

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

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MAY 1937



To Michigan, vacationland, for NEA convention. . . . See page 154.

Photo courtesy Detroit News

May 1937

The Harrison-Black-Fletcher Bill • The Detroit Program • How Unemployment and Relief Affect Education • Opportunities in Library Service • Summer Activities for Children

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Between Editor and Reader

COMPANIONABLE BOOKS FOR SUMMER RE-READING
C—I have met teachers who have never read *Robinson Crusoe*. I do not mean they have not gone thru it after a fashion, but they have never taken it into the silences of the wilderness or into the summer camp to read amid the timeless abandon that forgets there ever were clocks. Our common heritage has a number of books that are delightful to re-read in that way. Here are ten:

Treasure Island by Robert Louis Stevenson
Robinson Crusoe by Daniel Defoe
Gulliver's Travels by Jonathan Swift
Huckleberry Finn by Mark Twain
Smoky, the Cowhorse by Will James
Alice in Wonderland by Lewis Carroll
Lorna Doone by Richard D. Blackmore
Autobiography of Benjamin Franklin
Great Stone Face by Nathaniel Hawthorne
Oregon Trail by Francis Parkman

These will take you away from selfconscious pedagogy, far from the cares and controversies of our confused and embattled age, to the happy land of imagination and adventure. If you can read these aloud with some young friend, all the better. Next to good friends the best acquisition is a good book.

To teachers who wish to orient themselves on current issues we recommend the attractive 25-cent volumes published by the National Home Library Foundation, Washington, D. C., especially these titles:

The Long Road by Arthur E. Morgan
Democracy in Denmark by Goldmark and Brandeis
Plain Talk by J. W. Studebaker
Age Without Fear by David Cushman Coyle
Money and Its Power by Winslow and Brougham
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Uncommon Sense by David Cushman Coyle
Jefferson, Corporations and the Constitution by C. A. Beard
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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 Bulletin 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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of the NATIONAL
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OF THE UNITED STATES

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

VOLUME 26
NUMBER 5

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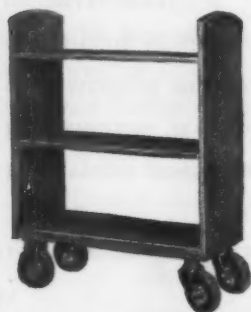
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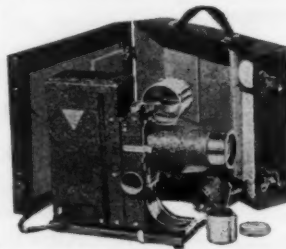
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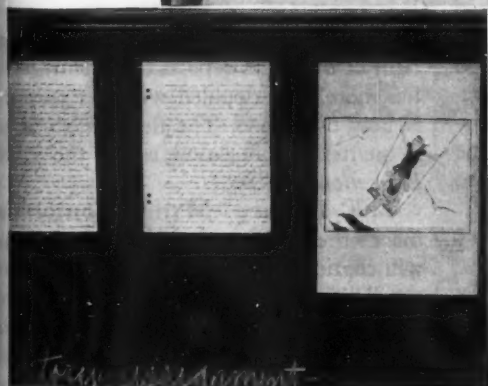
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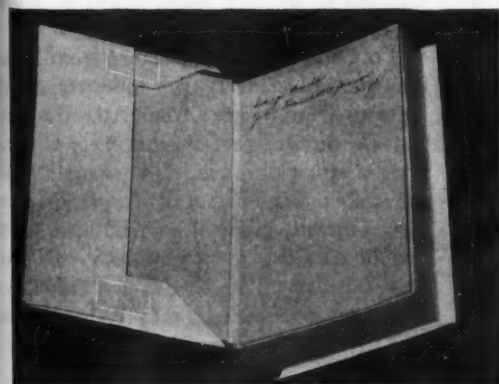
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Courtesy, New Brunswick Sunday Times

[Cont. from page 161]

Music from the ground up in a district school—In the *Kansas Teacher* for Feb. 1937 Donald Burr, a Kansas rural teacher, tells how he has brought music into the school life of his pupils, none of whom had had private or school music lessons. Mr. Burr first organized a "jug band". The equipment consisted of gallon-sized glass jugs filled with water to different levels to produce the desired tones; these were struck by hardwood beaters which had been wrapped with adhesive tape to make the tone clearer. Mr. Burr put the notes by letter on the blackboard. After the children learned how to count out the rhythm, the melodies of one-part songs were played. The group gave its first public performance at Christmas in 1935, after which requests for additional performances in the community were numerous. The next year Mr. Burr taught the children to read music. Meanwhile, a music instructor in the neighboring village offered to teach a class in orchestra and band instrument, and is making it possible for each child to get an instrument. All pupils, except two, from the fourth to the eighth grade, are now taking music lessons. The group meets every Saturday for two hours, and is making rapid progress.

Horace Mann postage stamp—At the New Orleans meeting of the American Association of School Administrators, the following resolution was passed: "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." The Honorable Dudley A. White has introduced a bill (H. J. Res. 133) to provide for the issuance of such a stamp. Let children in English or civics classes write letters telling of the work of Horace Mann and urging that this stamp be issued immediately. Send the letters to the Postmaster General, to Senators and Representatives from your state, and to the Honorable James M. Mead, chairman of the House Committee on Post Office and Post Roads.

Increments for Maryland teachers—According to Albert S. Cook, state superintendent of schools, Maryland, "the state budget for 1938 and 1939, as passed by the General Assembly of Maryland, includes appropriations in the equalization fund to restore the teachers' salary increments suspended since 1932-33, thereby placing teachers where they belong on the minimum salary schedule according to years of experience."

Superintendent J. L. Mann of Greenville, S. C., sends in this one:

If your nose is close to the grindstone rough,
And you hold it down there long enough,
Ere long you will say there is no such thing
As brooks that babble and birds that sing.
These three will all your world compose,
Just you, the stone, and your darned old nose.

The Department of Business Ed-



Administrators and teachers of French Independent School District, Beaumont, Tex., who attended the New Orleans convention. Altho Beaumont is 300 miles from New Orleans, 18 of a faculty of 31 attended.

education of the NEA now has a membership of about 4000.

The Association for Childhood Education held its Forty-Fourth Annual Study Conference, March 30-April 3, at San Antonio, Texas. One of the highlights of the conference was the presentation by San Antonio school children of a song and game festival, celebrating the establishment in Blankenburg, Germany, of the first kindergarten one hundred years ago.

More drunken driving—The marked increase in drunken driving that became emphatically apparent during the last half of 1936 reached a new peak in January, when arrests were, with a single exception, the largest for that month in any year since records began to be kept, says the *Providence (R. I.) Evening Bulletin*.

The development of a program of socialized English activities for grades three to eight, which will combine thoro training in language skills with improved social attitudes and behavior, is the object of the current study conducted by The Psychological Institute of Washington, D. C. This study is part of a nationwide program of language research planned by L. J. O'Rourke, associate of the Division of Psychology, Institute of Educational Research, Teachers College, Columbia University. It is sponsored by The Carnegie Foundation for the Advancement of Teaching.

The Department of Adult Education of the NEA reports that membership has more than doubled within a year and is now over 2000. The department issues a quarterly publication called the *Adult Education Bulletin*.

The Horace Mann Centennial marks the beginning of a celebration that will continue during the next twelve years, paralleling the years of Horace Mann's secretaryship—1837-1848, including the centennial of the normal school in 1939. This celebration is calling attention to "The Remarkable Decade, the 1830's," a time of important beginnings. Subjects for master's or doctor's theses could be found in this fertile field.

To Detroit—The distance from Albuquerque to Detroit is 1717 miles; from Atlanta to Detroit, 764; from Atlantic City, 645; Baltimore, 528; Boston, 721; Chattanooga, 636; Columbia, S. C., 825; Dallas, 1222; Denver, 1360; Los Angeles, 2525; New Orleans, 1190; New York City, 688; Oklahoma City, 1095; Omaha, 770; Portland, Ore., 2634; St. Louis, 527; Salt Lake City, 1793; Seattle, 2526; Washington, D. C., 533.

The Dream Peddler is the new graduation pageant to be released by the Hannah Penn Jr. Highschool of York, Pa., in commemoration of the Horace Mann

Centennial. The pageant lends itself to production by schools with limited facilities. For information concerning the pageant, address E. A. Glatfelter, principal, Hannah Penn Jr. Highschool, York, Pa.

"Before you invest, investigate!"
—When the book agent offers you the "Nation's Finest Encyclopedia," or the "Complete Guide to Character Training," investigation will enable you to discriminate between the worthwhile sets of books and the unreliable or outdated ones. Critical information is as near as your public or school library. There in the *Subscription Books Bulletin*, prepared by a committee of the American Library Association, one finds unbiased appraisals of encyclopedias, dictionaries, atlases, Bibles, and other books and sets sold by agents or by mail.

Federal aid for education of physically handicapped children—
S. 1634 is a bill introduced into the U.S. Senate Feb. 19, 1937, for the purpose of enabling each state to establish, extend, and improve services for educating physically handicapped children. The bill calls for an appropriation of \$11,580,000 of which \$40,000 would be given to each state each year and not required to be matched by the state. Nine million dollars would be prorated to the states in accordance with stipulations of the bill but would have to be matched by state funds. The funds appropriated would be administered by the state department of education in each state. This bill is sponsored by the International Society for Crippled Children, which states that there are nearly two million children who fall under the definition of physically handicapped as defined in the bill.

A unique plan for the payment of professional dues has been adopted by the teachers of Palmyra, N. J., according to P. R. Jones, supervising principal. The teachers calculated the total amount of dues necessary for membership in local, state, and national organizations to which staff members should belong and then prorated this on the basis of salary received. An assessment of 25¢ per \$100 of salary was found necessary. The highest amount paid by any individual was \$10 and the lowest was \$3. The median was \$4 per teacher.

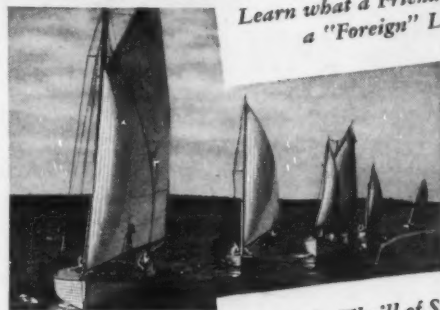
The Department of Secondary Education of the NEA has available a limited supply of copies of its *Bulletins* for Sept. and Nov. on "Trends in Instruction." Available at 25¢ per copy from the NEA.

Horace Mann: His Ideas and Ideals is an admirable present for members of highschool and college graduating classes. Order from the National Home Library Foundation, Washington, D. C., at 25¢ a copy plus 5¢ for postage; 4 copies, \$1 postpaid; special prices [Cont. on page A-84]

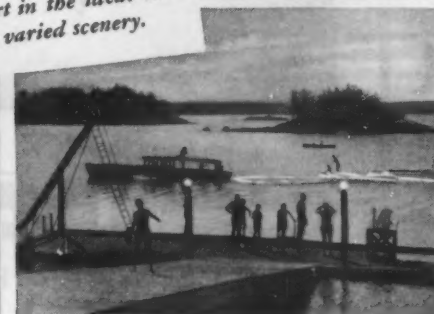
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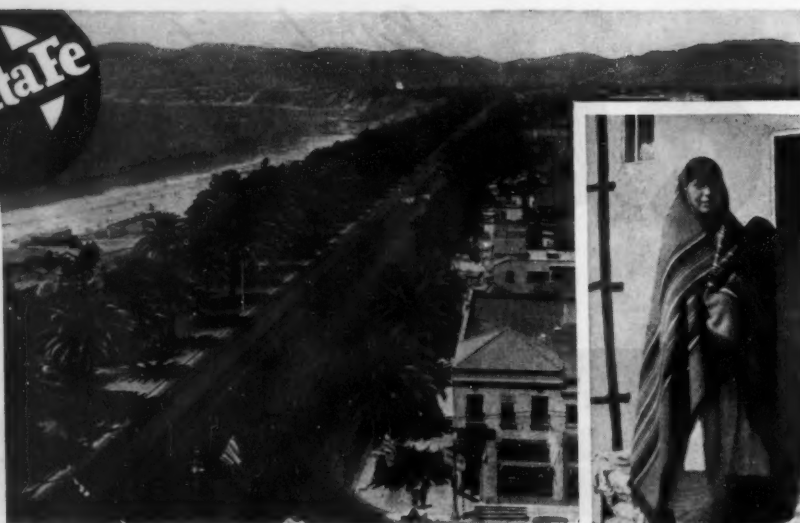
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[Cont. from page A-83] for quantity orders.

A "Red Rider" correction—In the March JOURNAL, p70, we inadvertently misrepresented the position of Congressman Ambrose J. Kennedy of Maryland regarding the "Red Rider." Congressman Kennedy has favored outright repeal from the beginning. We were misled by press reports which intimated that he was planning to amend the proposal so as to permit the teaching of communism but prohibit its advocacy, while the facts are that he merely told press reporters that several amendments which would effect this change had been handed to him for consideration. We are happy to make this correction, for Congressman Kennedy has rendered valiant service in fighting for outright repeal. As this JOURNAL goes to press, the "Red Rider" repeal legislation still rests with the Conference Committee. Senate members of the Committee remain adamant in insisting on outright repeal, and the House members, tho personally favoring outright repeal, remain for the present bound by the mandate from the House favoring the McCormack compromise amendment.

Dates to be remembered—

May 17-21—Twenty-second National Recreation Congress to be held in Atlantic City.

May 18—World Goodwill Day.

June 27-July 1—Convention of the National Education Association, Detroit, Mich. See page 154.

July—For information concerning the Twelfth Seminar in Mexico, write Hubert Herring, Committee on Cultural Relations with Latin America, 289 Fourth Avenue, New York City.

The Life of Horace Mann by Mary Mann, which was announced to sell for \$2 after publication, is to be kept on sale at the pre-publication price of \$1 and may be secured from the Committee on the Horace Mann Centennial, 1201-16th St. N. W., Washington, D. C. This lower price is justified by the large demand for the volume and will be particularly an advantage during American Education Week, November 7-13.

Eugene Hilton, principal of Alendale School, Oakland, Calif., was recently awarded the *Atlantic Monthly* award for the best manuscript submitted in a recent contest for a highschool textbook in social studies. An outright cash prize of \$2000 goes with the award as well as a \$2000 advance on royalties.

Hawaiian credit union—The teachers of Hawaii have organized the first federal credit union in the territory. Since

its organization a year ago, the membership has increased from 7 to 68, with a large number of teachers to whom the idea has not yet been presented.

Courses for training of teachers and supervisors of sight-saving classes—If you wish information as to which summer schools offer training in the teaching of sight-saving classes, address the National Society for the Prevention of Blindness, 50 West 50th St., New York City.

Information about educational magazines—In making up your library list have you ever felt the need for more complete information as to what educational magazines are available? The *Thirteenth Yearbook* of the Educational Press Association, which will be off the press the last of May, lists approximately 500 educational periodicals with editors, publication address, subscription price, under 34 classifications including journals issued by state education associations, local organizations, and state departments of education. To secure the *Yearbook*, send 50¢ in cash to Lyle W. Ashby, secretary-treasurer, EPA, 1201 16th St., N. W., Washington, D. C.

National Congress of Parents and Teachers—"The Place of the Home in the Community" was the theme of the forty-first annual convention of the NCPT in Richmond, Va., May 3-7. Among the distinguished speakers scheduled for the program were Ruth de Young, J. W. Studebaker, Florence E. Allen, Dr. Thomas H. Parran, Jr., Homer P. Rainey, and Eduard C. Lindeman.

A Centennial Edition of B. A. Hinsdale's authoritative study of Horace Mann has been published by Scribner's, New York, at \$2 a copy. This 326-page biography, *Horace Mann and the Common School Revival in the United States*, has long been out-of-print.

A national war referendum—The Honorable Louis Ludlow, congressman from Indiana, has introduced a joint resolution (H. J. Res. 199), proposing an amendment to the Constitution of the U. S. to provide for a referendum on war. The amendment provides that "except in the event of an invasion of the United States or its territorial possessions and attack upon its citizens residing therein, the authority of Congress to declare war shall not become effective until confirmed by a majority of all votes cast thereon in a nation-wide referendum. Congress, when it deems a national crisis to exist, may by concurrent resolution refer the question of war or peace to the citizens of the states, the question to be voted on being, Shall the United States declare war on ———? Congress may otherwise by law provide for the enforcement of [Cont. on page A-86]

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[Cont. from page A-85] this section." If you favor this legislation, write to your congressmen immediately.

A survey of 61 state teachers colleges thruout the United States made by John R. Kirk, president-emeritus of the State Teachers College at Kirksville, Mo., gives some interesting facts. Of all the students receiving degrees from these teachers colleges in the past two years (1936 and 1935), the proportion unemployed in 1936 was 5¾ percent: of those receiving certificates lower than the bachelor's degree, the percent of unemployed was 7. The proportion of teachers colleges reporting decrease of unemployment of their graduates in December 1936 was 86 percent: 14 percent reported unemployment as increasing or at a standstill.

The Western Springs Primary School—In September 1935 the first, second, and third grades were abolished in Western Springs, Ill., and became a three-year primary school without annual promotions. Leonard B. Wheat, superintendent of schools, reports that "in the primary school each child progresses in school learnings at his own rate. The organization of the primary school shows three learning levels of pupil groups in each classroom. To meet variables between pupils, the groups are made flexible both as to personnel and as to curriculum program. A child may be permitted to work ahead of his group as far as covering the curriculum materials is concerned. When he has caught up to the level of the next group above, he is transferred into it. A pupil who lags increasingly behind his group may get far enough in arrears so that the next oncoming group is at his level of learning. He is then transferred (not demoted) into this other group where he will be in better adjustment. School costs are no higher than under the traditional system. Pupil achievement appears to be raised somewhat and the children seem happier and more interested. . . . Parents indorse the flexible progress group system as a change for the better by a majority of fourteen to one. . . . The teachers are unanimous in approving the system as superior to the traditional organization."

Science Proceedings—A few copies of the *Proceedings* of the Department of Science Instruction of the NEA for 1936 are still for sale at 50¢ per copy. Order from the treasurer of the Department, Esther W. Scott, Oyster School, Washington, D. C.

For information about the **Conference on Elementary Education** to be sponsored by the Department of Elementary School Principals of the NEA at the University of Michigan, July 5-16, write to Eva G. Pinkston, 1201 16th St., N. W., Washington, D. C.

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Departments—The following Departments of the National Education Association will meet in connection with the Detroit convention:

Administrative Women, Adult Education, Art Education, Business Education, Classroom Teachers, Deans of Women, Educational Research, Elementary School Principals, Kindergarten-Primary Education, Lip Reading, Music Education, Rural Education, School Health and Physical Education, Science Instruction, Secondary Education, Secondary School Principals, Social Studies, Special Education, Supervisors and Directors of Instruction, Supervisors and Teachers of Home Economics, Visual Instruction, Vocational Education.

Allied Organizations—The following allied organizations will meet at the time of the Detroit convention:

American Classical League, Conference on Industrial Arts, Conference on School Libraries, National Association of Journalism Directors of Secondary Schools, National Association of School Secretaries, National Association of Secretaries of State Teachers Associations, National Association of Student Officers, National Conference on Student Participation in School Government, National Congress of Parents and Teachers, National Council of Geography Teachers, National Council of Teachers of Mathematics, National Council of Teachers of English, National Geographic Society, National League of Teachers Associations, National Vocational Guidance Association, School Garden Association of America.

Department of Classroom Teachers: changes in bylaws—The following changes and amendments to the constitution of the Department of Classroom Teachers have been proposed by the Constitution Committee and will be acted upon at the business meeting of the Department at Detroit:

Amend Article II, by adding a section as follows:

Section 4. To encourage teachers to exercise their rights and privileges as citizens and to accept willingly leadership in civic affairs.

Amend Article IV, by substituting "approval" for "consent" in the tenth line

by inserting "the cooperation of the chief officers of state classroom teachers associations to be known as the" after the second "and" in the tenth line

by adding to the last sentence the following: "as director ex officio"

Amend Article V, Section 1, by inserting "and one director-at-large" after "country" in the third line

by substituting "regional director" for "member of the executive committee" in the twelfth line

by substituting "one" in place of "member" in the thirteenth line

by substituting "regional director" in place of "members of the executive committee" in the thirteenth and fourteenth lines

by adding the following sentence: "The other officers shall be elected annually."

Amend Article 5, Section 2, by adding "Persons residing or teaching in the convention city shall be deemed ineligible." at the end of the third line

[Cont. on page A-88]



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[Cont. from page A-87]

by striking out the last four lines

Amend Article V, Section 4, by substituting "budget" for "executive" in the third line

by crossing out "the board of directors and the representative assembly."

by substituting "reallocate" for "reapportion" in the eighth line

Amend Article VI, Section 2, by substituting "Official Report" for "Yearbook" in the sixth line

Amend Article VII, by inserting "a" before "business" in the third line

by crossing off "s" in "sessions" in the third line

by inserting "for the election of officers and the transaction of other business" after "session" in the third line

by adding the following sentence at end of first paragraph: "The order of business announced in the program shall not be changed in such a manner as to affect the time set for election."

Amend present Article VIII, by changing it to Article IX

Add Article VIII as follows:

ARTICLE VIII—PUBLICATIONS

A publication to be known as the *News Bulletin*, supervised by the Department and devoted to its interests and those of local organizations, shall be issued regularly. A study embodied in a publication known as "The Yearbook" shall be undertaken whenever the Department requests an independent investigation of a problem relating to the welfare of the school or the teacher.

Following are the members of the Committee: Sara H. Fahy, chairman, Vera Hawkins, Faye Read, Catherine O'Rourke, Quata Woods.

Aviation in the Public Schools—

This bulletin (Vocational Education No. 185) may be secured from the U. S. Government Printing Office, Washington, D. C., for 15¢. It will be of interest to classes which used "Aviation Creates a New World," in the Nov. 1936 JOURNAL.

Pennsylvania's Junior Academy

of Science, whose membership is made up of 30 secondary school science clubs thruout the state, serves as a clearinghouse for the exchange of ideas and new findings in scientific fields. The Academy, governed by student officers, is affiliated with the Pennsylvania Academy of Science and the American Association for the Advancement of Science.

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Oratorical Symposium—In memory of Willis A. Dunn, for 25 years principal of the John H. Francis Polytechnic High-school of Los Angeles, Calif., the faculty of that school has established an annual Oratorical Symposium. The first contest was held in February, on the general topic "Extending the Frontiers of Peace."

Committees on Academic Freedom and Tenure—Following is a list of the names and addresses of members of two NEA committees, Academic Freedom and Tenure. Teachers [Cont. on page A-90]

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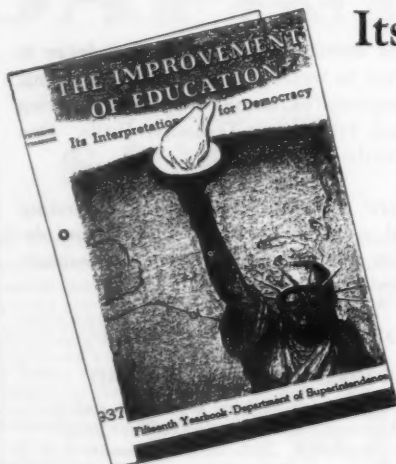
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[Cont. from page 162]

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OHIO—Carroll Co., Big Six, Norristown, Oakdale, Public No. 16

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TEXAS—Addison, Elementary; Texarkana, Dunbar High

UTAH—Box Elder Co., Booth Valley, Deweyville, Thatcher, Yost

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A copy of Joy Elmer Morgan's book, "Horace Mann: His Ideas and Ideals," is being presented with the compliments of the Centennial Committee to each person who takes out a Life Membership this year. Life Members receive also the Journal, the Research Bulletins, and the annual Volume of Addresses and Proceedings for life. The ninth annual Life Membership Dinner, at Detroit, Monday, June 28, will feature Horace Mann.

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BOTH FEET *on the* GROUND

FOR THREE WEEKS we have been traveling by auto, covering a wide sweep of the Southeastern states, following the seashore, climbing mountain roads, back and forth across the Piedmont plateau. We have visited every type of school—town and country; elementary, high, and college; white and Negro. We have studied not only the schools but the life around them, the attitudes of the people, and the outlook for the future and for democracy.

We wish every teacher in America could have had this pilgrimage. It is a heartening experience. In spite of all the handicaps these regions have gone thru and must still face, there is much that is encouraging and hopeful. In the schools are consecrated teachers doing their best in spite of underpay and overload, often rising to great heights of sacrifice and achievement. As one compares these schools with what they were a generation ago, the gains are immense. If one compares them with what they might be, there is still a long road to travel. The need for federal aid is imperative. Only by building up the lives of the people can humanity go forward.

In this region, as elsewhere, one feels that schools are too much apart—too little concerned with the culture and economy around them. The best work one sees is in the elementary grades, in the teachers colleges, and in homemaking education. Here the carry-over into life is unmistakable. We would add courses in home architecture and gardening. The best adaptation of the school to community needs that we found was in the Parker District near Greenville, South Carolina, where Superintendent L. P. Hollis and his able associates have caught a new spirit and are doing such vital things that visitors from far and near come to study their methods. Here is an activity program that grips the interest of children; a rural-school program that lifts both culture and economy; a laboratory in textile manufacture; an intelligent flexibility much needed everywhere.

Traveling thru this area, one observes that the best

conducted enterprises are not those which have been carried on by private initiative, but rather the fruits of public effort—the schools; the excellent highways; and the leadership in health, agriculture, forestry, and soil-saving, too long deferred.

One finds every type of economy, from fishing along the coast to farming upon mountainsides so steep that their cultivation is an amazing feat. But the big activities center around cotton, tobacco, and lumber. Huge textile mills dominate the landscape pouring forth their millions of yards each week.

The South has a great future if it can curb the excesses of its absentee feudal lords, conserve its soil, and use the schools to bring out the character of its people. Here are some of the best racial stocks in America. The basic institutions of home, school, and church are held in high esteem. There is much fine family life and love of beauty and leisure. At Charleston, South Carolina, this has found expression in the marvelous gardens which attract increasing numbers of people each year. These old gardens, Cypress, Magnolia, and Middleton, rank easily among the foremost things which every cultivated American wishes to see. Let all America be proud of the reawakening South, a veritable empire within the nation, now coming into its own again after the devastating decades that followed the Civil War.

The schools must keep both feet on the ground. This does not mean that they must stand pat, but that they must go forward to a new era—even as agriculture and industry must go forward—doing new things in new ways, keeping close to the homes, arousing the ambition, developing the skills and tastes of all the people, helping them toward the wise management of their lives. How else shall the two million children born annually upon our American soil be guided into their best development? How else shall people learn to manage their collective undertakings? How else can civilization be maintained? How else can the promise of democracy be fulfilled?

—JOY ELMER MORGAN.

ADVOCATES of FEDERAL AID

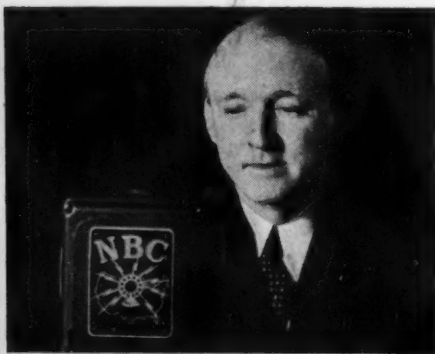
SENATOR JOSH LEE, OKLAHOMA—



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"... It is my sincere and earnest hope that we shall be able to pass this bill for federal aid to education. ... Federal assistance alone can meet the widespread educational needs of our American youth."



SENATOR ALLEN J. ELLENDER, LOUISIANA—

"... The Harrison-Black-Fletcher Bill... makes a start toward educating children wherever they are, for life wherever they are to live."

CONGRESSMAN BROOKS FLETCHER, OHIO (Right)—

"The bill will go far to provide a fair start in life for all the children of the nation. This measure deserves the support of every parent..."



THE COMMITTEE ON EDUCATION, UNITED STATES HOUSE OF REPRESENTATIVES

The Committee held hearings on seven days. Members present when the picture was taken (left to right) William J. Fitzgerald, Connecticut; Brooks Fletcher, Ohio; William H. Larabee, Indiana; René L. DeRouen, Louisiana; Vincent L. Palmisano, Maryland; George A. Dondero, Michigan; W. Sterling Cole, New York; Karl Stefan, Nebraska; Noah M. Mason, Illinois; E. Harold Cluett, New York; Lewis L. Boyer, Illinois.

The HARRISON-BLACK-FLETCHER *Bill*

AS THIS JOURNAL goes to press, the Harrison-Black-Fletcher Bill is at a most important stage. It has been unanimously and favorably reported out of the Senate Committee on Education and Labor and is on the Senate Calendar with a vote in immediate prospect.

The hearings before the House Committee on Education have been completed. The Committee is now considering the bill in executive session and is expected to report the measure favorably to the House for a vote. At no time during the struggle for federal aid to the common schools, which has extended over many years, has the cause been so strongly supported in committees. Public sentiment is strongly behind the bill. From forty states came delegates urging the passage of the measure, and from seven others came resolutions and letters from leading school officers.

It is known that there are good majorities in both Houses of Congress for the measure if members are left free to vote their convictions.

That pressure is being brought to bear on members of Congress is indicated by reports in the Washington papers. The following is from the *Washington Daily News* for April 12, under the headline: "F. D. Asks Congress to Sidetrack Bill Giving Schools Aid."

"President Roosevelt has passed the word to his congressional lieutenants to sidetrack, at least for the present, the Harrison-Black-Fletcher Bill providing federal aid to public-school systems.

"Senators Harrison (D., Miss.) and Black (D., Ala.) are pressing for consideration of the measure, which was reported favorably by a unanimous vote of the Senate Education Committee. Private polls have indicated sufficient votes for its passage.

"Hearings in the House are to end this week. Chairman Palmisano (D., Md.) has indicated opposition to the proposal, but its advocates are claiming the strength necessary for a favorable report.

"Opposition to the aid bill in the House hearings has come from the National Catholic Welfare Conference. Father George Johnson joined in a warning expressed earlier by other opponents



SENATOR PAT HARRISON OF MISSISSIPPI

Coauthor with Senator Hugo Black of Alabama of the bill for federal aid to education.

that the measure might lead to government control over education policies.

"Defenders of the measure contend that the broad authority given the states in use of the allocations eliminates any possibility of federal control."

If the administration in Washington should block consideration of the measure, the plausible argument would be that the budget must be balanced. It

WE feel that the public schools should be free and open to every child and that in the United States equality of opportunity is the right of every citizen; that to guarantee these rights as such it is the obligation of the federal government to aid the states and the local subdivisions thereof in the equalization of opportunity with the positive assurance of sufficient funds to maintain a suitable program for all.

The federal contribution to the states for the support of public education should be extended without any federal control and should be administered thru the state department of education within the states receiving such funds. We respectfully request the Congress and the President of the United States to provide for the passage of the Harrison-Black-Fletcher Bill at the very earliest possible time.—Resolutions, American Association of School Administrators, February 25, 1937.

would be contended that in view of the failure of tax receipts to meet the President's expectations, no new expenditures should be undertaken. The strength of this argument is in its plausibility. Its weakness lies in the fact that for less than the cost of two of the proposed new battleships, the first year's expenditures for federal aid under the bill could be fully met. The nation can hardly afford to expend vast sums for protection from without, while it leaves itself unguarded against the enemies of ignorance and incompetence within. If the President throws his influence against federal aid for the common schools, it will raise the fundamental question as to whether in a matter so directly affecting the welfare of the people, public policy should be determined by the President or by the Congress. It will raise the question also as to whether the President meant what he said at Kansas City on October 13, 1936, when he declared: "The school is the last expenditure upon which America should be willing to economize."

The need for federal aid was never more pressing. The demands upon the schools for service are increasing. The need for getting money from the great centers back into the communities where the people live is imperative. A higher standard of living to which the schools contribute must be the basis of any sustained recovery.

It is important to remain continuously active in behalf of the Harrison-Black-Fletcher Bill. From among your friends and associates keep up a continuous stream of correspondence to your Senators and Congressmen pointing out the needs of the schools and the necessity for the enactment of this legislation. The movement for federal aid is nearing victory and must win in the end because of its inescapable necessity.

—WILLARD E. GIVENS, executive secretary, National Education Association.

Hearings on the Harrison-Black-Fletcher Bill before the U. S. Senate on Education and Labor have been published in a 300-page book which may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 25¢.

Habits of Civic Efficiency

IT IS HARD to test the value of efforts made in the schools to give students an effective political education. Teachers can find out whether particular courses have been mastered, but they cannot so easily determine the effects which these courses produce in terms of political conduct. Casual observation leads many people to conclude that education, thus far, has made no marked contribution to democratic citizenship. Highschool and even college graduates appear to think, talk, and vote politically very much as do those who have had less formal schooling. There have been a few tests undertaking to determine changes of opinion and emotion which students undergo as they proceed with social studies courses, and while the results of these tests are inconclusive, they are not very reassuring.

Without asserting that political education as we have known it has been a failure, we may safely say that the results of traditional methods of civic training have been sufficiently negative to justify their critical re-examination. A reasonable criticism is that too great dependence is placed upon teaching history and civics as sets of facts to be learned, and that too little emphasis is placed upon the necessity of habit formation.

Until recently the schools have given little encouragement to the study of current problems. It is only partly true that by studying past events and the mechanism of government, young people acquire information and ideas enabling them to deal wisely with the situations they meet in their political experience. Historical studies are unquestionably of great value. But history never repeats itself completely. New situations are always arising. New problems are calling for attention. Even if these problems in a somewhat different guise appeared in the past, it is unlikely that history students, in the sweeping view of the past they are obliged to make, remember enough to give background for understanding current issues.

The value of current history depends on the way it is taught. If a student

took a course in current history five years ago, he would not necessarily be competent to deal with the problems of today, because a new set of issues is now before us. A current history course taught with the purpose merely of imparting current information may have little more permanent civic value than a course in American or world history. It may, however, have great value if emphasis is placed upon habit formation.

Current history makes its greatest contribution if it is looked upon not as a preparation for future citizenship but for present citizenship. The student is encouraged to read about and to discuss the problems of the day in order that he may be an intelligent citizen now. He is induced to form habits of reading, thinking, and conversing; habits of discovering, criticizing, and evaluating current materials; habits of suspending judgment; of looking for conflicting points of view; of independence. The reason he is induced to form these habits is, first, that they will make him an independent, intelligent, and effective citizen; and, second, that these habits, if continued—as all habits long practiced are likely to be—will assure the sort of never-ending civic education which will make him an effective citizen in five or twenty years.

Since the development of the right attitudes is so important, much depends on the attitude and method of the instructor. In dealing with current political and economic issues, he must maintain an attitude of strict impartiality. He must definitely be a truth-seeker. The students will be influenced by his example. His approach to the issues of the day will impress them by its fairness and reasonableness. They will contrast it with the method exhibited by current newspapers, magazines, campaign orators, and the uninformed man on the street. Subconsciously they will make the instructor's method the standard by which agencies of opinion transmission are judged.

The teacher, of course, must have the benefit of well-selected materials. Most

WALTER E. MYER

experienced teachers feel the need of a current history periodical, prepared especially for classroom use. This periodical brings together accurately and impartially a body of fact and interpretation such as no teacher has time to prepare. It enables all the students to acquire a common body of information concerning the most important developments, together with selections for systematic reference reading.

But this basic text is merely a starting point. The class in current history should examine carefully the more important news and opinion agencies. It should study the newspapers and magazines, making a list of the apparent objectives of each, inquiring of each whether it reports events fully and accurately, whether it has an editorial policy and if so what, whether it presents conflicting points of view satisfactorily, whether it is intellectual or emotional in its appeals.

Students should be taught to gather available facts before expressing opinions. This will teach them the importance of suspending judgment until the evidence is in. Above all, a considerable amount of character education should accompany the political training. If young people are not taught to look for the public interest and to hold it above personal or class interests, skill in the arts of politics will but render them more dangerous enemies of the public good.

If time is given in the schools for a continuous study of current economic and political questions, if these questions are studied thru wide and discriminating reading, if the work with them is made the occasion for practice in impartial truth-seeking, and if attention is ever focused on the general welfare rather than narrowly selfish interests—if these things are done in the schools, the boys and girls may be expected to develop habits which will continue thru their lives and which will sustain them in the never-ending quest for social and political wisdom.

WE ALMOST LISTEN

ACROSS A CENTURY Horace Mann comes back to us this year to repeat that we must educate the souls of children, and that we must teach them to think. "I'd thought of training them in their understanding of democracy, but imagine educating their souls, imagine teaching them to know what liberty feels like, or what beauty feels like." With these purposes burning in him he took up, in 1837, the task of reorganizing free elementary education.

The end of a century finds the nation with elementary education not only a universal privilege, but also compulsory. A hundred years of growth have developed a national faith that has expressed itself in elaborate machinery and buildings. What are the results of this school system? Literacy, unquestionably. The educational system has succeeded in giving universal training in the tool subjects. But are we promoting the growth of the souls of our children? Do we teach them to think?

There is ironic humor in the fact that those of us who have endeavored to make these two purposes the goals of our schools are called "progressive." "Progressive"—to be endeavoring to realize the fundamental purposes Horace Mann set up for elementary education one hundred years ago!

Why? Is it because we have been living thru an era of great materialistic growth? The measurable has fascinated us. We have had a naïve faith that good buildings, good books, and teachers who can develop in children the ability to read and write and figure, will bring about the growth of souls and the power to think. Horace Mann speaks to us again this year when the material has failed us. We know now that development of the soul and the ability to think



Can we develop souls? The best homes have done it down thru the ages.

Hilda Hughes

are prerequisites for successful living in a democracy. We are beginning to see these intangible spiritual values as the realities, and so *we almost listen* when again Horace Mann tells us to take the money we are spending on crime and develop the souls of our children.

Can we develop souls? The best homes have done it down thru the ages. Our schools have been copying the technics of factories and the business world. Now we need to study the secrets of those homes which have sent out the great souls who have been our thinkers. These homes have held to enduring values that nourished and enriched. The children have grown up in an atmosphere where not only their inner being could expand and develop, but where their personality was recog-

nized and they had the responsibility of thinking and of being a necessary member of the family.

The schools, then, need to be these "best homes" for the children of the nation. We need to give the child's soul a chance to grow by letting him live close to nature—to the universe that has not been made by man. Let him stretch his mind by trying to think of a universe in which our world is a mere speck. Let him enjoy the beauty of flowers and plants. Let him live with animals and watch insects.

Let him be responsible for the care of growing things. Further, let him know *people* as the supreme wonder of creation.

Then stretch his mind to think of time thru the ages to the beginning of life. Let him see our place in the endless procession of humanity thru the ages. Let him see our comparative insignificance and at the same time the enduring importance of greatness wherever it comes out in the long procession. Expose him in person and thru books to the great thinkers. Open up books in a way that will make them necessities for him the rest of his days. Surround him with beauty and music until they become a part of him.

Let him experience liberty in situations that make it a meaningful privilege to be earned. Let him grow up feeling his responsibility to the group, his need of contributing to it, his duty to help solve its problems. With his inner being feeding upon the best in life, and in the heritage of the ages, encourage him to think new thoughts, and think them creatively, solve his own problems, and make decisions important in his world. In short, give his soul a chance to grow by surrounding him with the essentials of the inner life, and let him learn to think by thinking.

LESSON III.



Illustrations from McGuffey's Second Reader

WE CHOSE OUR OWN BOOK

Claude Eggertsen



New Orleans Schools

The next day our three social studies classes elected students to a conference committee. I was made secretary and took down all the notes in the six meetings we had. After each meeting I rewrote the list of things we had decided on and we would go over it the next time. When we had gotten a list to please the committee, the classes accepted it without making many changes.

We didn't have an easy time making up the list. At first we thought we would ask questions like, "Does it have a good index?" and take the book that had the most "yes" answers. We soon saw, tho, that a "yes" to one question

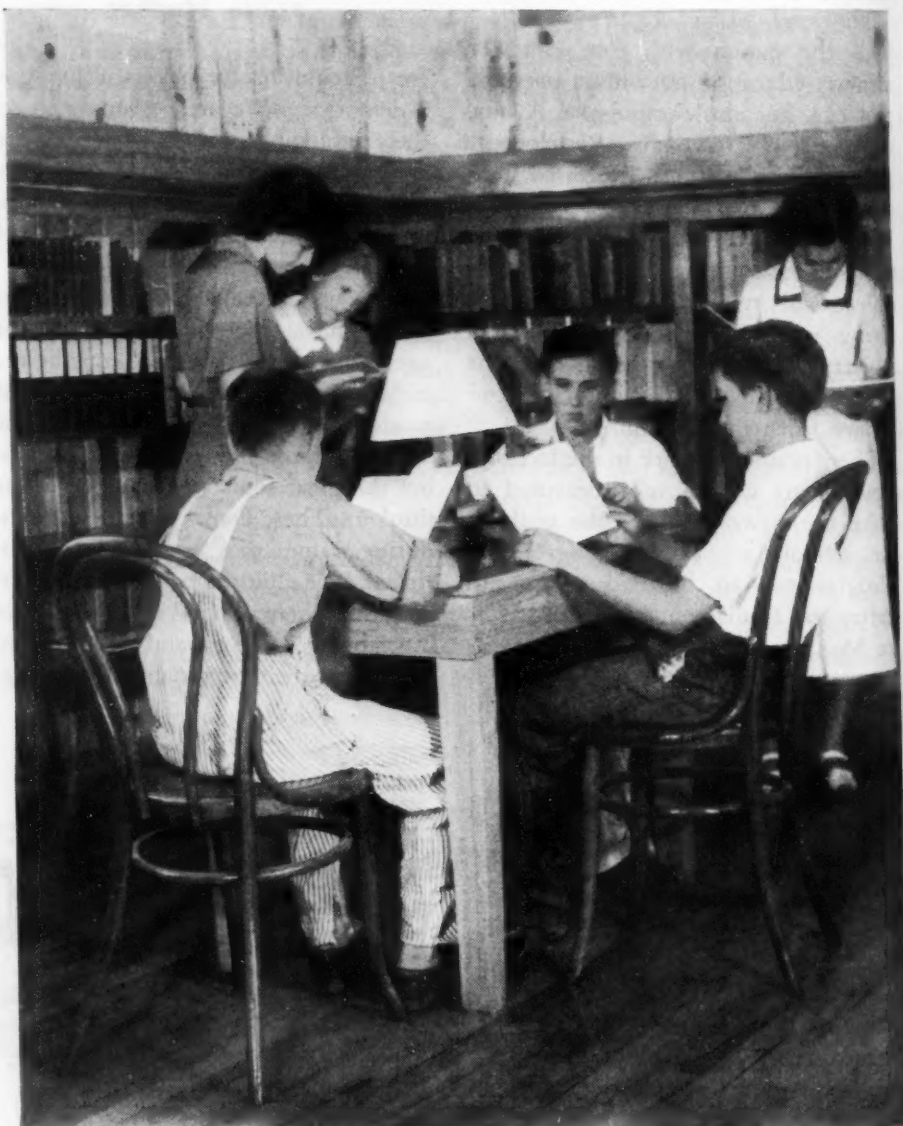
might be more important than a dozen "yes" answers to other questions. So we decided to give points to each thing we wanted in a book, giving the most points to the most important items. We didn't know how many points to give to each, but we used our best judgment.

Even then we had trouble. We could see that a book might get about 85 points out of 100 on such things as the cover, the paper, the index, the questions, and appearance and still be no good because it wasn't true. Every class had asked for an accurate and complete book. Fred, who had just come from Virginia, said, "You've got to get one

WPA Photo

THIS IS MY eighth year in school and I have done lots of queer things, but last week was the first time I ever had a chance to help decide what textbook my class would use. I thought we already had plenty of books in our classroom library, but one day the social studies teacher said we ought to have some more. Most of the books we had were single copies, but we had a few sets in geography, economics, and civics, large enough for everyone in the class to have the same book at the same time. We usually used one or more of the sets in each unit and the teacher said that there were some units coming in which we would need a book in American history.

Someone asked if we were going to get another book like the ones in the blue set and we all groaned and said we hoped not, because it takes them so long to say anything. Then Jerry asked why we couldn't help choose the book since we had to use it. The teacher asked Jerry what kind of book he wanted. Jerry and several others tried to tell him, but they didn't seem to have very clear ideas. Then we got some of the books from the library and began to look for the things we wanted and didn't want. By the time the class was over we had suggested a lot. The teacher wrote the suggestions on the board and Betty copied them.



that is fair to the South." Someone else told us we ought to have one that would fit the course for the year. To get around these things, as we could see we didn't know enough to pass on them, we asked the teacher to ask us to judge only books that were accurate, complete, fair, and useful for the work we were going to do.

The teacher must have thought that there were a lot of good American history books for junior highschool, as he brought in 16 for us to judge. Jerry suggested that the quickest way to do it would be to give us each several points in the outline and let us judge each book on those points as the books were passed around. The teacher seemed puzzled about the idea for a minute, but he finally explained to Jerry that one reason for spending so much time, besides getting a book we would like, was to teach us how to use all the parts of a book.

We formed groups of four or five and the conference committee members acted as chairmen. Every group had three or four books to rate. Each member examined each book carefully, using the checklist. We read snatches of it and checked up on such things as the index and the glossary. We all worked together when we decided how many points to give to each item. We took about three hours on our three books and asked the teacher and the student teachers many questions. Then we passed the books around as Jerry had suggested. Each student had a point or two to check. It was fun and I have never seen the class for so long a time too busy to talk about anything outside school.

When we added up the points for the six ratings, the highest book had 510 points, only 90 fewer than perfect. The teacher said that it was a perfectly good book, but I could see, too, that he was a little disappointed and I kept asking him which one he really wanted. He finally told us. When I looked over the book we chose and the one the teacher liked the best, I could see some differences. Our book was about an inch shorter and a little narrower, had larger print, fewer pages, more large pictures, and seemed easier to read. Maybe the book he chose was better and had more in it, but I believe we'll read more in ours than we would have done in his.

We had some tests on what the vari-

SOCIAL STUDIES CHECKLIST FOR TEXTBOOKS, JUNIOR HIGH SCHOOL

(Prepared by the seventh and eighth grades)

Author.....

Title.....

Publisher.....

Date of publication.....

Directions: Give the number of points on each item that you think the book deserves.

	Points if Perfect	Points Given		Points if Perfect	Points Given
[I] Physical characteristics					
[A] Are the cover and binding strong?	4		[D] Has it footnotes when needed?	1	
[B] Is the print a good size?	5		[E] Has it marginal notes?	1	
[C] Is the book a handy size?	4		[F] Has it a good list of illustrations?	1	
[D] Is the paper of good quality?	3		[G] Has it good questions?		
[E] Has the book an attractive appearance?	4		[1] Do they cover the topics?	2	
Total points	20		[2] Are they challenging?	2	
[II] Material					
[A] Is it understandable and interesting?			[3] Do they require some thinking or only facts?	2	
[1] Are stories used?	8		[4] Are they reasonable?	2	
[2] Are vocabulary and style satisfactory for junior high?	7		[H] Are good readings listed?	2	
[B] Is it short but complete?	6		[I] Are the chapter headings challenging?	2	
[C] Is the book illustrated?			[J] Is there an introduction?	1	
[1] Are illustrations clear, colorful, and to the point?	8		[K] Are topic headings challenging?	2	
[2] Is there a variety of illustrations?	7		[L] Are there good previews?	2	
[D] Are the sections summarized?	4		[M] Is there a useful appendix?	1	
Total points	40		[N] Are interesting student activities suggested?	2	
[III] Aids for use and study of the book					
[A] Has it a good index?	3		Total points	30	
[B] Has it a good table of contents?	2		[IV] Miscellaneous		
[C] Has it a good glossary?	2		[A] Is the price reasonable?	2	
			[B] Is the book recent enough to be useful?	3	
			[C] Has it been used before by our students?	2	
			[D] Are the authors experienced and able?	2	
			[E] Are the publishers reliable?	1	
			Total points	10	
			Grand total	100	

This is the checklist which we had mimeographed for use in judging the books.

ous parts of a book are and how to use them. The teacher complimented us and said we had learned more about books than last year's eighth grade had.

As a result of our project, I don't think I'll believe everything a book says any more or buy one just because it looks good. I know how to check one over now to see that it is what it is supposed to be.

Maybe the teacher made a mistake in bringing in so many books for us to rate. He could have cut the number down to the best eight and we could have done the work better in less time. It would have come out about the same, too. I believe that we would have done better if

the teacher had helped the whole class rate a set of the books we already had before we started on the new books. We could have set up a clearer idea of what a good book should be like on each point. Maybe, too, we should have kept the books around a little longer and read more in each one.

Some of the other teachers ought to let us choose our own books. We could make a considerable improvement in several subjects. When you spend a whole year carrying a book around, you like to have something to say about choosing it. Anyway, we are satisfied in social studies. We got the book we wanted.

Opportunities in LIBRARY SERVICE



D. C. Public Library

WE HAVE MET tonight to honor one of the great educators of the Midwest. Under Mr. Roden's direction the Chicago Public Library has reached a circulation of 15,000,000 books a year to 600,000 registered borrowers. It administers the libraries of two junior colleges and the Chicago highschools and evening schools. It supplies the books for grade-school libraries. It reaches hundreds of thousands of people thru its adult education program. It co-operates with industry thru special collections in plants and factories. It carries on work for the blind, for hospitals, and for welfare institutions. Thru collections in 28 languages it helps the foreigner in the process of Americanization.

The Chicago Public Library was one of the first to realize its educational as distinguished from its storage functions. It was a pioneer in the guidance of readers; it has sought to emphasize books of enduring quality rather than those which are the creatures of an hour. It has been a leader, too, in the organization of its education, for it established the first regional branch in the United States. No educator in this territory has had so wide and deep an influence as Mr. Roden; none deserves so well the gratitude of this community.

As we face the problems of Mr. Roden's next fifty years, we see that he will have to continue what he has done, and will have to do it more intensively. The advance of technology and the advent of what is known as "security" mean a tremendous increase in the leisure of our people. They are going to be kept out of industry until they have reached maturity; they are going to be taken out of it at the verge of old age; they are going to be compeled not to work for a good many hours a day during their active lives. . . . They may for a while employ their new and perhaps unwelcome leisure in sleep, at the movies, or in driving back and forth

on the crowded highways, catching glimpses of the countryside between the billboards. I cannot believe that these forms of endeavor will long satisfy our population. Their record during the depression shows that they will demand education beyond the capacity of existing institutions to supply it.

The institution to which adults will inevitably turn is the public library. During the depression the circulation of the Chicago Public Library increased 50 percent. If we are going to have leisure in good times as well as in bad, we must expect this circulation to continue its expansion. We must not only expect it, but we must also hope for it, plan for it, and encourage it, for if our people are to put in their spare time getting educated, it is better that they should do so in the library than almost anywhere else. There are two advantages in a library education: You must get it yourself, and you must get it thru books. The excellence of British university education has rested on these two characteristics. American colleges and universities are gradually coming to see that the student should read widely, independently, and at his own pace. This opportunity the library offers, and, for certain classes of students, offers in a fashion superior to that of universities. The university's preoccupation with the young on the one hand and with research on the other; the red tape necessary because it grants degrees and must protect them—all these things diminish the university's effectiveness, as compared with the library, as an agency of popular education. The library will be, in my view, the great instrument of popular education in the future.

The first consequence of this conception of the library is that its services must be extended to those whom it does not reach today. Only one-third of our people have library service that can be called adequate. One-third of them have none at all. Forty-five million of them are, for all practical purposes, without access to books.

The second consequence of the notion of the library as an instrument of popular education in a period of increasing

Robert M. Hutchins

leisure is that the library service we now have must be greatly improved. It is perhaps as important to have somebody to discuss books with as it is to have the books. This means the organization of groups of readers seeking education in certain fields. It means the great extension and multiplication of the Readers' Bureau begun at the Chicago Public Library. It means the abandonment of the notion that the library is a warehouse of books which are dealt out to citizens on demand. It means the adoption instead of a coherent and aggressive educational program. This will affect the selection of books, the arrangements for discussing them, the guidance of readers, and, most important of all, the education of librarians.

The library staff becomes, in this view, a staff of teachers, and they must be very good teachers. They have no hold on their students except the interest they can arouse in them. They have no degrees they can offer, with a definite cash value. They have no compulsory education laws to back them. The profession of librarianship today offers one of the greatest and least appreciated opportunities in education. It is the business of library boards, directors of libraries, and of universities to make clear to the rising generation the chance that lies before young men and women in this field. . . .

We should not think too much of the long and arduous road that lies before the library in the attainment of its ideals. We should fix our eyes instead on the dazzling vision of a nation informed, intelligent, and wise, that vision beheld since earliest antiquity by those who have understood that it is the excellence of the individual upon which the excellence of the state depends.

This is the vision which Mr. Roden has seen, and for what he has done to realize it, we honor him tonight.—An address honoring Carl B. Roden, former president of the American Library Association, on his completion of fifty years in the Chicago Public Library.

LEARNING TO BE

A

LEADER

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

WHAT THE MIND IS TO THE
INDIVIDUAL—LEADERSHIP IS
TO THE RACE.

"Learning To Be a Leader" 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.

THE NEED FOR LEADERS

THE NEED for leaders exists wherever men aspire to be civilized. No democratic order can long survive without men and women of high purpose and integrity devoting themselves to the common welfare. Without leaders no school can maintain a noble spirit and high ideals of character and personal attainment. Without leaders industry stagnates and agriculture languishes. Without leaders the practice of law loses its character as public service and lawyers become the hirelings of special privilege. Without leaders education degenerates into petty drill and lesson-hearing. Even the church without inspired and able leaders becomes commonplace. Leadership or chaos—these are the alternatives. And leadership must awaken anew with each generation if the human race is to go forward. Humanity will always make a place for real leadership.

[2]

CULTIVATE YOUR VOICE

THE VOICE is important in all our relations with others. In personal companionship, in the home, in school, in public life—wherever people meet—it plays a primary part. A voice well-controlled, clear, sincere, and natural, adds strength to any leader. The speaking voice like the singing voice requires constant practice. If you cannot get the help of a good voice teacher, ask a friend to listen to your voice and to make suggestions. Perhaps you can have a record made of your voice on a dictaphone or recording machine. That will help you to understand how it sounds to others. Read aloud. Speak in public. Memorize and recite such selections as: "The Builders" by Henry W. Longfellow; "If" by Rudyard Kipling; "Lincoln, the Man of the People" by Edwin Markham; "Portia's Plea" by William Shakespeare; "Work" by Henry van Dyke.

[5]

WHO SHOULD ASPIRE TO LEAD?

ONE NEED NOT be a mental giant to be a leader. Everyone has influence on others and this influence grows with use. Leadership is merely the conscious and systematic exercise of one's influence toward carefully chosen ends—a finer spirit in one's class or in the school; better management of community affairs; the achievement of needed reforms. All of us have unused and often unsuspected powers. In emergencies we are surprised by our own energy and initiative. Leadership calls for the active use of our talents in behalf of the larger good. The first test of the leader is this: Can I put the common good above my selfish interests? Any normal person may become a leader along some line. Seek to form an accurate estimate of your points of strength and to make the most of them. Use your influence to the limit now. Tomorrow may be too late.

[3]

UNDERSTAND PARLIAMENTARY LAW

PARLIAMENTARY LAW is the name applied to the rules which govern meetings, assemblies, and parliaments. If people are to work together, to keep order, to maintain fair discussion, and to reach decisions which express the considered judgment of the majority, they must understand parliamentary procedure. We are governed by a vast network of understandings. We have the beginnings of international law. Then come our national and state constitutions. Next the laws which are enacted under these constitutions. Organizations operate under these general laws. Each organization usually has a constitution of its own stating fundamentals, and bylaws covering less important matters. Parliamentary law supplies the rules in matters not otherwise provided for. It is important for the leader to appreciate and understand law.

[7]

THE IMPORTANCE OF KEEPING FIT

MEN AND WOMEN who are not strong physically have often risen to places of eminent leadership. Sustained determination and moral purpose have carried them thru. Other men and women physically weak at first have built up reserve thru rigorous personal discipline. Theodore Roosevelt is an example of such leadership. But one who has sound health with an abundance of reserve energy has a tremendous advantage. The demands upon a leader in modern life are often great. They frequently involve sustained study and conference with long and irregular hours. The leader needs at all times the balanced judgment and self-confidence which come from physical power. Determine to keep yourself as fit as possible. Know what foods, rest, exercise are best for you. Be cheerful and temperate. Avoid drugs. Enjoy the sun and fresh air.

[4]

THE VALUE OF BIOGRAPHY

THE LIVES of noble men and women inspire us to be and do our best. The beauty of their character adds to the dignity and self-respect of the human race. Their patience teaches the importance of self-discipline. Their sacrifice proves the power of unselfish service. Their achievements spur us to be worthy of their memory. Thru print we may enjoy with them a companionship that bridges the barriers of time and place. Build up a personal library of biography. Read your favorites over and over again. Include the great religious teachers and such pioneers as Franklin, Washington, Horace Mann, Abraham Lincoln, Susan B. Anthony. Franklin's *Autobiography* is one of the most influential books written in America. It has been translated into many languages. It contains Franklin's plan of self-improvement, which anyone may adapt to his own life.

[8]

THE CHOICE OF A GREAT CAUSE

LOYALTY is the watchword of leadership. The leader attaches himself to some worthy cause. He seeks to realize the ideals of this cause and to visualize it to others. He seeks to bring to his followers the warmth and glow of a dream of some better and happier condition than their present lot. In an age of degradation and despair, Jesus Christ taught the brotherhood of man. The great reformers of the Middle Ages fought for freedom, particularly freedom of thought and speech. George Washington held aloft the ideal of a great self-governing nation. In the nineteenth century Horace Mann and his followers emphasized the possibility of human improvement thru free schools for all. Abraham Lincoln held with deep devotion to the ideal of a united nation. Woodrow Wilson envisioned worldwide government and cooperation.

[9]

THE COOPERATIVE MOVEMENT

THE SECRET of civilization and human advance is mutual helpfulness and service with no exploitation. The teachings of the great Japanese philosopher and reformer, Kagawa, emphasize the cooperative movement as the best way to realize for people everywhere the ideals of the brotherhood of man and to insure peace thruout the world. Voluntary cooperative action places responsibility upon people and develops character and initiative. It is highly adaptable to the conditions of various countries. It lends itself to gradual evolution and reform, thus avoiding the wastes of violent revolution. It emphasizes universal education. It offers employment for enterprising young people. The cooperative movement is a good topic for study in school classes or by clubs of students or older people. Take the lead in organizing some needed cooperative activity.

[13]

WHAT IT MEANS TO PLAN

THE FIRST STEP in planning is to fix clearly in mind one's purpose or goal. The next step is to note the things that must be done to achieve that goal. The third step is to note resources available. The fourth step is to make a plan of action, taking into account every circumstance which is likely to arise. Such a plan shows what is to be done, by whom, when, and how. The design and erection of a great building is an example of careful planning. The development of the art of planning may become the major contribution of the twentieth century to human progress. It is the ultimate substitute for war. One can plan for a day's work, for his life as a whole, for the conduct of a school, for the development and regulation of industry, for the improvement of government. Planning brings understanding and cooperation. It is the opposite of a policy of drift.

[10]

EQUALITY OF OPPORTUNITY

REAL LEADERSHIP does not seek special privilege. It believes in merit. It is opposed to classes and castes. It seeks such freedom that each may have an opportunity to make the most of himself and to climb as high as his talents and enterprise will carry him. As one looks at the whole history of man's upward struggle, he notes that the most rapid progress has come following each enlargement of opportunity for the common people. The development of democracy in America, the coming of free schools, the abolition of slavery, the emancipation of women—these were followed by the most amazing progress the world had seen. Science and laboratories in the schools spread the habit of invention among the people. Equality of economic opportunity and universal free education are the foundations of civilization. They are a practical application of the Golden Rule.

[14]

ONE THING AT A TIME

MANY A LEADER has lessened or destroyed his usefulness by scattering his energies over too many projects or offices. Such a tendency easily degenerates into self-seeking and superficiality. The office becomes an end in itself rather than an opportunity to serve some larger cause. The appetite for publicity and the desire for public acclaim often destroy the poise and sincerity which mark true leadership. The worth of a leader is not measured by the number of offices he holds or the number of causes he promotes, but by the difference he makes in human life. By avoiding distractions, by keeping one's efforts well-focused, by sustained study of every phase of a great cause, by prolonged labor and leadership, one may attain a quality of achievement not possible to those who scatter their efforts over too many fields of activity.

[11]

THE GROWTH OF YOUR FOLLOWERS

BY THE MERE FACT of leadership every leader attracts followers. Some are attracted by the personality of the leader himself; others by the cause for which he stands. Much of the leader's success depends upon his ability to inspire, harmonize, and guide his followers. He seeks to know them intimately. He endeavors to share their hopes and aspirations, to sympathize with their difficulties, and to sustain them in time of trouble. Some followers are weak and need help and encouragement. Others have strong individualities and only by deep loyalty can be led to harmonize their differences and to accept faithfully their particular share in the enterprise at hand. A strong leader magnifies and enriches the lives of his followers. A good follower does all he can to build up the life of his chosen leader thru loyal and faithful service.

[15]

YOUR PART IN PUBLIC AFFAIRS

CIVILIZATION is an amazing accumulation of human achievement. We think much of our personal property but we have another kind of wealth which belongs to us all. This common wealth represents many generations of effort by the keenest minds, the noblest hearts, and the greatest spirits the world has known. Our great ideals of life, our language, our music, science, invention, religion, education, government, public buildings, roads, power plants—these are a part of a wealth that belongs to us all. If this wealth is to be wisely managed in the interests of everybody, people must have for public affairs the same devotion and concern which characterize the management of their individual affairs. The study and discussion of public affairs call for the best leadership by people who have a genuine concern for the general welfare.

[12]

LOOK TO THIS DAY

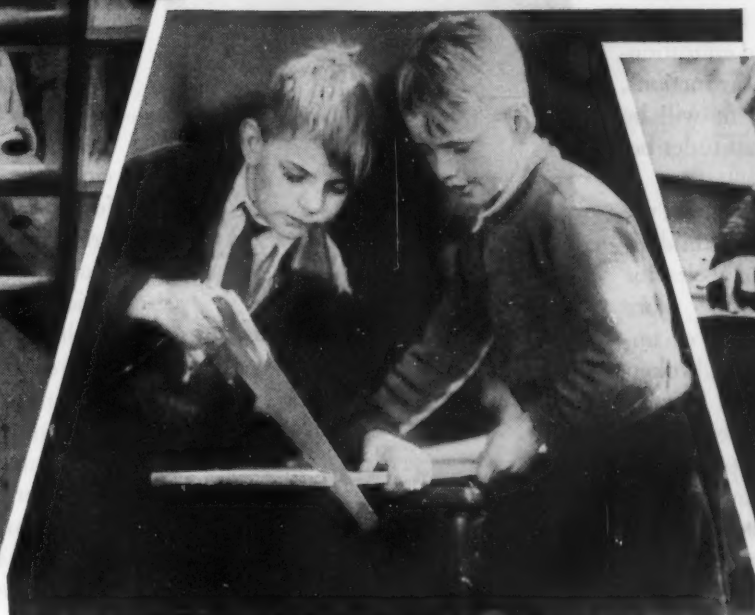
LOOK to this day, for it is life. In its brief course lie all the verities and realities of your existence; the bliss of growth, the glory of action, the splendor of beauty. For yesterday is but a dream, and tomorrow is only a vision; but today, well lived, makes every yesterday a dream of happiness and every tomorrow a vision of hope. Look well, therefore, to this day.

—FROM THE SANSKRIT.

By fostering democracy within the schools, we may help to bridge the chasm between the employed and the unemployed.



WPA Photo



Courtesy, Delaware Department of Public Instruction



WPA Photo

How

UNEMPLOYMENT *and* RELIEF

Affect EDUCATION

Lester A. Kirkendall

IS A BODY of permanently unemployed people to be the inevitable outcome of our improved technological processes? Estimates of the number of people who cannot find employment under our present industrial organization range from 4,500,000 to 12,500,000.

What are the implications for education arising from a group of unemployed, deprived by social conditions from earning their own living? The attitudes generated by this condition are of increasing concern to schools. In our thinking of this problem, it is important to speak of "the attitudes resulting from unemployment" rather than of "the attitude of the unemployed."

There is a distinct possibility that we may come to recognize in our school a definite group of "relief" children—children coming from homes where unemployment exists and support is obtained from some of the various sources of relief. Children coming from "relief" homes react in varying ways. Some come to assume that society owes them a living. Some even become insolent in their demands. Others expect the schools to furnish all school supplies for them. Still others react by withdrawing, by being ashamed of their plight, by blaming themselves, or by feeling that their own inferiority is to blame for their difficulties.

Some school authorities have observed a definite trend toward carelessness in the care of school property and supplies, which they believe arises from the relief situation.

A dropping away of initiative and ambition may be another result of unemployment and poverty, and the condition of undernourishment which is an inevitable concomitant. No one should be surprised at the attitude of the older adolescent who states hopelessly—and helplessly—that his "whole future is all washed up," or at the attitude of his younger brother whose ambition is "to get on relief" when he grows up.

Within the school these attitudes are sometimes accentuated by the reaction of children whose parents are substantial citizens of the community. Sarcastic remarks about the expenditures, improvidence, and dependence of persons receiving aid from public sources often serve to arouse antagonisms which set already unfavorable behavior patterns in both groups.

The attitudes of children in many cases are but a reflection of parental attitudes. Consequently the school must become concerned about adult attitudes arising from the current social conditions.

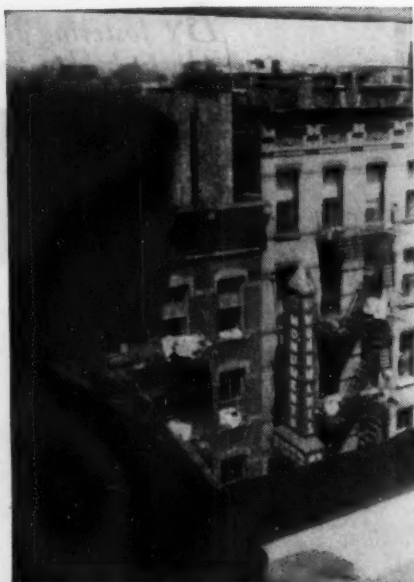
There are evidences that among the financially and politically powerful, certain attitudes toward those on relief militate against social ideals long taught by the schools. In 1934, for example, the New York State Economic Council advanced a proposal to deprive those on relief of the privilege of voting. If large numbers of people must remain unem-

ployed and dependent upon community resources for their living, opposing attitudes will come to separate the classes—supporting and supported. Equality of opportunity, vocationally and educationally, freedom from class distinctions, and democracy in government will be gravely endangered if such attitudes become widely prevalent.

There is need for a careful study of the psychology of unemployment. Children exhibiting various kinds of behavior problems are likely to become more numerous with the continuance of unemployment. The home may be broken by financial stress, or it may become socially isolated. Irritability, fear, insecurity, a general sense of hopelessness, futility, and frustration combine to make desirable home and social adjustments exceedingly difficult. While this is more commonly the case with homes on a low economic status, it is by no means uncommon to find such characteristics of insecurity in homes of a better economic status. More and more teachers will need to know the relationship of home conditions to school adjustment. The emotional education of some children will have to proceed concurrently with, if not precede, the academic education. Teachers may find their work taking on many aspects of the job of a social case worker.

What are the curriculum implications of unemployment for the public schools? Shall children coming from families of unemployed be given only such subjects as will fit them to take the earliest job available? Or, if the child is fitted to serve society, provided his education were carried on, what can education do to make this financially possible?

The school attendance of "relief" children is likely to be such that most subjects offered must have a definitely vocational emphasis. Subjectmatter sequences may be difficult to follow because pupils will be in school irregularly. Operating against this trend, however, is the tendency to raise the age for compulsory attendance and to provide for a later entrance into industry. A large percent of the new enrollees in the secondary schools will not be academically-minded. Then, curriculum offerings must be varied and have a flexibility not found in the average highschool. The rapidly changing vocational pattern will necessitate not only many new courses but constant changes in those which are offered.



From "All the Children: 38th Annual Report of the Superintendent of Schools, City of New York"

The school attempts to make up for the shortcomings of environment.

On levels above the secondary schools the rehabilitation of unemployed workers, the conservation of skills once learned, and the correction of individual deficiencies will become increasingly important educational problems. There is also a need for courses of a non-vocational type for those who are not actively employed. (This is often called leisure-time education. This is, indeed, a sad confusion. Unemployment is not leisure time!) The growing field of adult education indicates that this need is already being partially met.

Adequate financial support for education will be increasingly difficult to secure if the necessity for increased relief expenditures grows. The schools are among the first sufferers when financial pressure is great. The existence of a body of permanently unemployed would mean that tax expenditures for relief would remain high. Education and other community enterprises of worth as well, would be thrown into competition with relief demands. Because these demands are for the necessities of life, they could not be disregarded. An increasing part of the national income would thus be diverted to relief purposes rather than education. Furthermore, the depriving of a portion of our population of the right to engage in productive activity lowers our potential national income. It is not my purpose to argue against the extension of relief, but, rather, to show the implications which arise if we

permit a group of permanently unemployed to be the answer to the problems raised by technological efficiency.

Because of these and other implications, educators should hesitate to accept the "unemployment" alternative too readily. The best interests of the pupils of the nation, of educators, and society, would be served by directing active efforts toward solving the technological problem in some other way. Educators must insist both in their educational and civic capacities, upon a lasting solution to the problem and not a stopgap.

First of all, if educators are to wield a real influence, they must become thoroughly familiar with the facts of the situation. They must know something of the number unemployed; of the increase of unemployment in the United States over a period of years; of the displacement of workers by machines in various industries; of the increasing industrial productivity and decreasing employment even during prosperity; of the increasing periods of time which elapse between jobs for unemployed people; of the tremendous cost in money, human wastage, and potential production that comes with unemployment; and a host of similar facts. The educator must know thoroughly the social and economic forces with which he is contesting.

Second, educators should try to make clear to pupils and to the public that unemployment is not the only solution to our social-economic problems. There is an alternative—that of so planning our social order to provide work for increasingly large numbers of people. Educators must actively seek for and promote new fields of occupational service where people may be employed. This can be done by calling attention to the problem directly and indicating some of these fields. Also, better education creates a demand for a higher standard of living, which in turn requires the services of people.

Finally, educators must be vitally concerned with making clear to the public the tried and tested principles basic to democratic government which are involved. The right of every individual to maintain his selfrespect by having a socially worthwhile job must be a cardinal social principle. We must strive as educators to bring about a real equality of opportunity in relation to capacity, and to build our society on a more workable democracy.

AMERICAN EDUCATION WEEK

1937

General Theme—"Education and Our National Life"

SUNDAY, NOVEMBER 7

✧ THE IMPORTANCE of public education to the welfare of American democracy has been recognized thruout the history of the United States. The founders of the nation clearly realized that effective and enduring selfgovernment would require an intelligent citizenry. However, in their day the nation consisted of small rural communities, largely selfsufficient. The founders did not and could not envision the sweeping changes which have since come into American life.

Communities are no longer selfsufficient. Neither are states. The entire nation has become a single social and economic unit. Education in each community has come to be of significance to all other communities. To an ever-increasing extent the welfare of the whole nation depends upon the welfare of all the geographical sections of the country and upon the welfare of all population groups. This is true not only as regards education but in other areas of life. The time is at hand to consider once again, as carefully as did the founders, what has been called "the unique function of education in American democracy."

American Education Week, 1937, offers an excellent opportunity to focus the attention of the entire nation upon this problem. The general theme selected for 1937 is especially appropriate to the present period when the federal government has come to affect so vitally every phase of American life.

THE 1937 PROGRAM

American Education Week is sponsored by the National Education Association in cooperation with the United States Office of Education and the American Legion. The year 1937 will mark the seventeenth annual observance of this occasion which has come to be truly national in scope and significance. Indicative of this is the fact that in 1936 nearly seven million parents and other citizens visited their schools during the observance, and forty governors and the President of the United States issued special proclamations.

The general theme and daily topics of American Education Week, 1937, are each briefly discussed in this special feature. The daily topics are all appropriate to the general theme altho not otherwise interrelated. The topics for Tuesday and Thursday were selected so that American Education Week might contribute to two great national observances—the Horace Mann Centennial and the Constitution Sesquicentennial. Other topics were selected as dominant issues in American education at the present time.

Each year the National Education Association prepares materials which school systems thruout the country may secure at cost prices. See page 146 for a brief statement regarding these materials for 1937.

Can We Educate for Peace?



PURPOSE: To discuss the problems which prevent amity among the nations and to consider the contributions education may make toward world peace.

COMMENT: Conditions which threaten peaceful relations among the nations constitute a paramount problem confronting the entire world. America, while seemingly isolated from the scene of European or Asiatic conflict and perhaps inherently capable of developing a selfsufficient economy, would nevertheless feel keenly the impact of a sizable conflict anywhere on the globe. But is America willing to pay the price of peace? For example, in time of war elsewhere are we willing to remain strictly neutral and to forego all profits that might accrue?

Education for world peace begins in the home, where the child has his earliest lessons in tolerance and unselfishness, and where his life takes on the spirit of goodwill or illwill.

The child's peace education continues when he starts to school. If he has a teacher who dominates by force instead of guiding him into the paths of selfreliance and respect for others, if the teacher in turn is dominated by an autocratic administration, it is unlikely that the child will have tolerance, understanding, and goodwill.

The child who is reared in an unfriendly home, nurtured by an unsympathetic school, and who has no religious instruction, is likely to be concerned with his own selfish interests thruout life.

THINGS TO DO: [1] Suggest that your minister devote his sermon for November 7 to the topic for this day, which may serve also as an Armistice sermon. [2] Suggest that Sunday school classes and young people's groups devote their meetings to this topic. [3] Let school choruses take the place of church choirs. [4] Suggest that regular and special religious radio broadcasts discuss the topic. [5] Discuss ways in which the schools and churches can cooperate to further goodwill and understanding. [6] Let pupils in their classwork prepare articles for church bulletins and talks to be given before church groups.

[References: (1) Nye, Gerald P. "The Munitions Investigation," NEA JOURNAL, Sept. 1935. (2) See this issue, p146 for availability of extensive bibliographies on this and other topics.]

MONDAY, NOVEMBER 8

Buying Educational Services



PURPOSE: To disseminate facts concerning the cost of the schools, how school funds are raised, the adequacy of school funds, and other problems of educational finance.

COMMENT: Problems of school finance are ever present. They challenge the best thinking of both lay and professional groups. There is no subject more directly touching the interests of citizens generally—on the one hand because they desire good schools for their children and on the other because of the so-called "tax burden" required to support schools.

"Tax burden" is a much used and mis-used term. Through a cooperative endeavor—the public school—people buy educational services far more economically than they could be secured from private agencies. Thus, school taxes might be looked upon as a "tax opportunity."

Until recently public schools were supported primarily through the resources of local communities. But with the decline of agriculture and the coming of industrialization it became apparent that larger tax units than the local school district were essential because of the tendency for wealth to be drawn from some sections and concentrated in others. This led to development of plans for state participation in the support of education. Meanwhile, the same forces that required state support have increased in scope and intensity. New instruments of transportation and communication have swept over state boundaries just as county and community lines had previously broken down. Federal participation in the support of public education has now become just as essential as state support. As this JOURNAL goes to press, the Harrison-Black-Fletcher Bill, providing for federal support and sponsored by the NEA, has much favorable backing and is now before Congress. See page 133.

THINGS TO DO: [1] Publish the facts about school costs—local, state, and national—in leaflets, reports, and newspapers. [2] Compare school costs with other governmental costs, with the cost of education in private schools, and with the cost of non-governmental services. [3] Prepare charts showing how the local school funds are secured and spent. [4] Have talks and forum discussions on the place of state and national governments in the financing of education. [5] Contrast services received from money spent for taxes with money spent privately. [6] Members of boards of education, school officials, and advanced pupils may address civic and social groups regarding school costs and returns therefor, in which case visual materials such as charts, slides, and film strips will be found very helpful.

[References: (1) "Financing Public Education," NEA Research Bulletin, Jan. 1937; (2) "The Harrison-Black-Fletcher Bill," NEA JOURNAL, Feb. 1937]

TUESDAY, NOVEMBER 9

Horace Mann Centennial



PURPOSE: To serve as the climax of the Horace Mann Centennial and to recount a century of progress in education.

COMMENT: Horace Mann was our first great professional interpreter of public education. Perhaps his most notable achievement was the development of public sentiment favorable to free and universal public education. It is fitting, therefore, that this occasion during American Education Week should complete a year's observance of the Horace Mann Centennial.

The Centennial commemorates the hundredth anniversary of the year in which Horace Mann gave up the prospects of a lucrative law career to become secretary of the newly created Massachusetts State Board of Education. He gave the remainder of his life to the cause of education with such zeal and effectiveness that he is often spoken of as the father of the American public school system.

Education has progressed far since the days of Horace Mann. "Until the age of fifteen," he wrote, "I had never been to school more than eight or ten weeks in a year." This is in striking contrast with the opportunities offered many children of today who receive more education in one year than the citizen of 1820 had in an entire lifetime.

While this occasion offers an opportunity to stress a century of progress in education, it is also a time to consider the future. Our educational system has shown remarkable improvement but the conditions and the problems for which it was created and maintained have increased in complexity about as fast as the educational system itself has advanced. Education must continue to move forward if it is to meet the growing problems of our democracy.

This occasion also furnishes an opportunity to stress the idea that there are educational heroes who should be honored as well as statesmen and military leaders. Every state has had its outstanding educational leaders such as W. H. H. Beadle in South Dakota and John W. Swett in California. Let the programs of this day be devoted at least in part to the honoring of local educational leaders—past and present.

THINGS TO DO: [1] Have community groups devote their programs to an observance of the Centennial. [2] Develop special school programs for students and public which feature the life of Horace Mann in plays, pageants, talks, and other ways. [3] Similar programs may present the progress of education since Mann's time. [4] Dedicate new schools to Horace Mann. [5] Develop exhibits showing the development of education in the past century.

[References: (1) Craven, Eleanor. "The Life and Times of Horace Mann," NEA JOURNAL, Mar. 1936; (2) Morgan, J. Elmer. *Horace Mann: His Ideas and Ideals*. National Home Library Foundation, Washington, D. C., 1936, 25c plus 5c postage.

AMERICAN EDUCATION WEEK 1937

WEDNESDAY, NOVEMBER 10

Our American Youth Problem



PURPOSE: To discuss what constitutes the American youth problem, what forces have brought it about, and the contribution of education to its solution.

COMMENT: American democracy faces many difficult issues but none more crucial than its youth problem. At least five or six million young men and women between 16 and 24 years of age are out of school and unable to find work.

These young people are the shoots and buds of the nation's life, ready to flower into civic, social, economic, and political citizenship and leadership. Our nation will find its future dearly mortgaged if it neglects to nurture youth into full flowering.

Yet millions of young Americans are discouraged. Out of school, they cannot find work as science continues to advance so that fewer and fewer men produce more and more goods. Should not young people be guided until they find places of service? How long can society afford to permit youth to be ignored between school-leaving and job-finding?

Employment is not the only problem facing youth. There is need for basic consideration as to how the secondary schools and colleges can help young people meet the issues of modern life. Because of the rapidly changing social, economic, and political situation our young people need a type of instruction which will encourage and help them to be intelligent in thought and action. A more realistic education based on the needs of young people and of democracy in this period of stress is urgently needed.

Other youth problems include the equalization of educational opportunity, adequate and constructive recreational facilities, methods of making health service available to all youth, the development of the character and religious aspects of young people's lives. And finally there are special groups of youth needing consideration, such as the rural, the Negro, and the delinquent youth.

Let us try to find ways to give youth a chance to count, to claim their enthusiasm, and to give them the joy of taking part in the great cause of democracy!

THINGS TO DO: [1] Arrange for communitywide forums to discuss the topic for the day and also the youth problem of your community. [2] Prepare articles for the newspapers. [3] Plan radio programs stressing this subject. [4] Have young people appear before civic clubs to present their viewpoints of youth problems. [5] Discuss the leisure-time and recreational facilities which the community offers to young people.

References: (1) "A Program for Secondary Education," NEA JOURNAL, Mar. 1937; (2) Douglass, Harl R. "Our American Youth: Their Plight and a Program," NEA JOURNAL, Apr. 1937; (3) Write to the American Youth Commission, 744 Jackson Place, Washington, D. C., for suggestions.]

THURSDAY, NOVEMBER 11

The Schools and the Constitution



PURPOSE: To provide the schools an opportunity to celebrate the Constitution Sesquicentennial during American Education Week and to discuss the responsibility of the schools in connection with the great social and governmental issues of our day.

COMMENT: The Constitution Sesquicentennial commences September 17, 1937, and runs until April 30, 1939. The latter is the 150th anniversary of the inauguration of General Washington as President of this republic. The United States Constitution Sesquicentennial Commission was created in 1935 by authority of Congress and is composed of Senators, Representatives, and other citizens.

While the principal purpose of the Commission is to stress the historical aspects of the Sesquicentennial, the occasion is timely for discussions of the constitutional issues which have become increasingly important and around which unceasing debate rages. There are those who contend that the Constitution is our authority, that it should remain unchanged, and that we should follow a strict interpretation of it. There are others who maintain that we should let the Constitution stand as written but give it a broad interpretation so that our government which operates under its authority can be adapted to presentday needs. There is still another group which maintains that the Constitution must be amended or materially changed.

Charges and counter-charges are swirling about the Supreme Court and its relationship to constitutional issues. This topic is of such vital public interest as to provide the basis for lively forum programs. This will be true regardless of the fate of the President's current proposal to enlarge the court.

One of the principal functions of the schools is to give young people the ideas and ideals requisite for good citizenship. What should be the attitude of the schools toward the Constitution and all the issues that arise from its relationship with presentday life? Undoubtedly the answer which would receive most unanimous accord is that the schools should teach all the facts, present all viewpoints about civic issues, and let young people make their own decisions.

THINGS TO DO: [1] Have dramatic departments prepare plays and pageants for presentation to assemblies and to civic groups. [2] Have pupils prepare essays and talks discussing various phases of the interesting story of the development of the Constitution. [3] Have classes in government and history prepare materials in their work that will be useful in the observance of this day.

[Source of material: (1) United States Constitution Sesquicentennial Commission, House Office Building, Washington, D. C. From this source may be secured for 15c *The Story of the Constitution*, a 192-page book prepared by the Commission]

AMERICAN EDUCATION WEEK 1937

FRIDAY, NOVEMBER 12

School Open House Day



PURPOSE: To set aside one special day during American Education Week when parents and citizens are given a special invitation to visit the schools.

COMMENT: In recent years no special date for visiting the schools has been suggested during American Education Week. Each community has worked out the matter of school visitation as seemed best.

A survey of the reports and materials of school systems concerning their 1936 observance of American Education Week, however, reveals that the open house or school visiting day is one of the most outstanding features of the nationwide observance of American Education Week. It therefore appears desirable to have one day set aside especially for that purpose. The date, however, is only suggestive and individual communities will select another day if it seems desirable to do so.

Open house programs or visiting days are handled in a number of ways: [1] School is conducted as usual but parents are specially invited to visit on that day; [2] new school services or phases of the school program not well-known to the public are stressed; [3] an abbreviated schedule of the school program is planned so that parents may follow thru and get firsthand information as to just how the child spends his school day. Oftentimes such schedules are carried out in evening sessions at which the parent goes thru a schedule of classes in the place of his child, hears the teacher discuss the work, and asks whatever questions he wishes. In one school, such an evening begins with a dinner served in the cafeteria, continues with a program of ten-minute classes, and concludes with a play in the auditorium based on school activities.

THINGS TO DO: [1] Have a variety of activities and displays prepared for the open house program such as those mentioned above. [2] Prepare exhibits of school work. [3] Publicize the open house program as widely as possible, emphasizing the fact that it is to be an interesting, enjoyable evening. [4] Keep a visitors' record book at some convenient point as the parents enter or leave the school. [5] Make the occasion as informal as is consistent with the program so that parents will feel at home.

SATURDAY, NOVEMBER 13

Lifelong Learning



PURPOSE: To bring out the fact that education is a lifelong process and to discuss both the responsibility of the public schools in facilitating education at all levels and the contributions of other private and governmental agencies to the lifelong education of the people.

COMMENT: It is increasingly apparent that the schools have significant services to render both below and beyond the customary age limits of approximately 5 to 17 years of age. Elementary and highschool education covering these ages is established and almost universally recognized as indispensable, despite the fact that at least 30 percent of the youth of highschool age are not enrolled.

Below the elementary school there is a growing need for nursery school and kindergarten services. These preschool years are vital in the life of the individual and certain aspects of modern life such as apartment living and working mothers make this service increasingly necessary.

Altho there is an increasing enrolment in the colleges the formal education of a majority of people ceases after they leave highschool. Any education, thereafter, must be acquired by the individual's own effort or thru the subtle influence of his surroundings including agencies of information, such as the press, the radio, and the motion picture. It is increasingly apparent that opportunities for continuing education should be provided for adults generally.

Modern society is so complex that one cannot be a constructively good citizen unless he is constantly studying the problems of society and having for that study unbiased and adequate sources of information. There is every reason to believe that tax-supported adult education has become just as essential a social policy as the education of children at public expense.

THINGS TO DO: [1] Canvass the agencies which provide educational opportunities on the one hand for very young children of nursery school-kindergarten ages, and on the other hand for adults in your community. [2] Have forum groups discuss these opportunities in your community and suggest possible improvements. [3] If a strong adult forum is not functioning in your community, American Education Week is a good time to establish one.

TO HELP YOU

Materials: The *Handbook* will be available May 15. It will consist largely of actual accounts of how many communities, large and small, plan, organize, and execute their AEW programs. In addition it will carry a discussion of the 1937 AEW topics and suggestions concerning their observance. Size: 64 pages, 5 x 8 inches. Price: Single copy, 20c; discount for quantities: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more copies, 33⅓%. Orders for less than \$1 must be accompanied by cash. Posters; stickers; leaflets; manuals;

packets; and other materials will be available September 1. **Bibliographies:** For those who desire to begin committee work on AEW this Spring, mimeographed bibliographies have been developed by the Research Division of the NEA on the general theme and on each of the daily topics. These bibliographies will be furnished upon receipt of 10c to cover cost of handling. Indicate specifically the daily topics for which you wish a bibliography. Address the National Education Association, 1201 16th St., N. W., Washington, D. C.

By PAYSON SMITH

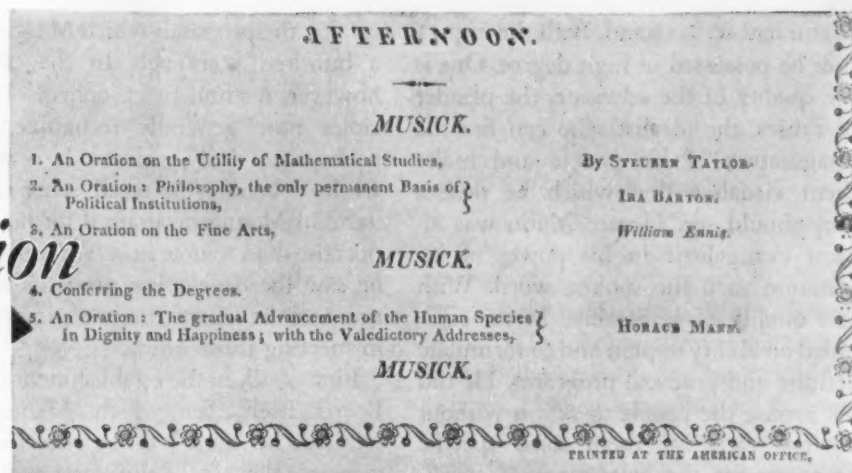
Horace Mann's Central Mission

JUST A CENTURY AGO Horace Mann became secretary of the Massachusetts State Board of Education. In the fruitful years that immediately followed, he gave to that state a leadership without parallel in the history of education. Out of that leadership, in turn, came developments that have left their deep and enduring marks upon education, not only in the United States but indeed thruout the world. Countries of South America as well as those of the Far East bear testimony in their records to the debt which they acknowledge they owe to him.

It is not possible to get an adequate idea of the significance of Mann's work unless we project it against the background of his times. It is usual to speak of him as being the leader of an educational revival. The word, "revival," is not accurately used. There was no revival of public education in the thirties of the last century, for the simple reason that there was not then, and there had never been anywhere in America, anything like a system of public education.

May I ask you to consider the educational scene presented by this country a hundred years ago? The year in which Horace Mann took up his duties as secretary to the State Board of Education in Massachusetts was almost exactly two centuries away from three notable events in the history of American education—the founding of the Boston Latin School, the founding of Harvard College, and the promulgation in 1647 of a declaration in behalf of popular education. The year 1837 was likewise a half-century away from the time when Washington, Jefferson, and others of the founding fathers had stated clearly that the education of the people is essential to the

Prepared for the Sixteenth Annual Congress and dinner of the Horace Mann League, New Orleans, Louisiana, February 21, 1937; in the absence of the author, read by Millard C. Lefler.



security of any government which is based on the principles of democracy.

Notwithstanding these beginnings, it was a sad condition into which education had declined at the opening of the last century. Neither free public high-schools nor higher education had at all generally won the approval and support of the people. By 1830 only three states had established free elementary schools. In all others there prevailed the practice that those who were financially able to do so should pay for the education of their children. For those who could not pay, provision of tuition was made thru "pauper rates." Secondary education was almost universally provided by the private or semi-private academies in which tuition charges were required. Even in the three states that had recognized the principle of free education, the public schools were generally so inferior that they were patronized only by the children of those who could not afford to pay the tuition charges of private schools.

It was indeed a sorry scene across which Horace Mann looked when he entered into the service of the Massachusetts State Board of Education. School terms were brief and irregular. Buildings were mean and shabby. School equipment was lacking. The teaching office was itself in low esteem. At best, the teachers were young college students, preparing for some profession other than teaching, away from their studies for a few weeks in order to earn a little money to help pay their college bills. At worst, they were older elementary pupils a little more advanced than the others and thus presumably able to "keep school." The majority of children attended school irregularly.

Horace Mann's valedictory address at Brown University in 1819 was prophetic of his future faith in the improbability of mankind.

In the entire country, as late as 1823, there was only one place where young persons could get even the elements of preparation for teaching. That place was a country academy in Vermont, where the Reverend Samuel R. Hall in that year first offered courses for teachers. Illiteracy, even towards the middle of the century, was a prevailing condition in many parts of the country. In New England, towns were often served by officials unable to write their names.

But more significant even than these visible deficiencies was the general apathy of the public. With the schools universally poor, there was apparently little discontent about the matter, and no generally expressed desire to correct it. Perhaps no more striking commentary could be found than the disapproval expressed by Mann's friends that he should devote his talents to so mean a task as education.

There must, however, have been deep undercurrents of dissatisfaction among the people that such conditions could exist. Many citizens must have been ready and eager to accept leadership whenever it might appear; otherwise, that leadership could not in the space of twelve years have accomplished such results. Not only was new life infused into the schools, but in reality a national ideal of education was firmly and permanently established. . . .

Two qualities not often found, perhaps, in one individual were essential to the prosecution of the task to which

Mann had set his hand. Both these qualities he possessed in high degree. One is the quality of the advocate, the pleader of causes, the idealist who can fire the imagination of his people and make them visualize that which he desires they should see. Horace Mann was almost evangelistic in his power of inspiration thru the spoken word. With this quality of leadership, Mann combined an ability to plan and to formulate definite and practical programs. He did not arouse the people to action without having ready for them some specific proposals for the betterment of conditions.

The educational statesmanship of Horace Mann took root in his broad knowledge and thoro understanding of the political and social problems of his time. He had confidence in education as a key to their solution. Indeed, he saw no other hope for that solution except thru the trained minds and firm purposes of an educated people.

While his interest in education was intense—so intense that he gave to it an almost fiery devotion—yet that interest was but the outcome of his clear comprehension of human needs. He was not a "schoolman" in any narrow sense. He projected his whole program of education against the background of the needs of his state for social advancement. Education was to him no separate compartment of life. It *was* life.

Two things, therefore, stand out in the dozen years of service of Horace Mann as secretary of the Massachusetts Board. One is the fact of the great awakening of the people of his state to the importance of education. The journeys of Mann up and down and across the state, the hundreds of conferences and meetings he held with citizens individually and in groups, the keenly analytic reports he made—all these combined to arouse the people, as they had never been before aroused, to the importance of education and to the responsibility of the state for seeing that the feet of every child might be set upon that path which leads to intelligent and responsible citizenship.

The other outstanding thing in the record of those years is the highly practical program by which the people were asked to translate their convictions into action.

It is possible to do hardly more than

catalog the proposals which Mann made a hundred years ago. In the catalog, however, we find full prophecy of principles now generally recognized, tho perhaps not fully realized. It is worthwhile, I believe, to recall some of the items of Mann's program if for no other purpose than to note how, a century ago, he saw the developing needs of education and the means that were to be used in meeting those needs.

First of all, in the establishment of the Board itself, for which Mann had worked, he caused to be reflected the principle that the administration of education should not be coupled in any way with politics, partisan or group control. He repeatedly warned against the intrusion of any form of partisanship into the schools, and succeeded in the establishment of a type of administration which would make that partisanship difficult, if not impossible.

In the second place, Mann was not satisfied with a support of education so highly local that a child's opportunity for schooling should be unduly limited on account of the poverty of the community in which he lived. He secured recognition of a principle now accepted by practically all the states, namely, that the resources of the entire state should be made to some extent available for the support of the schools.

Mann was deeply concerned that the schools should perform adequately their task of giving a sound education. He did not stop with statements of generalities. He outlined in detail the ways in which the schools might do better their work of instruction. His reports dealing with these matters are clear and explicit. They must have been influential not only in improving the quality of teaching but in the enlightenment of parents and citizens.

Perhaps the best evidence of Mann's knowledge of the needs of the schools, and the extent of his study of them, is to be found in the very materialistic consideration which he gave to school equipment. Evidently he was doubtful as to the complete efficiency of the teacher and the boy plus the log. He believed that both the teacher and the boy would have a better chance if, as a substitute for the log, there might be suitable buildings, books, and environment. These matters were to him of such concern that he caused outlines,

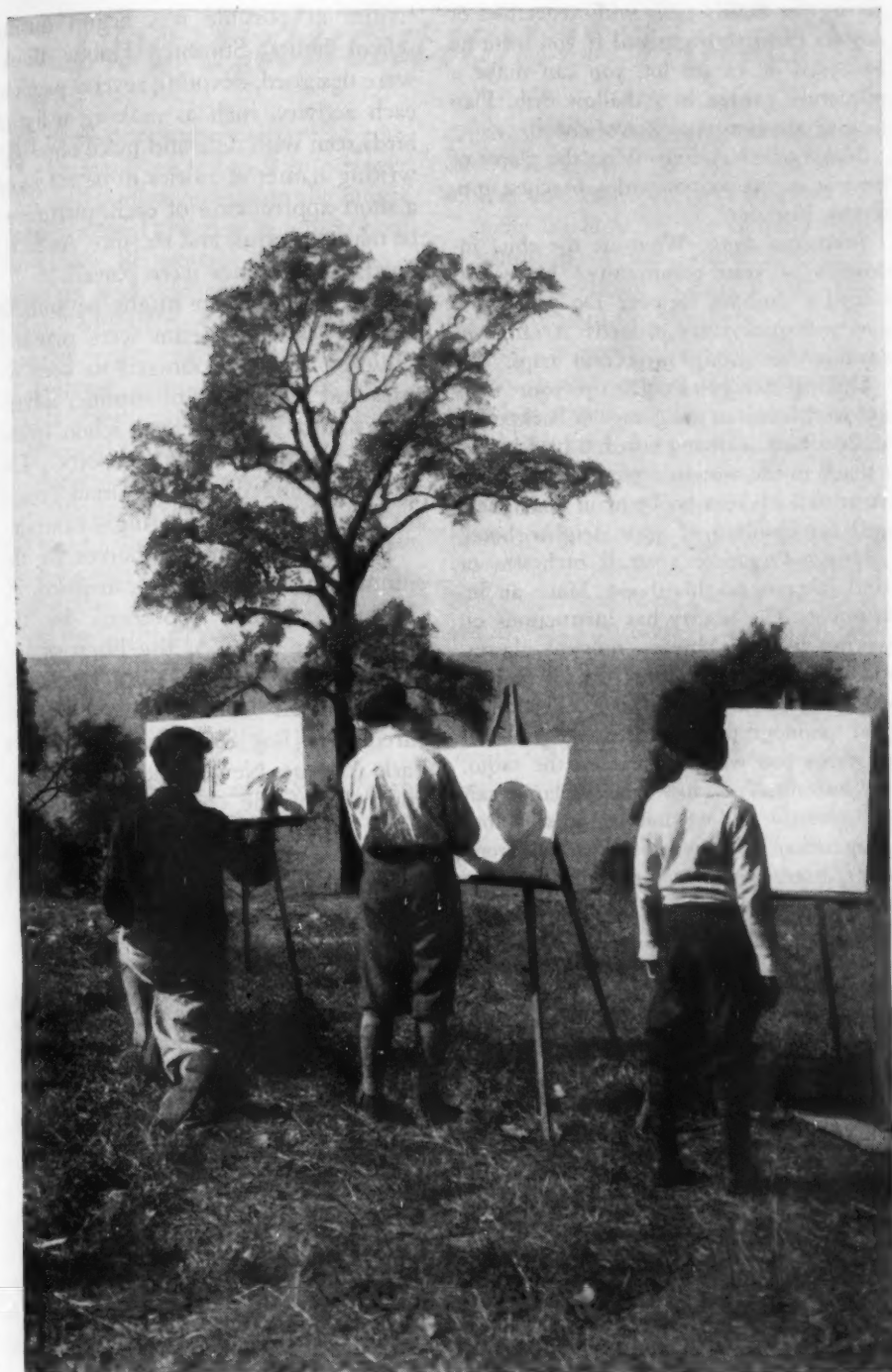
plans, diagrams, and designs to be made. His work in this field made it forever after impossible not to give thought to the physical surroundings in which educational pursuits were to be undertaken.

But it was in the field of teacher education that Horace Mann took greatest interest. He was not content that the education of teachers should be a by-product of college education, or that it should be left to such resources as the private academies might offer.

He saw the teacher as the maker of the school. He knew that there could not be good schools unless there were good teachers. He knew that a good teacher could rescue education from complete failure even tho other factors were not all that could be desired. He saw no hope for the betterment of education except thru the betterment of teachers. So it was that his efforts, joined with those of others, projected a plan for the state training of teachers. Just as the nation must provide adequate training for those who are to defend us from enemies in war, so, he believed, must the state see to it that it is provided with adequate and trained forces to help in the conflict with folly and ignorance. The normal schools established in Massachusetts under Horace Mann's leadership have become the hundreds of normal schools and teachers colleges which annually send tens of thousands of educated teachers to join the host of a million who staff the schools of a nation.

This list of the specific contributions of Mann to the educational practices of our day is by no means complete. But, were it complete, it does not measure the scope of the interest of this great soul. Among the first to lead toward a more human treatment of the mentally sick, close friend and supporter of Samuel Gridley Howe in his work for the blind, advocate of religious liberty, ardent in his championship of the abolition of slavery, Mann was in the forefront of every liberal movement.

It was because Horace Mann, the statesman and the teacher, knew the needs of the people; had undying faith in a noble cause; had developed a philosophy consistent with the democratic way of American life; could translate that philosophy into a plan; and could lead a people; that a nation accords him both gratitude and honor.



SUMMER ACTIVITIES *for* CHILDREN

*Art on the Hudson—photo from
"All the Children: 38th Annual
Report of the Superintendent of
Schools, City of New York."*

I ALMOST DREAD to think of summer," Mrs. Jones sighed somewhat wearily as she talked to her children's teacher. "When school's out, Jack and Billy simply don't know what to do with themselves."

The teacher thought of her own carefully planned, long anticipated vacation. She wondered how many adults, if suddenly released from a daily work-and-study schedule, could arrange worthwhile activities for a vacation of three to four months.

As spring days grew warmer, she began to plan with her pupils how to make the most and the best of their vacation. They discussed the reason for the summer vacation—formerly needed to release all hands for work in the fields, but now a time to learn and do things not possible in the crowded winter months, a time to build health and physical vigor thru outdoor exercise, to make new friends, to learn new skills, to satisfy the urge for the hill-top, forest, and sea.

They enjoyed together wellknown outofdoor and vacation poems. The children particularly liked the following:

It seems to me I'd like to go
Where bells don't ring, nor whistles blow,
Nor clocks don't strike, nor gongs don't
sound,
And I'd have stillness all around.
No real stillness, but just the tree's
Low whispering, or the hum of bees,
Or brooks' faint babbling over stones
In strangely, softly tangled tones,
Or maybe a cricket or katydid,
Or the song of birds in hedges hid,
Or just such sweet sounds as these
To fill the tired heart with ease.
If 'tweren't for sight and sound and smell
I'd like a city pretty well,
But when it comes to getting rest
I like the country lots the best.
Sometimes it seems to me I must
Just quit the city's din and dust
And get out where the sky is blue;
And say, how does it seem to you?

Questions like the following encouraged each child to analyze his own skills

and to decide upon summer pastimes he would most enjoy: Can you swim well? Can you cook and sew? Can you give First Aid? How many plants can you identify? Are you an expert in any sport such as canoeing, tennis, or horse-back riding?

A checklist of vacation "Things To Do" was begun on the blackboard with new ideas adding daily to its length. To get proper balance, the children divided the vacation day into eight hours for work, eight hours for play, and eight hours for sleep, an arbitrary division to be altered as necessary.

Parents were consulted about work they would like to have done on a "summer contract" basis: Lawns and gardens to be cared for; picnic dinners to be prepared; cars polished and kept in good condition; simple electric and plumbing jobs for older boys and girls; furniture to be refinished; a bedroom or kitchen to be calcimined or painted. The possibility of parttime jobs with or without pay to learn habits of punctuality and industry, as well as new skills, was canvassed.

Interest in these projects was keen and the pupils agreed that the line between work and play is shadowy, that there is much joy in the accomplishment of something useful.

As the checklist became more complete, the children made copies to take home to their parents and brothers and sisters. Following are a few of the suggested "Things To Do":

Art-craft—Try soap or wood carving, clay modeling, sketching, block printing. Use the skills learned in school in weaving, crocheting, or knitting to make home draperies, lamp shades, and clothing.

Astronomy—You can learn to star-gaze thru a small telescope of your own making. The library has material on this hobby.

Camping—There is a thrill in even a short overnight trip. Learn outdoor fire-building and cookery.

Collecting—Make a collection of stamps, pictures, poems, flowers, or other nature specimens. Your school will welcome an unusual collection for its museum.

Fishing—Angling with rod and reel is a sport which lures both young and old.

Games—The whole family will enjoy playing games at picnics or at the seashore. Learn to play bridge, checkers, ping-pong. Chess, the king of games, will challenge your best wits.

Gardening—Imagine the thrill of sup-

plying the family table with vegetables or flowers from your garden! If you have no backyard or vacant lot, you can make a miniature garden in a shallow dish. Plan to give a community flower show.

Hiking or bicycling—Visit the places of interest in your city—parks, beaches, museums, libraries.

Industrial trips—What are the chief industries of your community? Have you visited a canning factory? Do you know how newspapers are printed? Arrange in advance for group inspection trips.

Making things—Polish up your tools and workbench in the garage or backporch. Make a boat, a diving-board, a bird house, a shack in the woods, a ping-pong table, a terrarium. Make a pool-tent in your backyard for children of your neighborhood.

Music—Organize a small orchestra or band in your neighborhood. Make an instrument. The library has instructions on making wooden chimes, musical glasses, and others. Learn to play the harmonica or the marimba. Add to your collection of good phonograph records. Note musical programs you want to hear on the radio.

Nature study—How many plants can you identify? How many birds? How many rocks? Get interesting material from your library on many nature friends—stars, trees, insects, birds, animals.

Pet clubs—Organize a white rat or guinea pig club in your community, each member in turn to take the animal home, give it food and water, observe interesting things it does, and write accounts of his observations for club meetings.

Photography—Learn the thrill of camera "hunting" for pictures of wild life. Record good times at beach or camp.

Play writing and acting—Organize a "little theater" in your neighborhood. Write your own plays and invite your parents to be the audience. Make puppets and have a puppet show.

Reading—Books are some of the most lasting friends found on the trail of life. Summer is an ideal time for reading. Your library has books on many subjects.

Singing—Form a boys' choir or a glee club among the best singers in your community.

Sports—such as tennis, horseshoes, archery, handball, volleyball, golf, baseball, softball, ping-pong—will bring health and pleasure thruout your life.

Swimming—Learn to swim or learn a new stroke. Do you know how to dive? Learn life-saving and First Aid.

Your school playground is the "village green" of today. Sponsor group games and relay races, folk games, plays, folk dancing, hiking, nature study, and other clubs.

Preparation for as many summer ac-

tivities as possible was begun during school hours. Summer Hobby Books were designed, devoting several pages to each activity, such as making a list of birds seen with date and place observed, writing names of stories to be read and a short appreciation of each, pictures to be taken on trips, and the like. At recess good picnic games were played.

Collections which might be suitable for the school museum were planned. Children were encouraged to keep diaries and scrapbooks of summer adventures and to bring them to school in the fall for written and oral reports. The teacher arranged to meet small groups for picnics, hikes, or overnight camping.

The summer-time resources of the community were thoroly canvassed, including activities sponsored by the YMCA, the YWCA, the libraries and churches, the Boy and Girl Scouts. Information on Lone Scouting was secured from Boy Scout Headquarters, 2 Park Avenue, New York City. A vacation map of the community was prepared, locating those places which were interesting and pleasant, or dangerous and to be avoided.

Discussion of dangerous places resulted in a list of "Things To Avoid" during vacation, including the danger of injury in city streets; outdoor dangers such as poison ivy, impure water, snake bites, forest fires, and the like. The pupils discussed the prevention and treatment of sunburn; facts about the proper time for swimming and safety rules for water sports; "picnic manners"; and the importance of courtesy and fair play in good times at the shore.

When the time came to sing,

"Put away your books and papers

Closing time is come,

Work is over, study ended,

Now we're going home,"

the children looked forward to vacation, not as a period of aimless loafing, but as a precious time for developing health, skills, and companionship with nature.

A few references—*Vacation Pastimes* (from which many activities suggested on this page were taken) and *Vacation Safety*, Seattle Public Schools leaflets, Seattle, Washington; "Mother, What Can I Do?" JOURNAL of the NEA, March 1935, p83-85; "Vacation-Time Activities for Children," *The Instructor*, June 1936, p12.

—ELEANOR CRAVEN.

The Educational Policies Commission

AN IMPORTANT RESPONSIBILITY of educational leadership is to discover and put into operation the means whereby steady progress in educational practice may be brought about. As such leadership is developed within the profession, education can most readily make its indispensable contribution to our evolving democratic society.

With these considerations in mind, the National Education Association and the American Association of School Administrators created the Educational Policies Commission to clarify the major current issues facing public education and to direct the efforts of the profession toward their solution. The membership is composed of twenty educators serving without compensation.

PROBLEMS BEFORE THE COMMISSION

Since the beginning of its work, early in 1936, numerous issues and problems have been considered by the Commission. From among these a few matters of greatest importance or urgency were selected for immediate consideration. A brief description of each project follows; an asterisk indicates that the report is now available from the Commission, 1201 16th St., Washington, D. C.

**The Unique Function of Education in American Democracy*—The role of public education in the development of a nation pledged to democracy has often been overlooked. Unrecognized by most laymen and dimly perceived even by the profession, the special duties and corresponding prerogatives of public schools in this country need forceful statement. In this document the educational concepts of great American statesmen and the political, social, and economic influences which have shaped our schools are woven into a systematic exposition which attributes to public education a higher office than the rendering of just another public service. (Available, price, 50¢)

Educational Objectives—There has been no recent concerted attempt to revise the stated objectives of public education as a whole in accordance with present-day trends. With the statement of the unique function of education as a pattern, the goals of the educative process

at all levels are being reconsidered and reinterpreted in terms of home, school, and community functions.

Social Services in the Schools—The relationship of the public schools to other community agencies has long been a matter of controversy. The Commission is seeking to define policies which should govern the relationships of schools with public health, welfare, recreation, and other social agencies.

The School Population—The growing numbers and changing characteristics of the children, youths, and adults with whom the schools must work are being analyzed in order that the organization and methods of education may become more closely related to individual and social needs.

The Economic Basis of School Finance—With public services increasing both in number and magnitude, the maintenance of adequate support for public education is a matter of grave concern. This study of America's capacity to pay for education and of the economic effects of schooling is being undertaken to determine a long-range fiscal policy for America's public schools.

Influence of the Depression on Education—In response to an invitation from the Social Science Research Council, the Commission has formulated a program of research in education that will ultimately reveal the many ways in which the schools are affected by economic adversity.

A Guide to Studies of Educational Resources—On request of a government agency, the Commission has prepared a document on educational planning which is designed primarily to aid state planning officials and state educational agencies in conserving their educational resources. Other statements on specific aspects of educational plan-

ning may be published at a later date.

**A National Organization for Education*—This statement presents guiding principles for the development of an organization which, in its purposes, its structure, and its activities, shall be representative of the full scope of public education. (Available, gratis)

The Federal Government and Education—Thru a series of conferences with government officials and authorities in general and vocational education, the Commission is interesting itself in several aspects of federal participation in education. A memorandum now being prepared at the request of President Roosevelt's Committee on Vocational Education will probably be the first statement of policy in this area.

**Deliberative Committee Reports of 1936*—A compilation of facts on national deliberative committees in education. (Available, gratis; same also for 1935)

CONFERENCES

From time to time, conferences are held at which members of the Commission meet with authorities in various fields of interest. Important among those held to date are the following:

Educational expenditures and economic welfare. Chicago—May 9, 1936.

Educational objectives. Chicago, May 10, 1936; Boston—Oct. 26, 1936; San Francisco, Nov. 13, 1936.

State educational planning. Washington—June 6, 1936.

Professional organization in education. Crawford Notch—Aug. 19, 1936.

Educational services of the federal government. Washington—Jan. 7, 1937.

The federal government and vocational education. Washington—Jan. 24-26, 1937.

Social services in the schools. Washington—April 5-7, 1937.

THE CONSULTANTS TO THE COMMISSION

The Commission believes its work will be effective in proportion to the degree to which the profession as a whole is brought into the procedure of formulating pronouncements and securing their acceptance in practice. More than 2100 ex-officio consultants have been chosen as representatives of the profession at large to aid in implementing the Commission's work.



1937 NEA Committee Reports

ON THIS PAGE are presented abstracts of several committee reports to be presented at the Detroit convention which are available as *THE JOURNAL* goes to press. Note that the Report of the Committee on Reorganization of the National Education Association is presented in part on page 157. The material on the issue of federal aid appearing on pages 132 and 133 is in reality a report of the activities of the Legislative Commission since the campaign for federal aid has been the major enterprise of this Commission. On page 151 will be found an account of recent activities of the Educational Policies Commission.

Committee on Higher Education—The recommendations this committee is making to the Association include [1] the continuance of the committee and its activities; [2] presentation, at a general session of the American Association of School Administrators, of questions of common interest to higher education and to secondary education, by competent and prominent speakers; [3] the preparation of a prospectus setting forth the aims of the committee, the need for a more active interest in the problems of the National Education Association by the higher education group, and containing announcements of the 1938 program; [4] a vigorous campaign by members of the committee and others to secure the cooperation of groups in higher education, in administration, and in secondary education in the common problems and in the program; [5] request for an appropriation from NEA to carry the necessary operating expenses of the committee.

Joint Committee of the National Education Association and the National Congress of Parents and Teachers—The principal project of this committee for the year has been the development of a statement of principles which may be used as a platform for cooperative relations between the home and school. Among the points developed in the complete statement which will be submitted to the Representative Assembly at Detroit are: [1] Understanding and sympathy between parents and teachers are essential in studying the common problems of home and school. [2] Working alone, neither parents nor teachers are able to develop conditions in home, school, and community which make for satisfactory education. [3] Parents have a twofold

responsibility in education—to guide youth toward worthy ends in the home and to support educational enterprises which vitally affect children and youth. [4] The chief purpose of the parent-teacher association is education of parents. [5] It is the function of boards of education to provide the materials and equipment for the school program. [6] The management and administration of the schools is the responsibility of duly selected or appointed school officials. [7] The latter officials should formulate and make known to parents the channels by which real and alleged problems may be solved. [8] Parent-teacher officials should likewise utilize the channels of the parent-teacher association to bring before parents important problems in education. [9] State and local units of the National Congress of Parents and Teachers, state and local teachers associations, and state and local departments of education should keep in touch with each other for the purpose of developing and carrying out study programs and for the consideration of mutual problems relating to the education and welfare of children and youth and their parents.

Joint Committee of the National Education Association and the American Library Association—The 1937 report of this committee to be submitted at Detroit outlines accomplishments of the past year including [1] preparation and distribution of an article entitled "School Library Studies and Research" designed to indicate areas and problems of research in the school library field which have been undertaken or are in need of investigation; and [2] the provision of a discussion group on "Relationship of the Library to the Educational Program" as a part of the Department of Superintendence program at New Orleans. Among the recommendations of the committee is the suggestion that school librarians might profitably be appointed to committees of both organizations concerned with problems in the educational field at large.

Committee on Equal Opportunity—This committee was organized shortly after the Denver convention in 1935. The report given at the Portland convention in 1936 shows the attitude of the National Education Association on equal opportunity as stated in its platform and various sets of resolutions. The activity of the first year was foundational since the statements of policy contained in the platform and the resolutions were made the basis for the study of the problem of equal opportunity

for all, but more especially for those of the teaching profession. In short, the 1936 report brought to the attention of the National Education Association the fact that there is a distinct and serious problem to be solved—that of equal opportunity.

Experience of the first year convinced the committee that a program of education was necessarily its first work. The questions of equal opportunity, of discrimination, and of women's rights, have apparently received little attention from a great many. A considerable portion of the report goes into detail regarding the problem of equal rights for women and cites inequalities between the rights of men and women in the educational field.

The report quotes the Educational Policies Commission in its report, *A National Organization for Education*, as recommending that "the national professional organization should define and publicize the civic and professional rights and obligations of teachers. It should also, in certain important selected cases, investigate or assist state and local associations in investigating apparent infringements and engage in efforts to secure judicial rulings in defense of these rights. . . ."

The committee recommends that its work proceed with reference to "protection of members"; that the necessary machinery and agencies be set up; and, that funds be appropriated for the work of the committee.

Information regarding other committees—Several news items regarding NEA committees are of interest: [1] At its New Orleans meeting the Executive Committee recommended the appointment of a committee in the broad field of guidance. [2] The Retirement Committee of the NEA has merged with the National Council on Teachers' Retirement Systems and the combined agency is now known as the National Council on Teacher Retirement of the NEA. [3] The Committee on the Economic Status of the Rural Teacher, with the cooperation of the Research Division, is making progress in its study of the economic status of rural teachers. It is expected that this study will be completed in 1938 but no definite date can be announced as yet.

Other committee reports are in process of preparation. The complete reports of all committees will be published in a pamphlet to be distributed at the Detroit convention.

THE BEST IN THE WORLD—The editor of *Collier's* looks to the future of America with confidence, calling present controversies "the growing pains of recovery." Writing in the April 3 issue, he says:

"Today the American public-school system is incomparably the best in the world. Many of the poorer agricultural states lag. Still the facts remain that no educational system anywhere else in the world approaches the general excellence of our schools. . . .

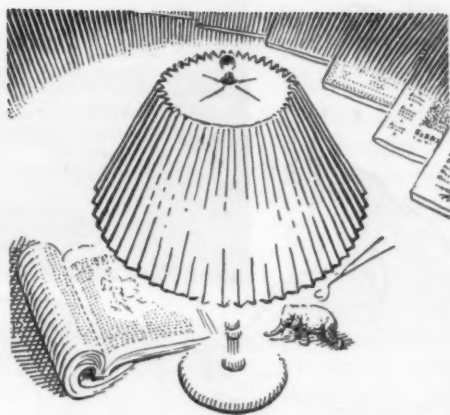
"Because all children are provided with schools, Americans enjoy a higher standard of living than has been attained anywhere else in the world. We produce more. We demand more. We consume more. . . . Luxuries are not limited to any social or economic class. . . .

"Because so many want so much, we have to produce more and more to satisfy the increasing demands of an ambitious people. This is the basic fact of American life. It is the force which has driven us forward during a hundred and fifty years of material progress. It supplies the energy and the initiative which impel us today. . . .

"We have problems, serious problems, for whose solutions we need all the intelligence, all of the persistence, and all the goodwill we can muster. But by our schools and our industry and our traditions of reasonable and free selfgovernment we have prepared ourselves to deal competently with these and other emergencies."

Conflict on the Campus—"I have seen college-bred cub reporters trying to appraise current events while obviously lacking an inner knowledge to measure them by. I have seen scores of young men in business who approached their jobs with a vagueness that bespoke an inner vacuum. . . . There are others fresh from the universities, who wish to pursue their own ways without realizing that human enterprises must observe some degree of method in order to function." J. C. Long, writing in the March *Scribner's*, thus cites evidence that there is something wrong with the colleges.

The elective system, the vocationalism of graduate schools and professional



An Evening with the Magazines

schools, and the abandonment of fixed entrance requirements have worked together to make a college degree mean anything or nothing. Mr. Long suggests that the small college lead higher education out of the wilderness.

"The college—not the graduate school, nor the student's unguided whim, nor the emptiness of the sub-freshman's pace—must determine the undergraduate course of study. . . . Each individual college can achieve power and validity for its undergraduates only by building on its traditions and offering the form of education in which it has solid belief. . . .

"That type of modern education which turns over to the student the complete responsibility of discovering truth for himself is ignorant of human psychology and need. . . . Each new generation modifies and expands the knowledge it has received from the generation before it, but it starts out, at least, with a body of knowledge on which to work. If the trumpet gives an uncertain sound, who shall prepare himself to the battle?"

Can the Schools Save Democracy?—Teachers have long accepted the doctrine that one of the chief functions of the public schools in a democracy is to produce a high grade of citizenship. But results of their efforts have been disappointing.

Avis D. Carlson discusses the immi-

nence of the problem in the April issue of *Harper's*. She tells of a test given to twelve thousand highschool students in many different centers, designed to test knowledge of the political world. Here are some of the results:

After three years when Franklin Roosevelt had been the most discussed personage in the Western hemisphere and perhaps in the world, 1 percent of those highschool students could not name the President. Only 22 percent of them knew that Stalin is a dictator. When asked the official position of Cordell Hull, less than a third of them could produce the right answer. Only 20 percent could identify Pierre Laval, 9 percent Stanley Baldwin, and 3 percent Maxim Litvinoff. Twenty percent did not know that Russia is communist, and 40 percent did not know that Germany is fascist. . . . When they were asked to select from a list of political characteristics those applicable to communism, fascism, and democracy, their answers were little short of disgraceful. . . . The seniors did only a little better than the sophomores. . . .

All citizens—not teachers alone—must approach the problem of citizenship training far more earnestly, insists Mrs. Carlson. "We have never really thought it important. If we had we should long ago have found a way to solve it, just as we have found ways to shorten the distance from New York to Los Angeles. . . . American society finds it curiously hard to take its younger members seriously."

The work of the schools should be focused on citizenship alone, Mrs. Carlson believes. The state can justify the cost of the schools only as an investment, as an insurance policy for the future. Fascism and communism instil in their schools an unquestioning allegiance to prevailing national doctrines. A democracy, on the contrary, can serve its own highest purposes not by teaching a blind allegiance, but by developing social intelligence and critical understanding.

"Any worthwhile teaching of democracy must present it not as an accomplished fact, but as an ideal toward which we have been slowly and unevenly moving, as a way of life which we are still far from having mastered. . . . Can this be done in a classroom? A few superior teachers have always known how. Good teachers everywhere will welcome the freedom to try."

—HAZEL DAVIS.



U. S. Biological Survey



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The teachers turn to MICHIGAN



THE FIRST PERSON who went to the Huron country on an educational mission was clubbed to death and eaten!

When Samuel de Champlain, from the St. Lawrence valley, looked toward the lake region which the Indians called "Mich-sawg-ye-gan," he fancied himself on the long-sought shortcut to Cathay. Fearing the hostility of the savages even more than

the geographical barriers that confronted him, Champlain decided to send ahead eighteen-year-old Etienne Brulé to learn the language of the Hurons and to acquaint these denizens of the wilderness with the harmless intentions of the white man. In consequence, that young luminary was the first European to behold the falls in which Lake Superior tumbles to Lake Huron's level, and which later were named Sault Ste. Marie. This was in 1618. Etienne Brulé found education a much slower and much more painful process than he had imagined. The light of Michigan's first intellectual endeavor was extinguished finally, in the manner described above, at Toanchi on the Ontario peninsula in 1632, after fourteen years of effort during which the impatient Champlain without doubt frequently sent many a scouting party to ask, "Why the delay?"

Three centuries of civilizing influences have made a difference in the Huron country. To the twelve thousand teachers who gather there June 27-July 1, 1937, for the 75th annual convention of the National Education Association that difference will be emphasized in the contrast between the greeting which they will receive there, and the reception given their ill-fated predecessor, Etienne Brulé. Michigan extends its warmest welcome to the unsurpassed opportunities for recreation and education which the state affords.



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The playground facilities of Michigan are known to everybody. Summer visitors find its waters dotted with white sails, and lined with hot-weather homes that range from simple cottages to sumptuous mansions. Six thousand shimmering lakes are stocked with hungry trout and pike and whitefish. Glistening sands, level as far as the eye can see, or humped by prevailing winds into dunes sometimes four hundred feet high, tempt those who seek the beach for rest and health. The Midwest moves to Michigan in summer, and thousands of teacher-laden autos will join the caravan next June to attend what promises to be one of the largest conventions the NEA has ever held, and to enjoy afterward a vacation as economical as it is delightful.

Few states offer as many non-institutional educational advantages as Michigan. The state is a living exhibit of the great sweep of New World change. Isle Royal is almost the same today as it was when its wild cliffs echoed the paddles of French voyagers three hundred years ago. Herds of moose and caribou roam its lakes and gorges, and its ridges are cov-

ered with virgin forests. In the midst of Detroit's modern factories, one finds it hard to believe that a region so primeval is only a day's journey away. Within the state is represented every historical epoch that lies between these extremes. Michigan is a hunter's paradise. Three thousand deer are not an unusual kill for the short open season. Trappers still bring their catch across the straits where the great fur companies met in conflict in days gone by. The ring of the axe blade is heard today in camps where lumber-



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Where Michigan Plays

jacks engage in exploits that belong elsewhere to fading pictures of history. "Pioneers" are now trying to make agriculturally useful hundreds of square miles of cut-over lands, wasteful consequence of exploitation common to a day when natural resources were wide and human vision narrow. A student of economic history will find almost every stage of that branch of social science exemplified in Michigan, and nowhere else is better illustrated the complex result of economic trends.

A summer tour of Michigan is an impressive education in the variety of occupations by which men make a livelihood, and in the great diversity of the nation's wealth. Those who know Michigan as the automobile center of the world may not think of its world leadership in the production of furniture, breakfast food, and paper. Readers of advertising who recall "Kalamazoo Direct to You," will know that stoves are manufactured there, but few who have not been solicited in Kalamazoo by the celery vender on every corner know that the fertile region thereabouts raises a generous percentage of America's supply of that succulent plant. Nor do many whose nostrils have not been assailed during late summer in that city by the sweet scent of the essence of peppermint know that the region produces most of the flavor for the nation's chews.

A list of the commodities which Michigan produces on a large scale would be a catalog of human needs, ranging from air rifles and pickles to copper and tulips. The conventioner who likes to study his economics in the laboratory will find his apparatus well set up for him in that state.

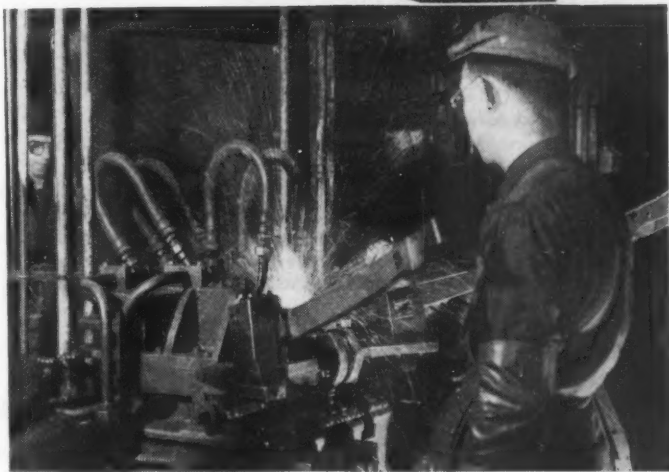
For the student who needs "credits" along with this learning, Michigan abounds in opportunity. Wayne University, an integral part of the school system in the convention city, ranks among the larger universities of the United

States. Its College of Education is staffed by those who are responsible for supervising instruction in the Detroit city schools. Summer courses for teachers will follow the convention. Specially attractive are the programs for teachers of handicapped children, in the care of which the Detroit schools are outstanding.

In the convention city also the Detroit commercial college announces a summer school for teachers. The State University is located only thirty miles away at Ann Arbor. Following the convention, the NEA Department of Elementary School Principals is sponsoring a conference on elementary education at this University. See page A-86.

There are four excellent state teachers colleges located in

Where Michigan Learns



Where Michigan Earns

various parts of Michigan, offering not only variety in studies, but diversity in geographical environment. The National Music Camp at Interlochen, directed by Joseph E. Maddy, will interest those whose field is music.

The National Education Association will celebrate its 75th meeting in an ideal location for professional study to follow the stimulating sessions of the convention, whether the student wishes to pursue his studies afield or in academic hall.

—BELMONT FARLEY.

The Detroit Program

TENTATIVE OUTLINE OF GENERAL SESSIONS



Orville C. Pratt,
president of the National Education Association, and superintendent of schools, Spokane, Washington

Sunday, June 27, 4:30 PM—Vesper Service

Address—Halford E. Luccock, Department of Homiletics, Yale University Divinity School

Sunday, June 27, 8:00 PM

A musical program arranged by Detroit Committee

Monday, June 28, 9:30 AM—First General Session

Addresses of welcome—

Frank Murphy, Governor of Michigan

Frank Couzens, Mayor of Detroit

Eugene B. Elliott, Michigan state superintendent of public instruction

Frank Cody, superintendent of schools, Detroit

Response to addresses of welcome—Albert M. Shaw, Hollenbeck Junior High-school, Los Angeles; president, NEA Department of Classroom Teachers

Progress and problems of our Association—Willard E. Givens, executive secretary of the Association

Then and now in the National Education Association—Orville C. Pratt, president of the Association

Monday, June 28, 5:30 PM—Ninth Life Membership Dinner

Monday, June 28, 8:00 PM—Second General Session

The role of the schools in social reform—Edmund E. Day, president, Cornell University

Tuesday, June 29, 9:30 AM—Third General Session

Section A

A challenge to educational statesmanship—Newton Edwards, Department of Education, University of Chicago

Section B—Guidance

Address—Alice R. Morison, former head of Secondary Education Association in England

Section C—Teachers organizations

Local organizations—

P. W. Seagren, president, Dade County, Fla., Classroom Teachers Assn.

Josephine Smith, chairman, Affiliated Teacher Organizations of Los Angeles

Evlyn Chasteen, president, Oakland Teachers Assn.

State organizations—

Lester K. Ade, state supt. of public instruction, Harrisburg, Pa.

Arvie Eldred, secretary, New York State Teachers Assn.

Spencer Phillips, secretary, Louisiana Teachers Assn.

Arthur L. Marsh, executive secretary, Washington Education Assn.

R. C. Moore, executive secretary, Illinois Education Assn.

Tuesday, June 29, 8:00 PM—Fourth General Session

Society's interest in human values—Mrs. Mary R. Beard, author and historian

Wednesday, June 30, 9:30 AM—Fifth General Session

Section A

An experiment in character training—Charles B. Glenn, superintendent of schools, Birmingham, Ala.; president, American Association of School Administrators

Section B—Social security

Section C—Safety

Address—Paul Hoffman, president, Studebaker Corporation, South Bend, Ind.

Wednesday, June 30, 8:00 PM—Sixth General Session

Conservation of natural resources—Stuart Chase, author and lecturer

Thursday, July 1, 9:30 AM—Seventh General Session

Section A—Adult Education

Section B—Reading

Section C—Visual Aids—Sound Pictures (New Tools for Learning)

The place of sound pictures in education—Mark A. May, director, Institute of Human Relations, Yale University

Thursday, July 1, 2:00 PM—Eighth General Session

Horace Mann Play—Antioch College Players

Thursday, July 1, 8:00 PM—Ninth General Session

The Elimination of War—Honorable Josh Lee, U. S. Senator from Oklahoma
Introduction of the New President of the Association

REPRESENTATIVE ASSEMBLY

Tuesday, June 29, 9:30 AM—First Business Session

Report of Committee on Credentials

Report of Committee on Bylaws and Rules

Minutes of Portland Meeting

Report of Committee on Amending Charter—Reuben T. Shaw, Northeast Highschool, Philadelphia, *chairman*

Report of Committee on Tenure—Donald DuShane, superintendent of schools, Columbus, Ind., *chairman*

Report of Committee on Equal Opportunity—Gertrude Mallory, 1518 Arden-ale Ave., San Gabriel, Calif., *chairman*

Report of Educational Policies Commission—A. J. Stoddard, superintendent of schools, Providence, R. I., *chairman*

Nominations of officers

Wednesday, June 30, 9:30 AM—Second Business Session

Report of Committee on Reorganization—William S. Taylor, dean, School of Education, University of Kentucky, *chairman*

Report of Committee on International Relations—Annie C. Woodward, Highschool, Somerville, Mass., *chairman*

Report of Committee on Health Problems in Education—Thomas D. Wood, Columbia University, *chairman*

Report of Committee on Economic Status of the Rural Teacher—William McKinley Robinson, Dept. of Rural Education, Western State Teachers College, Kalamazoo, Mich., *chairman*

Report of Committee on Academic Freedom—Henry Lester Smith, dean, School of Education, Indiana University, *chairman*

Report of Committee on Horace Mann Centennial Celebration—Payson Smith, Harvard University, *chairman*

Report of Committee on Higher Education—A. G. Crane, president, University of Wyoming, *chairman*

Thursday, July 1, 9:30 AM—Third Business Session

Report of Legislative Commission—Sidney B. Hall, state superintendent of public instruction, Richmond, Va., *chairman*

Report of Joint Committee of NEA and NCPT—Mrs. B. F. Langworthy, 6 North Michigan Ave., Chicago, *chairman*

Report of Joint Committee of NEA and ALA—Margaret R. Greer, Central Library, Board of Education, Minneapolis, *chairman*

Report of Committee to Cooperate with the National Association of Teachers in Colored Schools—N. C. Newbold, state director of Negro education, State Department of Education, Raleigh, N. C., *chairman*

Report of Committee on Necrology—H. V. Tempel, principal, Henry Clay Highschool, Shelbyville, Ky., *chairman*

Report of Committee on Resolutions—R. L. Hunt, superintendent of schools, Madison, S. Dak., *chairman*

Report of Other Committees by Board of Directors

Reports of Board of Trustees; Treasurer; Audit Committee; Budget Committee

Recommendations of COMMITTEE ON REORGANIZATION

THE COMMITTEE ON REORGANIZATION of the National Education Association plans to resubmit certain of its recommendations for amending the bylaws and to present other recommendations at the Detroit meeting. The amendments marked with an asterisk have been submitted in substance at some previous convention.

In studying the proposed amendments, it is important to note that sections of the bylaws as they now stand are printed in regular type; brackets [] are placed around words, phrases, and sentences that are to be cut out of the bylaws if the recommendations of the Committee are approved by the Representative Assembly. Words, phrases, and sentences which should be added in accordance with the recommendations of this Committee are printed in italics.

ARTICLE I—MEMBERSHIP

Sec. 1. The membership of the National Education Association shall consist of [three] *four* classes: Active, Associate, Corresponding, and Institutional, whose qualifications, rights, and obligations shall be as hereinafter prescribed.

Amend Section 3 by rewording and adding Life Membership dues. This Section if amended will read as follows:

Sec. 3. *The dues of an active member shall be \$2 or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several Departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of \$2 shall be entitled to receive THE JOURNAL free. Those who pay annual dues of \$5 shall be entitled to receive, in addition to THE JOURNAL, the Research Bulletins and the Volume of Proceedings. Those who pay \$100 become members for life without payment of additional dues and are entitled to receive THE JOURNAL, the Research Bulletins, and the Volume of Proceedings.*

Sec. 4. All [Life Members and] Life Directors shall have all the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Sec. 7. *Institutional membership in the Association may be held only by libraries in normal schools, teachers colleges, liberal arts colleges, and universities, and by public libraries. The annual dues for the regular institutional membership shall be \$5, which shall entitle the institution to receive THE JOURNAL, the Research Bulletins, and the Volume of Proceedings. A special institutional membership shall be available to the above-named institutions for a fee of \$2. This shall entitle the institution to receive THE JOURNAL only. Institutional membership shall have no rights other than to receive the publications named.*

Sec. 8. The membership year shall be from September 1 to August 31. All membership dues [paid during the membership year shall be credited to that year] *shall be credited to the current membership year unless otherwise requested.*

Sec. 9. The annual dues of members shall be sent to the Executive Secretary on or before [November 1] *December 31*. An active member failing to pay dues as herein provided shall forfeit the privileges of membership and [after being in arrears one half year] be dropped from the list of members.

Sec. 10. The Executive Secretary of the Association shall furnish each member of the Association

a membership card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the charter and bylaws of the Association. *Arrangement may be made with local and state affiliated associations for the issuance of a coinclusive membership card or insignia or both on a voluntary basis.*

ARTICLE II—OFFICERS

Sec. 1. (a) The officers of said corporation shall be a President, a *First Vicepresident*, a *Second Vicepresident*, *Twelve District Vicepresidents*, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, and a Board of Trustees.

(b) *The retiring President shall become First Vicepresident and shall serve in this position for one year.*

(c) *The Second Vicepresident shall be elected from the United States at large at the same time and in the same manner as is the President of the Association. In case of a vacancy in the Presidency of the Association, the Second Vicepresident shall succeed to this office. If another vacancy in the Presidency shall occur, the Board of Directors shall have power to name a President who shall serve until the next annual meeting of the Association.*

(d) *At the annual meeting of the National Education Association there shall be elected from each of the twelve districts named herein a District Vicepresident who shall serve for one year. The twelve districts of the National Education Association are as follows:*

- | | |
|----------------------|--------------------|
| 1. Maine | 2. New York |
| New Hampshire | Pennsylvania |
| Vermont | New Jersey |
| Massachusetts | Delaware |
| Connecticut | 4. Michigan |
| Rhode Island | Illinois |
| 3. Maryland | Indiana |
| Virginia | Ohio |
| West Virginia | 6. Mississippi |
| District of Columbia | Arkansas |
| North Carolina | Louisiana |
| 5. Kentucky | 7. Texas |
| Tennessee | Oklahoma |
| South Carolina | New Mexico |
| Alabama | 8. Nebraska |
| Georgia | Kansas |
| Florida | Iowa |
| Puerto Rico | Missouri |
| Virgin Islands | 10. Colorado |
| 9. Wisconsin | Utah |
| North Dakota | Wyoming |
| South Dakota | 12. Arizona |
| Minnesota | California |
| 11. Washington | Nevada |
| Oregon | Hawaii |
| Idaho | Philippine Islands |
| Montana | |
| Alaska | |

Board of Directors

(e) The Board of Directors shall consist of the President, the First Vicepresident, the *Second Vicepresident*, [the Executive Secretary,] the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by [the active members for the term of one year] *the Representative Assembly for the term of three years or until their successors are chosen, and of all Life Directors of the National Educational Association.*

**(f) The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, District of Columbia, and territorial possessions to the Representative Assembly for election by that body. All members so elected to take office at the close of the annual meeting in 1937 shall draw lots to determine who shall serve one, two, or three years. Thereafter all terms of office for such members shall be for a three-year period.*

Executive Committee

**(g) The Executive Committee shall consist of [five] seven members as follows: The President of the Association, [the First Vicepresident,] the Treasurer, the Chairman of the Board of Trustees, [and a member of the Association to be chosen annually by the Board of Directors to serve one year] two members elected by the Board of Directors for the term of one year and two members elected by the Representative Assembly for the term of one year. A Director elected to the Executive Committee shall continue as a member of the Board of Directors. The election of the members of the Executive Committee by the Board of Directors and the Representative Assembly shall be by the Hare System of Proportional Representation. The provisions of this Section shall become effective in the selection of the Executive Committee for the Association year beginning with the close of the Convention in 1937.*

Qualifications of Delegates

**Sec. 8. [Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association.] To be eligible to election as a delegate to the Representative Assembly, the candidate must have been for two years immediately preceding the election an active member of the National Education Association and a member of a state, district, or territorial association; and if the delegate is to represent a local affiliated association, then two-years' membership in such local association immediately preceding the election shall be added to the above-named qualifications. Provided, that the two year restriction shall not apply to newly-organized local associations.*

ARTICLE III—DUTIES OF OFFICERS

Sec. 2. *The First Vicepresident shall serve on the Board of Directors for the term of one year.*

Sec. 3. *The Second Vicepresident of the Association shall be the Chief Assistant to the President for any services which the President may require of him and shall serve on the Board of Directors for the term of one year.*

**Sec. 4. The Twelve District Vicepresidents of the Association shall also serve as Assistants to the President for such services as may be required of them. Such services for the District Vicepresidents may include attendance at the professional meetings in the district and the presentation of the problems of the National Education Association together with its principles and policies. The Vicepresidents shall cooperate with the State Directors in their districts in the promotion of interest and memberships in the National Education Association.*

tion. The Vicepresidents may be called upon to carry out these duties in the districts which they serve.

Amend present Section 4 (a) as follows:

Sec. 4 (a) The Board of Directors [shall have power to fill all vacancies in their own body and] shall have in charge the general interests of the corporation, excepting those entrusted to the Board of Trustees.

Amend present Section 6 (b) by deleting the following sentence:

[It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Direc-

tors, or by the President and Executive Secretary of the Association acting under the authority of the Board of Directors.]

ARTICLE X—AMENDMENTS

The Committee recommends that provisions similar to the ones adopted at the Portland Convention in 1936 be adopted—namely, to amend Article X, Section 1, of the bylaws as follows:

(a) *Provided that these bylaws may be amended at the annual meeting of the Representative Assembly in [1936] 1937 and 1938 by a two-thirds vote if such amendment has been printed in the May JOURNAL of the National Education Association of that year.

(b) *Provided, however, that these bylaws may

be amended at the annual meeting of the Representative Assembly in [1936] 1937 by a two-thirds vote, without previous notice.

The Committee recommends the amendment of Section 2 of Article X as follows:

*Sec. 2. In all voting on amendments to the charter and on amendments to the bylaws printed ballots shall be used except where unanimous consent is given by the Representative Assembly. [state delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot.]

PROPOSED CHANGES IN NEA BYLAWS

THESE AMENDMENTS to the Association's bylaws proposed at the Portland Convention are printed here in accordance with the provision in the bylaws. If these amendments are adopted, words, phrases, and sentences in brackets [] will be stricken from the bylaws and those in italics will be added. Words, phrases, and sentences which will be unchanged are printed in regular type.

ARTICLE II, SECTION 1 (b)

Amend Article II, Section 1 (b), so that it shall read as indicated in the following:

The Board of Directors shall consist of the President, the First Vicepresident, [the Executive Secretary] the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by [the active members for the term of one year] the Representative Assembly for the term of three years or until their successors are chosen, seven directors to be elected at large by the Representative Assembly for a term of one year or until their successors are chosen, and of all Life Directors of the National Educational Association.

ARTICLE II, SECTION 1 (b)

Amend by the addition of the following:

All members at large shall be nominated to the Representative Assembly as are other officers and shall be elected by that body by the system of voting known as the Hare System of Proportional Representation.

ARTICLE II, SECTION 2

Amend by adding after the first sentence the following:

The nominating committee shall submit its report and immediately thereafter opportunity shall be given for nominations to be made from the floor.

ARTICLE II, SECTION 2

Amend by deleting the following sentence:

[On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States shall nominate one person for member of the Board of Directors and the name of such person shall be reported to the Representative Assembly at the first business meeting upon roll call of the states.]

In lieu thereof, insert the following sentences:

The director for each state, the District of Columbia, and each territorial possession shall be nominated at least 30 days preceding the annual meeting of the National Education Association. It shall be the duty of the state director to arrange

for the method of nominating his successor. Such nomination may be by ballot or by a called meeting of the active members of the National Education Association or by some other procedure which will secure the full support and satisfaction of the membership in each state, each district, or each territorial possession. Each director shall certify the name of the nominee to the Executive Secretary of the National Education Association at least 30 days before the annual meeting.

ARTICLE II, SECTION 2

Amend by the addition of the following:

The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, District of Columbia, and the territorial possessions to the Representative Assembly for election by that body. All members so elected to take office at the close of the annual meeting in 1937 shall draw lots to determine which ones shall serve one year, which two years, and which three years. Thereafter all terms of office for such members shall be for a three-year period. No such member shall be eligible to succeed himself after serving two consecutive terms.

The Directors at Large shall be elected for terms of one year each and shall not be eligible to succeed themselves for more than six consecutive terms.

ARTICLE II, SECTION 8

Amend this Article to read:

(a) [Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association.] To be eligible to the election as delegates to the Representative Assembly, the person elected must have been for two years immediately preceding the election an active member of the National Education Association and a member of a state, district, or territorial association; and if the delegate is to represent a local affiliated association, then two-years' membership in such local association immediately preceding the election shall be added to the above-named qualifications. Provided, that the two years' restrictions shall not apply to newly-organized local associations.

(b) An active member shall be permitted to vote for the election of delegates in but one affiliated [local] association.

(c) For determining the apportionment of delegates, an active member may be counted in [two]

one affiliated association [s], and no more; [and that one of these shall be the state association].

ARTICLE III, SECTION 4 (b)

Amend by the addition of the following sentence:

No member of the Board of Trustees shall be eligible to succeed himself after two successive terms—eight years.

ARTICLE III

Amend by the addition of a new Section which shall be Section 7:

The Vicepresidents of the Association shall serve as assistants to the President for any services which the President may require of them. Such services shall include attendance at professional organization meetings in the home state and presentation of the National Education Association together with its plans and policies. As a group, the Vicepresidents shall constitute a membership committee, acting under the direction of the President and Executive Secretary of the Association. Vicepresidents may be called upon to carry out these duties in states which border upon their own. This Board of Vicepresidents shall be given a budget sufficiently large to enable them to serve the National Education Association in an effective way in their respective districts.

ARTICLE IV, SECTION 3

Amend as indicated in the following:

Sec. 3. A Committee on Resolutions, composed of fifteen members, shall be elected by the Representative Assembly by the Hare System of Proportional Representation. The committee shall elect its own chairman. The Committee on Resolutions shall report at the next annual business meeting of the Representative Assembly, and except by unanimous consent, or a two-thirds vote of the delegates present, all resolutions shall be referred to said committee without discussion. The committee shall receive and consider all resolutions proposed by active members, or referred to it by the President. On the second day of the annual meeting of the Association the Committee shall meet for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them at a place and time to be announced in the printed program.

ARTICLE VI, SECTION 2

Amend by adding after the first sentence the following:

The accredited delegates to the Representative Assembly from each state shall also elect from their own number one member and one alternate to serve on the nominating committee for the current annual meeting.



One of the most exquisitely beautiful views in the world—Japan's Mt. Fuji. Photo from Board of Tourist Industry, Japanese Government Railways.

World Travel Service

World Federation of Education Associations

THE SEVENTH WORLD CONFERENCE of the World Federation will be held in Tokyo, Japan, August 2-7, 1937. To increase the value of the travel dollar, so that educators may make the trip to Japan and other trips abroad at reduced cost, Paul Monroe, Uel W. Lamkin, and other officers of the Federation are organizing a new Travel Section of the WFEA.

Under this plan, travel dollars can work for education thru collective bargaining. Thru the central control of large travel groups, prices for tours in connection with the Tokyo conference will be much lower than those quoted to individuals or small groups. Allowance is also made of a small percentage of the sales price to the World Federation. Thus there would be saved for educational work of an international nature commissions that would otherwise pass into the hands of disinterested agents or be retained by the steamship lines and tour companies. This income is needed by the Federation, which is barely able to meet the necessary expenses of maintaining its headquarters.

The travel dollar of educators is recognized by steamship and tour companies as an important part of the great sum spent by this country for travel. If these travel dollars can be made to

flow thru one Travel Section, they will ultimately place educators in powerful position to bargain for better values. The idea originates thru the cooperation of a capable specialist interested in the work of the World Federation, upon whom the WFEA is at liberty to call for assistance and advice, insuring capable handling and satisfactory service.

If the plan is well-received, it will be possible for the Travel Section to place you in position to benefit from collective bargaining on a much larger scale, particularly insofar as all-expense arrangements are concerned, and, ultimately, centralizing educator travel arrangements on a large scale, enabling contracts with steamship lines for preferential steamship rates. It will also enable the WFEA to carry out one of its ideals of better international understanding thru arrangements for educators visiting foreign countries to be "adopted" by local educators.

Folders are available from the WFEA on the following extremely favorably priced all-expense tours, in addition to the Orient tour:

Tour No. TS-1—53-day tour of Europe.

From New York, July 9. Return to New York, August 30. Cost, \$492.

Tour No. TS-2—Around Africa. From

New York, July 2. Back into Montreal, September 10. Cost, \$606.

Tour No. TS-3—Around South America. From New York, July 3. Back to New York, September 7. Cost, \$754.

Tour No. TS-4—Tour of India. From New York, July 2. Back to New York, September 13. Cost, \$958.

Send your deposit to the Travel Section, World Federation of Education Associations, 1201 16th St., Washington, D. C. Your travel plans will be promptly passed to the companies in position to serve you or the steamship lines you wish to use, with the request that their own representative confer with you if your plans are complicated. The transaction can be completed directly with you by the tour or steamship company.

The Japanese government is arranging many special attractions for the entertainment of visitors during the Tokyo convention. President Monroe is planning a program of worldwide interest, centered about the theme, "A Twentieth Century Program of Education."

Do not delay in making reservations for Tokyo. And increase the value of your travel dollar by writing to the Travel Section of the World Federation immediately.

The NEA Year in Retrospect

INASMUCH as this is the final issue of THE JOURNAL for the school year 1936-37, it is appropriate to present a brief overview of the major activities of the Association for this period. Many activities of the Association are dealt with in detail elsewhere in this JOURNAL.

The drive toward federal aid for education has been without question the major enterprise. This move is of the utmost significance and as this JOURNAL goes to press, the Harrison-Black-Fletcher Bill has progressed further thru the legislative mill than any recent major acts concerning the relations of the federal government to education. See page 133 for a detailed statement of the present status of this legislation.

A most encouraging tendency of the year has been the gain in professional organization. Most state associations and the National Education Association show an increase in membership reflecting the general economic up-trend. No effort should be spared to see that this increase is continued. With other groups becoming organized with increasing effectiveness, and with many problems of education demanding national attention, it is plain that our national professional organization must be made stronger if education is to be properly represented as a vital phase of our national life and if the rights of teachers are to be protected.

In this connection, the progress made in the past year toward increased effectiveness in the organization of the National Education Association is another of the encouraging developments. The amendments to the Charter of the NEA approved by the Delegate Assembly at the convention at Portland last summer were passed unanimously by the United States Senate on February 11. On March 11 they also received the approval of the House Committee on Education. Final approval is expected at this session of Congress.

The report of the Committee on Reorganization of the NEA regarding amendments to the bylaws is given on page 157 in this JOURNAL. This Committee will make a number of additional recommendations to the Executive Committee at Detroit. These in-

clude suggestions as to a more careful selection of delegates to the Representative Assembly, a reduction of the size of the Representative Assembly, the possibility of district conventions of the NEA in each of the twelve districts recommended as areas for the selection of vicepresidents, and all-inclusive professional organization membership. Regarding the latter item the report of the Committee reads in part as follows:

The Committee believes that we should have an all-inclusive professional organization representing the men and women in education in America and that provision should be made for the same on a voluntary basis. . . . The Committee recommends that the National Education Association encourage the local units to collect the consolidated dues for the local, state, and national associations and transmit them to their respective associations.

The Association has developed within the year a vigorous teacher welfare program thru the creation of a Division of Teacher Welfare in the headquarters staff and thru the increased activity of committees in the fields of tenure, academic freedom, retirement, and equal opportunity. Much has also been done in the field of teachers' salaries.

In the field of academic freedom the Association has worked steadily for the repeal of the Red Rider which has prevented District of Columbia teachers from presenting the facts about communism to their pupils as they do with other social orders. The United States Senate has twice voted unanimously for outright repeal of the Red Rider. The House, however, on February 8 approved the McCormack Amendment to the Repeal Bill, which merely turned the Red Rider into a Pink Rider. The contest is going on, however, for complete repeal. The legislation is now in the hands of a Conference Committee which is sympathetic to outright repeal but which cannot secure it until citizens in the various states have converted their Representatives in the House to this point of view.

The Educational Policies Commission is far enough along in its program to give unquestioned indication that the profession may expect from it a wise

leadership in developing policies and plans for the future of American education. The Commission's pronouncement on "The Unique Function of Education in American Democracy" has been widely hailed as one of the most significant ever issued. See p151.

Other committees have also made effective progress. Summaries of a number of reports to be presented at the Detroit convention will be found on page 152. President Pratt has strengthened committee work by recommending the appointment of core-committees from the whole committees. This has provided smaller groups able to function more readily.

The departments of the Association have made encouraging progress, both as to numbers and as to programs of work.

The year 1936-37 has also been significant in view of the fact that the profession has been celebrating thruout the year the Horace Mann Centennial, which will culminate in American Education Week, 1937. This occasion has aroused nationwide interest.

The year in retrospect thus indicates unusual advances in a number of directions. There is tremendous power in an effectively organized group, especially one which is working in behalf of a great cause such as education in a democracy undeniably is. As stated on a plaque at the entrance to the NEA headquarters building: "The National Education Association is dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people."

The Association already has enrolled more than one-fifth of the teachers in America. The other four out of five are yet to become participants. This larger group will take part as they acquire professional vision and greater financial resources. There are many evidences that the profession has come to realize that strength can be achieved only thru organization; that aggressive action rather than supine submission is in order.

Notes and Announcements

WITH JOURNAL AUTHORS—

With "Habits of Civic Efficiency" [134], WALTER E. MYER, editor of the *American Observer*, concludes his series of articles on civic education, a popular feature of the 1936-37 JOURNAL.

HILDA HUGHES [135] is director of the Antioch school, Yellow Springs, Ohio.

Members of the JOURNAL staff took literally CLAUDE EGGERTSEN's opening statement [136], "This is my eighth year in school," until Mr. Eggertsen explained that he is an instructor at the University of Minnesota Highschool. He wrote "We Chose Our Own Book" from the point of view of the student, to gain interest.

One of the best known schoolmen in the United States is ROBERT M. HUTCHINS, [138], president of the University of Chicago.

LESTER A. KIRKENDALL [141] is a member of the faculty of the Teachers College of Connecticut, New Britain.

PAYSON SMITH [147], chairman of the NEA Committee on the Horace Mann Centennial, formerly state commissioner of education in Massachusetts, is on the faculty of the Harvard Graduate School of Education.

BELMONT FARLEY [154], ELEANOR CRAVEN [149], and HAZEL DAVIS [153], are on the NEA Headquarters staff.

Winter meeting—President Charles B. Glenn announces that the 68th annual meeting of the American Association of School Administrators, a Department of the NEA, will be held at Atlantic City, N. J., February 26-March 3, 1938.

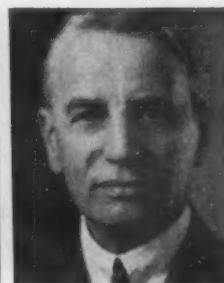
Registration essential at Detroit convention, June 27-July 1—Registration opens on Saturday, June 26, at 9:00 A. M. at the Auditorium. Report promptly and present your NEA membership card and receive your badge and program in order that you may take advantage of the subjects in which you are most interested. From the registration desk your friends may locate you; telegrams may be re-addressed; committee chairmen may locate members. *Membership in the National Education Association is prerequisite to membership in any department.*

Life Membership Dinner—Life Members and prospective Life Members are invited to attend the ninth annual Life Membership Dinner which will be held at the Statler Hotel in Detroit, Monday, June 28, at 5:30 P.M. The dinner will center about the Horace Mann Centennial theme. Music will be furnished by delegates from Hawaii. Reserve this date and plan to attend.

The regular Wednesday evening program of "Our American Schools" on March 24, 1937, was dedicated to the grief-stricken parents and other citizens of the community of New London, Tex., where a fine school suffered one of the greatest catastrophes in school history. Approximately 455 children and teachers were killed and many others injured by an explosion which destroyed the school building. The memorial service of "Our American Schools" was held in the Chapel of St. Mary in Washington Cathedral on Mt. Saint Albans, Washington, D. C. Appropriate music was sung by the Boys' Choir of the Cathedral.



WALTER E. ENGLUND



C. G. SCHULZ

Walter E. Englund has been appointed executive secretary of the Minnesota Education Association to succeed C. G. Schulz, executive secretary of that organization since 1921. Mr. Schulz, who resigned because of ill health, has been elected secretary-emeritus. The first fulltime executive secretary of the Minnesota Education Association, Mr. Schulz has made a great contribution to Minnesota education. His successor has been field director of the MEA for eighteen months. For thirteen years prior to that, Mr. Englund was superintendent of schools at Ely, Minn.



"We are five years old when we enter the new strange world of school. Perhaps we are a little scared on the first day. Perhaps we want mother to stay with us. But it doesn't take us long to discover that kindergarten is a happy place." Thus the roving reporter for the LOS ANGELES EXAMINER began a series of articles on March 15. The reporter will spend a day in each grade and record his experiences to tell parents and other citizens of the importance of today's schools. The photograph above was one of the illustrations with the kindergarten article. [Cont. on page A-82]



STUDENTS AT THE TOMB OF THE UNKNOWN SOLDIER

Each spring Washington, D. C., is the mecca of half a million school children. The Office of Education is studying these pilgrimages, with a view to bringing out their educational possibilities and making them less expensive and more profitable. For information write School Tours, U. S. Office of Education, Interior Department, Washington, D. C.

The Honor Roll of the NEA

Purpose gives a new impulse, a new impetus, a new interpretation to living. Purpose is the backbone of a life of courage. It shows that the highest justification for living is love—in some form. It may be for a cause, a country, an ideal, a family, or an individual. Purpose at its best means our kingship over conditions, our mastery over self, our dedication to something higher than self, fighting for the right and fighting for it to the end.—WILLIAM GEORGE JORDAN in *The Crown of Individuality*.

COUNTY HONOR ROLL

The following counties have reported 100 percent enrolments for the current year, 1936-37. More than 3500 schools and 300 cities have reported 100 percent enrolments. For the most part it is easier for single schools and city school systems to report 100 percent enrolments. They are usually more closely integrated administrative units. The counties listed below, therefore, deserve special mention for their perfect enrolment records. The county is given in italic. The superintendent's name follows that of the county.

DELAWARE—*New Castle*, M. Phyllis Mason Heck and Ella J. Holley.
FLORIDA—*Palm Beach*, John I. Leonard.
GEORGIA—*Decatur*, Andrew Avery; *Glynn*, George W. Wannamaker; *McIntosh*, Mrs. Jane McI. Atwood; *Wilcox*, W. A. Stone.
IDAHO—*Fremont*, E. Glen Cameron.
KENTUCKY—*Kenton*, Robert Sharon; *McCreary*, William O. Gilreath.
LOUISIANA—*Acadia*, A. T. Browne; *Ascension*, L. J. Babin; *Iberia*, L. G. Porter; *St. Charles*, J. B. Martin.
MARYLAND—*Queen Annes*, Franklin D. Day.
NEVADA—*Clark*, Esmeralda, Eureka, Ormsby.
OHIO—*Clinton*, Carl H. Shanks; *Logan*, Glenn Drummond; *Sandusky*, H. E. Ryder.
PENNSYLVANIA—*Pike*, C. B. Dissinger; *Snyder*, F. S. Attinger; *Berks*, Alvin F. Kemp.
TENNESSEE—*Davidson*, W. C. Dodson; *Shelby*, Sue M. Powers.
UTAH—*Duchesne*, LeRoy Bishop; *Emery*, W. O. Bickmore; *Jordan Dist.*, C. N. Jensen; *Juab Dist.*, Ralph F. Nilsson; *Morgan*, J. R. Tippetts; *N. Summit Dist.*, H. A. Pace; *Piute*, J. E. Oscarson; *Sevier*, A. J. Ashman; *S. Sanpete Dist.*, W. H. Bailey; *Utah*, David Gourley and Owen L. Barnett; *Wasatch*, C. Ostlund; *Weber*, Keith Wahlquist.
VIRGINIA—*Nansemond*, H. V. White.
WASHINGTON—*Island*, H. G. Knowles.

* Utah operates under a consolidated system. For the most part, counties and school districts are identical. The districts marked with an asterisk represent approximately one-half counties.

New Life Enlistments

THE total number of Life Members enrolled in the National Education Association prior to April 1 was 5755. The following Life Members have been reported since the list was published in the April JOURNAL:

CALIFORNIA—Rufus N. Hatch, Ira C. Landis, Tillie C. Munce
DISTRICT OF COLUMBIA—Robert W. Hambrook
IDAHO—Mary D. Bedford
ILLINOIS—Wm. W. Meyer
INDIANA—Wendell W. Wampler
MASSACHUSETTS—Grace I. Woodbury
MINNESOTA—Ivol Spafford
MISSISSIPPI—Joseph P. Colvin
MISSOURI—Ernestine M. J. Long, Shelby N. Norris
NEW YORK—Percy F. Miller
OHIO—Philip S. Card, Roger W. Easley
PENNSYLVANIA—Marcus W. Davies, Robert C. Millikin
TEXAS—Laura L. Allison, Mervyn L. Ramsey

Completed Enrolments

THE following schools have completed their 100 percent enrolment in the National Education Association since the list was published in the April JOURNAL:

SIXTEEN YEARS

ILLINOIS—*Chicago*, Pullman

FOURTEEN YEARS

HAWAII—*Honolulu*, Territory School for Blind and Deaf

THIRTEEN YEARS

PENNSYLVANIA—*Steelton*, Steelton Public Schools, Major Bent, East End, Felton, Fothergill, Hygienic, High, West Side

TWELVE YEARS

PENNSYLVANIA—*Reading*, 10th and Green
WISCONSIN—*Wauwatosa*, Wilson

ELEVEN YEARS

HAWAII—*Hookena*, Alae; *Lahaina*, Maui, Honokowai; *Kalaheo*, Kauai, Kalaheo
ILLINOIS—*Cicero*, Burnham, Woodrow Wilson
PENNSYLVANIA—*Camp Hill*, Camp Hill Public Schools, High, Lincoln, N. C. Schaeffer

TEN YEARS

HAWAII—*Kawailoa*, Oahu, Kawailoa; *Maunaloa*, Molokai, Maunaloa
NEW JERSEY—*Ridgefield Park*, Lincoln

NINE YEARS

HAWAII—*Hauula*, Oahu, Kaaawa
PENNSYLVANIA—*Reading*, 15th and Perkiomen
UTAH—*Box Elder County*, Bothwell, Collinston, Corinne, Elwood, Fielding, Garland, Howell, Lincoln, Perry, Plymouth, Portage, Washakie

EIGHT YEARS

HAWAII—*Anahola*, Kauai, Anahola; *Elele*, Kauai, Elele; *Hilo*, Hilo Union, Kaiwika, Kapiolani, Kaumana, Waiakea-kai, Waiakea-waena; *Kaunakakai*, Molokai, Kaunakakai; *Kekaha*, Kauai, Kekaha; *Kealahou*, Kona, Waimea; *Kilauea*, Kauai, Koolau; *Lihue*, Kauai, Lihue; *Pahoa*, Kalapana; *Pepeekeo*, Pepeekeo; *Waimea*, Kauai, Waimea

SEVEN YEARS

HAWAII—*Hana*, Maui, Hana; *Honolulu*, Puuhale; *Mountain View*, Mountain View; *Nalehu*, Nalehu; *Napoopoo*, Napoopoo; *Pauwahu*, Pauwahu; *Pahala*, Kapapala
ILLINOIS—*Cicero*, Cicero, Columbus; *Peoria*, Harrison
MISSOURI—*Kansas City*, W. W. Yates

SIX YEARS

HAWAII—*Opihikao*, Opihikao
NEW YORK—*Solvay*, Boyd; *Watervliet*, Public No. 3
PENNSYLVANIA—*Reading*, 5th and Spring
TEXAS—*Dallas*, T. J. Rusk

FIVE YEARS

CALIFORNIA—*Anaheim*, Lincoln, Horace Mann

[Cont. on page A-92]

TEACHER TRAINING HONOR ROLL

TEACHER TRAINING INSTITUTIONS WHICH HAVE ENROLLED 100 PERCENT IN THE NEA FOR THE YEAR 1936-37—*Prospective teachers receive their professional ideals in large degree from the institutions where they secure their professional preparation. The schools listed below have taught by practice as well as by precept the ideal of a united profession with every member at work upon its problems. The president's name is given following that of the school.*

ARIZONA—*Phoenix*, Phoenix Junior College, E. W. Montgomery; *Tucson*, College of Education, University of Arizona.
IDAHO—*Albion*, Albion State Normal School, R. H. Snyder.
ILLINOIS—*Charleston*, Eastern Illinois State Teachers College, Robert G. Buzzard; *Chicago*, Chicago Normal College, Butler Laughlin; *Normal*, Illinois State Normal University, R. W. Fairchild.
KENTUCKY—*Lexington*, College of Education, University of Kentucky; *Murray*, Murray State Teachers College, James H. Richmond; *Richmond*, Eastern Kentucky State Teachers College, H. L. Donovan.
LOUISIANA—*New Orleans*, Margaret C. Hanson Normal School, Georgine L. McCay; *Valena*, C. Jones Normal School.
MAINE—*Machias*, Washington State Normal School, Philip H. Kimball; *Presque Isle*, Aroostook State Normal School, San Lorenzo Merriman.
MISSOURI—*Kansas City*, Teachers College of Kansas City, G. W. Diemer; *St. Joseph*, St. Joseph Junior College, Nelle Blum; *St. Louis*, Harris Teachers College, C. G. Vanneest; *Stowe*, Teachers College, Ruth Miriam Harris.
NEBRASKA—*Kearney*, Nebraska State Teachers College, Herbert L. Cushing; *Lincoln*, Lincoln Normal School.
NEW YORK—*Geneseo*, State Normal School, James B. Welles; *New Paltz*, State Normal and Training School, Lawrence H. van den Berg.
NORTH DAKOTA—*Grand Forks*, School of Education, University of North Dakota; *Park River*, Walsh County Agricultural and Training School.
PENNSYLVANIA—*Bloomsburg*, State Teachers College, Francis B. Haas; *California*, State Teachers College, Robert M. Steele; *Edinboro*, State Teachers College, Carmon Ross; *Indiana*, State Teachers College, Samuel Fausold; *Kutztown*, State Teachers College, Q. A. W. Rohrbach; *Philadelphia*, Department of Education, Temple University; *Pittsburgh*, Henry Clay Frick Training School for Teachers, Dana Z. Eckert; *Slippery Rock*, State Teachers College, Charles S. Miller.
SOUTH DAKOTA—*Aberdeen*, Northern Normal and Industrial School, Carl G. Lawrence.
TENNESSEE—*Memphis*, State Teachers College, John W. Brister.
WISCONSIN—*Ashland*, Ashland County Normal School; *Manitowoc*, County Rural Normal School.