ride from the heart of Detroit.

The village has caught and held the sentiment and fancy, the material struggles and physical comforts and discomforts of our forefathers in the most unusual ensemble of Americana and its ancestry in existence. There is the village blacksmith shop under a spreading chestnut tree, a white-spired village church, a grist mill, a schoolhouse, an inn, a village store, and fifty other buildings on the two hundred acres that comprise the village site—all authentic mementos of days gone by. The buildings are nearly all original; there are a few reproductions, principally for replacement purposes. The Scotch Settlement Schoolhouse, belonging to two generations ago, the school Henry Ford attended as a boy, was moved brick by brick from the old school district to its new location in Greenfield Village. Even the mortar that came from between the bricks was reground and used in the restoration!

Greenfield Village is not a museum. It is real. The sweet-toned bell cast by Paul Revere, Junior, which hangs in the spire of the village church, calls the citizens of the village to non-sectarian service on Sunday. The same handbell Miss Emily Collins used in 1874 to call Henry Ford and his classmates from "duck on the rock" and "leap frog," calls laughing children to "books" today. They sit in the same oldfashioned desks—on one of which are carved the initials of Henry Ford—and look at the same hickory stick on its pegs across the wall, and con their lessons from McGuffey's readers, just as their grandmothers and grandfathers did long ago. The stone burr of the Lorange Grist Mill turns on grain, as it used to, unable to keep up with the

demand for the flours it produces. The Hanks Silk Mill is a practical going concern, producing silk scarfs and socks sold at current prices. The village postoffice handles mail as it did in the little Connecticut town where it was built a hundred years ago—and it uses the same postoffice equipment! And if the visitor wishes to have his picture taken, he may do so in a little sky-lighted tintype studio where a tintypist extraordinary practices an almost lost art—the making of daguerreotypes.

Visiting teachers will be especially interested in the buildings known as the *McGuffey Group*, memorializing the famous old teacher of reader fame. The group includes a restoration of his log cabin birthplace transported from Washington County, Pennsylvania, the smokehouse that stood on the McGuffey homestead, and a log school building in which are housed the lower grades of the Greenfield Village schools.

The village store, built at Waterford, Michigan, in 1854 and re-erected at Greenfield, is equipped with the original counters and stocked with the merchandise of the 1850's, ranging from the intimate objects of milady's boudoir to tools of field and garden. The merchandise on its shelves and under its glass showcases tells the story of the manners and customs of mid-west antebellum days.

Mementos of great Americans, to which creaking, horse-drawn vehicles take the visitor down sleepy village streets, cover the span of the nation's most remarkable hundred years. There's the Logan County Courthouse erected of good black walnut in 1840, where Abraham Lincoln practiced law; the

Stephen Foster birthplace built first in 1826 at Lawrenceville, Pennsylvania; the Steinmetz cottage in which the noted electrical wizard found seclusion and quiet on the Mohawk; and the office-study of Luther Burbank from Santa Rosa.

Far the most pretentious memorial to an individual, however, is the *Menlo Park Group*. This includes the laboratory of Thomas A. Edison; "the little glass house" where the first successful lamp bulb was blown; the machine shop that generated the current for the first incandescent light in the world; Mrs. Jordan's boarding house, first home lighted by electricity; and the homestead of the Edisons from Vienna, Ontario. Even the Smith's Creek Depot now stands in Greenfield Village as a reminder of the time when the youthful Edison, "news butcher" on a Grand Trunk train, was summarily ejected at that station by an irate conductor, after the phosphorus in the boy inventor's baggage-car laboratory had set the train on fire.

The partially completed Edison Institute Museum, tribute to the man Mr. Ford is said to consider the outstanding American of his time, adjoins Greenfield Village. The exhibits include the history of transportation from coach to airplane, the development of almost every type of electrical device, and of many handicrafts.

Some of the restorations of the village go further back in time and farther away in place. A 250-year-old stone homestead from the Cotswold Hills of England, with its barn and sheep fold, graces a village street. It required a twenty-seven car train to haul the Cotswold stones from Eastern wharves to Dearborn. There's a Swiss jeweler's chalet from

Here Henry Ford went to school in the 1870's. He maintains a modern version of the old school in the same building for boys and girls today.

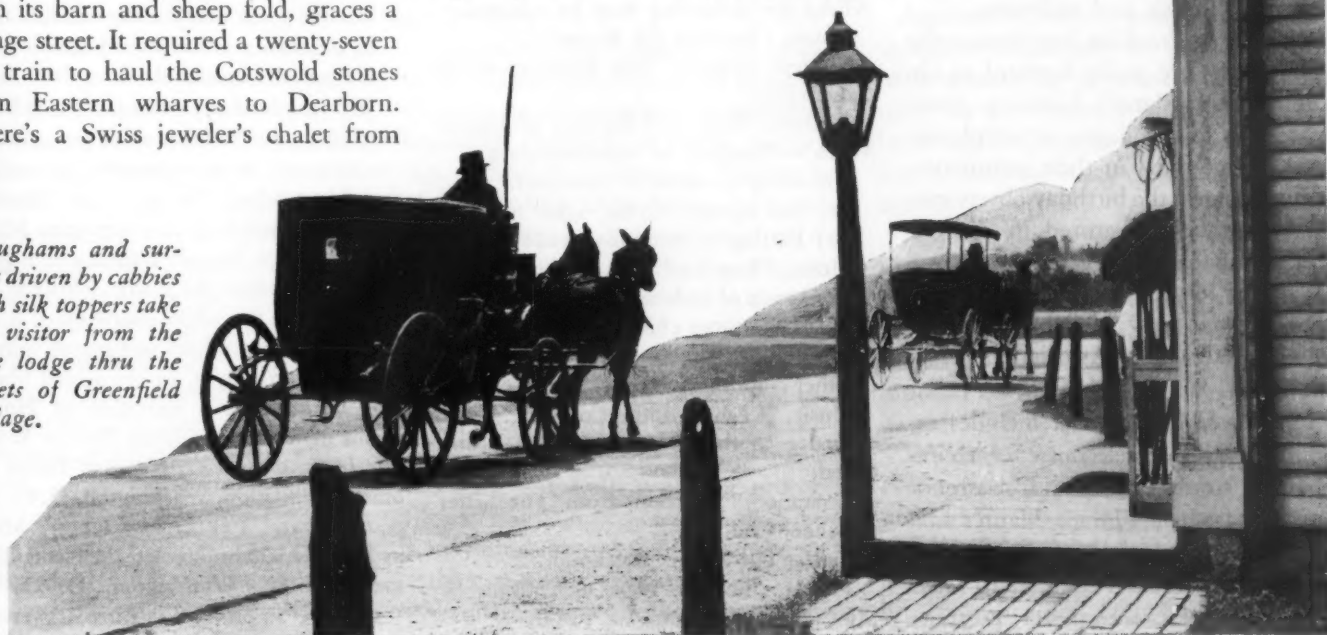


The Logan County Courthouse where Lincoln for eight years appeared before the bar.

the Jura Mountains, and across the street from Lincoln's courthouse, Gog and Magog strike the quarter hours in the grotto-like belfry of Sir John Bennet's jewelry shop, Cheapside, London, landmark in the 1700's.

Greenfield Village is a tribute to the past, an inspiration for the future, and keeps forever in the present treasured relics of a people's upward struggle on the highway of time.—BELMONT FARLEY.

Broughams and surreys driven by cabbies with silk toppers take the visitor from the gate lodge thru the streets of Greenfield Village.



IN HIS BEAUTIFUL "Letter to School Children," Horace Mann speaks of the pupils of Massachusetts as "my children" who are "present to my mind every day. They live in my heart. I desire to give them the substantial blessing of deeds and sacrifices rather than the empty one of words and forms."

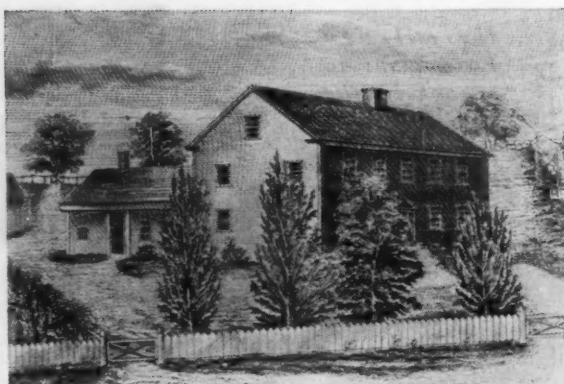
Horace Mann was the friend of school children everywhere. No one did more than he to make possible the blessing of free public education for all. On his birthday, May 4, school children thruout the nation will honor his memory.

Horace Mann was born in 1796 on a small farm just outside the town of Franklin, Mass. The site of his birthplace is marked by a monument erected in 1930 by his townsmen. Need for the memorial was suggested two years before by the visit of a delegation of Brazilian educators who came to Franklin expressly to see the place where Mann was born.

Each year on his birthday—known as Horace Mann Day—Franklin honors its foremost citizen with a display of the national colors. This year the town will hold a birthday parade of school children headed by town officials and with music by the highschool band. Each child will carry a small flag. The parade will march to Mann's birthplace for a program of music and addresses.

Not only in Franklin, but thruout the nation, plans are going forward to observe Horace Mann's birthday. Since highschools and colleges are emphasizing the Centennial in their commencement programs, the birthday observance will be especially featured in the elementary schools.

A special birthday packet for elementary schools is now available from the National Education Association, 1201-16th St., N. W., Washington, D. C., at 50 cents cash. This packet includes assembly programs; selections for recitation; and stories, plays, and classroom material based on Horace Mann's life. The packet also includes a copy of the 160-page book, *Horace Mann: His Ideas and Ideals*; a classroom poster; portrait;



Horace Mann's birthplace

Horace Mann's BIRTHDAY

and a copy of Horace Mann's "Letter to School Children" reprinted as a 16-page leaflet suitable for distribution to parents and children.

The Centennial birthday observance will be particularly significant in schools named for Horace Mann. But all schools and communities will wish to plan some type of program, of which the following may be suggestive:

[1] For the unveiling of a portrait, statue, or other memorial to Horace Mann, (a list of memorials may be had from the NEA) the following may be adapted:

Music, "America the Beautiful."

Student address, "The Meaning of the Centennial."

Address, "Life and Services of Horace Mann"—Principal or superintendent.

Unveiling of statue or memorial.

[a] Bell signals—Grade eight

[b] Parting of curtains—Grade seven

Music, "America."

Procession of audience around the statue.

[2] The school children may present a program like the following before the PTA or other community groups:

Music, "I Love a Little Cottage."

Pledge to the Flag or the American's Creed.

Recitation, "Selections from 'The Letter to School Children.'"

Talk, "The Mann Centennial."

Playlet, "Let the Next Generation Be My Client" (Feb. JOURNAL, p45).

Address, "Our Schools and Horace Mann"—Principal or superintendent of schools.

Music, "Star Spangled Banner."

[3] New school buildings or additions may be dedicated to Horace Mann on May 4 with appropriate exercises.

[4] The birthday observance may be a social event, such as the Centennial card party sponsored by the Lakewood, Ohio, Junior Highschool PTA. Tallies and favors suggested the Centennial theme. Copies of *Horace Mann: His Ideas and Ideals* were given as table prizes.

[5] The 6A Commencement Program of the Franklinton School, Columbus, Ohio, is welladapted to a birthday assembly. The following phases of Mann's career were dramatized:

[a] A nation without schools

[b] Early life of Horace Mann

[c] Opportunity comes to Horace Mann

[d] Secretary of the schoolboard

[e] A meeting of the board members

[f] President of Antioch College

[g] A tribute to Horace Mann

Following an address by the principal on Horace Mann's service, the program closed with the singing of "Franklinton's Tribute to Horace Mann:"

To Horace Mann our voices raise
In tribute and in song of praise;
Our public schools are here today.
Our education without pay.
He it was who planned it all,
For the great and for the small.
In thankfulness we sing of thee—
Helper of humanity!

[6] At a birthday assembly a Life Membership in the NEA may be presented to the principal or superintendent or an outstanding teacher. All 1937 Life Membership certificates will commemorate Mann.

[7] Horace Mann's birthday is a good time to introduce the study of his life and writings into the school curriculum. A special issue of the school newspaper may be published on May 4. In the school library may be built up a collection of Horace Mann materials, including *Horace Mann: His Ideas and Ideals*, National Home Library Foundation, Washington, D. C., 25¢ postpaid; and *The Life of Horace Mann* by his wife, Committee on the Centennial, 1201-16th St., Washington, D. C., \$2.

—ELEANOR CRAVEN.

The SCHOOL GARDEN

CHARLES A. RICE

With the naked eye we are unable to see what goes on inside or how it is done, but over a period of time we know that from the seed to the matured plant there has been a gradual change which we call growth or the growing process. This is one of the mysteries of nature. In it there is more fascination than in the fairy tale or the mystery story.

There is another function of the gardening work that has its value. There is much beauty in nature. All of us see the unusual things in nature, as a beautiful rose garden in bloom or a grove of blossoming fruit trees in the spring. There is beauty every day to the one who has been trained to see, in details that are hidden to the casual observer. For many children school garden work provides the basis, the background, for life's vocation, or at least life's avocation. There are today too many families in which the head of the house has no interest in, and little knowledge of, details necessary to make home surroundings beautiful. Beauty in any city or community consists largely of tidiness and order in front and back yards, and in shrubbery, flowers, and trees around the house. There is no agency that can do as much to promote this much-to-be desired objective as the school in its garden projects.

Gardening offers a solution for leisure-time employment. Gardening is done in the open air and sunshine. It is therefore healthful. Digging, planting, cultivating, and harvesting require the exercise of many muscles. Gardening has recreational value as it takes one's mind off the cares and problems of the day. One can become as thoroly interested in a garden as in golf or in sports of any kind.

In a school or home garden, both flowers and vegetables should be grown in order to add to the children's knowledge of each. The average size site for the home in the city is one lot, probably fifty by one hundred feet. These dimensions do not permit the growing of vegetables on a very extensive scale. However, there is opportunity to grow flow-

ers about the house and walks—roses, annuals and perennials, borders, and shrubbery. The school garden should have as one objective the teaching of the fundamentals of landscaping.

Shall the child's garden be at school or at home? It is our experience that school gardens provide a problem during the summer vacation. In our section of the country it is hard to find vegetables and flowers that mature before the close of school in June. Much of the interest and fascination of gardening comes from harvesting the crop. If left to itself, a school garden is overrun with weeds before the summer is over. A home garden is more accessible for attention from the child during the summer time and even while school is in session much of the work can be done when school is out for the day or on Saturdays. On the other hand, home gardens are harder to supervise because they are so scattered about.

Just as success in other subjects is largely dependent upon the enthusiasm and the training of the teacher, so it is in garden work. We would not think of putting in charge of a cooking class a teacher who is simply a good cook, having learned by the trial and error method, but who has had no scientific training. The class in gardening should not be organized until a competent teacher is found.

Another necessity is good garden tools in sufficient quantity for each child to have something to work with. They need not be expensive but they should be strong and substantial. Lessons in the care of tools are just as important as lessons in use of tools.

A fitting climax to a season of gardening is the exhibit. This can be held at school, but the school garden itself is always on exhibition. The county fair and the state fair offer good opportunities. For local exhibits inexpensive awards such as ribbons may be used.

We must depend on the soil to a great extent for the materials which sustain life and for many things that are basic in our industries. He who is master of the soil has a great advantage over him who has not gained this mastery.



CONTACT with nature is essential to the appreciation and love of nature. So we have in connection with our classrooms, an observatory where plants of all kinds are grown and observed, or we have window boxes or potted plants. These are gardens in miniature. These are the laboratories in which the class experiments.

The school garden, however, can be large enough, and diversified enough to claim the attention and activity of every member of the class. All the children will not be interested in doing all of the things necessary to make a garden. It is necessary when beginning, to approach the project by appealing to interests already existing. The interest will spread to other tasks in the garden project as time goes on. There may be plots for all. The child takes a keener interest in the things that are his. A school garden in which the teacher must force attention and necessary work is worse than no garden.

Probably there is no type of endeavor that brings greater rewards from the time the project begins than does gardening. There is a satisfaction in the seed bed that is well-prepared and laid out in orderly fashion. Certainly there is a thrill when the young plants burst thru the ground. Watching the plants grow thru the period of cultivation provides an interest that never lags. Then the harvest brings a more substantial compensation in providing something for the table—a fresh vegetable or a bouquet.

One of the most interesting phenomena in nature is growth, whether in plant or animal life. This is the process that goes on within the organism which causes change from one day to the next.



WE ARE ALWAYS EAGER to keep the curriculum of our schools abreast of the needs and conditions of our time. Yet we are just beginning the all-important task of teaching and interpreting current local, state, national, and international problems to our students.

In everything we teach we are urged to interpret the subjectmatter in the light of changed and changing economic, social, and political standards. We should rightfully expect and take for granted that teachers are keeping themselves informed on local, national, and international events. But we are wrongfully assuming that highschool students are informed on such issues. I refer here especially to students living in small rural towns where library facilities, daily newspapers, and weekly news magazines are extremely limited.

The majority of these highschool boys and girls are unfortunately ignorant of current affairs, altho they are informed of a few non-essentials in the news from semi-tabloid newspapers. We are too apt to think that in this field of study they need no guidance. Our curriculum calls for five weekly recitations in ancient history, modern history, social civics, sociology, and international relations but we leave the student to find his own way in the current issues that touch us most immediately and which are making world history. The scattered news that students pick up is superficial and isolated from important backgrounds which the teacher should furnish. A regularly instituted class in current history is as necessary as any of the social sciences taught in our highschools. In such a class a fairly thorough study can be made of the background

of today's happenings. After this foundation has been laid, our today's problems become more intelligible, and changes and developments can be observed and sometimes anticipated.

How many students in small highschools are acquainted with their own local and state problems, such as the taxing program for education and recreation, the reorganization of school districts? How many understand their local problems of soil conservation, flood control, and labor conditions? In the national picture, are they familiar with the ever-widening cooperative movement or the recently completed study of the Brookings Institution on economic conditions of our country? Are they acquainted with the history and present status of American neutrality? Are there many who are following present political developments? How many students can recognize the real issues among all the chaff? How many are acquainted with the Philippine experiment? How many know why our Pacific holdings present a Japanese-American problem? How many realize what the Lewis-Green labor split is all about? In the international scene, how many can name the seeds from which sprang the Italian-Ethiopian affair or the re-occupation of the Rhineland? These are only a few of the problems that deserve regular classroom discussion and study.

This semester in our highschool at Barnes, Kansas, I am conducting a current history class with an enrolment of twenty-two. Not only does interest run high but for the first time the school copies of news weeklies and monthlies are being used to capacity. For class texts we use *The American Observer*, *Readers' Digest*, *Pathfinder*, *Current Events*,

Chronicle of World Affairs, *Scholastic Current History*, and daily newspapers. We use recent pamphlets published by the Carnegie Endowment of International Peace, on such questions as neutrality, Ethiopia, and international conciliation. We also have the new series of Headline Books published by the Foreign Policy Association and publications by the World Peace Foundation. There is a wealth of material available that is fresh, concise, authentic, and interesting.

Once these young people become familiar with a few of the current problems, it is surprising how eager they are to acquaint themselves more thoroly on their own initiative, from radio news commentators and articles from other magazines. In and out of the class there is no end of discussion of present world affairs. Students eagerly await each news issue to learn the changes and unexpected turn of events and problems.

We discuss and study the vices and virtues of propaganda and its past and present use. The students are warned to weed out critically what they consider propaganda and exaggerated political ballyhoo in everything they read and hear. We try to discuss all sides of every problem in order to develop an open and unbiased mind.

Not only are students more interested in passing affairs but any number have persuaded their parents to subscribe to a daily newspaper. Thus the course not only prepares the student for intelligent citizenship but brings to life some of the more lethargic adults who let the world go by unnoticed. The cultivation of such interest in current problems is not only wholesome and thought-provoking but necessary for future world peace.

The course is valuable because:

- [1] It arouses students' interest sufficiently to read, with intelligence, daily newspapers and reputable weeklies.
- [2] It gives them a definite interest in local, national, and international affairs.
- [3] It tends to make them less nationalistic and more tolerant.
- [4] It makes for more intelligent citizens and intelligent public opinion.
- [5] It makes for a definite and wholesome influence upon their elders.
- [6] It develops comprehensiveness in reading and initiative and independence of thinking.

Citizenship Education *thru the Press*

Material on this page illustrates the kind of clippings which might well be kept in school scrapbooks to show the world as it is and to help young people locate the problems with which they must deal as citizens.

HOOKWORMS AND DEMAGOGS

LARGE FAMILIES of tenants, or croppers, or hired farm laborers are living in houses of two or three rooms. The buildings are frequently of poor construction, out of alignment, weather-beaten, and unsightly. The doors and windows are rarely screened. Often the roofs are leaky. The surroundings of such houses are bleak and unattractive.

A large proportion of these submerged classes are undernourished. Their food is lacking in variety and in essentials for nutritional balance. Their bodies are easy prey to the ravages of disease; pellagra, malaria, and the hookworm and other parasites exact heavy tolls in life and energy. . . .

Clothing is often scarcely sufficient to afford protection to the body, much less to help maintain selfrespect.

Farm and city wellbeing are closely interrelated. Low standards of living in the country limit production in the city. The use which is made of America's industrial productive capacity in part depends on the purchasing power of agriculture. And the extent to which American industry is active in turn affects the capacity of the farm population to find more jobs for its people and markets for its products. . . .

After families have been long subject to poverty, insecurity, and lack of normal social contacts, they are likely to lose the incentive for improving their lot, let alone participating in the cultural life of the community. The deficiencies in standards of living which make their bodies easy prey to biological parasites make them equally easy prey to economic and even political parasites. . . .

With less than half of the farmers of the nation owning all the land they operate—and much of that subject to heavy debt—and with a rising tide of landless and land-hungry people, our rural civilization is threatened with decadence.—From the preliminary report of the President's Committee on Farm Tenancy, issued Feb. 16, 1937.

WHY NOT?

SENATOR FRAZIER of North Dakota proposes a law requiring all members of Congress and all of the other better paid federal employes and officials to file annually for the public records a statement of the stocks and bonds they own.

Members of Congress also would be required to disclose with what firms they had been connected within two preceding years, either as attorney or director, and the acreage and assessed value of the real estate they own.

There may be sound arguments against this proposal, but offhand we can't think of any. Ours is supposed to be a representative government, and it is pertinent always to ask: Representative of what?—Editorial in the *Washington Daily News*, Feb. 12, 1937.

SHALL WE LEND TO GERMANY?

WHO THE AMERICAN PEOPLE do not know it, there is a strong current now flowing in financial circles to find a means of resuming loans to European governments. And in the light of that movement the story which comes from Washington is, to say the least, disturbing. The story is that English diplomacy is laying the groundwork to induce us to make a huge loan to Germany.

To the casual reader this will sound fantastic. Why does England want us to do this? Because she wants time—time, above all else, is the priceless element which England needs—time to arm, to get ready for the inevitable war.

The British industries are mobilized to produce munitions; British propaganda is on the march to produce the war spirit; British finance is harnessed to produce the money; and the British foreign office is charged with the mission of keeping the peace in Europe for at least a year—for that is how much time England needs. England does not desire war. She is for peace. But, thinking war inevitable, she wants to be prepared. And she wants time for this.

But Germany's case is desperate. Her economic situation is in its last stages. She must either face collapse of the regime or get funds or plunge into war for a possible escape. Therefore England would provide her with funds. But it is our funds she proposes to supply, if possible. Hence the work has been begun to make this possible.

First, she would have to persuade the State Department. Few believe that would be difficult. Then she would have to convince the President or at least confuse him a little so that the State Department might prevail. Then she would have to find a way

of enabling us to jump over the Johnson law, to induce the Senate to make a right-about-face, and to educate the public opinion of the country to the enterprise.

Strange as it may seem, none of these things are impossible, if the plan is not intelligently and vigorously opposed. A huge loan, every dollar of it to be spent in this country, in American factories, to go into the wages of American labor, would sound very alluring to large masses of people.

And yet, Germany stands on the brink of war. She has not paid for the last war. Her debts to her own people were repudiated by inflation. Her debt to us for post-war expenses of the Ruhr is repudiated. Her private loans made since the war are in default or what is the same thing, since interest is paid on loans only in marks to the Reichbank bureau and cannot be withdrawn by Americans. She is preparing for another assault upon her neighbors. She may postpone it a year or two, but it is inevitable. If we make a loan to her—a bankrupt government—we will never see a penny of it.

It might be an excellent idea for the American Senate or its influential leaders to serve notice upon the State Department and our bankers and our English and German friends that there is going to be no such nonsense as they are hatching.—From "Plain Economics" by John T. Flynn.

THE USE OF ALCOHOL

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

Notes and Announcements

WITH JOURNAL AUTHORS—

The summary of crucial issues in education on page 100 is from the speech of the United States Commissioner of Education, J. W. STUDEBAKER, before the New Orleans convention.

So manifold are the activities and achievements of HARRY ELMER BARNES [109], educator and writer, that their enumeration in *Who's Who in America* takes almost a column. Dr. Barnes has written widely on historiography, sociology, political theory, and penology.

HARL R. DOUGLASS [110], who has been a professor of education at the University of Minnesota since 1929, was an associate director of the American Youth Commission for three months during 1936. During this time he prepared a monograph on secondary education which will be released early in April under the title *Secondary Education for Youth in Modern America*. The book may be secured thru the American Council on Education.

S. B. NISSEN [119] is doing admirable work as editor of the *SDEA Journal*, official publication of the South Dakota Education Association.

ERMA E. GREELEY [121] teaches third grade at the Central School, South Charleston, West Virginia.

BELMONT FARLEY [122], LYLE W. ASHBY [101], and ELEANOR CRAVEN [124] are members of the NEA headquarters staff.

CHARLES A. RICE [125], superintendent of schools, Portland, Oregon, was host to the Association at its Portland meeting last summer.

HARVEY G. HUMANN [126] is superintendent of the Barnes, Kansas, schools.

On Horace Mann's Birthday, May 4, give a copy of his famous *Letter to School Children* [p107] to each pupil in the schools. For other ways to observe Horace Mann's birthday see p124. Let his birthday be celebrated this year and every year hereafter. Let every child learn to

[128]



SPENCER PHILLIPS



A. D. HOLT



EARL L. MC TAGGART

SPENCER PHILLIPS, the new secretary of the Louisiana Teachers Association, was formerly principal of the highschool at Pelican, La., a position he had held for approximately 25 years. Mr. Phillips has served as president and vicepresident of the LTA. A. D. HOLT, who succeeds W. A. Bass as secretary of the Tennessee Education Association, was formerly with the state teachers college at Memphis. EARL L. MC TAGGART has been appointed secretary of the Hawaii Education Association. At the time of his appointment Mr. McTaggart was instructor in vocational agriculture in Helemano School, Oahu. During 1935-36 he served as superintendent of education in American Samoa. He succeeds J. W. Garrett, who has retired because of ill health and will make his home in Oregon.



At dedication services held in January, the new city schools administration building in Fresno, Calif., was dedicated to Horace Mann. Special tribute was also paid to Fresno educators, including the late William John Cooper, former U. S. Commissioner of Education. O. S. Hubbard is superintendent at Fresno.

honor him as the father of our free public schools even as we honor Washington as the father of the nation.

Important—Federal aid, which will help every school and teacher in America, is in sight. As this JOURNAL reaches its readers, the Harrison-Black-Fletcher Bill, [S. 419; H. R. 2288], may be at its most critical stage. Every member of the Association will wish to participate in this movement by writing to his representatives in Congress. Do this now. [See federal aid feature in THE JOURNAL for February 1937, p49-56.]



Washington Daily News, March 4, 1937

Educational workers from far and near stopped at Nashville enroute to New Orleans to share in the Founders' Day celebration at Peabody College and to renew their professional spirit at that great center which has given to the nation many teachers of exceptional ability and inspiration.

Professional pushers and pullers
—Thousands of letters are received each week at the headquarters of the National Education Association, but seldom is one as stimulating or as truly professional as the following from H. F. Williamson, principal, Gum Springs Rural School, Longview, Tex.:

I am enclosing the blanks for my enrolment for Life Membership in the National Education Association. Probably you note that I hold possibly the lowest position of any of our Life Members, being a rural principal of a three-teacher school, with only eight years' experience, not having attained the age of thirty, having no publications to my credit, no civic, professional, or fraternal affiliations except the NEA, and still working my way thru college toward my first degree.

But it is my conviction that in affiliating with the NEA for life I have done only that which every schoolman in the land, regardless of professional position, should do. We who are at the bottom should want to push while those at the top are pulling. Cooperation among the entire school system, from the lowest type school to the highest, should be the sincere desire of each of us as teachers of America. Perhaps we need more "pushers" than "pullers" anyway.

Appreciation for splendid achievement—In *New York State Education* for February 1937, the executive committee of the New York State Teachers Association records its appreciation to Miss Mary Muldoon, chairman of that association's welfare committee. The committee "has completed the task of raising approximately \$200,000 for the aid of worthy, aged, indigent teachers. . . . While each member of the committee deserves commendation for this achievement, New York State

THE MEIJI SHRINE IN TOKYO

For information concerning the Tokyo conference of the World Federation of Education Associations — August 2-7, 1937—write to the WFEA, 1201 16th St., N. W., Washington, D. C.



WHEN A SCHOOL BECOMES A RED CROSS RELIEF STATION

Flora E. Clements, a teacher in the Reitz Highschool, Evansville, Ind., has sent to THE JOURNAL a most interesting account of the way in which this highschool, "sitting high on a hilltop," served as a haven during the Ohio River flood. The entire school office was put at the disposal of the flood sufferers by Superintendent Ralph Irons. Classrooms became bedrooms. The office of the dean became an emergency radio station, with two former Reitz students in

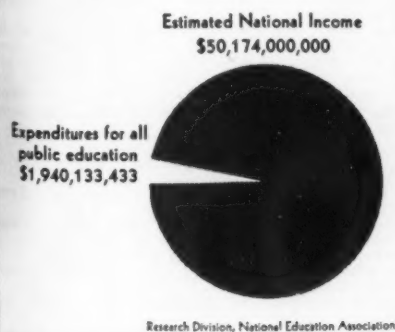
charge. Recreation activities for the refugees included volley and basketball games, plays, and movies; on Sunday church was held. A total of 606 refugees were fed, housed, treated for illness, and sometimes clothed; 2783 typhoid inoculations were made. Preparation of the food was hampered by low gas pressure and an insufficient water supply. The photo above shows the medical unit giving typhoid shots at Reitz Red Cross relief station.

teachers recognize the fact that the goal was finally reached because of the unselfish devotion of Miss Muldoon."

New Orleans wins a national record in NEA membership—During the New Orleans convention, announcement was made of the fact that New Orleans had won a new all-time national record for NEA membership. She is the largest city in the nation to have achieved the 100 percent enrolment goal. At the Wednesday morning general session, President Threlkeld presented a 100 percent certificate to A. S. Sonntag, assistant superintendent of schools, who served as chairman of the enrolment committee.

The Alumni Teachers' Association of Boston University recently held an interesting panel discussion meeting using as its topic, "How shall we attain professional unity among teachers: thru the methods of present teachers associations, thru the methods of other professional associations, or thru the methods of labor organizations?" John J. Mahoney of the school of education served as chairman. Other panel members represented the American Medical Association, the Massachusetts Bar Association, the Massachusetts Teachers Federation, the National Education Association, and the American Federation of Teachers. [Cont. on page A-64]

NATIONAL INCOME AND PUBLIC SCHOOL COSTS, 1934



Sources of data: U. S. Department of Commerce and Federal Office of Education. See Table 24.

From "Financing Public Education,"
Jan. 1937 Research Bulletin of the NEA.

The Honor Roll of the NEA

Idaho teachers favor participation in professional organization. Glenn W. Todd, chairman of the National Relations Committee of the Idaho Education Association, reports that at the last meeting of that association the assembly went on record in favor of 100 percent membership in NEA, membership in the Department of Superintendence or Department of Elementary School Principals for every superintendent and principal, and representation from every school in NEA Life Memberships and in the National Society for Curriculum Study.

New Life Enlistments

THE TOTAL number of Life Members enrolled in the National Education Association prior to March 1 was 5743. The following Life Members have been reported since the list was published in the March JOURNAL:

ALABAMA—Edna J. Cofield, Mabel A. Coons, Theodore L. Kerby
CALIFORNIA—Lars Barstad, Carl B. Manner, Royal W. Park
CONNECTICUT—Rheta Clark
FLORIDA—James M. Fleming
GEORGIA—Mary R. Gray, C. Hudson Lansdell
IDAHO—Carl E. Aschenbrenner, W. G. Gnaedinger
ILLINOIS—John A. Wiciand
INDIANA—Bernard Hurst, Kenneth A. Lant
MISSISSIPPI—Simeon L. Stringer
NEW JERSEY—Ella Jane Weakley
OHIO—Hazel M. Little, Irene Taylor
OKLAHOMA—H. Michael Lewis, James C. Loveless, Edward H. McCune
PENNSYLVANIA—Samuel E. McDonald
TEXAS—H. F. Williamson
VIRGINIA—Nancy E. Lukens, John E. Martin

Completed Enrolments

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

SEVENTEEN YEARS

WISCONSIN—Fond du Lac, Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt Jr. High, Sr. High, Vocational, Washington, Wilson.

SIXTEEN YEARS

CALIFORNIA—Santa Barbara, Garfield
OHIO—Lorain, Brownell, Harrison, Lowell

FIFTEEN YEARS

CALIFORNIA—Santa Ana, Roosevelt
CONNECTICUT—Stamford, Weaver
MISSOURI—Kansas City, Scarritt
OHIO—Lorain, Hawthorne Jr. High, Whittier Jr. High
WISCONSIN—Kenosha, Durkee Annex

FOURTEEN YEARS

OHIO—Lorain, Irving, Irving Jr. High, Longfellow, Longfellow Jr. High
TEXAS—Beaumont, Averill

THIRTEEN YEARS

ALABAMA—Birmingham, Powell
MINNESOTA—Minneapolis, Simmons
NEVADA—Washoe Co., McKinley Park
OHIO—Lorain, Lorain Public Schools, Fairhome, Garden Ave., Garfield, Lincoln, Sr. High, Oakwood, Special Teachers and Supervisors
TENNESSEE—Shelby Co., Shelby County Public Schools, Arlington, Bartlett, Bolton, Brunswick, Capleville, Coleman, Collierville, Cordova, Ellendale, Forest Hill, Frayser, Gragg, Geo. R. James,



MISS KATHERINE MAJOR

whom representative civic groups of Kearney, Nebraska, have designated their "most distinguished citizen." In paying tribute to Miss Major, "who has been directing the footsteps of Kearney youth in the paths of knowledge for the past 40 years," the Omaha World Herald remarks: "We are conscious of the value of the schools, but seldom realize how much that value proceeds from the character and influence of the teacher. Schoolboards, superintendents, supervisors are useful in the organization of an educational program, but it is the teacher who makes the school."

E. E. Jeter, Levi, Lucy, M. C. Williams, Millington, Oakville, Rosemark, Whitehaven, White Station
TEXAS—Waco, Brook Ave.

TWELVE YEARS

ILLINOIS—Cicero, Sherlock, Watseka, Watseka Community High
MINNESOTA—Minneapolis, Whitney
NEW JERSEY—Atlantic City, Boys' Vocational
OHIO—Columbus, Main Street
PENNSYLVANIA—Chester, Howell

ELEVEN YEARS

CALIFORNIA—Atascadero, Atascadero Union High; Modesto, Washington
ILLINOIS—East St. Louis, Signal Hill
MASSACHUSETTS—Plymouth, Knapp
MICHIGAN—Dearborn, Garrison, Southwestern
NEW JERSEY—Dunellen, Lincoln, Whittier
PENNSYLVANIA—Braddock, Braddock Public Schools, High, Carnegie, Copeland, Henning, Hamilton; Delaware Co., (Yeadon Boro) William B. Evans
WISCONSIN—Madison, Emerson

TEN YEARS

CALIFORNIA—Modesto, Franklin
MICHIGAN—Dearborn, Dearborn High, Whitman Bolles
MISSOURI—Kansas City, Foster Opportunity
NEW JERSEY—Alloway, Alloway Twp.
UTAH—Davis Dist., Farmington, Layton, South Jr. High, Syracuse
VIRGINIA—Newport News, Newport News High

NINE YEARS

CALIFORNIA—Santa Ana, Edison
ILLINOIS—Cicero, Roosevelt
KANSAS—Topeka, Quincy
MICHIGAN—Dearborn, Dearborn Public Schools (Dist. No. 7), Lindbergh, Oxford
PENNSYLVANIA—Williamsport, Daniel Webster
VIRGINIA—Newport News, Bankhead Magruder, Woodrow Wilson, George Washington

EIGHT YEARS

GEORGIA—Atlanta, Atlanta Opportunity
NEW JERSEY—Atlantic City, Indiana Ave., Vocational
OHIO—Cleveland, Buhner
PENNSYLVANIA—Williamsport, Benjamin Franklin
VIRGINIA—Newport News, Thomas Jefferson, Walter Reed

SEVEN YEARS

ALASKA—Nome, Nome
CALIFORNIA—Encinitas, Encinitas; Lakeside, Lakeside Union; National City, National City Public Schools, Central, Highland, Lincoln Acres, Sixteenth St., Sixth Ave.; Santa Ana, Delhi, Franklin; Siskiyou Co., Butte Valley High
ILLINOIS—Cicero, Goodwin, Grant, Jones; Stockton, Stockton Public Schools
INDIANA—Indianapolis, Charity Dye
NEVADA—Pershing Co., Pershing Co. High
VIRGINIA—Newport News, John W. Daniel, Stonewall Jackson
WISCONSIN—Kenosha, Orthopedic-Open Air; Wausau, Marathon Co. Normal

SIX YEARS

CALIFORNIA—Guasti, Piedmont
ILLINOIS—Cicero, Lincoln; Du Page Co., Lisle (Dist. No. 70)
MICHIGAN—Dearborn, Edison
MINNESOTA—Minneapolis, Calhoun, Dowling
MISSOURI—Kansas City, J. S. Chick, Jane Hayden, Gates Institute, Jackson Opportunity, E. C. Meserve, Thacher
NEW YORK—Endicott, George F. Johnson
VIRGINIA—Newport News, Special Teachers & Supervisors
WISCONSIN—Milwaukee, N. 38th St.

FIVE YEARS

CALIFORNIA—San Gabriel, Potrero Heights; Santa Ana, Hoover, Wilson
ILLINOIS—Cicero, Woodbine
MAINE—Winthrop, Winthrop Grammar
MASSACHUSETTS—Acushnet, Marie S. Howard; Newton Upper Falls, Ralph Waldo Emerson
MICHIGAN—Flint, Doyle
MISSOURI—Kansas City, Manchester
NEW YORK—Endicott, Broad St., Henry B. Endicott, George Washington
OHIO—Cincinnati, Douglass, Douglass Gilbert Ave.; Youngstown, Sheridan
PENNSYLVANIA—Montgomery Co., Upper Salford Twp.; Newport, Fourth St.
WISCONSIN—Milwaukee, E. Hartford Ave., Benjamin Franklin, Greenfield, Juneau High, Lapham Park, Wm. McKinley, Morgandale, N. Cass St., Rotary, N. Girls Jr. Tech. High, N. 68th St., N. 35th St., N. 20th St., Riverside High, S. Moorhead St., State St., Wright St.; Wauwatosa, Hawthorne Jr. High

FOUR YEARS

CALIFORNIA—Los Angeles, San Pascual Ave., Santa Ana, Logan
COLORADO—Aurora, Aurora Community; Golden, Golden Public Schools, Central, High
DISTRICT OF COLUMBIA—Washington, Seaton
ILLINOIS—Auburn, Auburn Twp. High; Peoria, Lincoln
INDIANA—Indianapolis, Stephen Foster, Public No. 56
MASSACHUSETTS—Gloucester, Maplewood; Saugus, Felton
MISSOURI—Kansas City, Dunbar, H. C. Kumpf; Kirkwood, Wm. W. Keyser
NEW JERSEY—Madison, Central Ave.
NEW YORK—Pine Plains, Central; Wellsville, Martin St.
OHIO—Greenford, High; Youngstown, Haselton
[Continued on page A-70]