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Between Editor and Reader

EIGHT OR TEN MILLION PEOPLE during American Education Week will visit their children's schools. Too much importance cannot be attached to this practice of bringing parents and other citizens into the classrooms—classrooms which have changed so much since adults were in school as to be almost different institutions. An invitation to visit the school, extended personally by the teacher by note or telephone or thru a friendly call, has particular weight. American Education Week is also a good time to talk with the children, even the youngest children, about the school, how it came to be, what it means, who pays for it, the importance of the board of education, the history of the local school, special tribute to outstanding teachers, why the school is kept free from partisanship, the school and self-government, the school and the development of character in the individual. Do not look upon American Education Week merely as an opportunity to repeat the same things year after year, altho there must be repetition since two million new people come onto the scene each year in the United States. Try to get some new point that will help people better to understand the importance of cultivating the individual to bring out his best even as we give attention to plants and animals. Give special attention to the work the school is doing to guide young people and consideration to what it might do for youth between school leaving and the age of twenty-one.

NOVEMBER 9 brings the Horace Mann Centennial celebration to its climax, but not to its close. The Centennial will go forward, widening its scope as the profession appreciates more and more the importance of its own national hero and as the relation between free education and democracy is better understood. The writings of Horace Mann are the teacher's bible. The publishing program will go forward and professional reading will be enriched. On Horace Mann's birthday each May 4 there will be a new revival of interest around the celebration in the schools. Begin now to prepare for next May 4 by equipping your library with books on Horace Mann. See page 264 for a list.

The Journal goes to all members of the National Education Association

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

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

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

VOLUME 26
NUMBER 8

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The articles herein printed are the expressions of the writers and not a statement of policy of the Association unless set by resolution

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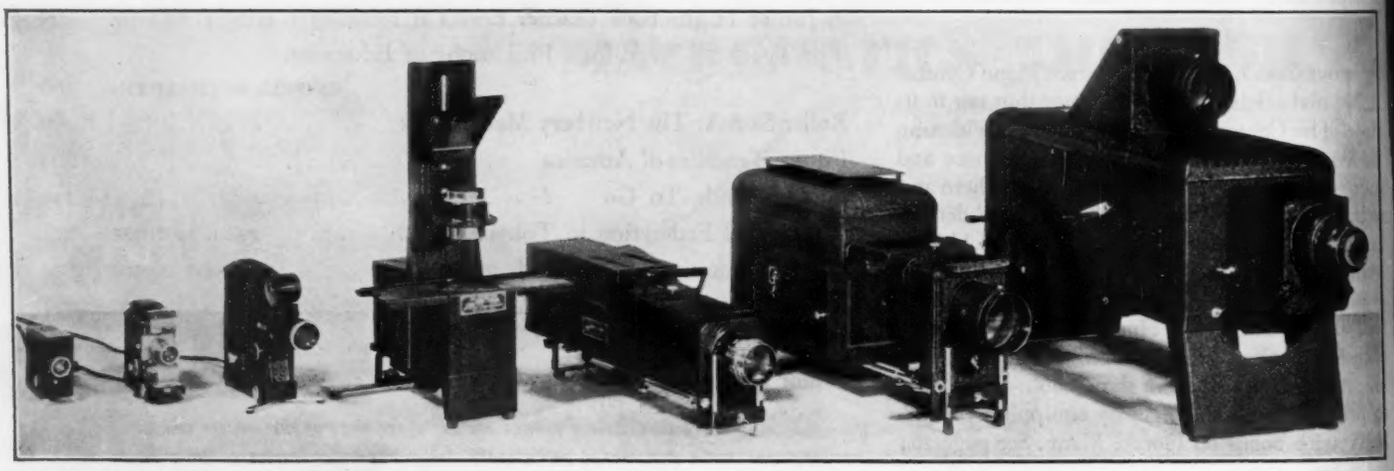

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[*Cont. from page* 275]

Two elements in Thanksgiving Day—As the nearest approach to heaven in the next world is a good home in this, it is appropriate that our national Thanksgiving Day consist of two elements — thanks to the Divine Being and family reunion. And it so happens that nothing unites families more than sincere, unaffected religion. I remember as a child how we all rejoiced in the Thanksgiving dinner, in the family party. It is a lively and pleasant memory to millions of Americans.

But it differs from our other great religious festival in this way. Christmas cannot possibly be enjoyed by men and women as it is enjoyed by children. The chief pleasure that grown-up people get out of it is the happiness they can give to children. But it is essentially a children's day. On the other hand, Thanksgiving requires years of growth and experience for its full appreciation. The inexpressibly precious gift of life itself; the years of varied activity; the steadily increasing strength of family ties. The vitality and endurance of a nation depend on the integrity of the family unit. It is a cheerful thought on this Thanksgiving Day, that in so many thousand homes in every part of America, families will come together and rejoice.—William Lyon Phelps.

The sixteen Newbery medal books (see page 268) are: *The Story of Mankind* [Liveright] by Hendrick Van Loon; *The Voyages of Dr. Doolittle* [Stokes] by Hugh Lofting; *The Dark Frigate* [Little, Brown] by Charles Boardman Hawes; *Tales from Silver Lands* [Doubleday, Doran] by Charles J. Finger; *Shen of the Sea* [Dutton] by Arthur B. Chrisman; *Smoky* [Scribner's] by Will James; *Gay-Neck* [Dutton] by Dhan Gopal Mukerji; *The Trumpeter of Krakow* [Macmillan] by Eric P. Kelly; *Hitty, Her First Hundred Years* [Macmillan] by Rachel Field; *The Cat Who Went to Heaven* [Macmillan] by Elizabeth Coatsworth; *Waterless Mountain* [Longmans, Green] by Laura Adams Armer; *Young Fu of the Upper Yangtse* [Winston] by Elizabeth Foreman Lewis; *Invincible Louisa* [Little, Brown] by Cornelia Meigs; *Dobry* [Viking Press] by Monica Shannon; *Caddie Woodlawn* [Macmillan] by Carol Ryrie Brink; and *Roller Skates* [Viking Press] by Ruth Sawyer. Schools can add these books to their libraries with the assurance that they are getting the best.

The Caldecott medal—The John Newbery medal books have been selected for older children. Now there is to be a similar award for young children. Frederic G. Melcher, donor of the Newbery medal, will provide a medal for the best picture book of the [*Cont. on page* A-134]

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DEAR MR. GIVENS: Please enrol me as a Horace Mann Life Member of the National Education Association on the deferred payment plan—ten annual payments of $10 each. I understand that membership dues already paid for the current year, 1937-38, may be applied on the first payment. Enclosed please find $8 or $5 balance due. Kindly send my Life Membership certificate, card, pin, copy of Mr. Morgan's book and N.E.A. publications to me at the address indicated below.

Name..... Address.....

City and State.....

[*Cont. from page* A-133] year. The same committee of 15 children's librarians of the American Library Association will make the selection and award for both books. The medal is named for Randolph Caldecott, 1846-86, the great English illustrator whose name is linked with the beginning of the modern era of good picture books for children. The first award will be made in 1938. Rene Chanbellan, the sculptor of the Newbery medal, is designing the Caldecott medal.

Paul C. Stetson—In the recent death of Superintendent Paul C. Stetson of Indianapolis, public education lost one of its foremost leaders. For more than a decade, he ranked high among American school superintendents. He was one of fourteen carefully selected educators chosen by the Department of Superintendence in 1924 as members of the Commission on the Curriculum. Drastic revisions in the curriculums of American public schools followed the publication of the Commission's four yearbooks. In 1929, Superintendent Stetson was elected to the Executive Committee of the Department of Superintendence, and at Minneapolis, in 1933, he became its president. His term of service as president came during the darkest days of the depression. His vision and courage at that time did much to save the schools from irreparable damage.

The fine work of the Indianapolis Public Schools will be carried forward by DeWitt Morgan, formerly Principal of the Arsenal Technical High School.

To NEA student members—Student members, who now number several thousand in the Association have the satisfaction of having begun their Associational life at the very beginning of their teaching service. They have gained several years in leadership and will be a positive influence in the development of the profession.

The Philadelphia Principals' Club, of which Reinhold W. Goll is president, will act as host to the principals of the nation stopping in Philadelphia en route to the Atlantic City convention of the American Association of School Administrators on Friday, February 25, 1938. The club will establish headquarters for visiting principals in the lobby of the Benjamin Franklin Hotel at 9th and Chestnut Streets. It will offer the principals special information service concerning the historic points of interest in the city, automobile maps, railroad timetables, local transit facilities, and a directory of public schools open for visitation.

The Editor of THE JOURNAL will appreciate hearing from persons who are interested in the Citizenship Recognition project, described on page 243.

Ratify Child Labor Amendment—If children in the industrial states are to be protected from ruthless exploitation, it is necessary that the child labor amendment to the federal Constitution be ratified. Only eight more states are needed to put the amendment into effect. Let each state education association, where the amendment has not been ratified, have a most active committee at work on the matter. The states which have not yet ratified are: Connecticut, Delaware, Florida, Georgia, Maryland, Massachusetts, Missouri, Nebraska, New York, North Carolina, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Alabama, Louisiana, Mississippi, and Virginia.

The National Association of Student Officers, which serves as a clearinghouse for the exchange of ideas among student governments, functions under the guidance of the Department of Secondary-School Principals. Selfgovernment organizations of secondary schools may affiliate by paying an annual membership fee of $1.50, and sending a copy of their constitution. The service of the NASO to its members this year consists of three copies of each number of *Student Life;* a packet of material on student government; and other material. Address the Executive Secretary, National Association of Student Officers, 5835 Kimbark Avenue, Chicago, Ill.

The Exposition of the Buffalo, N. Y., public schools, October 28-30, gave a panorama of the work of the schools in a setting of color, lights, and flags. Its prime purpose was to interpret the work of the schools for the community, and to bring to the serious attention of the public the fact that every dollar spent for education in Buffalo returns a large dividend to its citizens.

Future Teachers of America—For information concerning Future Teacher clubs, see page 269 of this issue. Officers of Future Teacher groups are invited to send to the editor of THE JOURNAL a description of activities in their clubs.

Schoolboard member honored—Faculty and students of the Van Buren, Ark., Highschool, paid tribute to one of that community's prominent citizens at the 1937 commencement. A certificate of admiration and esteem was presented to J. J. Izard, who has been a member of the local schoolboard since 1912, its president for twenty-three years.

For teachers of social studies—An organization known as the Institute for Propaganda Analysis has been organized with an advisory board including Dr. Charles A. Beard, Paul Douglas, and other citizens of like outlook. The Institute proposes to issue a monthly letter of especial use to [*Cont. on page* A-136]

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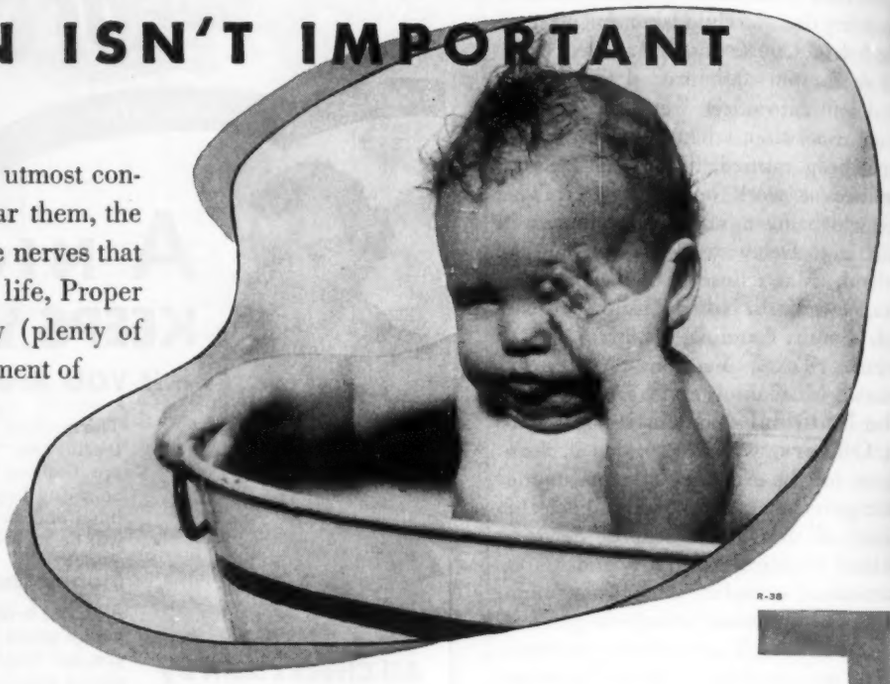

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FOUR FACTORS TOWARD GOOD TEETH: PROPER FOOD, PERSONAL CARE, DENTIST'S CARE AND PLENTY OF CHEWING EXERCISE

[*Cont. from page* A-135] teachers of social studies. Persons interested should write to Clyde R. Miller, secretary and managing director, 132 Morningside Drive, New York, N. Y.

Why not enjoy the sunset years? Phebe E. Mathews, a retired teacher 75 years young, is president of the International Retired Teachers Association. Retired teachers who are interested in the project may reach Mrs. Mathews at 3401 Fourth Avenue, South, St. Petersburg, Fla.

Dr. Lucy L. W. Wilson, educator and author, passed away September 3. In 1934 Dr. Wilson retired as principal of South Philadelphia Highschool for Girls. She was selected by a committee of leading Philadelphians as the person who had done the most for Philadelphia during 1933.

The Iowa Department of Public Instruction plans to offer a certificate for careful driving to school bus drivers during this school year.

He ought to know—I used to think that the church was somewhat narrow-minded on the liquor issue. But for several years I have been chairman of a parole board, and I see a steady procession of young fellows parading before our board, ruined by liquor. It is difficult to exaggerate the toll which liquor takes in human lives and in human suffering. The suffering of wives and children is far greater than that of the inebriates themselves. Liquor has come to be one of my pet hates. I should like to dump all beer and whisky and wine and gin into the ocean, and there are moments when I am so unchristian that I should like also to dump into the ocean all manufacturers of liquor and proprietors of liquor stores and bartenders, and the rest of the gang that is poisoning the youth of America and converting so many of our fine boys into drunken sots and criminals.—Wilbur LaRoe, Jr., chairman of the Parole Board, Washington, D. C.

United States savings bonds can be had in small amounts. They are a fine investment, especially for teachers. They encourage systematic monthly saving. Write the U. S. Treasury for information. A growing personal estate gives security.

It is intellectual dishonesty for those who are in a position to know better to compare Roosevelt's aims and philosophy with the aims and philosophy of a Hitler or a Mussolini. It is criminal folly to believe that we can turn the clock backward to the America of the 1880's and can survive with an unplanned civilization (which always turns out to be in fact a civilization planned in the interest of a welltodo minority) in such a world as we see about us today.—Bruce Bliven.

Nansemond County, Virginia, was the first county to report 100 percent enrolment in the NEA for 1937-38. F. H. Christopher of Chuckatuck is president of the county association and H. V. White of Suffolk is the county superintendent.

The Commission of the American Association of School Administrators, which is preparing the yearbook to be issued in 1939 on "Problems of School Systems in Smaller Communities," held a three-day session at Chicago during the last week of September. In connection with this study, over 8000 letters of inquiry have been mailed. To tabulate and analyze the replies will require the services of four members of the Washington headquarters staff for two or three months.

The Educational Policies Commission held its sixth meeting in Chicago, September 16-19. A day and a half of the session was devoted to conferences with members of President Roosevelt's Advisory Committee on Education.

Dr. Charles H. Judd, now on a year's leave of absence from the University of Chicago, has recently resigned from membership on the Educational Policies Commission. Dr. Judd has served with distinction on a number of important NEA and departmental commissions. When accepting appointment to the Commission two years ago, Dr. Judd stated that he would serve until its work was well under way.

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Dates to be remembered—

Nov. 7-13—American Education Week. See page 251.

Nov. 29-Dec. 1—Second National Conference on Educational Broadcasting to be held at the Drake Hotel, Chicago.

Dec. 27-30—Annual Science Exhibit, to be held in Murat Theater, Indianapolis. For information, address the American Association for the Advancement of Science, Smithsonian Institution Building, Washington, D. C.

Feb. 26-Mar. 3, 1938—Atlantic City meeting of the American Association of School Administrators. See page 274.

School Health Education Service discontinued—In 1935 the American Child Health Association was dissolved as an organization. Certain educational services developed and rendered in the interest of school health education by the American Child Health Association were taken over temporarily by the National Education Association under the auspices of the Joint Committee on Health Problems in Education. This School Health Education Service has been administered from offices in the NEA building by Miss Anne Whitney, formerly Director of Educational Service of the American Child Health Association. The arrangement was made in 1935 with the understanding that the temporary service would not extend beyond a two-year period. In accordance with this plan, the service has been discontinued. The publications dealing with child health previously distributed thru the American Child Health Association are still available thru the NEA.

People to decide on war—The resolutions adopted by the National Education Association at Detroit include the following resolution on war:

Opposition to war—In furtherance of its adopted policy of opposition to war as a method of settling international disputes, the National Education Association advocates the following as possible means for maintaining peace in the world:

[1] Education for peace including the truth about the causes of war and the means of alleviating such causes.

[2] The teaching of war aims and the extent to which these have been attained thru warfare.

[3] Nationalization of the war munitions industry to take the profits out of war and the preparations for war.

[4] An amendment to the Constitution to provide that, except in case of actual invasion, war may be declared only by vote of the people.

[5] An amendment to the Constitution to legalize a universal draft act in case of war that would automatically draft the material and industrial resources of the country for the successful prosecution of the war.

A movement in the direction of a constitutional amendment providing for a popular vote on the declaration of war is being led by Congressman Louis Ludlow of Indiana. This is a good suggestion for discussion in school civics classes. Address Congressman Lud- [*Cont. on page* A-138]

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[*Cont. from page* A-137] low in care of the House Office Building, Washington, D. C., for full information.

Education for today, in short, must be a training in sensing what is going to happen because something else has happened. It must be a training in social consequences. For example, cities sprang up because factories were built; crowding came because cities came; the worst crowding came where the poorest had to live; crime flourished where the worst crowding came; police systems grew because crime grew; taxes grew as police and crime grew; and so on and so on. . . . Youngsters must have the "feel" not so much of a fixed soil under the feet as of a world going somewhere. They must learn how causes lead to effects and to further effects. . . .—H. A. Overstreet.

New NEA Publications

Annual Volume of Addresses and Proceedings—This 1000-page book reports the Detroit convention of the National Education Association and a number of the meetings at New Orleans in February 1937. This volume is sent to all Life Members and to all five-dollar members of the Association. It is available to others at the regular rate of $3 per single copy.

Implications of Social-Economic Goals for Education—In 1932 the National Education Association appointed a Committee on the Social-Economic Goals of America. The report of this committee in 1933 has been widely acclaimed by both laymen and teachers. To make its original statement of goals concrete, the committee appointed subcommittees which have been working during the past three years upon their reports. The suggestions of these expert consultants are now available in an attractively printed volume of 126 pages. Price per single copy, 25¢.

Views and News from the Child's World is the title of a recently issued bulletin of the Department of Kindergarten-Primary Education. Compiled by A. Maud Sproat, kindergarten-primary supervisor, Salt Lake City, Utah, it consists of short accounts of kindergarten-primary-school activities in Colorado, Idaho, Montana, Utah, and Wyoming. This 56-page bulletin contains 20 half-page photographs. It is printed attractively with a special illustrated cover. Price, 25 cents per single copy.

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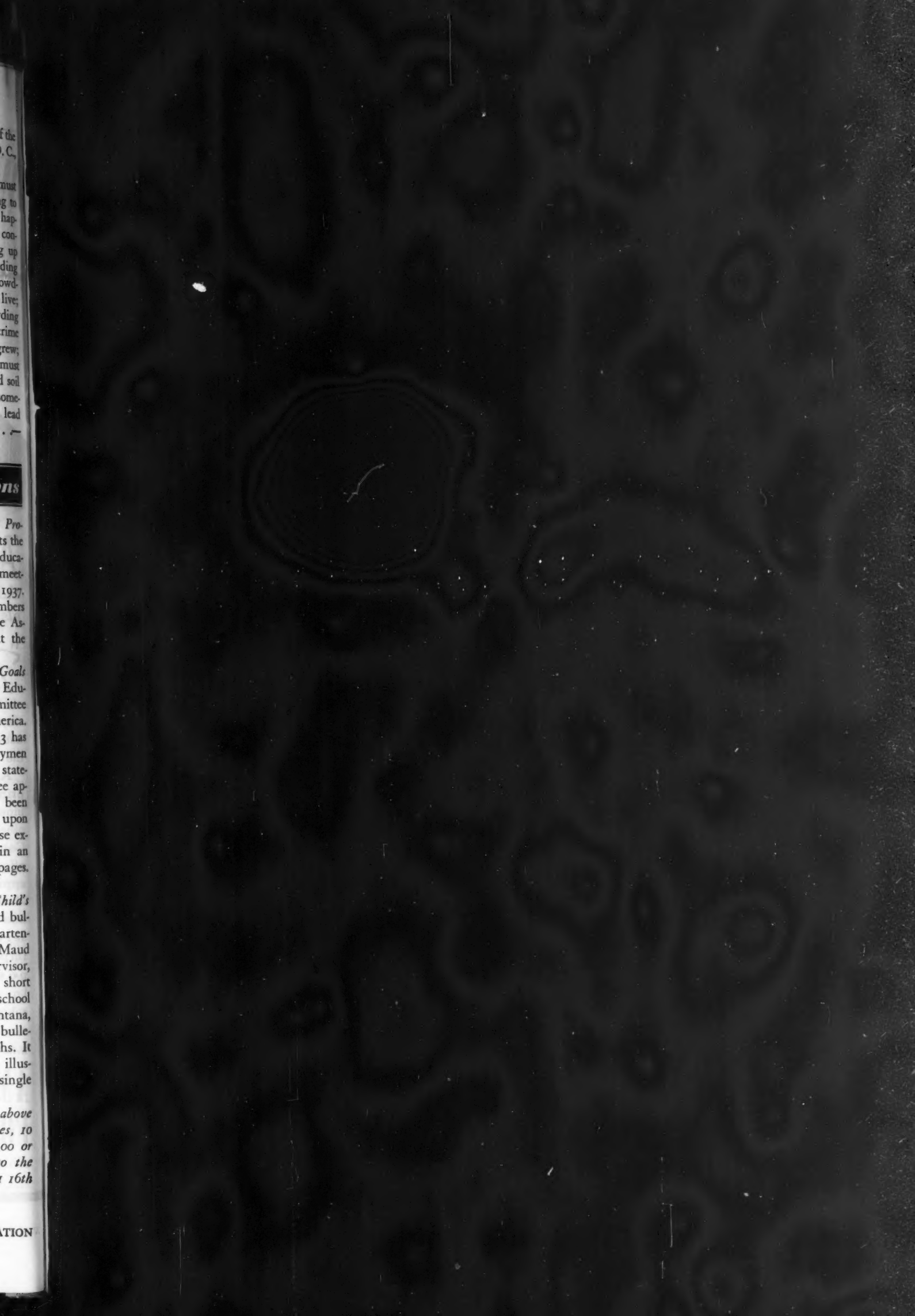


The Journal of the NATIONAL • EDUCATION • ASSOCIATION OF • THE • UNITED • STATES—*NOVEMBER* 1937
VOLUME 26 NUMBER 8

The Meaning of AMERICAN CITIZENSHIP

ISN'T IT STRANGE *that with more than two million young men and women reaching voting age each year, we have no public occasion to dignify and ennoble that event, no community effort to fix in the minds of the new citizens a sense of the significance of citizenship in a selfgoverning republic? Under the sponsorship of the board of education—the most logical agency to take the lead —the people of Lorain, Ohio, held a public recognition service for young citizens on September 19. The following address prepared by the Editor for that most interesting occasion is published here instead of the usual editorial.*

WE ARE MET TODAY to recognize as citizens of the United States the young men and women of this community who have come of age during the past year. I am honored to have a part in this occasion. It marks the beginning of a new kind of civic responsibility. May I congratulate you all upon the vision and the civic leadership which have been willing to undertake this difficult and responsible task. Your chairman, Mr. J. S. Masson; your board of education; your superintendent of schools; your teachers and principals, the local press and various civic organizations of the community are all to be commended for their attitude of helpfulness and cooperation. And you young people who have volunteered to come together to reinforce your mutual purpose to be good citizens deserve a special word of appreciation. May the memory of this day abide with you to inspire and guide your citizenship thruout the years.

What you are doing here today has more than local significance. It is a response to a need that is nationwide. We have taken too lightly in our generation the duties and privileges of citizenship. Somehow we have taken it for granted that democracy would run itself. We have failed to impress upon the more than two million new citizens who each year reach the age of twenty-one the deep significance of their coming into active citizenship. We have had no inspiring public occasion to mark that event. As I have lived and worked in Washington thru the years, I have often felt the need for such an occasion to mark what must be to any thoughtful young man or woman one of the great turning points of his life—the assumption of the sacred responsibilities of sovereign citizenship in a selfgoverning republic.

This day marks the beginning of a new purpose for me, as well as for these young people. During the years ahead I shall do all that lies in my power to encourage state and local school authorities to maintain from year to year a Citizenship Recognition Service in which every new citizen shall be invited to take part to the end that our great Republic shall go forward with a new appreciation of its inspiring possibilities. Such an occasion would add immensely to the effectiveness of our civic education and would become one of the greatest services the schools could perform. Each year more and more of our young people are completing their highschool education. Like the elementary school the highschool is now a *common* school. So rapid has been this increase of highschool enrolment during the past few years that we shall have as voters in the election of 1940 twice as many highschool and college graduates as there were in the election of 1936. We believe that this longer period of schooling will have a profound influence upon the intelligence and integrity of government during the next generation.

The spirit of this occasion engendered by your presence here with your friends and neighbors, by this beautiful music, and by the ideals which lie back of it all, has a personal meaning for each of you. What I have to say tonight concerns each of you personally and directly. Your future as an individual is bound up with the future of your country. The quality of its life is as much a part of your existence as the air you breathe and the food you eat. We have been in the midst of a great depression and we have been very conscious during recent years of our national shortcomings. Perhaps we have all been somewhat discouraged and a little critical of our Republic and of our American system of life. It is well that we should be critical and that we should attempt to improve the conditions which surround our lives, but let us never forget our great and noble inheritance, for upon that inheritance we must build our future.

I think of the country itself. What a rich and beautiful continent we are privileged to inhabit! As one rides its farflung railroads or motors over its thousands of miles of paved highway, or follows its streams, or climbs its mountains, or penetrates its forests, or takes the airplane and skimming thru the clouds looks down upon the panorama beneath, it is an inspiring picture of a mighty gift such as the people of no other continent enjoy, God-given and eternal. We have not always been appreciative of this gift. We have been wasteful of our forests and minerals,

careless of our water power, ruthless in the wastage of our soil. We have come now to the day of reckoning when by flood and dust storm we are forced to face our national destiny and our relation as a people to the soil from which we draw our life. But with all the wastage, with all the lack of planning and lack of vision, we still have the greatest heritage of natural resources and climate to be found upon the face of the earth. I say this in no vain spirit of boasting but in a spirit of humility, appreciative of the responsibility which goes with this heritage.

I think too of the mighty heritage that has come to us in the memory of great deeds performed by the pioneer men and women who have established this mighty nation in so brief a span of years. Every American should be encouraged to read biography because it gives an inspiring sense of the nobility of mankind. It lifts one above the petty and the trivial to go again with George Washington, with Benjamin Franklin and Thomas Jefferson, with Horace Mann or with Abraham Lincoln, thru the struggles that have carved out our national being, that have given us our freedom, and that have kept us going forward upon the path of democracy. Every American is entitled to know these creators and guardians of our liberty, and we may be sure that a knowledge of their great deeds will reinforce and inspire our own purposes. We have attached great importance in this country to literacy, to the ability to read and write. We have not attached enough importance to reading itself as a lifelong enterprise in the life of the citizen. The mere fact of being able to read does not of itself guarantee intelligent citizenship. There must be wisdom in the choice of reading. The school course is too short, even if pursued thruout the college years, to enable any man or woman to read all the things which he should know about the founding and growth of our Republic. Reading must be lifelong and what a fascinating thing it is to have such an abiding interest as the biographies of the men and women who have stood highest in our national leadership.

Beyond the heritage which is found in the lives of the men and women who have made America, stands the Republic itself, the greatest example of constitutional government among free men. It is fitting that this Citizenship Recognition Service should begin during the year when we are celebrating the 150th anniversary of our American Constitution, undoubtedly the greatest single document in the entire struggle of mankind for orderly selfgovernment. I need not review here the story of the Constitution. That is being done in other ways as the great celebration goes forward. You are familiar with the story of the colonies and their difficulties, with the Declaration of Independence, with the Revolutionary War, and the difficult and disastrous years under the Articles of Confederation. You are somewhat familiar with the struggles of the Constitutional Convention itself. You know the patience and nobility of Washington as he presided over the convention; the difficulty of reaching agreement; the willingness of the men who took part to subordinate personal and sectional interests to the general good; and the narrow margin by which the Constitution was adopted and put into force when it was submitted to the states.

It is difficult to read this history without seeing in it all the hand of Providence, for the struggle which was then taking place in America was in a sense the climax of untold centuries of human struggle upward, a struggle against despotism, a struggle against the destructive forces within the nature of the individual man himself. The birth of our democracy goes back nineteen hundred years to the birth of Christ. It was His teachings, gradually permeating the minds and hearts of the people of the western world, building up their self-respect, that led to a demand for larger liberty and justice. Let us never forget that our democratic institutions have their foundation in the principles of life that were set forth by the Great Teacher.

No one would contend that the Constitution is a perfect document. The very men who framed it were conscious of its shortcomings. The very fact of the Civil War proves that it could not meet all the needs of the young Republic, and we have our difficulties in these days in agreeing among ourselves as to what we want the Constitution to be and how we want it to be interpreted or administered. But these are small matters as compared with the great fact of the Constitution itself standing between us and chaos, between us and despotism, between us and a return to the brutalities and confusion of earlier centuries.

It is also a happy coincidence that in this year 1937 we are celebrating another anniversary of deep significance in the life of the Republic. Just a century ago, Horace Mann, the father of our free public schools, took up his duties as secretary of the Massachusetts Board of Education. In that position he performed for the Republic a service that entitles him to the lasting gratitude of every man, woman, and child in the nation. Horace Mann ranks with Washington and Lincoln as one of the three men who have done most to establish and safeguard selfgovernment. I realize that it has not been customary to compare Horace Mann with these other statesmen in importance, but as one studies his life, as one follows the development of the great free common school system which he founded and realizes that today we have in these schools thirty million young men and women—a population ten times as great as the total population of the colonies when the Declaration of Independence was signed—as one contemplates the part which education has played and is playing in the life of the Republic, it is inescapable that he realize more and more the outstanding contribution which Horace Mann made.

This is not the time or the place to give a complete eulogy of our great American educator. That will be done during "Horace Mann Day" on November 9 of American Education Week. It will be done each year in the schools on May 4 as the students gather to observe the birthday of Horace Mann. But I cannot leave the subject tonight without giving you a brief picture of the impression which a study of the life of Horace Mann made upon one of the students in the Plymouth, Massachusetts, highschool this year. I shall read a poem which was written by this student and read at the commencement exercises in the historic old town of Plymouth. This beautiful poem is an example of the work which is being done in American schools and inspires one with a new faith in the future of American culture.

TO A GENTLE WARRIOR

A CENTENNIAL ODE TO HORACE MANN

By Mary Bodell

There was a time, a restless, change-rocked time
A time of strife when Learning stood forlorn,
Seeking a knight to raise her up sublime.
Into that time, her champion was born.

No iron-hearted conqueror was he—
To fight 'mid smoke and clanging clash of steel,
Avid for power, ruler of earth to be!
His was a greater goal, a nobler zeal.

He battered at the mighty oaken gates
Of minds fast-closed, besieged with force the wall
Of ignorance and prejudice and hate,
Besieged it—till at last he saw it fall.

For millions still to come, he paved the road.
He glorified the common school and showed
Wherein a nation's power and greatness lay—
Her wealth of youth, its growth from day to day.

His visionary soul saw far ahead
Clear vistas of the dream that might come true;
Yet visions did not dim his eyes—instead
He clearly saw the present labors, too.

Then set him up with conquerors and kings!
He'll glow above their glitter and their show!
Their deeds live now in books, in temporal things;
His deeds live in men's sons; they thrive and grow.

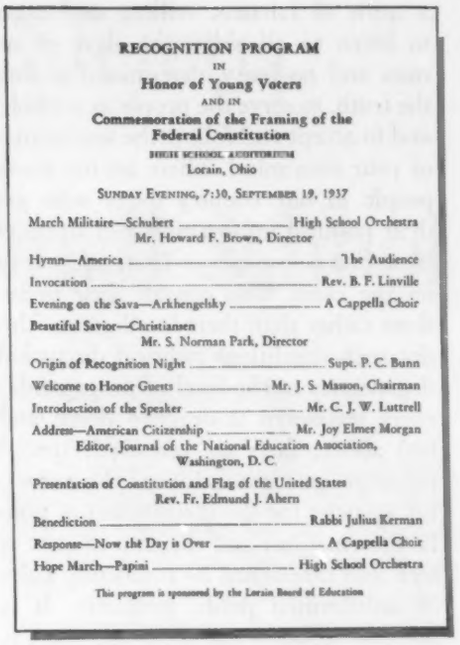
So let us honor him today. As pilgrims
We come to praise the masterpiece he wrought,
A glorious one, since "we who did not know him
Are moving to the measure of his thought."

We must, therefore, include in our great American heritage, along with the land itself, the memory of noble men and women, and our system of free government, this basic institution—the common school—which is yours to cherish, to improve, and to use as the instrument of your intelligence. We have come to see that the education of adults is no less important than the education of children, and it is quite possible that these years when we are celebrating the 150th anniversary of the Constitution and the 100th anniversary of the common school, will mark the beginning of nationwide plans for tax-supported free public education of adults. It is quite possible, indeed probable and necessary, that adult education will grow to a point where in every school building in the land there will be classes and discussion groups of the people in the community dealing with the important issues of their lives. You who are here tonight, even tho you have been out of school but one or two or five years, must realize that nothing which then could have been taught you would fully meet the requirements of the years which have passed since. The setup in our country and in the world is changing so rapidly that new problems of life and government arise overnight and if people are to meet them in the light of full intelligence, they must continue their education and study thruout the years.

We live in one of the greatest transition ages of all history. We think of the dawn of history, the breaking up of the Roman Empire, and the reorganization of the world's life which followed the discovery of America as marking great turning points in man's existence. In my judgment, the change that is taking place in human life today is even greater than the change which took place in the Middle Ages or during the fall of the Roman Empire; it can be compared only with the dawn of history itself. I firmly believe that the world is entering upon a new epoch, that mankind has again come face to face with destiny, that it has reached a point where it can turn backward into the darkness and confusion of bygone ages, or can move forward into a new period of light, selfgovernment, justice, and beauty. Whether it shall do the one or the other may depend—indeed is likely to depend—upon what happens in the United States of America. Here we have the conditions of life, here we have the level of education, here we have the background, and let us hope, the purpose to preserve human freedom and to perfect democracy until every man, woman, and child under the American flag shall enjoy the blessings of security and opportunity.

I need not recount here the vicissitudes of countries overseas, the breakdown of government in one country after another, the struggle in Spain, or the situation in China or in Germany. In daily headlines and radio narratives you hear that depressing and disheartening story. Nor need I review the difficulties which we face within our own nation. They are much upon our minds. I believe the greatest threat to our freedom and our system of selfgovernment comes, not from without, but from within the nation, and that we would do well to put our own house in order if we are to make our best contribution toward the peace and stability of the world. We have many pressing problems facing our country, problems in agriculture, problems involving relations between capital and labor, problems having to do with the regulation of our great corporations, problems in the housing of our people, in education, in the conservation of our resources, and finally in the adaptation of our institutions to the new conditions which have arisen.

We are not agreed upon these problems, nor can we expect to be. In the end we shall have to do what the founding fathers did in the Constitutional Convention. We shall have to adjust our differences in the spirit of goodwill and subordinate our lesser interests to the general welfare. The important thing for you as citizens is that you shall heed the advice of Washington to avoid partisanship, and that you shall look at those problems with an open mind in



RECOGNITION PROGRAM
IN
Honor of Young Voters
AND IN
Commemoration of the Framing of the Federal Constitution
HIGH SCHOOL AUDITORIUM
Lorain, Ohio

SUNDAY EVENING, 7:30, SEPTEMBER 19, 1937

March Militaire—Schubert ..... High School Orchestra
Mr. Howard F. Brown, Director
Hymn—America ..... The Audience
Invocation ..... Rev. B. F. Linville
Evening on the Sava—Arkhengelsky ..... A Cappella Choir
Beautiful Savior—Christiansen
Mr. S. Norman Park, Director
Origin of Recognition Night ..... Supt. P. C. Bunn
Welcome to Honor Guests ..... Mr. J. S. Masson, Chairman
Introduction of the Speaker ..... Mr. C. J. W. Luttrell
Address—American Citizenship ..... Mr. Joy Elmer Morgan
Editor, Journal of the National Education Association, Washington, D. C.
Presentation of Constitution and Flag of the United States
Rev. Fr. Edmund J. Ahern
Benediction ..... Rabbi Julius Kerman
Response—Now the Day is Over ..... A Cappella Choir
Hope March—Papini ..... High School Orchestra

This program is sponsored by the Lorain Board of Education

a spirit of fairness, willing and eager to listen to all sides, the slave of no man and no party, determined to find the truth, to serve the people as a whole, and to accept and follow the sovereignty of your own mind. There are too many people in our country today who get their political information and attitudes from one newspaper or from one source on the radio, who consult their prejudices rather than their intelligence. Under such conditions political discussion degenerates to the level of propaganda; every statesman is dragged down and lied about; facts are obscured; special privilege gets possession of the powerful agencies for the distribution of public information; and the ship of state is torn and threatened by conflicting gales of uninformed public prejudice. It is not easy to know the truth and there is always the possibility that the citizen will make mistakes in his judgment, but he can at least make sure that he is honest and sincere in his attempt to get at the truth and to serve not any selfish interest but the people as a whole. That is the principle upon which democratic government was founded. It is the only principle upon which it can survive and adapt itself to the new and difficult conditions of our time.

I shall speak next of the citizen's opportunity, of what it means to go out into the community endowed with the highest gift, that of having a part in the government of humanity. Stop a moment to think what this means. For untold centuries men have fought and suffered martyrdom, have lived and labored thru long and tortuous years that the rights which we enjoy might be ours, and under our system we intrust this precious heritage in the hands of the people themselves. We say to every young man and woman who reaches the age of twenty-one: "You have become a sovereign citizen. You are the source of the authority of our government. You have upon your shoulders the preservation of this great boon of freedom and opportunity for which others have paid so dearly. If you do not appreciate the importance of this sovereign privilege, if you do not exercise it and exercise it wisely, it will be lost and the old long cycle of confusion and suffering will be once more ahead."

There is always the danger that we shall think of our citizenship too narrowly, that we shall fail to realize its relationship to our lives as a whole. When we think of citizenship we are likely to think of voting, or of serving on the jury, or of our services as public officers, or of paying taxes, or of the possibility of being drafted into the army to serve as soldiers. These are the specific tasks of the citizen and each is of the highest importance, but back of them stands life itself, the art of living so that life shall be good and beautiful, free and worthy of the human race. You cannot separate your citizenship and the exercise of your civic duties from the rest of your life. If your life is noble and rich, your citizenship will express that nobility. If you are a good mother or a good father, you are more likely to be a good voter. The purpose you have as a father or as a mother will carry over and influence your decisions at the ballot box. If you are a good workman with joy and a sense of perfection in your daily task, you will make a better member of a jury, because thru your labor you will have penetrated the common heart of humanity. If in your relations with your family and your neighbors, you have a spirit of goodwill and mutual helpfulness, that spirit will be your contribution toward a wholesome state of the common mind.

> Is it not *possible to create thru experiment, by working with the young people themselves, and by making improvements from year to year a community occasion that will take advantage of the dramatic possibilities involved in reaching the age when one assumes sovereign responsibility for participating in selfgovernment? It is not easy to create any new enterprise. But the purpose here is so important as to justify sustained study and effort. What if only a few take part at first? Ten young people who will get together and develop purpose to take their citizenship seriously may be the means ultimately of lifting the whole life of the community.*

If in the organizations in your community, your church, or lodge, or club, or occupational group, whatever it may be, you always take the side of truth and fairness and good sportsmanship, you will do the same when you approach your tasks as a citizen. If you have a sense of values in the way you spend your money day by day; if you realize that your dollar is your economic ballot and that every time you spend a dollar you are helping to determine the character of industry; if you try to spend that dollar so as to get the values that will mean most in your own life and in the life of your family and community—you will appreciate the importance of paying taxes. And while you will never cease to be critical, to make sure that the taxes are well-spent, you will realize more and more that we in America today get more for our tax dollar than for any other dollar we spend. What greater testimony than that could one bring as to the success of selfgovernment? I am familiar with corruption in government. Government always has been, and always will be, a struggle between the higher forces on the one hand and human selfishness and greed on the other. Over the beautiful state capitol building at Lincoln, Nebraska, the architect has carved these significant words: "The safety of the state is watchfulness in the citizen."

May you as sovereign citizens carrying upon your shoulders the responsibility for selfgovernment, ever be watchful of this priceless and hard-won heritage. May you build into your lives as men and women the best that mankind has thought or dreamed thruout the ages, knowing full well that if your lives are right, your citizenship will be worthy. Citizenship is at its best only when one's political influence and acts are the expression of a generous and wholesome way of life. May you ask yourself again and again thru the years, "What kind of a country do I really want? What kind of a life for myself and my loved ones?" May you ever realize that all human institutions, including government, must be born anew in the hearts and minds of each generation. In that fact lies the significance of Citizenship Recognition Day. May we all accept our trusteeship and treasure up in our hearts government of the people, by the people, and for the people.

A Cafeteria in a Small School

Mrs. Blanche Means

Central School, one of the two elementary schools in Springdale, Arkansas, [population 3000] maintains a successful cafeteria of which its patrons are justly proud.

Seven years ago, the school moved its six grades of 300 children to a different building—a small, remodeled high-school. In the southeast corner of the basement was a vacant room, large and sunny. "Just the place for a lunchroom," said the six teachers.

The plan met with the instant co-operation of PTA members. With their assistance simple tables and benches were constructed and two oil stoves were purchased. A discarded science table, already fitted with six large drawers, served admirably as a food counter; this, together with a sink, a closet for food storage, simple shelves, and a food table, completed the equipment. The entire furnishings were painted green and ivory, thru the courtesy of a house-painter whose little daughter attended school.

The cafeteria was ushered into the domestic world like a bride, with two generous showers. To the first, a kitchen shower, were brought dishes, cooking utensils and tea towels. To the food shower came fresh and canned fruits and vegetables. This latter shower has become an annual institution, in anticipation of which school mothers can a few extra quarts of food during the summer season, while preserving for their own families.

Just before Thanksgiving each year, the children prepare an entertaining program to which the parents are invited. The price of admission is some article of food to be used in the cafeteria. Great quantities of supplies are brought in—bushels of apples, of sweet and Irish potatoes, or onions, as well as fruits and vegetables which have been canned for the purpose during the previous summer. Even after the drought suffered by northwest Arkansas in 1936, over fifty dollars worth of food stuffs, mostly home canned, was donated to the school.

The cafeteria has fulfilled, to a gratifying degree, the dream of its founders. It has provided a time in each day when the children may experience a social hour in desirable relationship. It has made available hot, nutritious lunches to the many pupils who come into school from the surrounding country. It has furnished meals without cost to those who would otherwise have gone hungry. And its occasional profits have bought much-needed school materials—books, sand tables, band instruments, furnishings for a restroom. Out of these surplus funds have been obtained additional and adequate equipment for the lunchroom itself, not only a modern gas range, but also enough dishes to serve 100 persons at the same time.

The average number of pupils and teachers served at lunch hour, during the past seven years, has been about sixty. A major problem for the last three of these years has been the feeding of unfortunate boys and girls. The problem has, of course, been handled so that there is no distinction between children able to pay and those who are not. Wherever possible, pupils are allowed to exchange milk or fruit or vegetables for lunches. In autumn, those who live on farms barter raw tomatoes, green beans, grapes, melons, for hot lunches. Two sixth-grade girls are given their meals as payment for helping with the serving and washing dishes.

Since the beginning of the venture, the same efficient woman has served as cook. Her dishes are attractive, wholesome, and economical. Her aim is to give the children good, substantial food with proper nutritional values. Quite often fancy touches are added, such as gingerbread men with homemade ice cream, or candy Easter eggs. Sometimes a health class is asked to plan the menus for a week or two, with the arithmetic class estimating the costs.

Following are some sample menus:

1

meat pie	bread
creamed corn	tomatoes
scalloped potatoes	huckleberry pie

2

meat loaf	mashed potatoes
peas and carrots	hot rolls

jello with whipped cream

3

Spanish rice	stuffed baked potatoes
green beans	hot biscuits
milk	cookies

canned peaches

The price per lunch has been the same from the beginning, ten cents. How can a cafeteria be maintained at a modest profit on such small charge? The answer is: careful buying in large quantities and cooperation on the part of the entire community.

By CLARA M. BARNES

Can Children Use a Library?

AN INCREASED USE of the library by elementary-school children is undoubtedly a valuable end to be attained. The knowledges and skills necessary to such attainment must come as the natural outgrowth of practical experience and teaching. Instruction in the use of the library must be given, in one form or another, if children are to use the library effectively.

How much of this instruction should be given in the elementary school, by whom, and in what form? Should it be given in considerable detail, following the usual outline of lessons for the junior and senior highschool? Should it be given by the librarian, by the English teachers, or by any teacher of a content subject when need for such instruction arises? Should it be given in a definite and formal series of lessons, or should it be given informally and incidentally, in response to a given need, whenever that need is evident?

Library instruction in the Lake Bluff School, Shorewood, Wisconsin has been informal, but it has represented a consistent effort on the part of the librarian, and it has been a continuous process, carrying over from week to week and from year to year. It begins in the third grade and continues thru the sixth grade, when the children leave us to enter the junior highschool. Children in these grades have one fifty-five minute period in the library each week. During that period they are given time to select and charge books for home reading, for we circulate books as in a public library; some time is given for voluntary book reports, for keeping reading records up to date, for a free reading period, for some presentation by the librarian in the way of appreciation. Time for a formal lesson would be limited, and often the introduction of instruction so definitely of the "lesson type" would utterly destroy the ideal library atmosphere which certainly should be one of the finest values to be realized from this period.

John comes to the librarian with a question as to the author of a certain book, which he wishes to enter on his reading record.

A Wisconsin school librarian, who speaks from experience, answers this question.

She replies, "I could tell you, John, but I think you might like to know how to find it yourself."

Then John is taken to the card catalog, where he learns how to look up a title card to find the author. The librarian may then call the attention of the class to the problem that has arisen, and explain it, perhaps remarking at the same time that John now understands it and will be glad to show anyone what he has just learned.

In the course of any library period many children ask for help in finding books on the shelves. The librarian consistently follows the principle of *not* pointing to a certain shelf or personally finding the book in question. Instead of this, which might really be easier for her at times, she tells the child by author or classification number where the book may be found.

For example, Ruth asks for a cookbook, and the librarian replies, "The number is 641, Ruth. See if you can find it all by yourself."

Jerry is looking for Indians and is directed to 970.1. Bob is returning a book about which he is very enthusiastic, and he comes to the librarian with "Oh, boy, was this a keen book! Are there any more by this guy?"

"I'm glad you liked it, Bob. Yes, there are several others. Just look on the fiction shelves where that author belongs." If he doesn't understand that, she explains it to him, and probably to the class or a small group nearby at the same time.

On some rare occasions, in order to impress upon children in the third and fourth grades the significance of classification numbers on the backs of books, the librarian has resorted to a little "game" invented for the purpose. Children are chosen from different groups at the library tables, assigned classification numbers, and asked to see how quickly they can find their books and return to their places. Then, in the order of their return, they are asked to tell the class the numbers and subjects of their books. This never fails to arouse interest and considerable curiosity about the classification numbers, which gives the librarian an opportunity to explain it to some extent. A long, evolved explanation of the classification system (Dewey Decimal) is not given, as it serves only to confuse children.

If children meet this type of experience week after week for three or four years, it is natural that they should pick up a considerable fund of information about how to use a library. During the spring of 1936 to find out rather definitely just how much sixth graders actually do know about the library, we prepared a library unit covering three phases of how to use a library: By direct access to the shelves; by use of the card catalog; by use of encyclopedias. In addition to a general guide sheet for each section, there are sets of "library practice sheets" to be given out to the children: seven sets of ten questions each on use of shelves; ten sets of ten questions each on use of the card catalog; ten sets of ten questions each on use of encyclopedias.

There was not sufficient time after the unit was completed in the spring to introduce it effectively, and the sixth graders were so occupied with many interests at that time that they were not greatly impressed. In December a situation arose which gave an excellent opportunity to present the section of the unit covering use of the card catalog. This was done casually in all fifth- and sixth-grade classes, with the brief explanation that the questions on the practice sheets represented only what they already knew and had been doing all along, and that it should be fun to work on them. Some of the children looked at them askance at first, but the idea soon took hold, especially after some of their number became so enthusiastic that they almost wore out the librarian!

We hoped for a reasonable response, but have been amazed by the interest aroused by this project. Practice sheets were handed in as soon as completed and exchanged for others of the same series. The librarian soon found herself with a huge pile of papers to mark and return. As these have been returned, children have taken an interest in correcting their errors and thus clearing up any points they did not understand at first. After the final corrections have received the librarian's "O.K.," the papers are given to the children to keep. The librarian also keeps a record of their progress in this work for reference in making out her library reports, at the end of the grading period.

The following definite statements may be made from observation of the experiment:

[1] Most children prefer to have the complete series of practice sheets at once, instead of receiving them one or two at a time.

[2] The number of children permitted to work on such a project during any given period must sometimes be limited because of the limited number of catalog drawers.

[3] A very evident feeling of mastery and satisfaction comes to each child who completes these sets of questions, and those who are more "experienced" may often be heard importantly explaining a certain point to a beginner.

[4] This project has done more than any one thing attempted so far to foster the idea that the library is accessible *at all times* and that all children may really know how to use it. They have been hurrying to complete assignments in other classes and coming in for a few minutes whenever they could to work on these problems.

[5] Interest in the catalog problems has carried over very naturally to the two other phases of using the library. When children have completed all ten sets of catalog problems, they have immediately clamored for more worlds to conquer, and have been given the problems on how to find books on the shelves. These problems are planned to make the youngsters more aware of the significance of classification numbers. A few have completed these, also, and are now working on the third and more difficult series on the use of encyclopedias.

Is it too much to assume the children who have answered correctly and with evident understanding all the questions contained in these three series will be able to come to the library with any average school assignment and find what they need with reasonable accuracy and speed?

Achievements in Professional Advancement

THE NATIONAL EDUCATION ASSOCIATION was organized in 1857 *—"to elevate the character and advance the interests of the teaching profession and to promote the cause of education thruout the United States."*

Some of its achievements are suggested in the following paragraphs.

TEACHERS' SALARIES

Teachers' salaries have never been high but prior to the depression they increased steadily. In 1870 the average salary of teachers in the United States was $189. In 1917 it was $655 and in 1931 it was $1440. During the depression it declined to $1227 but now it is rising again. Last year it was $1325. General economic conditions have, of course, influenced the salary situation. The activities of local and state teachers associations have also been effective, but numerous leaders testify that the strongest single influence in increasing the salaries of teachers has been the salary services of the NEA. Superintendents who have used these services frequently say quite frankly that the salaries of their teachers are from $100 to $200 higher than they would otherwise have been.

Since 1923 the Association's Research Division has made a biennial survey collecting detailed facts regarding the salaries paid teachers thruout the nation. This information, distributed thru the *Research Bulletin* and special salary tabulations, early in the spring when boards of education are preparing their budgets, has had a marked influence in the movement toward higher remuneration for teachers. The following paragraph from the president of a large city association is typical of many expressions of appreciation received:

"Thank you for Research Service Circular No. 11. This information has been invaluable in aiding us to make a presentation to our board of education and city commissioners, which has resulted in the increasing of the teacher salary item in the budget by $500,000."

TENURE FOR TEACHERS

For more than half a century the National Education Association has been fighting for tenure. Its conventions have passed resolutions regularly reaffirming its position in favor of security for teachers thru sound tenure laws, and for a number of years a committee on tenure has been actively at work. During the past three years this committee has issued a dozen studies in this important field. These reports, the *Research Bulletins* on tenure practices, and the articles in the NEA JOURNAL featuring tenure have had a significant influence in promoting the enactment of tenure laws in the various states.

In 1917 only five states had tenure laws. Now twenty-seven states have freed their teachers from the necessity of annual appointments and protect them against unfair dismissal. Five of these state tenure laws were adopted last year and four were strengthened or expanded.

The NEA Tenure Committee, upon request, investigates cases where teachers have been unfairly deprived of their positions. A significant case last year was that of Highland Park, Michigan, where six teachers had been dropped. The NEA Committee after careful investigation reported that the discharge of these teachers was not due to inability or neglect of duty but primarily to their activities in a schoolboard election campaign. With a great deal of satisfaction, delegates to the Detroit convention last summer read in the *Detroit News* of July 2 that at a meeting of the Highland Park Board of Education held the preceding evening the teachers had been reinstated with a 5 percent increase in salary.

ACADEMIC FREEDOM

During recent years the NEA Committee on Academic Freedom has been working in close cooperation with the Association's Tenure Committee and other groups interested in protecting the teachers of the nation against the hysterical attacks of those who would curb teachers' constitutional and professional right to freedom of thought and speech.

During the past two years the Association has cooperated vigorously with the teachers of the District of Columbia in their efforts to secure a repeal of the socalled "Red Rider" which compelled the teachers of the District to sign each month before receiving their salary checks a statement to the effect that during the preceding month they had neither "taught nor advocated communism."

The "Red Rider," slipped into the District's 1935 appropriation bill, had national implications, since its passage by the United States Congress might encourage state legislatures to pass similar un-American laws. Its outright repeal last May was a distinct victory for freedom of teaching in which the NEA was happy to play a significant part.

RETIREMENT ALLOWANCES FOR TEACHERS

The National Education Association was a pioneer in advocating adequate retirement allowances for teachers. Leaders of the Association recognized years ago that efficiency in the schools demands not only effective tenure regulations to protect teachers against unfair dismissal but adequate retirement systems to protect the schools against the incompetencies which frequently accompany old age. The NEA Committee on Retirement Allowances has encouraged states to provide adequate and actuarially sound retirement systems for their public-school teachers. It has recently been merged with the National Council of Teachers Retirement Systems and is now known as the National Council on Teachers Retirement of the NEA.

In 1917 only five states had retirement systems for teachers; now twenty-nine states have retirement laws. Three of these were adopted new last year and four were materially improved. The NEA *Research Bulletins* on the subject of retirement allowances have been an invaluable source of authentic information for state committees working for retirement legislation and have assisted greatly in the development of sound retirement systems.—T. D. MARTIN.

[To be continued in later issues.]

Every teacher profits by the work of his professional organizations, local, state, and national, and every teacher should pay his share of the cost of the services which these organizations render.—J. W. Studebaker.

AMERICAN EDUCATION WEEK—

Are You Ready To Go?

DO YOU HAVE a good imagination? Then try it out by producing a mental picture of seven million parents and citizens visiting their schools during American Education Week. This number did so during the 1936 observance, so your thoughts won't be just a pipe dream about something that never happened. There is every reason to think that as many or more—perhaps ten million—will visit their schools in the 1937 observance. If lined up single file three feet apart, the seven million fathers and mothers who went back to school during the 1936 observance would form a line reaching from Boston to Washington, D. C., to Los Angeles, and then up to San Francisco.

Perhaps an old way to illustrate the magnitude of the school visitation during American Education Week—but it tells the story of a new movement in the history of American education. And the picture now in your mind's eye doesn't include the millions of other parents and citizens reached thru the press, the radio, and in other ways.

American Education Week has come to be an effective, nationwide observance. It is the highlight of the year-round program of educational interpretation in an ever-increasing number of school systems.

Have you completed your local plans for participation in this great national celebration of public education?

DAILY THEMES

The general theme for the 1937 observance is "Education and Our National Life." The daily topics are:

Sunday, November 7—"Can We Educate for Peace?"

Monday, November 8—"Buying Educational Service"

Tuesday, November 9—"The Horace Mann Centennial"

Wednesday, November 10—"Our American Youth Problem"

Thursday, November 11—"Schools and the Constitution"

Friday, November 12—"School Open House Day"

Saturday, November 13—"Lifelong Learning"

CHECKUP

Are your committees completing their plans?

Does your general committee have all subcommittees functioning properly?

In addition to general committees is there an active committee in each school?

Are your publicity plans underway?

Have the newspapers been supplied with materials and suggestions?

Have you visited or sent special invitations to parents to visit the schools during the week?

Have you asked ministers to announce the week's program on AEW Sunday?

Has your mayor issued a special AEW proclamation? Your governor?

Have community organizations been contacted as to AEW programs?

Have school people or pupils appeared before these groups with special invitation to visit school during the week?

Have you planned your school exhibit?

Have you arranged for exhibits in downtown store windows?

Have the pupils been well informed as to the purposes and plans of AEW?

Have you completed plans for your Horace Mann Centennial Dinner on November 9?

Have you arranged with motion picture houses to run trailers or slides?

Have you arranged for radio programs?

Are plans for your open-house program completed?

Do you have all of the material you need from the NEA? If not, turn to the inside back cover for a complete list of materials. There is still time to secure them if you act promptly.

RESULTS

The experience of schools thruout the country shows that a good local observance of this week will help—

Bring the parents and citizens of your community abreast of the advancing science of education being practiced in your schools—new ways Johnny learns to read, changing procedures, new equipment, and the like.

Make your community education conscious during this week—an impression that will persist.

Turn critics of your schools into constructive enthusiasts.

In short, bring home to your community the needs, aims, and achievements of your schools.

Make American Education Week 1937 count in your community. Let it be the beginning or the effective continuation of a permanent, continuing year-round program of educational interpretation.

VISITATION CENSUS

Your cooperation in helping to determine the number of visitations during American Education Week 1937 is needed and earnestly requested. At the close of American Education Week it is hoped that each school system will report to the NEA the total number of visitations together with an account of the highlights of the program, how it was carried out, and other items of interest.

☆

A Message from President Caroline Woodruff for Your Local Paper

Fathers, mothers, and citizens of America! Visit your schools during American Education Week, November 7–13, 1937. Next to the home itself, the school is your greatest ally in helping to prepare your children to take their places in the world. During this week, let us thank God for schools and for a country where all may learn to think for themselves and then have the freedom of intelligent selfdirecting citizenship. Government by dictatorship is repugnant to the American spirit. Such government will never be needed in America so long as we have an intelligent, responsible citizenry. Such a citizenship is the great product of our schools—the reason why education is so important in the United States. Visit your school and help to make it better.—Caroline S. Woodruff, president, NEA.

Providing Work

MEMBERS of the class of 1937 of the Meadville, Pennsylvania, Highschool, after a series of vocational conferences, asked to work, for a period, without compensation in order to gain necessary work experience and knowledge of adjustment. This challenge to the school administration could not be other than accepted. Groups were found in the community—the Business and Professional Women's Club and Kiwanis International—which were eager to be of assistance.

Ninety-seven students made specific choices of vocations and indicated their desire to accept training in the community during the week of the Easter recess. A survey showed there were thirty-two potential office workers, fifteen mechanics, ten saleswomen, six nurses, six school teachers, five beauticians, four telephone operators, three journalists, two each of librarians, lawyers, chemists, civil engineers, and electricians, one each of dietitians, interior decorators, funeral directors, foresters, photographers, and plumbers.

Cards naming the individual students under each job classification were furnished the Business and Professional Women's Club, for the young women, and Kiwanis International, for the young men. These cards were returned with the name of a prospective employer opposite that of the student. The school administrators by phone and personal conferences readily established other necessary preliminary contacts.

In order that the school group might have definite, specific instruction in the requirements for adjustment, we furnished each individual a copy of "A Blue-Print of Vocational Efficiency" devised by Charles C. Peters of Pennsylvania State College. In this outline of the constituents of successful adjustment the reports of some 1500 collaborators have been summarized. Several conferences were held in which the items were emphasized. This was followed by a test on the items in particular detail. Matters of job satisfaction, efficient methods of work, cooperation with employer and fellow employees, thoroness, accuracy, dependability, habits, and perspectives were considered. Finally, successful methods of asking for employment were presented.

Shortly before the beginning of the employment period each individual called to make his own application for work at the position which tentatively had been offered and to learn what would be expected of him. Each of the sixty-eight individuals, business houses, and industries which previously had agreed to accept the students, made room for them in their establishments. To each employer the school administration sent the following letter and a rating card to be returned to the school at the end of the training period:

Dear Sir:

The Meadville Highschool administration is very grateful for your cooperation in granting a week of experience to one of our seniors. It is hoped that this may prove to be of mutual value.

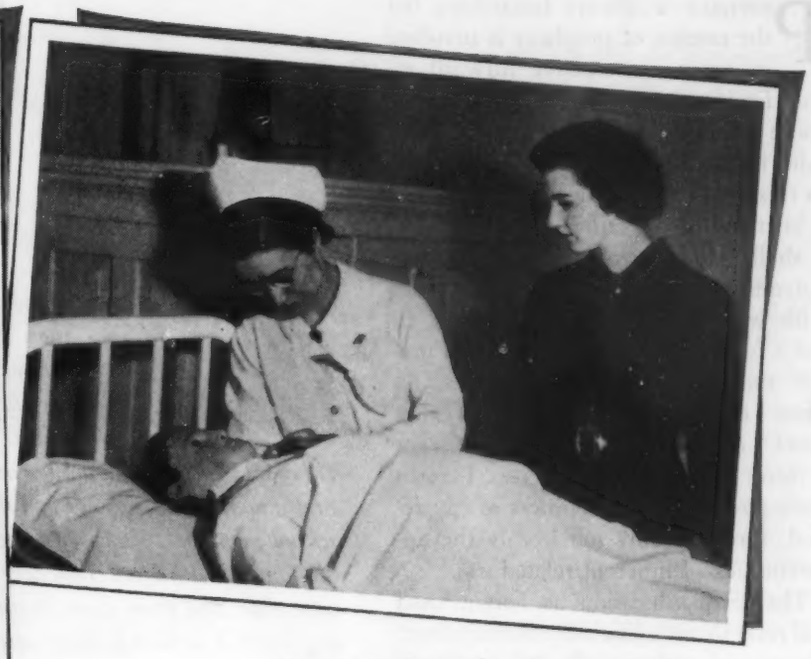
The members of the class have been urged to make a vocational choice and have been informed concerning the requirements, opportunities, how to secure employment, and what cooperation is expected. Thru your consideration, this instruction will be ended by a week of practical experience.

It is difficult to estimate the final value of your assistance given to a deserving boy or girl at this critical time of life. Be assured of our gratitude and undoubtedly that of the individual whom you are helping to assist toward a knowledge of how to earn a livelihood.

At the conclusion of the work, will you kindly check the inclosed card in order that we may have a confidential record of what has been done.

Very truly yours,

The highschool senior who worked for me during "Work Week" showed the following traits:



By Frederick L. Pond

Opportunities

	Poor	*Fair*	*Good*	*Very Good*	*Excellent*
Suited to the work					
Method of working					
Ability to plan					
Alertness					
Cooperation with employer					
Cooperation with fellow workers					
Thoroness					
Accuracy					
Dependability					
Method of asking for work					

Student's Name.....

Signed.....

So youth went eagerly to work. With chins up and a bit of anxiety, it went forth into the hospitals and garages, railroad shops and undertaking parlors, offices and beauty shops, stores and banks, schoolrooms and tin shops. It sat thru law cases, assisted in operations, helped make zippers, repaired automobiles, and did all of the countless things that the workers of a community cooperate in accomplishing. Reports of the work, received on the rating cards, indicate the actual enthusiasm with which the young people were received into the world of work. Verbal reports have spoken in high praise of the performance of some individuals, and newspaper editorials have provided favorable publicity.

It is apparent to the young people who participated that something has been done to bridge the span between the school and the job situation. An insight was gained into personal fitness for the vocation, the opportunities which may be expected, the requirements for successful adjustment, and training needed for expert efficiency. The experiences of earning a livelihood were presented in their stark reality.

Altho these experiences resulted negatively in some instances, requiring the selection of new vocations, the results in the end should be of value. In more cases, on the other hand, such aptitude was shown that individuals received unexpected compensation, parttime employment until graduation, and positions with the business or industry following the remaining months of school. Evidences of more definite vocational decisions were apparent in the college applications which were made, applications for hospital entrance, and other purposeful expressions.

Thus thru community cooperation some specific solution to the problems of youth was possible. With the breakdown of the old apprentice system, which produced the master artisans and craftsmen of another day, the school may provide the theoretical training and the contacts necessary to start its young people on the way to vocational success. Youth itself, which has spent many years in a training period without compensation, can well afford to spend some further time on the same basis if adequate training for a desired vocation may be secured. Business and industry welcome the chance to provide such work opportunities until the efficiency, necessary for permanent employment, may be gained.

There remains the problem of an adequate curriculum shaped to the needs of youth in a world of industry. Youth must have the training which it must place upon the economic market. If the lag between the school and life ever is to be closed, the whole field of a community's activities must be surveyed. These must become the goals of an educational program. The problem requires the application of those specific technics which have produced so much of material progress. New insights and new procedures are needed to develop even the purely cultural aims to new levels of understanding and appreciation.

The FUTURE *of*

William H. Kilpatrick

Few teachers have had more influence on America than William Heard Kilpatrick—beloved for his sincerity, his frankness, his championship of democracy, his lucid analysis of vital issues, his personal friendliness. Dr. Kilpatrick was born in a small Georgia village. He attended a village academy; graduated from a small college; studied mathematics and physics at Johns Hopkins; served a few years as teacher and school principal; studied further at Johns Hopkins, Chicago, and Cornell; and obtained his Ph.D. at Teachers College where he majored in the philosophy of education and soon after became a professor. Fortunately altho formally retiring from Teachers College after twenty-five years of service, Dr. Kilpatrick is to go forward as a teacher. This fall he will teach at Northwestern University, and in the summer of 1938 at Stanford University. At the exercises held in connection with his retirement from Teachers College, he made this address.

Prophecy is always hazardous, but the essence of prophecy is involved in every constructive forward effort. Projected steps always imply at least some prophecy of possible outcomes. And this fact suggests my chief hazard in this evening's prophecy, that the wish is at many points father to the thought. I shall likely over-prophesy favorable outcomes for projects and enterprises with which I have been connected. In not a few instances, however, I find myself unable to forecast outcomes. At times I can only state problems. At other times I can do no more than state what I think should prevail. Also I must apologize for the scrappiness of my recital. I realize only too keenly the apparent lack of inherent relatedness.

The term education as herein used will refer to any conscious effort to direct educational endeavor. It will expressly include, in addition to elementary and secondary education, such other lines of conscious effort as preschool education, higher education, and adult education.

The actual educative process wherever found walks on two legs, the psychological and the social. If I seem to go back and forth between these, it is no more than walking itself does. But, to drop the figure, both factors are always present, and it seems practically certain that the American education of the future will continue to study both, but not so much as hitherto in separation from each other. It will be increasingly seen that however much we may study either, the other must always be recognized as actually present. On no other basis can we reach dependable results for application.

It may be well at the outset to speak generally about some fairly specific matters.

[1] It seems probable that our country will continue as hitherto to keep church and state separate. At least, unless we radically remake our notion of what constitutes religion, we shall not teach anything under that label in our public schools. We shall not use public money to support parochial schools. However, we shall much better than heretofore take care of what may broadly be called the spiritual side of child growth. We shall increasingly recognize that out of the heart are the issues of life.

[2] The national government will very soon give national aid to public education, primarily to equalize educational opportunity thruout the nation. Danger, however, will lurk in the step that national control may seek to follow national support. While there is no necessary connection between the two, the psychological tendency to associate the two will be so strong that only very determined and very persistent contrary efforts will suffice to prevent. To be sure, it may prove wise to include carefully drawn provisions to prevent racial and other discriminations. Any attempt, direct or indirect, to control the curriculum would be most dangerous.

[3] From many considerations, adult education must become a recognized part of the public educational enterprise. Support for this should come from nation, state, and locality, but control should probably belong to the state—not, however, so as to determine either the content or the direction of study. These should be held strictly free, for here the very essence of democracy is at stake.

Three permanent lines of adult education seem to stand out from the rest. *First* is the widespread provision for reeducation along trade and vocational lines. This is a permanent need in a dynamic society. From a financial point of view we cannot afford to ignore it. *Second* is what is called "education for leisure." Here I should like to hope that in time any worthy matter or interest may be studied free of cost by any reasonable-sized group. This, from the point of view of life itself, is a reasonable charge upon the public. *Third* and principally, adult education must mean the widespread and continual study of current social problems. We must have everywhere forums and discussion groups, serious study groups. On no other basis can a democratic country face a rapidly changing world.

[4] Taking the country over, the future of the four-year college as we now know it seems doubtful. For many reasons the "6-4-4 higher education" plan appears the better. The junior college bids fair to become wellnigh universal. If so, the state universities can drop the present freshman and sophomore years. In the East, however, the existing four-year college has deep roots and will probably last after the rest of the country has given up this type of institution.

[5] Competitive college athletics have, in great probability, passed the peak of popularity. For one, I hope so. For a long time this has been a national scandal, both morally and educationally. The shift to the junior college may give us the chance to break the stranglehold of athletics. Incidentally, if this be accomplished, coeducation will be hastened in the East.

of EDUCATION

Besides the foregoing specific problems there are certain more important problems that vitally concern American education.

[1] First, perhaps, in importance is the problem of the scientific study of education. It becomes increasingly clear that in the long run scientific study is man's greatest hope for bringing progress. However, the early attempts at the scientific study of education were, it now appears, too much under the influence of Newtonian physics. Following this, the tendency has been to accept the essential atomism of Newton and his separation of mind from what is studied. Along two main lines did this Newtonian atomism mislead the study of education. On the one hand, it has mistakenly counted that laboratory situations could be indefinitely simplified and still give us results that were psychologically reliable. On the other hand, it has mistakenly believed that such things as thinking, valuing, personality, could be analyzed into study elements that were in essence nonthinking, nonvaluing, nonpersonal.

The result has been to slight and belittle all the highest manifestations of life and personality and thus to reduce, in tendency at least, education to formal procedures. Until scientific procedures can be devised which respect the integrity of higher types of experience, this socalled "scientific" study of education bids fair to fall still further in esteem, as now it has been doing for a decade. Life and education are too precious to be trusted to Newtonian physics.

[2] More personally urgent, perhaps, is the problem of democracy in education. This takes on different phases at different levels. For elementary and secondary education our ancestors brought from Europe a thoroly autocratic school outlook and procedure. The child was depraved and required to have his will thoroly broken and subdued that his soul might live. To be sure, much has been done to improve upon this older school, but much remains to be done. Our children cannot learn democracy well unless they live it. We give lip service to respect for personality, but we have not made general any adequate school procedures whereby democracy and respect for personality may be actually lived. Too much of the old belief in depravity still remains. The school has here a definite duty to perform.

It is not only the classroom that remains undemocratic. The school system is in its management too often autocratic. My large class this summer, which is a fair cross-section of the nation, estimated that 75 percent of school superintendents run their school systems autocratically. Even where there are exceptions, it is too generally a benevolent despotism that grants it. Almost no school systems provide by statute for a democratic consideration of school policies by the teachers. According to best opinion, democracy demands that all concerned in a decision should have a hand in making the decision. In these matters we have already too long followed the "line-and-staff" theory of learning and the practice of big business. We cannot run schools on a factory basis or treat teachers as factory hands. As long as teachers are thus treated, so long will the work go badly and we must besides be content to see the more capable and rigorous seeking other lines of work. The profession and the country both lose.

When we come to higher education, the recent case of President Dennett at Williams College raises the question of trustees and their proper share in college management. When the Oregon law of 1923 was up for referendum, one opposing group asked: "Who owns your child? If you don't own your own child, what in the wide world do you own?" For myself, this particular wording never ceases to shock. Is the child the kind of thing that is "owned"? That the parent has rights and privileges and duties with respect to the child, yes; but ownership! That is another matter.

The same kind of inquiry comes to mind when one thinks of the control of a college. Do the trustees own it that they can of right make all the decisions regarding it? Does the faculty have some share in final control? And what about the students? In short, what is it that gives final and true right to control? Does the legal ownership of physical property convey moral authority to determine educational matters? Can even a charter convey the moral right to final control?

How stands it now? Once a college has been founded, where resides the moral right to determine policies? Faculty members spend heart and soul working in and for the college to effect the contribution it is to make to society. In comparison, the trustees may and generally do have small opportunity to know the college as a working affair, as a spiritual entity. Which group now has the final word of control? Which should have?

Let us carry the matter a step further. Suppose the president of a college is disposed to run it autocratically, what can be done to remedy the evil? The only recognized source of communication between staff and trustees is thru the president. And what can the trustees know? The president if he is so disposed—and capable enough at it—can jolly the trustees along and keep them ignorant. So that as long as these conditions hold, nothing can be done to put the evil condition right. No indi-

IF PUBLIC EDUCATION *is to fulfill its function in American democracy, it must hold to its fundamental goal, the promotion of the common welfare; it must take a dynamic stand for the preservation of peace and for the prevention of another depression; it must re-establish in the hearts of the American people the basic ideals of democracy—the supreme value of personality, the ideal of inner freedom, and the ideal of equality of opportunity; it must teach the truth about the realities of democracy; it must carry democracy into every educative process; it must magnify the beneficence of social change; and it must extend the scientific attitude into all phases of social life. On every one of these items, and on others, Professor William Heard Kilpatrick has been the Apostle of Education to American Democracy.*—FRANK E. BAKER, *president, Milwaukee State Teachers College, Milwaukee, Wisconsin.*

vidual staff member dare say a single word, for "failure to cooperate" is to the president and trustees almost the most heinous offense possible on the part of a staff member. For a group of faculty members to act would be just plain rebellion, too hazardous to contemplate except as absolutely the final resort.

What most college faculties in this country live under is despotism, benevolent or not, as it may chance to be. And as long as this holds, there is nothing either legal or courteous that the staff can do about any evil situation while the trustees may in the plenitude of their ignorance or wilfulness do anything they please, as apparently (from the newspaper accounts) they did at Williams.

If democracy held, and college presidents and school administrators felt themselves finally responsible to their teaching staffs, many an institution of learning would be very, very different. Will such things come to pass? Not everywhere soon; in some places possibly in the not distant future.

[3] A third important problem concerns the educative process.

The education of the future will more and more consistently consider "the whole child"—partly because only thus can we take adequate care of all the simultaneous learning effects that all the while are building themselves up, partly because only thus can we care properly for personality adjustment. Mental hygiene—under that name or a better—is here to stay and on far stronger terms than we have yet known.

Also the education of the future will still more consistently respect child purposing as the strategic manifestation of child personality—partly to make it the basis of school activity, partly because it alone can give point and meaning to both life and learning, partly because it alone can take care of child personality.

And still further, the education of the future will put first before learning the improving of life qualitatively conceived. The necessary learning will follow this, almost inherently. This shift will be as from Ptolemy to Copernicus. The central aim and focus will be to make life good for all, always ever better than otherwise it would be. This must be the school's inclusive aim.

This seeking of the good life for all will, however, succeed in highest degree only as we also remake our social life, reconstitute our social-economic-political system, so as to put life and its common betterment first before private gain and privilege. In this, life and school must go hand in hand. We must then study as never before in this Puritanic America what it is that constitutes the life good to live, the life that does from within sprout ever more of life itself. And no less must we study how to evoke, provoke, develop this life first in childhood and youth, but as well also in our adult population. "There is," as Ruskin truly said, "no wealth but life." And a Greater said, "I came that ye might have life and have it more abundantly."

While we seek this growing life in school and out, we cannot and must not deny that in professional schools and also in college and highschool we must make provision for specialized study along chosen lines. But we must not let this specialization destroy or deny the all-important good life. Particularly in the secondary school must the pursuit of the good life come first, and specialization no more than second. Always must we put first the wish that others may live well.

[4] Next comes the problem of education and social change, at once too important to omit but too big to compass.

All living and consequently all education tends to carry us in some one social direction. If we drift, we are supporting the *status quo*. It becomes necessary then that we know toward what direction our school endeavors do in fact tend. The sole alternative is to admit an immoral ignorance.

As matters stand, the typical school in our midst indoctrinates in the ideas current fifty years ago. Pseudopatriotic pressure groups agitate to foster and fix this indoctrination. This is a practice which tends to make closed minds amid change, where we most need honest and openminded study.

But it does not follow as a fitting antidote that the proponent of newer things is authorized on his side to indoctrinate for his measures. Indoctrination, of essence, works for the closed mind and this we cannot afford in a changing world, even on the side of the best we now know. That best must be intelligently used, and even it will later change in some now unknown respects. The closed mind is always hazardous. Moreover, if we claim that we are right and therefore should indoctrinate when we have the power, we are exactly preparing the other side when it comes to power to make the like claim for itself. Such a policy does but put decisions on the basis of power and might, not on the basis of intelligently sought right. The proponent of better things more than anyone else must base his hope on building a better social intelligence and then trust that to act intelligently for us. This is not only the best preparation for wise change; it is also the only fair and just procedure for a school to take where citizens differ as to what is wise.

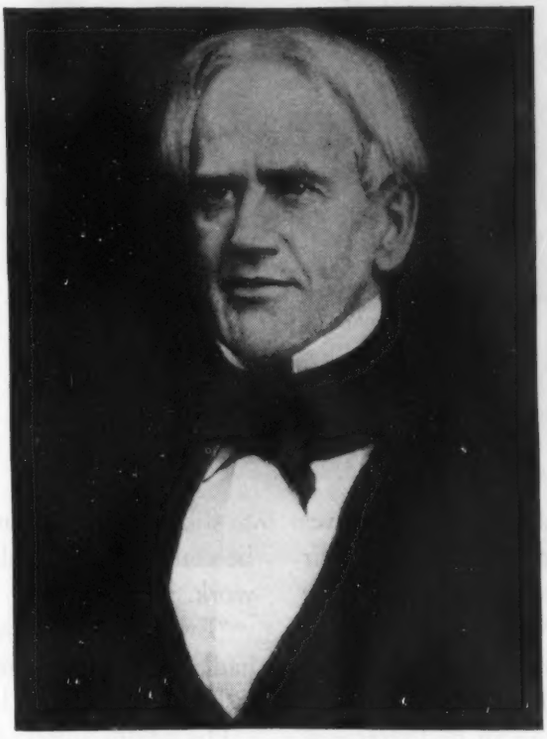
Will America allow teachers in building the open mind to discuss controversial issues? Within limits, yes, even now, if it be tactfully done. As always where education is involved we have to begin where people are and help them from their own present position proceed to something better. Just now, sad to say, most people in this country do not really believe in free speech, that is, not for those who would speak on the other side. Our people are loud believers in free speech in behalf of what they themselves already accept or in behalf of things to which they are indifferent. They fail to see that intelligent and consistent democracy must stand or fall by free speech, "not (as Justice Holmes so fitly said) free thought for those who agree with us, but freedom for the thought we hate." We, as educators, must help all our citizens to see these things and so win their consent for us to make their children intelligent students.

And teachers must organize to protect those who would otherwise unjustly suffer for proper teaching. We cannot depend on force alone to win for us the proper freedom of teaching. That would be to deny and mistrust education itself. But a proper force legally applied may help the friends of democratic teaching win out as against the forces of intolerance and obscurantism.

The whole problem of freedom is for the sake of building popular intelligence in social affairs. In this the schools do and must have a real part. It is education itself socially at work.

And finally, every good cause herein discussed depends upon our building an ever-finer professional outlook. To this we here must pledge our undying loyalty.

He Gave Us Schools



1796 HORACE MANN 1859

WHAT GREAT AMERICAN do you admire most? If you were asked to name only five leaders, whom would you include? George Washington, our first president, would probably head your list; then Thomas Jefferson, who helped the people take an active part in their government; Abraham Lincoln, who saved the Union; and Susan B. Anthony, who opened new doors of opportunity for women.

But there is another leader beloved and admired by young people because *he gave us schools*. His name is Horace Mann and he is called the "Father of Public-School Education." Horace Mann's service ranks with that of Washington, Jefferson, Lincoln, or Anthony. Could the new government established by the Founding Fathers have survived if Horace Mann had not built under it the firm foundation of the public school?

During 1937 the United States is celebrating the Centennial of Horace Mann's service. American Education Week, November 7-13, is the climax of this year-long observance. On November 9, "Horace Mann Day," citizens will honor his memory and read the story of how he gave us schools.

To understand this story, we must go back over a hundred years to the beginning of Horace Mann's service with the Massachusetts Board of Education.

At this time the people were hard at work building up the country after the long years of the Revolutionary War. The Constitution had been adopted but many people could not even read it! Over half the children of the nation had no chance to attend school. The public schools were open only a few weeks each year and were regarded as pauper schools.

Most people accepted the view that education was the privilege of the wealthy. They saw no need to educate future citizens to take part in the government. Indeed some people said: "The right to vote ought not to be given to everyone. Only the wisest should govern and the rest of the people should follow the advice of those who know best."

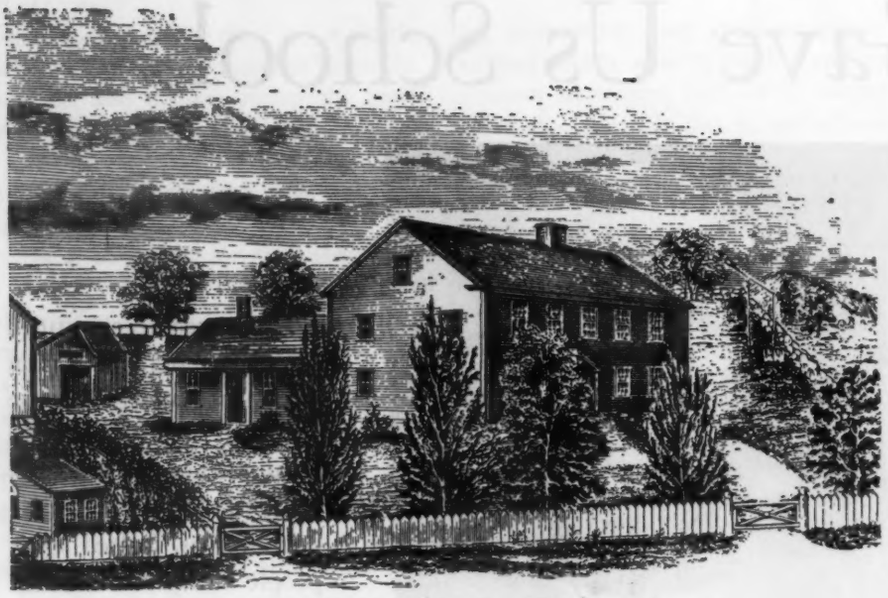
Horace Mann differed with them. He said: "The theory of our government is, not that all men, however unfit, shall be voters, but that every man, by the power of reason and the sense of duty shall become fit to be a voter." Do you agree with him? How do you think wise voters could best be provided?

Horace Mann began to study conditions. He talked with the people and was shocked at the large number who could neither read nor write. What chance had they of becoming good citizens?

"We must have free schools, open to all," he reflected, "for poor as well as rich." He came to believe that the future of the country depended on the schools. He laid everything else aside, gave up a career in the law, and devoted the best years of his life to building up the schools.

Earlier leaders had seen the importance of education in our national life. But Horace Mann was the first to see the common school as the instrument of universal education in a democracy.

From Horace Mann's day to our own is but a brief hundred years. Yet in that period there has been more progress in public education than in all the years before. Today there are thirty million young people and a million teachers in our schools. How did Horace Mann achieve this "great victory for humanity"?



Up *from the* Soil

Horace Mann's birthplace, Franklin, Massachusetts

THERE IS one quality which stands out in the lives of men and women who achieve most for their country. They are willing to work and sacrifice for others.

Early in his life Horace Mann began to plan his future. He hoped to do good for others. He later said: "All my boyish castles in the air had reference to doing something for mankind."

To do something for mankind—this was to be the motive of his whole life. So nobly did he serve the children of America that they celebrate his birthday each year in the schools on May 4. The children of his native town of Franklin, Massachusetts, march to the farm where stands the simple stone monument marking Horace Mann's birthplace. Need for the monument was suggested several years after Mann's death by visitors from Brazil who came to view the birthplace of America's greatest educator.

As public appreciation of his life increases, his birthday will be declared a national holiday along with those of Washington and Lincoln.

Horace Mann, the father of our public schools, was born May 4, 1796, on a farm just outside of Franklin, Massachusetts. The death of his father when Horace was but thirteen brought him face to face with the serious side of life. His mother and five children, of whom Horace was next to the youngest, struggled on with the farm. At night they braided straw for the nearby hat factory, to add a few pennies to the family income.

Earlier than most boys, Horace learned to face sorrow, to take responsibility, to help about the home, to stick to his tasks until they were finished. He says he could not remember the time when he began to work.

"Even my play-hours—not play-days, for I never had any—were earned by extra exertion, finishing tasks early to gain a little leisure for boyish sports."

His health suffered from the strain of overwork. In later years he did much to teach young people how to protect their health and vigor.

Better than anything else, Horace liked to read. His parents, while they had little learning themselves, encouraged him to study and make the most of himself. But the public school was open for only a few weeks in the year, and there were few books except in a small library which Benjamin Franklin had given to the people in return for the honor they had done him in naming their town for him. This is said to be the first public library in America.

Altho these books were written for adults, not children, Horace Mann made the most of them. Many years later when he became Secretary of the Board of Education, he provided school libraries with books suited to the interests of young people.

Many people today wish to visit the spot where Horace Mann was born just as they visit historic shrines associated with Washington, Franklin, Jefferson, and Lincoln. Turn to a map of the United States and you will find that Franklin is located about forty miles from Boston. Do you know anyone who has ever been in New England? What other great events in our nation's history took place in this section?

HORACE MANN
FOR YOUNG PEOPLE

A New England Scholar

Harper's Weekly, December 14, 1872

SHOULD YOU LIKE to have been a schoolboy in Horace Mann's day? Let us visit the "district school" as it was over a hundred years ago in his boyhood.

As we enter we hear the schoolmaster's heavy birch rod resound on the desk. "Pay attention, Master Horace, you have stared out the window for fifteen minutes."

"Please, sir, I'm drawing a picture of the bird on the window-ledge."

"The next time you do that, your knuckles shall taste this rod. You are here to learn, not to draw."

Nor was this an idle threat. The master did not hesitate to flog his pupils with a heavy birch rod or ruler. Sometimes the scholars were so badly hurt as to require a doctor's care. Later as Secretary of the Massachusetts Board of Education, Horace Mann did much to banish cruel punishments from the schools.

How is this strange, unattractive schoolroom heated? There is a large stove in the center of the room. It gives forth an uncertain heat, so that children near the stove have burning faces, while others farther away are constantly shivering.

This school was open for only a few weeks each winter and was taught by traveling schoolmasters of whom Horace Mann afterwards said: "They were very good people but very poor teachers." Now and then an unusual one came along. Such was the scholar named Barrett who greatly influenced Horace's life. One day he said:

"Horace, you must go to college."

Imagine the boy's surprise. He had no money and a college education was unheard of except for the rich.

"You will find a way," Mr. Barrett replied. "I myself will prepare you."

Horace had to study night and day to learn in six months what other students would require several years to learn. At the age of twenty he entered Brown University at Providence, Rhode Island. He graduated in 1819 at the head of his class.

After graduation from Brown, Mann tutored for a brief period, then entered Judge Gould's law school at Litchfield, Connecticut, famous as the first law school in America.

Already there were deep lines in Horace Mann's face, for he had learned the serious side of life. But he liked jokes, too, and was fond of fun. He was known as the best wit, the best whist player, the best scholar, and the best lawyer of the school.

After law school, Horace Mann moved to Dedham and opened a law office. His rule was "Never espouse the wrong side of a cause knowingly." As a result people trusted him and his law practice grew. They elected him to represent them in the state legislature.

But he had his sorrows too. His beautiful young wife, Charlotte Mann, died suddenly after they had been married only two years. She was the daughter of President Messer of Brown University. Her death was one of the greatest sorrows of his life.

He turned more and more to his work, and to his lifelong motive—to do something for mankind. Thru his influence the first insane asylum in the United States was established at Worcester. In a few years he became president of the Massachusetts State Senate.

The first normal school in America, at Lexington, Massachusetts

Courtesy, Worcester Museum

The Great Decision

IN APRIL 1837 a law was passed by the Massachusetts legislature creating a state board of education. Horace Mann, as president of the Senate, helped to secure the passage of the law. It was said of the common schools of Massachusetts at this time that "any hovel would do for a schoolhouse; any primer would do for a textbook; any farmer's apprentice was competent to keep school."

Horace Mann and other leaders interested in the cause of education hoped to make the state board of education responsible for improving these schools. Mann was invited to become the first Secretary.

Should he accept? He was now 41 years old and he often suffered from poor health. He had a good income as a lawyer and a position of high honor in the Senate. Should he give up this comfort and security to take an obscure post at a small salary? Most of his friends urged him not to accept. They told him he would be opposed by ignorant parents, sordid politicians, sectarian preachers, and unprogressive schoolmen. Can you see why each of these groups would oppose school reform?

But the idea of helping the children whom he loved appealed so strongly to Horace Mann that he made the great decision. He said: "My lawbooks are for sale. Let the next generation be my client."

At last the schools had a champion who understood their importance to democracy.

There was so much work to be done that a less courageous man would have given up. What did Horace Mann propose to do as Secretary?

First, he wanted to rebuild the schoolhouses and make them comfortable. Most of those in Massachusetts were "old, squalid, wigwam structures."

Second, he was eager to banish cruel and harsh punishments from every schoolroom.

His third problem was even harder. He resolved to found special schools, called normal schools, where young people could learn to be good teachers.

Next, he hoped to enrich the course of study by adding music, hygiene, drawing, and other subjects.

But what do you think was the hardest problem of all? It was to persuade the people themselves of the need for such changes. How could this be done?

The Secretary's salary was only $1500 and he had no clerical help. Fifteen hours a day was the usual measure of his work. For more than eleven years he traveled night and day, stopping in every hamlet in Massachusetts, talking with the people about their schools. He pointed out the value of education to the young person seeking to increase his powers; to the merchant seeking intelligent buyers; to the manufacturer needing reliable workmen; and to the statesman wishing to improve democratic government.

Often his welcome was frigid as the New England winter. Arriving with the governor of the state on one occasion to address a meeting, he found no preparation had been made—no fire lighted, the floor unswept. To the governor's amazement, Horace Mann seized a broom and swept the floor himself. Such was the spirit in which he worked to give us schools.

HORACE MANN
FOR YOUNG PEOPLE

Drawing from Cubberley's "Public Education in the United States," Houghton Mifflin

His Influence Spreads

OF ALL the improvements in public education which Horace Mann set underway, the founding of the normal schools was probably the most farreaching.

In the days before he became Secretary, little attention was given to preparation for teachers. Many teachers had been to school but a few weeks themselves. The position of the teacher was so little respected that he was often driven from the community by the older scholars who refused to obey him.

Horace Mann and other educators were convinced that special schools must be established to prepare good teachers. Mann declared that: "Common schools cannot prosper without normal schools. As well might we expect to have coats without a tailor and houses without a carpenter or mason, as to have an adequate supply of teachers without normal schools."

How could funds be secured to build such schools? Two years after Mann became Secretary, Mr. Edmund Dwight, a member of the Board of Education, gave $10,000 to found a normal school, and the state legislature gave a like amount. Horace Mann sold his own law library to add to the funds. At last after months of planning and hard work, the great day arrived for the opening of the first public normal school in America at Lexington, Massachusetts, July 3, 1839. Only three students came to this school the first day and but twenty-five the first year.

Would not those first students have been astonished could they have foreseen that a century later a million teachers would be serving the nation—more than 60,000 new ones each year with a bachelor's degree?

The results of Horace Mann's work for public schools began to show in other ways. No one could resist this "human cyclone," the tall man in the long frock-coat, with the "will of a battering ram."

During the twelve years of his secretaryship, in spite of a severe financial panic, better schoolhouses were built; appropriations for public schools doubled; teachers' salaries were increased; and school terms were lengthened. Above all, the people came to see that strong free public schools are necessary to the success of selfgovernment.

During this period Horace Mann had the constant help of his second wife, Mary Peabody Mann, whom he married ten years after the death of his first wife.

Far beyond the bounds of Massachusetts spread Horace Mann's influence. His ideas were carried forward in other states—in New York, in the West and Southwest. What pioneer in your state took the lead in building up the common school? Does your community pay tribute to the men and women who founded its first highschool? The first library?

Horace Mann came to be known round the world as the great American educator. His twelve reports as Secretary of the Massachusetts Board of Education were everywhere read. The British Parliament reprinted by special vote part of the Seventh Report.

Sarmiento, the "schoolmaster statesman" of South America, after a visit to Horace Mann, advised his government to scatter copies of Mann's writings in every city and village.

The following tribute paid Horace Mann by Laboulayé of France is typical of his fame abroad: "It is the schools that will regenerate the world, and a day will come when it will be felt that Horace Mann is a truly great man and has been more useful to humanity than all the Caesars."

HORACE MANN
FOR YOUNG PEOPLE

"*Be* Ashamed *To* Die—"

Courtesy, Antioch College

THE LAST PERIOD of Horace Mann's life from 1848 to 1859 was spent in the United States Congress and at Antioch College where he was the first president. But the cause of public education was always "the great cause" nearest his heart. Toward the end of his life he wrote to a friend: "Common schools were my first love; they will be my last."

Horace Mann was asked to resign the secretaryship in 1848 to take the place in the United States Congress of John Quincy Adams, who had fallen dead at his desk. Altho he was reluctant to give up his work for schools, Horace Mann agreed to serve, saying that he was "called to assist in securing the freedom of man" since "before a man can be educated, he must be free."

A bitter opponent of slavery all his life, Horace Mann threw all his energies into the new crusade for human freedom. As a young boy, he dreamed of doing something for mankind. As a lawyer and statesman, he was always ready to help the poor and suffering. As an educator, he worked to make the lives of all children happier thru the school. He was a true humanitarian.

In Congress he became nationally prominent in his opposition to slavery. As a speaker, he was compared to Daniel Webster with whom he engaged in bitter debate. The equally high regard in which these two men are held is symbolized in the placement of their statues, which stand today, one on either side of the entrance to the Massachusetts State House at Boston.

After four years in Congress, Mann was nominated for the governorship of Massachusetts. On the same day he was chosen president of Antioch College at Yellow Springs, Ohio. He accepted the latter office.

At this time he was 56 years old, described by a Washington observer as the "tall, straight, thin gentleman with the white hair, gold-rimmed spectacles, black clothes, and firm, quick motions."

Horace Mann saw in the new western school a chance to build a college of great influence. Here was to be a school open to both sexes and all races at a time when women had few opportunities for higher education and Negroes were still slaves. Character was to count equally with scholarship. The pioneer college had a hard struggle to obtain needed money. It was almost destroyed by the panic of 1857. The strain proved beyond the strength of Horace Mann. He died on August 2, 1859. He was buried on the Antioch campus. Later his grave was removed to Providence, Rhode Island.

The opening event of the Horace Mann Centennial was held at Antioch College on October 16, 1937. A statue of Horace Mann was given to the college by an alumnus of the class of 1869. This man, who was 89 years old, told what Horace Mann had meant to him:

"I knew Horace Mann. Eighty years ago this summer I was coming up one of the streets of Yellow Springs and met Horace Mann face to face. He held out his hand to me and I reached up and took it. And I want you to remember that in that handshake, the small boy of nine years received a thrill that in all these eighty years which have passed since, has not left me. That is one reason why I am here today. I had an inspiration from Horace Mann. As a boy, I fell in love with him and in the years and struggles since, I have never forgotten him."

Horace Mann's spirit still lives at Antioch. It is not difficult to recall, even now, that "spare form, worn with work and suffering, the face yet young and eager, the white hair brushed back square off the forehead." One can almost hear ring again those last words of his last commencement address to the young people whom he loved:

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

HORACE MANN
FOR YOUNG PEOPLE

A Letter *to* School Children

From 38th Annual Report of the Superintendent of Schools, New York

WHILE he was Secretary of the Board of Education, Horace Mann was invited by the superintendent of schools of Chautauque County, New York, to visit his county and talk to the 20,000 school children there.

Horace Mann was deeply touched by this request. He was unable to go but he wrote the beautiful *Letter to School Children,* part of which is given below. It is such a letter as might have been written to the thirty million young people in school in 1937.

In the first part of the letter, Mann points out those things which boys and girls should avoid—lying, stealing, using profane language, intemperance, quarreling, disobeying parents. Next comes the best part, in which he tells them the things they should do:

"You were made to be industrious. You should work. All your bones and muscles were made for work, just as much as the wheels of a clock were made to go round; and if you do not work in some way, you are as worthless as a clock made *not to go.*

"You were made to be temperate, not only in drinking, but in eating; and indeed, in regard to all pleasures. Learn the meaning of that important word, *enough.*

"You were made to be clean and neat in your person and in your dress, and gentlemanly and ladylike in your manners.

"You were made to be kind and generous and magnanimous. If there is a boy in the school who has a club foot, don't let him know that you ever saw it. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one, give him a part of your dinner.

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

"You were made to learn. Be sure you learn something every day. If you were to stop eating, would not your bodies pine and famish? If you stop learning, your minds will pine and famish too. Suppose there were a museum in your neighborhood full of splendid curiosities—should you not like to go and see it? The creation is a museum, all crowded with wonders. One door only is open, by which you can enter this temple. It is the door of knowledge.

"Finally, you were made to be moral and religious. If all men were honest, we should need no jails or prisons, no bolts or locks; no criminal laws or courts. I want all of you to feel that such things were not made for you. When you go by a high fence built to keep out robbers, say to yourselves: 'That fence was never made for me. I could climb the man's fence easily enough; but, thank God, I have a conscience which I have never yet climbed over, and never will.'"

If you were to reply to Horace Mann's letter, how would you thank him for his work on behalf of free schools? How would you describe the changes in your schools since his day? Here is a reply written in 1937 by a student of the Horace Mann School, Washington, D. C., as a part of this school's Centennial program honoring Horace Mann:

"Dear Horace Mann: The letter you wrote to school children has helped, and will help us so much that we felt we should write a letter to thank you for it.

"Schools have changed so from 1837 to 1937 we are beginning to forget the first public schoolhouse. But we shall never forget the source of the beautiful building that serves for our school today, which is you, Horace Mann."

HORACE MANN
FOR YOUNG PEOPLE

Horace Mann *and* Your School

IN THE LIGHT of what you have learned about Horace Mann, ask yourself what he would do for schools and education were he alive today. Make a list of the things in your school he would praise. Make another list of changes he would probably recommend.

How can you help to carry forward his ideals in your own life and in the life of your school?

During 1937 the one-hundredth anniversary of Horace Mann's service to education is being celebrated thruout the land. His life and writings are being studied in the schools. Books, speeches, radio and commencement programs have told the story of how he gave us schools. Artists have honored his memory. Especially notable is the Horace Mann Memorial Relief by Lorado Taft, dean of American sculptors.

New memorials have been added to the following Horace Mann shrines already in existence: The site of his birthplace is marked by a simple memorial. A bronze statue of Horace Mann stands in front of the State House in Boston. Replicas of this statue are at Antioch College and at the headquarters of the National Education Association in Washington, D. C. The place where he was first buried at Antioch is appropriately marked. His grave in the old North Burial Ground at Providence, Rhode Island, is surmounted by a tall obelisk. His bust is in the Hall of Fame at New York University. Many schools have been named for him.

One of the finest tributes of the Centennial has been the publication of a wealth of material about his life and writings. How many of these books do you have in your school library? Titles starred are available from the Horace Mann Centennial Committee, 1201 16th St. N.W., Washington, D.C.

[1] *Horace Mann: His Ideas and Ideals* by Joy Elmer Morgan. National Home Library Foundation, Washington, D. C. 1937. 150p. Single copy 25¢ plus 5¢ postage.

*[2] *Life of Horace Mann* by Mary Mann. 600p. $1.

*[3] *Chautauqua Textbook on Horace Mann* by Wm. F. Phelps. 64p. Single copy 15¢; quantity discounts.

*[4] *Those Who Bear the Torch,* a pageant by the Horace Mann Schools of Teachers College, Columbia University. 160p. illus. Cloth, $1; paper, 50¢.

*[5] *Letter to School Children* by Horace Mann. 16-page leaflet. 25 copies, 50¢; 50, 75¢; 100, $1.

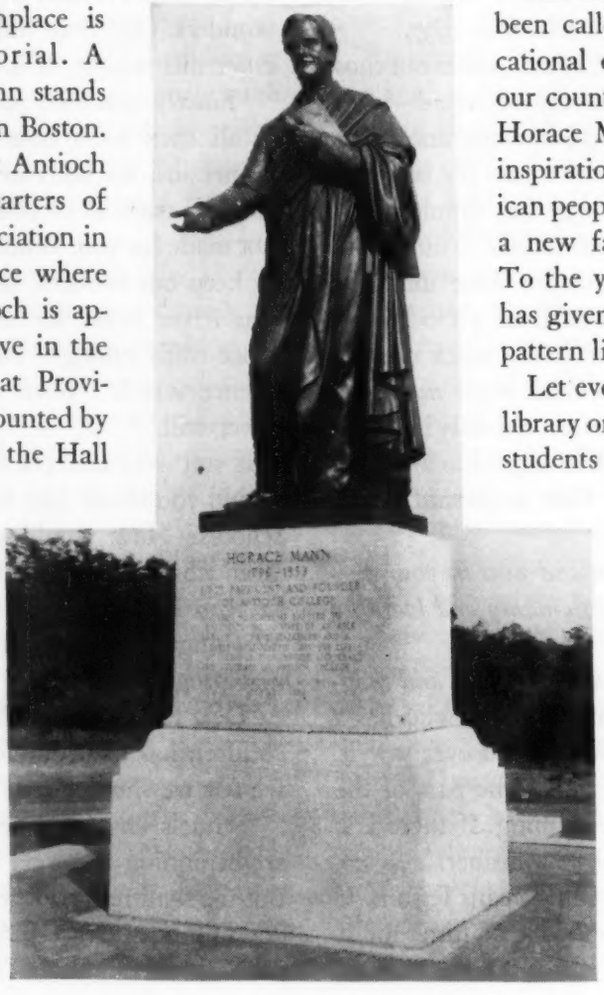
[6] *Horace Mann, Educational Statesman* by E. I. F. Williams. Macmillan, N. Y. 1937. 367p. illus. $2.

[7] *Horace Mann and Our Schools* by Smith, Winship, and Harris. American Book Co., N. Y. 1937. 100p. $1.

[8] *Horace Mann and the Common School Revival in the U. S.* by B. A. Hinsdale. Scribner's, N. Y. 326p. $2.

[9] *Educating for Democracy.* Antioch Press, Yellow Springs, Ohio. 1937. 148p. $1.

[10] *Testament of Faith,* a new Horace Mann play. Dramatists Play Service, 6 E. 39 St., N. Y. 100p. 75¢.



HORACE MANN
FOR YOUNG PEOPLE

The Horace Mann Centennial has been called the most important educational celebration in the history of our country. To teachers, the study of Horace Mann's life has brought new inspiration and courage. To the American people, the observance has brought a new faith in their public schools. To the young people, the Centennial has given a hero after whom they can pattern lives of usefulness and nobility.

Let every school begin to build up a library on Horace Mann; to encourage students to study his life and writings; to celebrate his birthday annually on May 4. Let every community name one school after him. Let America honor him as it honors Washington, Jefferson, Lincoln, Anthony, and other pioneers who laid the foundations of its greatness.

[This feature was prepared by ELEANOR CRAVEN FISHBURN of the NEA JOURNAL staff.]

A Junior Highschool Teacher Looks at READING

LOTA E. BLYTHE

"THEY SHOULD HAVE LEARNED all that in the grades," some of us used to say. Shrugging our shoulders, we dismissed the reading problem from our minds. At the same time we were presenting *Rip Van Winkle, Snowbound,* and *Ivanhoe* to children who were often unresponsive. And no wonder. Think of wandering thru the maze that any one of these selections presents, when you had, say, a third- or even a fourth-grade reading ability.

Some of us, I said, not all of us. For there have always been teachers who met the problem as it came to them, who did not attempt alibis by blaming someone else, and who, no doubt, are rejoicing today that the reading problem is being recognized as such in the junior highschool. It is not only being recognized; it is becoming a vital issue to junior highs, to highschools, and to colleges, as well.

The junior highschool in which I teach is attempting to meet this reading disability problem. We are trying to realize that each of us must consider himself a teacher of reading. Shop teachers must aid students in reading directions for making things. Mathematics teachers find it necessary to teach the reading of problems. Social studies teachers are called upon to teach informative reading for preparation of assignments.

Thru the efforts of our testing and guidance counselor, seventh graders are given group reading tests when they enter the school. All information, including the child's case history, has been collected, and is turned over to us by the elementary schools. With these data, and with the aid of the classroom teachers, we are able to select, for the individual Gates' Diagnostic Reading Tests, those children who seem to have a definite reading disability. Audiometer and eye tests are given to students who have been recommended by the school nurse, the doctor, and the classroom teacher as having physical difficulties. The information gained from all of this diagnosis is passed on to each child's teacher, in a group conference, if possible.

"What then?" I can hear experienced teachers asking. "What then—when you have found out all of these things?"

Then—we know that it all depends on us. When the children have been grouped as conveniently and as happily as possible into high, middle, and lower levels, we must undertake to find their interests, to provide suitable reading material, and to guide and encourage them toward a habit of reading for pleasure.

We have no remedial reading room. That is, we have no room where small groups of from six to eight students may go daily for remedial instruction with a trained supervisor. However, we are experimenting with a room to which children with reading disabilities are assigned for all subjects except special ones, such as music, shop, and physical education. We have been fortunate in persuading one of our teachers, who has an aptitude for many things, to try her hand at our experiment. With the aid of a willing elementary supervisor, our own testing and guidance counselor, an interested principal, and those of us who have anything to offer, we feel that she is making a success of it.

Before students are scheduled for this work, we explain to them that they have been chosen because of their high citizenship rating, (no discipline problems are "cast off" here), and because we wish to give them every opportunity to improve their reading ability. Work has been planned on three levels in this experimental group. Reading is emphasized at all times. The lowest level receives special help thru the Fernald method of teaching remedial reading. Activities are built from the child's interest whenever possible. Hand work is planned and excursions are frequent. Each child either holds a class office or is a member of one of the class committees. The number of students has been successfully kept down to twenty, so far.

Of course, the greatest problem which we must face is that of a lack of the "wealth of easy reading material" which is recommended by all remedial reading authorities. In the first place, the junior highschool student does not want to read about Peter and Polly—when he is interested in animals, airplanes, radio, girls (or boys), and everything that the whole wide world has to offer him. Most of the available reading material on these subjects is much too difficult for him if he has a reading disability. He becomes discouraged, embarrassed, and loses all desire to read when he is confronted with too great a vocabulary burden.

We have met this problem with ungraded readers containing fact and informational as well as story material. We have organized a Junior Literary Club (pupils' choice of title) and we have the entire cooperation of a very efficient librarian, whose branch of the public library is housed at one end of our building.

The reading problem is ours; it is yours of the highschool; and it belongs to the college, too. Let's have no more of this shoulder shrugging.

"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead.
Books are friends. Come, let us read."
—Emilie Poulsson

The Teacher's

Courtesy, March of Time

Improvement and progress demand that we pause to see ourselves as others see us.

By CARROLL D. CHAMPLIN

THERE ARE CERTAIN ADVANTAGES that come to those persons who are spectators of important processes. To be on the inside of any activity is usually the source of a great deal of self-satisfaction; but measurable improvement and continuous progress demand that we step aside occasionally to see ourselves as others see us.

It is incumbent on all professional men and women to get as broad a view of life as possible; and it is helpful for even the most highly trained workers in the field of education to leave the classrooms of their own daily labors in order to watch others at work on a similar kind of vocational service.

Every profession requires of its leaders a comprehensive and profound appreciation. When a teacher gives serious consideration to the goals that have been set up, he starts a train of thought that is fairly sure to develop to philosophical proportions. Whenever a teacher evaluates his recent activities in terms of the ideals that have been taking shape over a period of years, his thinking takes on the qualities of a genuine philosopher. To neglect this type of thinking may mean failure to set up the additional goals that are both desirable and necessary. It is necessary to look toward the hills now and then so that we may have perspective on what is going on near at hand.

Teachers today need anchorage as well as leverage. It is important, first of all, to sense a clear need for solid moorings during these years of uncertainty and floundering. We are in the midst of a period that demands leadership of the best kind, and we see all around us evidences of intellectual frailty and professional fear. Authority is being questioned, and the right to authority is being denied by many modern-minded men and women. Philosophy is coming to our assistance whenever encouraged to do so; and we need most urgently the services of this age-old system of examination.

Philosophy has already done a great deal for us. It has given us a finer appreciation of our past problems and recent achievement, and it has given us a clearer understanding of our present requirements and major educational issues. Not infrequently has it enabled us to formulate principles that relate to our present purposes and future plans. The philosopher makes a critical inspection of the facts of science, and he gives meaning and value to the everyday experiences of life. The philosopher estimates the strength of our intellectual and moral foundations, and he examines the cultural content of the superstructure of our civilization.

The more time we take for inventories and appraisals, the better will be the quality of our contribution. Some of the specific needs for a philosophy of education are as follows:

[1] The presence of so many transplanted ideas and institutions

[2] The accumulation of numerous time-worn traditions

[3] The bold claims of vociferous reformers

[4] The untrustworthiness of radical innovations

[5] The studied arguments of armchair abstractionists

[6] The spectacular demonstrations of classroom revolutionists

[7] The reactionary fears of many timid conservatives

[8] The confusion produced by the temporizing of the socalled reconciliationists

[9] The excessively rapid expansion of secondary education in recent decades

[10] The widening of administrative responsibility

[11] The unlimited extension of classroom functions

[12] The increasing complexity of American education due to our having forty-eight distinct school systems to coordinate

[13] The flood of professional and semi-professional literature

[14] The magnetic effect of platform eloquence on immature minds

[15] The enlargement of the school plant to include so many poorly assimilated progressive features

It would be an invaluable exercise for every teacher to write his own intellectual and educational autobiography. It would be a profitable assignment for every classroom instructor to reread and rewrite the notes of his professional courses and university lectures. The time would be far from wasted if every teacher were required to report critically

Need *for a* Philosophy *of* Education

to his supervisory superior the discussions of educational conferences attended. To reconstruct the past is one of the best ways to prepare for the future. In connection with this whole appraisal process it would be helpful to evaluate the professional contributions of biology, psychology, sociology, and the like. The making of comparisons is invariably fruitful, and the drawing up of sharp contrasts frequently leads to drastic revisions of one's philosophy of education. Whatever is constructive is desirable from practically every viewpoint, and creative progress usually has its roots in an analysis of the experiments and explorations that have preceded.

The study of the history of education has in the past been widely regarded as impractical, but it is now becoming more highly appreciated and more specifically applied to our everyday problems of the school. As our record piles up and our traditions multiply, we find ourselves more in need of precise information about our institutional development. We need to learn more and more about the pioneers who struggled against severe opposition in the earlier generations of our national life. The more we know about the rise of certain instructional procedures and managerial measures, the deeper will be our understanding of the methods employed in the schools today. Familiarity with the schools of yesterday should prepare us to do fewer things wrong in the schools of tomorrow.

It is becoming increasingly wellknown that comparative education has an important contribution to make to the efficiency of our current instructional practices. It is a field of immeasurable fertility for scholarly activity and prolific output. Our philosophy of education will most assuredly lack breadth if it fails to reach its boundaries into the remote frontiers of foreign educational principles and practices. With each passing year there should be an increase in the number of exchange students and teachers, especially at the higher grade levels. The give and take of education around the world will pay generous dividends in the realm of a broadening culture and a deepening philosophy of life.

No teacher should delay writing out a tentative philosophy of education in terms of his own special professional duties and obligations. A comprehensive outline of aims and objectives is an essential division of such a selfimposed assignment. A series of postulates and principles representing one's convictions and purposes would also be an important phase of such a document. One's attitudes toward general and specialized training, laboratory and lecture schedules, immediate and ultimate ends in view, curriculum and extracurriculum time allotments, are a few of the subjects that can properly be included in the writing of one's educational creed.

It is profitable to find out what one really does believe in connection with any major pursuit in life. We are all so busy that it is easy to neglect this fundamental aspect of our professional responsibility. Many of us have confused ideas and vague notions concerning the larger purposes of our profession. For this very reason it is urgent that we submit ourselves to the pleasant and profitable processes of philosophy. We need to set up standards of performance and criteria of theory by which to determine the worth of our educational activities. The science of education has gone far to aid us in being objective and specific in the handling of data. We need also to have breadth and depth in our thinking if we are to receive the full advantage that should accompany our recent accomplishments. We need to discover the meaning of all our twentieth century achievement in the fields of education and psychology. We must keep ourselves more sensitive to the criticisms that we all unquestionably deserve.

We rush about without a compass, become desperately lost in the fog of pedagogical confusion. It is not enough to have university credit for a course in the philosophy of education, to own several shelves of important books on the subject of philosophy, or to speak fluently of the fascinating facts dealing with the history of philosophy. Unless one's contact with the subject of philosophy leaves a stamp and determines a new course of thought and action, it is scarcely worth the time required to make its acquaintance. If one is invigorated intellectually and is able to map out a fresh course of educational procedure, then he has become a legitimate beneficiary of the philosophic life of the scholar. Every American teacher is invited to cultivate the spiritual glow that attends the practice of philosophy. Every American child who comes under the influence of such an inspired classroom instructor will inherit the educational kingdom of heaven.

From 38th Annual Report of the Superintendent of Schools, New York

ROLLER SKATES

THE NEWBERY MEDAL BOOK

THE LATEST NEWBERY MEDAL BOOK is *Roller Skates* by Ruth Sawyer. This medal is awarded each year for the most distinguished contribution to American literature for children.

In beginning this prize book for boys and girls, the author in a clever way lets the reader know that Lucinda, the little girl on roller skates, must be herself when she was ten. But it is nice to be *sure* of this from Ruth Sawyer, who writes: "Yes, *Roller Skates* gives a year out of my own life. I gave the small ten-year-old person the name of my grandmother—Lucinda Wyman—a remarkable person. Children care little, I find, for 'I' books; and I knew the only way I could write *Roller Skates* was by using the third person singular."

Note the illustrations on this page while you read these lines from *Roller Skates:* "What a strange little figure she is, different from the rest. She wears a pongee pinafore, buttoned down the back and with long sleeves. She wears a navy-blue sailor hat with ribbons down the back, held under the chin with an elastic band. She wears ribbed black stockings and high black laced shoes with stubby toes, badly barked. I know her in an instant; altho I had forgotten all about her for years, had forgotten she ever existed. It gives me a shock to see her, looking so exactly as she should look, so everlastingly full of life and still on roller skates."

It is Lucinda the author sees in memory, brought back by the sight of thousands of modern children coming out on roller skates, fresh every spring like the crocuses. Fortunately, Lucinda's diary is still in the author's possession, kept by Lucinda that year in the 1890's when she was "a temporary orphan," free to be herself and to make friends in New York when that city was much smaller and quieter than now.

So the story is off to a good beginning

RUTH SAWYER

and the chapters that follow the first are full of interest and humor, telling of Lucinda's adventures and the many friends she makes—Mr. Gilligan, "the best hansom cab driver in New York"; patrolman McGonegal; Tony, the Italian boy who helped his father with his fruit stand; Miss Peters, in whose home Lucinda lived this year. But the relatives and friends Lucinda knew before she was ten add quite as much variety and flavor to the book, particularly Aunt Emily and her four lady-like, docile daughters; Uncle Earle; and Johanna, the Irish nurse.

The several Irish friends of Lucinda in *Roller Skates* and her ability to mimic the speech of the Emerald Isle suggest an Irish ancestry. But Ruth Sawyer's first feeling for Ireland and fairies came from Johanna, the Irish nurse of her childhood. Ruth Sawyer was born in Boston and attended private schools in that city and New York. After graduation from a training school for kindergartners, she went to Cuba to help organize kindergartens. Here she began telling stories, picking up the folklore of that land, and learning Spanish. Back in New York, she studied folklore at Columbia University and went all over the city telling stories in schools, libraries, settlements, and orphanages. She was born a story teller. Since 1923, she has been telling stories for Cornell University extension service. Her present home is in Ithaca, New York. She is the wife of Dr. Albert Durand and has a son and a daughter, David and Peggy.

In reply to an inquiry as to how she came to write books for children, Ruth Sawyer replies: "That question is impossible to answer. Why I have continued to write is inevitable—a natural outcome of my storytelling, a realization that there is more delight and satisfaction in writing for children than for adults, and also the realization that one can reach for the best and give it honestly, which I think does not hold true for the present-day writing of fiction for adults." Ruth Sawyer sold her first story, an Irish folktale, in 1908. Since then have followed *This Way to Christmas,* a collection of stories for children; *Dr. Danny,* Irish stories for adults; *Tono Antonio;* and *Picture Tales from Spain.*

When the Newbery medal was presented last June at the annual meeting of the children's librarians of the American Library Association, Ruth Sawyer was dressed in a costume of 1781, a blue and white striped dress from the Parisian trousseau of Grandmother Lucinda Wyman when she was a bride in Keene, New Hampshire.

The American Institute of Graphic Arts selects and exhibits annually 50 books of the year, as outstanding examples of American book making. The fine format of *Roller Skates* with line drawings by Valenti Angelo in blue-gray won for it a place in this select list.

Frederic G. Melcher, editor of *Publishers' Weekly,* is the originator and donor of the John Newbery medal, named in honor of the London bookseller who was the first person to publish books for children. A complete list of the 16 Newbery medal books appears on page A-133 of this JOURNAL; also, an announcement of interest to teachers and parents of young children of a new award to be made annually for the best picture book.—E. B.

FUTURE TEACHERS *of* AMERICA

AS A CONTINUATION of Horace Mann's work in the selection and preparation of teachers, the NEA Committee on the Horace Mann Centennial recommends that there be established in each community "Future Teachers of America" groups which will seek to interest the most promising young people in teaching as a career.

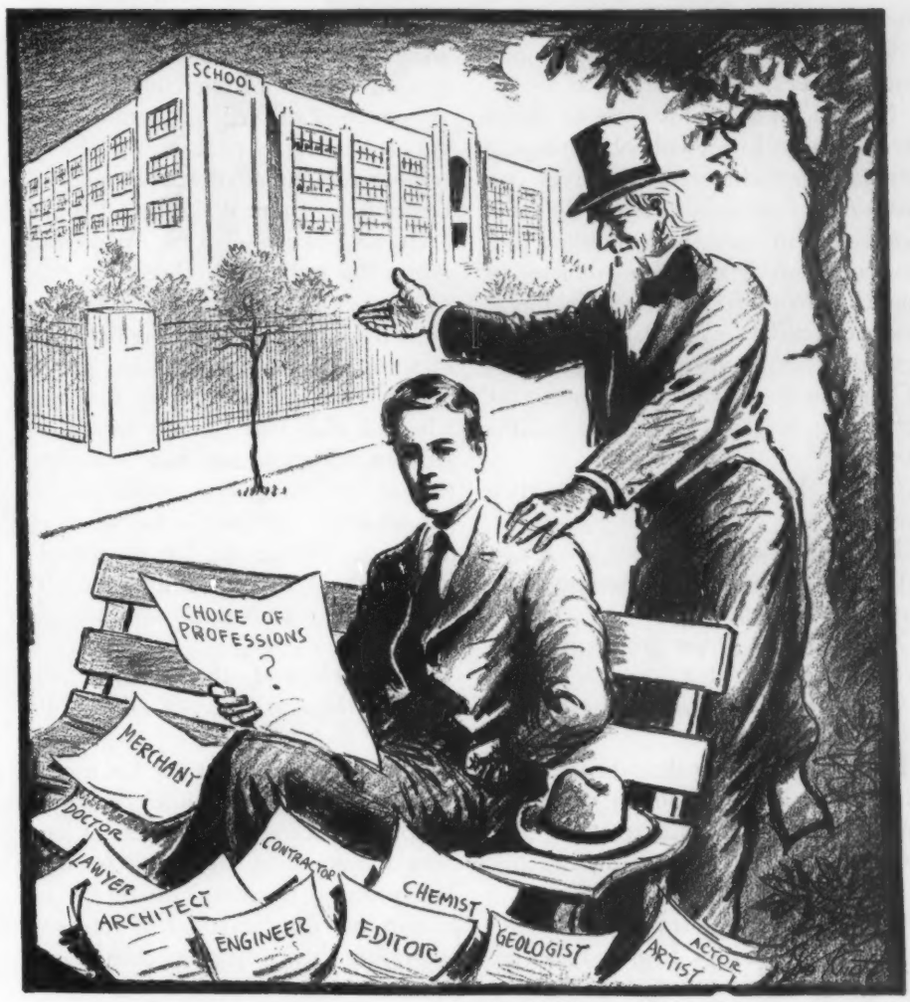
The purpose of the Future Teacher movement is not to increase the number of young people who enter teaching, but rather to encourage only those to enter who in purpose, aptitude, and personal character offer the best promise of becoming worthy teachers. It is a high privilege for any teacher to give encouragement and guidance to these young people.

The farreaching possibilities of a Future Teacher club are suggested by the following program presented in March 1937 by the Walterboro, South Carolina, Future Teacher group, before the South Carolina State Teachers Convention:

MRS. THOMAS *(sponsor of the club)*—This is an age of youth. Mighty forces are stirring their spirits, and youth movements are sweeping many nations. Germany and Italy have caught this challenge and are pouring the energies of their youth into mighty military molds. But a nation striving to build for world peace has a different answer to this cry of youth. This unleased vitality of our young citizens must be guided into avenues of high purpose and noble endeavor.

Present indications are that education, already the most gigantic enterprise ever undertaken by a civilized country, will go forward to even greater achievements. The whole nation will be included in its scope. Only thus may we hope to build an enduring temple of democracy which will withstand the strong forces that oppose it.

If educational trends are a safe guide to the future, the profession of teaching will encompass the whole span of life from the nursery school to the people's college and public forums for all adults. Able teachers and leaders of vision will be needed for this work. Thus unparalleled opportunities are awaiting those who become our teachers in the future.



From The American School Board Journal, November 1936

The making of a teacher is a spiritual process. The qualities of character which make for strong and wise leadership develop early. Yet how often do we get the reply, when asking a young graduate what he or she expects to do, "Oh, I hardly know. I guess I shall teach for a year or two until something else turns up." Not so the prospective doctor or lawyer. Those expecting to enter these professions have made their decisions in highschool and are choosing courses with their professions in mind.

Elijah, the great prophet of old, knew the value of and the necessity for early training when he established schools for young men to be trained as prophets. Elijah's mantle fell on the shoulders of the man who was prepared and ready to wear it. So must we teachers today build for the future efficiency and power of the teaching profession. One way to achieve this goal is for our professional organization to encourage interested teachers to organize Future Teacher clubs in our highschools.

Several members of our own FTA group will tell you the story of our club in a jury-panel discussion. I take pleasure in presenting to you Glynn Hope Fairey, president of our club. She is a senior and expects to be a teacher. Glynn Hope.

GLYNN HOPE — Thank you, Mrs. Thomas. I shall ask Newell Smith, our vicepresident, to answer some questions about our club. Newell, when was the Walterboro Future Teacher club organized?

NEWELL—In October 1935.

GLYNN HOPE—Were the pupils interested?

NEWELL—Yes, about fifteen joined the club, and they were enthusiastic.

GLYNN HOPE—What were their aims and purposes?

NEWELL—Their aims were to choose those subjects in highschool that would best further their career; to survey curriculums of colleges to find the ones best suited to train them for their profession; to study common problems of the schoolroom in order that they might become familiar with classroom management and instruction; to read stories of successful teachers; and to act as substitute teachers whenever called upon.

GLYNN HOPE—How often do they meet?

NEWELL—They meet once a week.

GLYNN HOPE—Do the members pay any dues?

NEWELL—No. Other groups may do as they like about this.

GLYNN HOPE—What are the qualifications of members?

NEWELL—Members should have good scholarship, leadership, high character, and the desire to become teachers.

GLYNN HOPE—What are the benefits of the club?

NEWELL—The club teaches us how to preside over meetings. It gives us social contacts with each other; a broader conception of the teacher's place in our social scheme; appreciation of leaders in the profession; information about types of teaching, types of personalities best suited to teachers—in short, a deeper appreciation and a loftier conception of the whole profession.

GLYNN HOPE—Has the club been recognized outside of the school?

NEWELL—Yes. The club had as guest speaker on one occasion our county supervisor. She invited us to attend the county teachers meeting, and she presented us to that group. In March 1936 we sent a delegation of five to the state teachers meeting.

GLYNN HOPE—Thank you, Newell. I shall ask Audrey Marler to give us some other information. Audrey, how did this unpretentious little club happen to gain national notice?

AUDREY—The club was organized in October 1935 and named the Future Teachers of America club. The January 1936 JOURNAL of the National Education Association contained a leaflet, "Shall I Become a Teacher?" written by the editor, Mr. Joy Elmer Morgan. The leaflet suggested that such clubs be organized. This was read at our next club meeting, and we voted to send Mr. Morgan an account of our club's activities. A portion of the article, "Future Teachers of America," [page 287] in the December 1936 JOURNAL was devoted to a description of our Walterboro Club.

GLYNN HOPE — Is the Walterboro group the only FTA club?

AUDREY—No, Glynn Hope. The Laramie Highschool in Wyoming organized in 1936, and Mrs. Thomas has just received a letter from Otis, Colorado, where a club was recently organized. Atlanta, Georgia, has had a student-teacher club since 1931 whose purpose was to train able pupils for substitute teaching. [Within the last six months, many Future Teacher clubs have been organized in schools thruout the nation.]

GLYNN HOPE—Is there a plan for a national organization of the FTA group?

AUDREY—The idea is not for a great national organization, but for the spread thruout our schools of numbers of local clubs sponsored by interested teachers. The primary emphasis should be on growth and the fundamental values of life, rather than on the mechanisms of organization.

GLYNN HOPE—Thank you, Audrey. I shall ask Sylvia Bogoslow, secretary of our club, to continue the discussion. Sylvia, how may clubs be formed?

SYLVIA—This is very easily done, Glynn Hope. Let some interested teacher bring together the students who would like to know more about teaching as a possible career. This may be done by personal invitation or a general invitation to the class.

GLYNN HOPE—What would you select for the first program?

SYLVIA—Well, I should use a copy of "Shall I Become a Teacher?" which answers many questions on the subject such as "Have I the Needed Qualities?" and "Is Teaching a Profession for Men?"

GLYNN HOPE—Where can this leaflet and further information be secured?

SYLVIA—From the National Education Association, 1201 16th St., N. W., Washington, D. C. [20-49 copies, 3¢ each; 50-99 copies, 2¢ each; 100 or more copies, $1 per 100. No single order under 60¢; cash to accompany all orders for $1 or less.]

GLYNN HOPE—What type programs may be used at the meetings?

SYLVIA—This year a study of Horace Mann is very appropriate, also the lives of great teachers, or the history of the public schools. There are many other suitable subjects. [A packet for Future Teacher clubs, containing suggestions for organizing, suggestive programs, a cloth-bound copy of *Horace Mann: His Ideas and Ideals,* and other helpful material may be secured from the National Education Association for 50¢. Cash must accompany all orders for $1 or less.]

GLYNN HOPE—Is there a national creed or emblem and is the organization a fraternity or sorority?

SYLVIA—No, but a pledge suggested by the Future Teacher certificates obtainable from the NEA has been adopted by our club.

GLYNN HOPE—I'll ask this group to conclude our program by repeating the pledge.

NEWELL, AUDREY, SYLVIA, *and* GLYNN HOPE *(in unison)*—In order that I may prepare to be the best possible teacher:

I will try to keep my body well and strong.
I will study daily to keep my mind active and alert.
I will seek to know the right and to live by it.
I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.
I will learn the art of helping others by doing helpful things daily in school and home.
I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.
I will make my influence count on the side of right, avoiding habits that weaken and destroy.
All these things will I do now so that when my opportunity comes, I may the more worthily fill the high office of teacher.

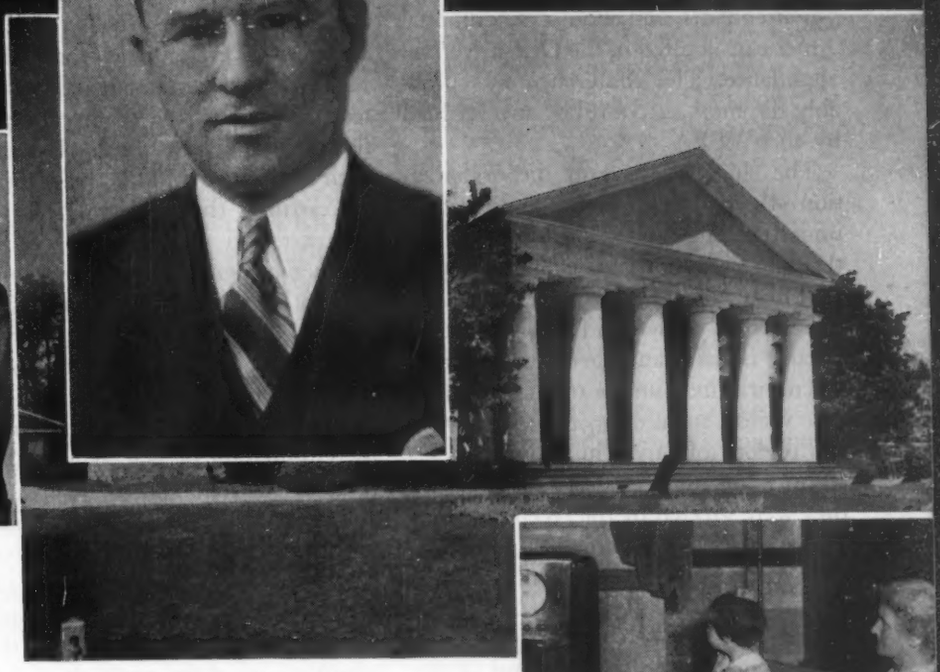
Stop Watch in Hand

FOUR SECONDS TO GO!

The NEA Broadcasters present "Our American Schools" at Valley Forge, celebrating American Education Week 1936 from the Orderly Room in Washington's Headquarters.

Fritz Balzer and his violin . . . leader of the NEA Broadcasters' "Silver Six."

Shepard Stone, assistant Sunday editor of the NEW YORK TIMES, *commentator on "Exits and Entrances."*



The NEA Broadcasters will celebrate American Education Week 1937 from Arlington Mansion, Virginia, once the home of Robert E. Lee. The program will be dedicated to Lee's service in education. National Commander Daniel J. Doherty [insert] of the American Legion, will participate.

THE NEA ON THE AIR IN 1937-38

Every MONDAY afternoon, 2:30-3:00 oclock EST, *Columbia Broadcasting System, "Exits and Entrances"*

Every WEDNESDAY evening, 6:00-6:15 oclock EST, *Red Network, National Broadcasting Company, "Our American Schools"*

Every SATURDAY morning, 11:00-11:15 oclock EST, *Red Network, National Broadcasting Company, "Our American Schools"*

The World Federation *in* Tokyo

PAUL MONROE

THE SEVENTH BIENNIAL MEETING of the World Federation of Education Associations was held in Tokyo, Japan, August 2-7, 1937. The Federation—composed of the international organization of teachers of seventeen or eighteen countries—was formed in San Francisco in 1923 and has met successively in Edinburgh, Scotland; Toronto, Canada; Geneva, Switzerland; Denver, Colorado; Dublin, Ireland; Oxford, England; and Tokyo, Japan.

Thirty-seven countries were represented at the Tokyo conference. In addition to the delegates of the constituent organizations, a number of governments sent official delegates. The attendance was between 3000 and 3500. The United States was represented by some 700 or 750 attendants, and about 150 additional Americans located in the Orient were in attendance. The conference was probably the most successful of any yet held by the WFEA.

The chief objective of the organization—the promotion of international understanding and peace—is obtained thru the formation of personal acquaintance between the visiting teachers and the teachers of the land where the conference is held, and thru the visitation of cultural institutions of that country. The visitors spent days or weeks in various regions of Japan in addition to attending the conference. In each locality they were greeted by the reception committee which took charge of the visiting teachers and entertained them with unstinted hospitality. The Federation was thus the guest of Japan as well as of Tokyo, and of the teachers and of the public-spirited citizens of Japan as well as of the Japanese Education Association, which was the actual host.

The entertainment offered was lavish and the visitors were kept busy seeing what to them were the novel cultural institutions of Japan. Many visiting teachers pronounced the educational exhibit the finest they had ever seen. Schools, universities, museums, art galleries, theaters, and cultural societies, even department stores, provided especial entertainment of exhibits for the visitors. The Japanese Society for International Cultural Relations held a three-day forum which preceded the Federation conference. Thru these meetings, tea parties, and receptions, the visitors had an opportunity to form acquaintances.

The Federation conference meetings were held in the buildings of the Imperial University. The Federation consists of eighteen different sections, many of which were necessarily in session at the same time, so that the efficiency of the organization for the conference had an excellent test.

A number of fundamental questions are raised by such a conference of the Federation. *First:* How can the international interests and objectives of the teachers and of the teachers' organizations be made effective? The fact that such a meeting could be held and be so successful at the same time that a war of aggression was being waged is but another evidence of the divergence between the interests of the masses of the people and of their official representatives responsible for governmental action. This truth was pressed home to all in attendance. So also was the truth that the elimination of war as a method of national progress and the realization of any effective degree of international cooperation were primarily matters of determining attitudes thru educational channels. While the members of the Federation were impressed with the inadequacy of their methods, yet they were but encouraged to intensify their efforts. Thus the work of the teacher was magnified rather than belittled by the present situation.

A *second* truth brought home to members of the Federation was that their present organization has not yet attained even its preliminary goal. The Federation has objectives other than that of international peace, purely professional objectives. These are being realized thru the mass conference, whose primary objective, that of the formation of professional acquaintanceship and the interchange of professional experience, contributes directly to the attainment of its social or international aim. We have come to believe thoroly that the only adequate basis for understanding between two peoples is that of an extensive personal acquaintanceship among members of the teaching force of the respective countries. In this respect also the conference was a distinct success.

A third gain was the marked progress which was made in formulating schemes for making the organization more effective and in giving it a more definite hold upon reliable objectives.

One further gain was in the realization that many aspects of education represented by sections of the Federation also seek international ends thru international organizations of their own. In several fields these international organizations took charge of the sectional activities of the Federation. So successful were these that further development along this line is invited with bright prospects of achievement in the future, particularly in new lines of educational endeavor such as broadcasting and the moving picture. Both college and university were represented. It is to be hoped that such representation will be even more extensive in the future, and that our institutions of higher learning may, thru this section of the Federation, find the machinery for achieving common international aims.

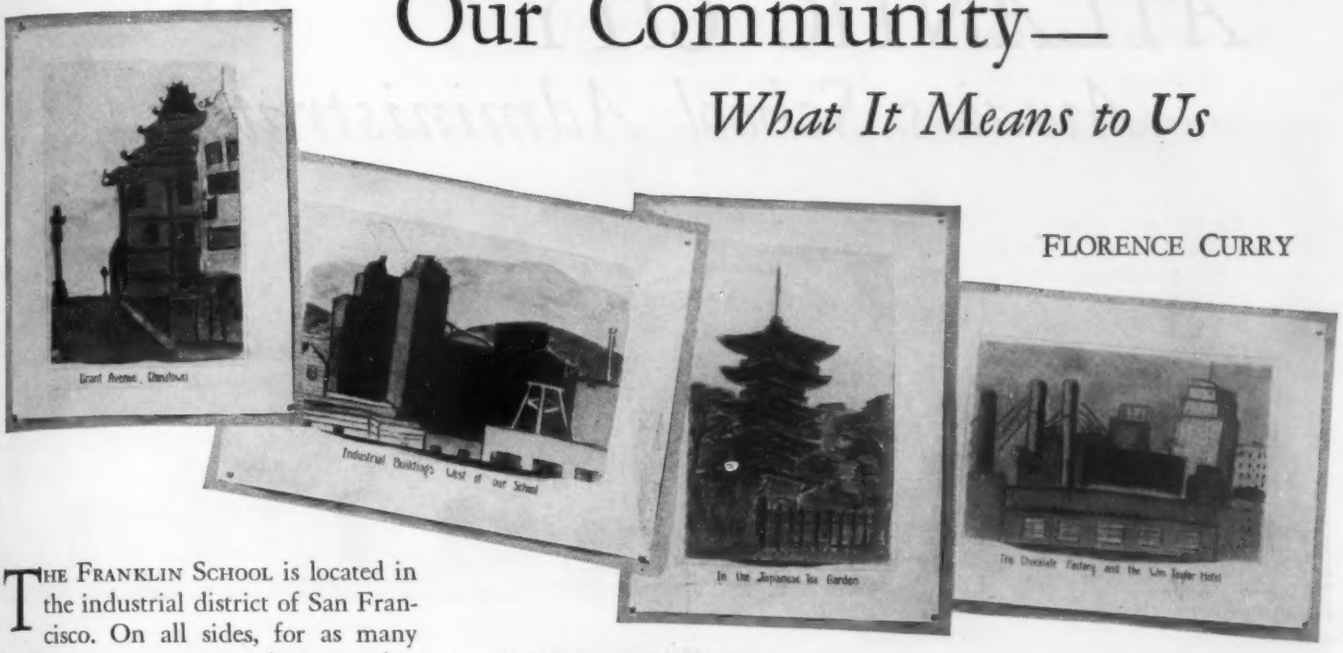
While the place of the next biennial meeting of the Federation was not determined, there was sentiment in favor of visiting Latin-America.

Officers for 1937-39 are: *President,* Paul Monroe, Teachers College, Columbia University, New York City; *secretary-general,* Uel W. Lamkin, president, State Teachers College, Maryville, Mo.; *treasurer,* E. A. Hardy, 124 Duplex Ave., Toronto 12, Ontario, Canada; *vicepresidents,* G. R. Parker, 3 Lloyd's Place, Blackheath, London S. E. 3, England; M. O'shima, Tokyo Imperial University, Tokyo, Japan; Selma M. Borchardt, 1741 Park Road, N. W., Washington, D. C.

Our Community—

What It Means to Us

FLORENCE CURRY



THE FRANKLIN SCHOOL is located in the industrial district of San Francisco. On all sides, for as many blocks as one can see, there are factories, great industrial buildings, laundries, canneries, dyeing and cleaning establishments, wholesale houses, bakeries, and tall smokestacks. To the south, not many blocks away, are the railroad yards; to the east, the terminal of the new Bay Bridge. It is not a district one would choose in which to bring up children. But in narrow streets or alleys sandwiched in between industrial buildings are the homes of foreign workers, whose children are all young Americans in the making.

The low sixth grade was having difficulties with art work. How could Margarita be expected to sketch a desert scene somewhere in Africa when she had lived all her life in an alley overshadowed by tall buildings? How could Jose create a picture of a farm in China when he had never seen one in California? It was a discouraging situation.

One day the question was asked, "Is there anything beautiful about our neighborhood?" Most of the class answered, "No," without hesitation. Didn't people always say that this district was ugly? A few thought the San Francisco-Oakland Bay Bridge was beautiful. It was decided that the next art lesson would be sketches of the neighborhood. No imagination was to be used this time. The children were to sketch what they saw. The first lesson was done from the school windows. The boys and girls were surprised and pleased with the results. Here was something they could do. Ugly, uninteresting buildings suddenly became interesting and artistic. There was beauty in the neighborhood!

Now we had a problem to solve. In order to successfully integrate all subjects, we had to discover what our community had to teach us of the civilization, history, science, and art of the ancient people. We had to find the products in our neighborhood factories that had their origin in Africa and Asia.

There was no feeling of discouragement now. Interest in our community was thoroly aroused. The class decided to make an investigation. The boy who sketched the corner grocery said he would make a list of the articles he saw for sale there. Others promised to pay special attention to the factories and buildings they passed on their way to and from school. From the grocery store list we selected coffee, tea, rice, sugar, dates, and spices. In our immediate neighborhood the places we decided to learn more about were a carbon company, a chocolate factory, a lumber yard, glass works, a pottery company, a wholesale paper company, a coal yard, tire shops, a paint company, and a dyeing and cleaning establishment.

The children went to work with a will. Excursions were made to many of the nearby industrial plants. Collections of raw materials and manufactured articles were made. A great deal of extra reading was done for information and solving of problems that arose. Reports were made by chosen committees. Compositions were written and product maps and graphs made. Illustrations were made in colored chalk.

As a result, the class gained confidence thru actual experience. The children gained a certain civic pride, too, in knowing that their particular part of the city was, after all, an important and necessary section. They had a better understanding and knowledge of the interdependence of nations. Their power of observation was developed and with it a desire to know the story behind everything observed. They learned thru their work in art that whether or not a thing is beautiful depends entirely upon the point of view.

The interest in this particular unit of work did not lag once. At the close of the spring term we had covered sixteen main subjects besides many sub-topics that arose from reading, discussions, and reports. Pupils were eager to know what they could do as soon as the school opened in the fall.

The second term took us out of our immediate neighborhood occasionally but to places of interest that could not be omitted. In studying money we visited and sketched both the old and the new mints. For music we went to the Opera House. Fishing, shipping, and ship building took us to the docks and the waterfront. The fall term ended all too soon!

Besides getting a wealth of information the class had derived pleasure from this work. We feel that studying our community has been a success.

ATLANTIC CITY
Awaits School Administrators

Many beautiful hotels form an interesting skyline

Photo by Fred Hess & Son, Atlantic City

The American Association of School Administrators, formerly the Department of Superintendence, will meet in Atlantic City, next February 26 to March 3, for the organization's sixty-eighth annual convention. Headquarters—including registration, exhibits, and general sessions—will be in the Municipal Auditorium located on the Boardwalk within walking distance of the hotels. Varied programs will provide food for thought in many fields of current educational interest. Nine general sessions and eighteen afternoon discussion meetings will be held by the Association itself. Numerous specialized programs are being planned by allied organizations and other groups which meet annually during convention week. For sleeping room reservations, address: A. S. Chenoweth, Housing Bureau, 16 Central Pier, Atlantic City, N. J.

February 26—March 3, 1938

NOTES *and* ANNOUNCEMENTS

☆

WITH JOURNAL AUTHORS—

MRS. BLANCHE LOUISE MEANS, principal of Central School, Springdale, Ark., describes on page 247 a cafeteria experiment which will be suggestive for other small schools.

☆

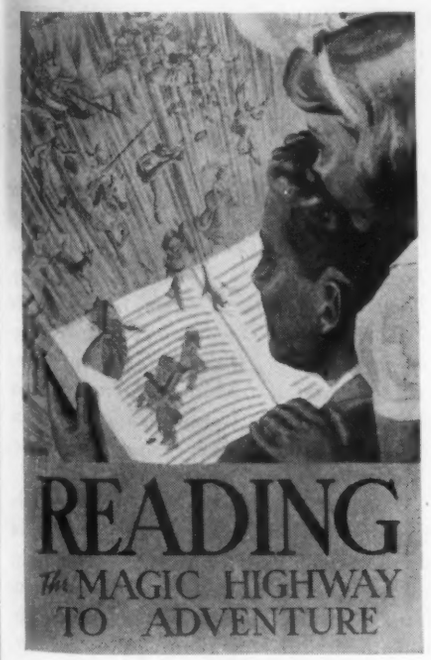
CLARA M. BARNES [248] is librarian of the Shorewood Public Schools, Milwaukee, Wis.

☆

T. D. MARTIN [250] is director of the Membership Division, National Education Association.

☆

FREDERICK L. POND [252], principal of the Meadville Highschool, Meadville, Pa., writes that his article, "Providing Work Opportunities," was prompted by a sentence from Commissioner Studebaker's article in the April JOURNAL: "What more can education do to assure educational, recreational, and work opportunities to youth, as our special responsibility?"



BOOK WEEK POSTER, 1937

The special theme for Book Week, November 14-20, is "Reading—the Magic Highway to Adventure." Suggestions for observing the week may be obtained from the National Association of Book Publishers, 347 Fifth Avenue, New York, N. Y.

During the twenty-five years that WILLIAM H. KILPATRICK [254] taught at Teachers College, Columbia University, he had over thirty thousand students. His influence on the schools of America has been equalled by few teachers.

☆

ELEANOR CRAVEN FISHBURN [257], of the NEA headquarters staff, is the author of "The Life and Times of Horace Mann" in the March 1936 JOURNAL.

☆

LOTA E. BLYTHE [265] teaches in the Lathrop Junior Highschool, Santa Ana, Calif.

☆

CARROLL D. CHAMPLIN [266] is professor of education at the Pennsylvania State College, State College, Pa.

☆

An educator internationally known is PAUL MONROE [272], president of the World Federation of Education Associations, and director of the International Institute of Teachers College.

☆

The art project which FLORENCE CURRY of the Franklin School, San Francisco, describes on page 273 is attracting to the school visitors from many states.

QUESTION

A Poem for Armistice Day

HELEN HINCKLEY

The students closed their history books. I said,
"Can you see, class, the bitter price we pay
For war? So many dollars every day
On ammunition spent. Spoiled fields made red
With rich life blood of boys from school, who led
This charge or that. You boys can lead the way
To peace. You've learned war's cost, and you can say,
'All wars are past. We'll live by peace instead'."

Then Ralph stood up, a handsome, manly youth,
"But we all love our country. You'd deny
Us boys the chance to win a battle scar
For her." When can we teach these boys the truth,
These young lives offered cheap for fools to buy,
That love of country is not love of war?

"Horace Mann for Young People," the special feature on pages 257-64 has been prepared with three groups especially in mind: First, the teacher-reader who wishes a tabloid summary of this great life. Second, the children in the school itself, young people ranging from the sixth grade thru college. Third, citizens, including thousands of members of boards of education, who will appreciate the feature if teachers call their attention to it.

[*Cont. on page* A-133]

Carroll County, Ohio, has developed a coinclusive enrolment blank. In a letter to his teachers, Superintendent L. X. Johnston says: "As an alternate delegate I attended the NEA convention in Detroit this summer. I can never forget the thrill of it as I realized that the great work of this Association had the complete support of every Carroll County teacher. The program was splendid. I believe you would enjoy looking at the printed copy which was given to your principal. I hope your school is displaying its 100 percent NEA certificate in a prominent place."

Enrollment Blank
CARROLL COUNTY TEACHERS' ASSOCIATION
1937-1938

For several years Carroll County teachers have enrolled 100% in county, sectional and state teachers' associations. Many also enrolled in the National Education Association. Last year we attained 100% enrollment in the N.E.A. This is a record of which all county teachers may be justly proud and which should be continued for this school year.

I hereby apply for membership in the National Education Association ($2.00), the Ohio Education Association ($1.50), the Eastern Ohio Teachers Association (50c) and the Carroll County Teachers Association (50c).

Name: _____

Position: _____

Address for school year: _____
(Give Street or R.F.D.)

It is understood that the enrollment fee includes a year's subscription to the N.E.A. JOURNAL and OHIO SCHOOLS, and, that the Carroll County Teachers' Association obligates itself to pay the membership fee for the school year in the above named associations upon payment of the $4.50 fee.

CARROLL COUNTY TEACHERS' ASSOCIATION

WENDELL HERRON, President
RUTH HUFFMAN,
Secretary-Treasurer, Pro tem

Executive Committee:
LOIS GERMAN
BASIL NEWBOLD
W. R. BELL
L. X. JOHNSTON, Ex officio

(Please Do Not Detach)

TIME BANK CHECK

Date_____1937
(Date prior to November 1st)

Write here the name of Bank or Trust Co. — City (Address of Bank) — State

Pay to the order of **Carroll County Teachers' Association**

Four and . . . . . 50/100 Dollars, $4.50

_____
(Signature here)

This is a check on your own bank and will not be cashed before date given above. It is given in payment of dues for the school year 1937-1938 and includes a year's subscription to The N.E.A. Journal and Ohio Schools. Your own check may be used if you prefer.

YOU WOULD NOT WISH your city to remain apart from the United States, a city without a country. Nor would you wish to be a man without a country. If you value your political citizenship in the nation, why not value your professional citizenship in the nation?

New Life Enlistments

THE TOTAL NUMBER of Life Members enroled in the National Education Association prior to October 1 was 5816. The following Life Members have been reported since the list was published in the October JOURNAL.

ARKANSAS—Imon E. Bruce
DISTRICT OF COLUMBIA—Clara L. Pitts
ILLINOIS—Fred L. Biester, Cecil W. Martin
INDIANA—DeWitt S. Morgan
MONTANA—Ray Bjork
TEXAS—Paul C. Campbell, Bascom B. Hayes, Reginald J. West

Completed Enrolments

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

NINETEEN YEARS

IOWA—*Sioux City*, Hopkins
MISSOURI—*Sedalia*, Mark Twain
OHIO—*Kenton*, Kenton Public Schools, East, Espy, Kenton Grammar, High, North, West

SIXTEEN YEARS

ILLINOIS—*East St. Louis*, Rock Jr. High
NEW JERSEY—*New Brunswick*, Lord Stirling

FIFTEEN YEARS

IOWA—*Sioux City*, Whittier

FOURTEEN YEARS

CONNECTICUT—*Darien*, Baker
ILLINOIS—*Belvidere*, High
KANSAS—*Cherryvale*, Cherryvale Public Schools, Jr. High, Sr. High, Central, Lincoln, McKinley
MASSACHUSETTS—*Brookline*, Lawrence
NEW JERSEY—*Fair Haven*, Fair Haven Public Schools, Fisk, Willow
NEW YORK—*Oneida*, Washington
OHIO—*Warren*, Roosevelt

THIRTEEN YEARS

COLORADO—*Ft. Lupton*, Ft. Lupton Con. Schools, Grade, High
NEW JERSEY—*Fair Haven*, Knollwood
PENNSYLVANIA—*Slippery Rock*, State Teachers College
TENNESSEE—*Springfield*, High

TWELVE YEARS

ILLINOIS—*Shabbona*, Shabbona
OHIO—*Youngstown*, Bancroft
SOUTH DAKOTA—*Wakonda*, Wakonda
VIRGINIA—*Lynchburg*, West End; *Norfolk*, James Monroe, Ocean View

ELEVEN YEARS

ARIZONA—*Holbrook*, Holbrook
NEW JERSEY—*Plainfield*, Evergreen

TEN YEARS

TENNESSEE—*Springfield*, Jr. High
TEXAS—*Texarkana*, Akin
UTAH—*Duchesne Co.*, Altamont High

NINE YEARS

CALIFORNIA—*Soledad*, Union Grammar
MISSISSIPPI—*Yazoo City*, Yazoo City Public Schools, Jr. High, Main St., Sr. High
NEW YORK—*Spring Valley*, Lakeside
OHIO—*East Palestine*, E. Palestine Public Schools, E. North Ave., Jr. High, Sr. High, Taggart

EIGHT YEARS

MASSACHUSETTS—*Stoneham*, Dean; *Waltham*, Thomas Hill

SEVEN YEARS

MICHIGAN—*Battle Creek*, Lakeview, Prairieview
OHIO—*Cadiz*, Cadiz

SIX YEARS

IOWA—*Cherokee*, Cherokee Public Schools, Garfield, Lincoln, Webster, Wilson
MASSACHUSETTS—*Reading*, Lowell
NEW YORK—*Cambridge*, Union; *Corning*, Public No. 2
PENNSYLVANIA—*Milton*, Central
TEXAS—*Texarkana*, Highland Park
WEST VIRGINIA—*Pine Bluff*, Pine Bluff
WISCONSIN—*Milwaukee*, U. S. Grant

FIVE YEARS

DELAWARE—*Kenton*, Kenton
ILLINOIS—*Freeport*, Center; *Peoria*, Lincoln
INDIANA—*Indianapolis*, Washington Irving No. 14; *Terre Haute*, Rea
KANSAS—*Cullison*, Cullison
MICHIGAN—*Berkley*, Berkley Public Schools, Angell, Grade, High
NEW JERSEY—*Irvington*, Augusta
OHIO—*Montgomery Co.*, Jefferson Twp.

FOUR YEARS

FLORIDA—*Orlando*, Memorial Jr. High
LOUISIANA—*Donner*, Grade
MASSACHUSETTS—*Malden*, Franklin
MICHIGAN—*Marshall*, Marshall Public Schools, Capitol Hill, Central, Crary, Pierce, Sr. High Shearman
NEBRASKA—*Wood River*, Wood River Public Schools, Grade, High
OHIO—*Adrian*, Rural; *Cleveland*, Lawn

THREE YEARS

GEORGIA—*Cochran*, Cochran
KANSAS—*Blue Rapids*, Blue Rapids Public Schools, Grade, High
MICHIGAN—*Albion*, Albion Public Schools, Austin, Dalrymple, Washington Gardner High and Grade, West Ward
NEW MEXICO—*Jal*, Jal
NEW YORK—*Mt. Vernon*, Longfellow; *Van Hornesville*, Central
OHIO—*Carroll Co.*, Leesville (Orange Rural); *E. Canton*, E. Canton; *Greenfield*, Greenfield Public Schools, Elementary, McClain Jr. & Sr. High
TEXAS—*Bangs*, Bangs
WEST VIRGINIA—*Beckley*, Lincoln
WISCONSIN—*Sheboygan*, Jefferson

TWO YEARS

ARIZONA—*Bisbee*, Coschise Co. Supt. Office
ILLINOIS—*Peoria*, Reservoir Heights
KANSAS—*Sedan*, Sedan Public Schools, Kilmer Grade, Jr. High, Sr. High
KENTUCKY—*Fayette Co.*, Russell Cave, Shelby, Se. Elkhorn, Walnut Hill, Wolf Run
LOUISIANA—*Delcambre*, High; *St. James Parish*, Romeville High
MARYLAND—*Anne Arundel Co.*, Dorsey Elem.
MASSACHUSETTS—*Orange*, Cheney
MISSOURI—*St. Louis*, Educational Museum
NEBRASKA—*Potter*, High
NEW HAMPSHIRE—*Center Sandwich*, Quimby; *Farmington*, High
NEW JERSEY—*Perth Amboy*, Middlesex Co. Voc. No. 2
OHIO—*Clermont Co.*, Williamsburg Twp.; *Mowrystown*, Whiteoak Rural
VERMONT—*W. Charleston*, Charleston High
VIRGINIA—*Nansemond Co.*, Nansemond Co. Public Schools, Bethlehem, Chuckatuck High, Crittenden, Cypress High, DeJarnette, Holland High, King Fork, Whaleyville High
WEST VIRGINIA—*Clarksburg*, Hartman; *Norton*, Grade; *Proctor*, St. Joseph's; *Raysal*, Raysal

CURRENT YEAR

INDIANA—*Albion*, York Center; *Sheridan*, Boxley; *Tipton*, Jr. High
KANSAS—*Ford*, Rural High No. 7, Ford Grade No. 4
KENTUCKY—*Fayette Co.*, Fayette Co. Public Schools, Athens High, Briar Hill, Bryan Station, Faulconer, Kenwick, Linlee, Picadome Elem. and High
LOUISIANA—*Tangipahoa*, Grammar
MARYLAND—*Anne Arundel Co.*, Jessup
MASSACHUSETTS—*Norwell*, Center Primary
NEBRASKA—*Potter*, Potter Public Schools, Elementary
NEW JERSEY—*Helmetta*, Helmetta
NEW YORK—*Stanfordville*, Stanford Union
SOUTH CAROLINA—*Marlboro Co.*, Boykin Grammar; *Columbia*, Logan, Fannie McCants, Moore, Schneider, Withers
WASHINGTON—*Spokane Co.*, Dist. No. 162
WISCONSIN—*Winneconne*, Winneconne

Journal To Be Indexed in Abridged Readers' Guide

FROM THE beginning, THE JOURNAL has been indexed in the *Readers' Guide to Periodical Literature*, which is the standard index of periodical literature. During recent years the growth of school libraries and of interest in the social studies has been so rapid that there has been a demand for a smaller index, covering fewer periodicals, which would be available at low cost. This has necessitated a careful selection of the periodicals based on those most widely used in highschools.

A letter from H. W. Wilson, world-famous publisher of various library indexes and helps, indicates that THE JOURNAL has been included in the list to be served by *Readers' Guide Abridged*. This will make available to students in highschool classes and to teachers who wish to teach the school in the school the wealth of material available thru THE JOURNAL.

The periodicals to be included in the abridged *Guide* are:

America, American Magazine, Atlantic Monthly, Christian Science Monitor Magazine Section, Current History, Digest, Forum & Century, Good Housekeeping, Harper's Magazine, Hygeia, Journal of the NEA, National Geographic, Nature Magazine, New York Times Magazine, Newsweek, Popular Mechanics, Popular Science Monthly, Readers' Digest, Scholastic, Scientific American, Scribner's Magazine, Time, Wilson Bulletin for Librarians.

The *Abridged Readers' Guide* is a subject and author index to the contents of these periodicals. It is published monthly, except June and July, with frequent cumulations during the year and an annual cumulation issued as the August number. Write to the H. W. Wilson Company, 950-972 University Ave., New York, N. Y., for a sample of the *Guide* and further information about it.

Have you read the article on page 248, "Can Children Use a Library?"