

The *Journal* DEC 17 1937
of the
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES



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Pages 286-87

December 1937

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THE CHRISTMAS SEASON belongs especially to teachers because they are close to the children and share with them the heightened sense of goodwill and mutual helpfulness which the season brings. Quite beyond its origin as a Christian holiday, the occasion has come to magnify human brotherhood regardless of race or creed.

In both home and school the season is a good time to emphasize the deeper values of life and to encourage young people in the performance of kindly deeds. The season has its literature full of charm and beauty: The Bible story itself, van Dyke's *Other Wise Man*, Dickens' *Christmas Carol*, and a wealth of song and poetry. Reading aloud in the family circle and in the school circle is to be encouraged. And we would include some reading by the teacher, who should always make the most of whatever voice and talent he may have.

There is another service which schools and libraries can perform at this time by helping parents in the selection of suitable books as Christmas presents. Presents there will be and they may as well be good as trivial in workmanship and content. A shelf of really worthy books within his range of interest helps the child in the building up of selfhood. Wellwritten biographies are especially helpful. Lists like the Newbery prize books (see THE JOURNAL for November 1937, page A-133) are dependable. As the Christmas season approaches, children can be asked to write short statements on "Books I Would Like to Own." There can then be discussion of the books and how to get them, with emphasis on the joy of having a fine personal library.

I have always thought of Christmas time as a good time; a kind, forgiving, charitable, pleasant time; the only time when men and women seem by one consent to open their shut-up hearts freely—and I say, "God Bless It!"—Charles Dickens.

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.

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of the
NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES

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

VOLUME 26
NUMBER 9

CONTENTS FOR DECEMBER 1937

Teaching the Mother Tongue	EDITORIAL	277
Walking with God Today	ALBERT W. PALMER	278
Do We Want to Stay Out?	STEPHEN AND JOAN RAUSHENBUSH	280
Shall We Go On Making Little Soldiers?	ELLEN LAMAR THOMAS	281
Eleven Million		283
The Moral Equivalent of War	WILLIAM JAMES	284
The Peace Amendment	LOUIS LUDLOW	285
Taking the Profits Out of War	JOSH LEE	287
Juvenile Delinquency—Plainfield Works at It	WALTER JACOB	288
What of Health Education?	W. CARSON RYAN, JR.	291
Our Pageant	JEANETTE WINSTON PATES	292
Christmas Activities with a Community Spirit		294
The Theater of Youth	NELLIE APPY	295
Education for Citizenship	O. N. DARBY	296
Citizenship Education thru the Press		297
Serving the Retarded Child	MARJORIE ROSS	299
The Noon-Hour in Smaller Schools	LOUIS S. GIBB	300
New York Calls the NEA		302
Progress in Teaching Art	CLARA MAC GOWAN	303
"The Ph. D. Superstition"	JOHN C. GRANBERY	305
Superintendents Share Youth Problems		306
Achievements in Professional Advancement	T. D. MARTIN	307
Presidents of Departments of the NEA		308
Francis Wayland Parker	MILDRED SANDISON	309
Notes and Announcements		310
Honor Roll of the NEA		313

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[Cont. from page 312] ing a guide to discriminating reading. Mr. Dickinson has promised to furnish for THE JOURNAL a list of the best books of 1937, which will be published early in the new year.

The Educational Policies Commission began its winter series of conferences November 4, at the University of Illinois. J. B. Edmonson and Charles B. Glenn were the speakers representing the Commission. A similar conference was sponsored by the College of William and Mary at Williamsburg, Va., November 15, with Cornelia Adair and William G. Carr as speakers.

An enviable record—W. Merle Gabler, president of the Chambersburg branch of the Pennsylvania State Education Association, announces that "Chambersburg public-school teachers and supervisors observe teacher tenure by continuing their custom of many years in enrolling 100 per cent in the NEA, the PSEA, the Franklin County Education Association, and the State Teachers Welfare Association."

Department of Elementary School Principals—Every elementary-school principal in the land can hold his head higher and go forward with greater assurance in his service because of the fine work being done by this NEA department. Every principal who values his own worth should send \$3 to Secretary Eva G. Pinkston, 1201 16th St., N. W., Washington, D. C., for membership in the department. Ask for your copy of the annotated bibliography of the first fifteen *Yearbooks*—a useful index to the remarkable library of literature for principals which has been developed within a generation. Be proud that you are an elementary-school principal. Remember that the elementary school is the basic school, second to none in importance.

Better attitude toward Negroes—There are many evidences of a more just and generous attitude toward the Negro race, particularly within the teaching profession. The educational fraternity, Phi Delta Kappa, is considering removing from its constitution the "white clause" in order that there may be no continuation of racial or color restriction.

The Scholastic, referred to on page A-120 of THE JOURNAL for October, reports that it is no longer on clubbing subscription arrangement with *Story Magazine* or *The American Mercury*, these having been dropped "because teachers believe that the stories in these magazines are too sophisticated to be included in a highschool library."

"It is high time for every educator and administrator to get excited about the place of education in salvaging the world from war and crime. If art is good for recuperation—and it [Cont. on page A-146]

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[Cont. from page A-145] has been proved so thru occupational therapy—then it is equally good to keep people from becoming hospital and sanitarium patients.”—Grace Baker, president of the NEA Department of Art Education, in an address before the Nebraska State Teachers Association.

A large and comprehensive exhibit of unusual interest may be anticipated at the Atlantic City convention of the American Association of School Administrators, next February 26-March 3. The Convention Exhibit Committee met recently at Atlantic City with officers of the Association and officers of the Associated Exhibitors, NEA. Plans were carefully outlined for the effective display which will be presented in the huge Atlantic City Auditorium, the largest structure of its kind in the world. Formal ceremonies will open the exhibit on Saturday, February 26, at 2:00 o'clock. President Charles B. Glenn has planned this new exhibit feature and will preside over a brief program of music and speaking which will be heard thruout the exhibit hall by means of a public address system.

Educational Policy—The Educational Policies Commission published in October the first issue of *Educational Policy*, a bi-monthly bulletin designed to inform consultants and other interested persons of

the progress of the Commission. Single copies will be sent free upon request to the secretary, 1201 16th St., N. W., Washington, D. C.

American Association for Health and Physical Education—The membership fee for this NEA department is \$2, which includes a subscription to the *Journal of Health and Physical Education*. Send your dues for this department to NEA headquarters.

In the field of economics the writings of Stuart Chase and David Cushman Coyle are full of rich new materials within the understanding of highschool students.

Brave New World, a series of broadcasts on Latin America, is being sponsored by the U. S. Office of Education. The programs, developed around the lives of Latin America's great leaders, statesmen, educators, poets, and artists, are presented each Monday night at 10:30 EST over the Columbia Broadcasting System.

Exposition of the Buffalo Public Schools—This mammoth school exposition held October 28-30 presented every phase of the work of Buffalo schools. More than forty thousand residents of Buffalo and western New York attended. Following his visit to the exposition, H. V. Kaltenborn, noted newspaper columnist, said:

This is the most interesting and comprehensive educational exposition I have ever seen. I am espe-

cially impressed by the work and club activities of the elementary and highschools and the work in vocational education. These two fields are making a demonstration of their very real value. I hope the demonstration will convince those who talk about school fads and frills that it is just those so-called fads and frills which represent the best preparation for life.

Dates to be remembered—

February 17-19, 1938—Convention of the International Council for Exceptional Children to be held in Buffalo, N. Y. For information, address the president, Edward H. Stullken, principal, Montefiore Special School, 655 West 14th St., Chicago.

February 26-March 3, 1938—Atlantic City convention of the American Association of School Administrators. See page 302.

A tribute to President Woodruff—When well-deserved honor is conferred upon a respected individual, the whole wide neighborhood in which that individual has lived feels honored at the same time. This is the feeling of New England, toward the election of Dr. Caroline S. Woodruff, principal of the Castleton, Vt., Normal School, as president of the National Education Association for the current year. Dr. Woodruff is personally a neighbor and friend of New Hampshire teachers. She has attended our conventions and addressed our group meetings. She has the confidence and admiration of all who know her. Her long, active, and intelligent



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experience in affairs of the NEA has thoroly familiarized her with the aims, purposes, and internal workings of that great organization. . . —*The New Hampshire State Teachers Association Bulletin*, Oct. 1937.

The NEA Department of Business Education is the largest association of business teachers in the world. Commerce teachers, are you taking part in its work? Send your dues of \$1 to the secretary-treasurer, Mrs. Frances D. North, Western Highschool, Baltimore, Md.

The Congressional Record for August 2 contains the following interchange of questions and statements between Senator Borah and Senator Wagner at the opening of the discussion on the Wagner Housing Bill:

Mr. Borah—Is the Senator going to discuss the question of causes of slums? Why do we have the awful degraded conditions?

Mr. Wagner—I think that is a simple matter. It is because of the low incomes received by the individuals who live in the slums. That is the fundamental difficulty. If overnight we could increase their incomes by a more fair distribution of the wealth of the country, we would not have any slums.

Mr. Borah—I am not saying this in opposition to the bill, but I ask the question for the reason that it seems to me we will continue to have slums, no matter what we may do at any particular time, unless we do increase incomes. And, the Senator will permit me to say, we will have slums so long as we have private corporations fixing prices on everything the slum dweller has to have in order to eke out his miserable existence. Our system calls for just such things as slums and economic slaves.

The following coinclusive enrollment blank has been developed by the Teachers Association of Wood County, W. Va., William F. Cline, secretary:

Our present tax-supported school system is the result of years of effort and struggle on the part of public-spirited individuals and organizations. The struggle is not over. Each legislative session experiences pressure groups trying to undermine or hamper our public-school system. It takes much effort to retain what we have and more effort to make progress. At times in the past educators have been sufficiently interested and active to move forward. At other times they have merely retained what they had or even lost in the struggle. You, as a member of the profession are in the midst of this struggle. You are either forging ahead for finer things in public education or you are as ballast retarding elevating influences.

Professional organizations have been active in this struggle only as they have had your support. The officers of your organizations cannot fight the battles alone. You determine their strength by the degree of your active cooperation. Shall we move forward or drift? *It's up to you!*

Check [X] the organization which you wish to support and hand this paper to the ushers as you leave the meeting.

- ☐ National Education Association
- ☐ West Virginia State Education Association
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New NEA Publications

The November *Research Bulletin*, "Improving Social Studies Instruction," is a compilation of the results of 1764 questionnaires sent out to social studies teachers thruout the U. S. Presenting the judgments of teachers with regard to objectives, areas of study, methods, and other phases of a modern social studies program, it will be especially useful to social studies teachers and curriculum committees. It will be sent as usual to those who subscribe or hold Life or \$5 memberships. Price, 25¢ per single copy.

The October *Review of Educational Research*, "School Organization," reviews the literature on school organization from July 1, 1934, to July 1, 1937, bringing uptodate the July 1, 1934, *Review*. It describes the existing framework of administrative control and interaction of this framework with detailed educational practices. Price, \$1 per copy.

References on Leisure Education, September 1937, is an annotated bibliography which covers material published during the last decade. It is made available thru the Research Division with the cooperation of Miss Elaine Exton, formerly consultant on Youth and Recreation, WPA. It is intended for the use of school administrators, teachers, schoolboards, and others young and old, whether in or out of school. Price, 25¢ per single copy.

State School Legislation—1937 reports school legislation for forty-four states. It endeavors to present as accurately as possible a state-by-state summary of educational legislation considered, passed, and defeated. Sent to members of the State School Legislative Reference Service, it is available to others on request. Free.

Teacher Tenure Legislation in 1937 to Date consists of a brief summary of tenure legislation reported since the first of 1937, a state-by-state review of current tenure legislation, a summary of the salient points contained in tenure [Cont. on page A-148]

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[Cont. from page A-147] bills which were defeated, and complete reproductions of the texts of tenure laws enacted during the sessions up to September 15, 1937. This first report of the tenure committee for the current school year is a printed pamphlet invaluable to those interested in teacher legislation. Price, 25¢ per single copy.

Circular No. 11, 1937, of the Educational Research Service is entitled "Salary Schedules for School Principals in 84 Cities over 100,000 in Population, 1936-37." The information contained in this circular is based on questionnaires and salary schedules from school systems over 100,000 in population replying to the biennial salary inquiry of the Research Division of the NEA. Price, 50¢ per single copy. Sent free to subscribers to the Educational Research Service.

Bibliography on Adult Education lists the federal and private agencies in the field of adult education, the publications, and also other bibliographies which have been published since 1930. It is an extensive 19-page mimeographed bibliography. Free.

Discounts for quantities on all above publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33⅓ percent. Send orders to the National Education Association, 1201 16th St., N. W., Washington, D. C.

[Cont. from page 314]

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WISCONSIN—Monroe, Lincoln Jr. High
WYOMING—Rock Springs, Jr. High

Health Publications

Listed here are titles of material originally prepared by the American Child Health Association and now made available through the N.E.A. Also are listed publications of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

Advances in Health Education

The proceedings of the Health Education Conference held at Ann Arbor, Michigan, June 20-24, 1933.

Advances in the field of health education in application of modern educational principles and methods as shown in the 25 functioning programs presented, and in the discussions by 3 panel groups, and by the members of the Conference.

306 p. \$1.50

Health Trends in Secondary Education

A report of school health activities based on self studies made by fifty-three secondary schools. It offers suggestions to administrators and teachers which, because they originated from successful school experience, are both concrete and practical.

161 p. \$1.00

Physical Measures of Growth and Nutrition

The second Monograph in the School Health Research Series. Discusses the anthropometric qualities included in the School Health Study and the derivation of measures in the field of nutrition and growth; the agreement of physicians' judgments of nutritional status. 138 pages.

Paper Binding. \$1.00

Public Health Aspects of Dental Decay in Children

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Size 23 $\frac{3}{4}$ " x 19" \$.03

Health Education

A program for public schools and teacher-training institutions.

The Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. 1930. (second edition) 251 p.

Paper Bound. \$1.25

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Home and School Cooperation for the Health of School Children

A study of the problem of harmonious and effective relationships between interests and efforts of the home and those of the school on matters affecting the health of school children. 1937.

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Open Air Classrooms, 1937

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Health Inspection of School Children, 1933

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Athletics for Girls

A Digest of Principles and Policies for Administrators and Teachers in Junior and Senior High Schools. (Department for Health and Physical Education.)

14 p. \$.10

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VOL. I

TEACHING *the* MOTHER TONGUE

JOHN FISKE in his essay on "The Meaning of Infancy" points out the connection between a long period of growth and the peak of development which is ultimately reached by a given species. In general, the rule runs the longer the period of growth the higher the development. Man, born the most helpless of all the animals and the slowest to mature, reaches the highest level of perfection and power.

Because of this early helplessness and long immaturity, the human mother means much to the offspring. Commonly the first word that the child learns in any language is the word that stands for "mother." Food, care, security, comfort, and affection are all part of this intimate and prolonged relationship, so that "mother" is one of the master words of our language.

It is highly suggestive that we use the word "mother" not only as a noun, but as an adjective. Most commonly this adjective appears in the phrases "mother earth" and "mother tongue." The influence of geography on human destiny confirms this reference to the earth as a second mother. The part which language plays in human growth reveals the appropriateness of the phrase "mother tongue." Like the mother in the flesh, and the good earth, our language is part and parcel of our being. There are meanings in the words we learn far beyond those recorded in the dictionaries.

These meanings are associated with our emotions and deeper experiences, our attitudes, our memories, and our hopes. They become embedded in the subconscious mind and influence us more than we are aware. Emotion is deeper than reason, and the emotional climate in which the child learns his early words is of much importance. It is for this reason that early education is best conducted in the speech of the parents. Otherwise the child is likely to miss the

delicate emotional colorings which give to language much of its significance. One of the important contributions of poetry is that it preserves and recreates these finer shades of meaning which give life and power to language.

In the learning of one's mother tongue, experience and vocabulary tend to go along together, each aiding the other. Effectiveness in education is in keeping a reasonable balance between experience and speech. Our schools tend to be too verbal and too bookish. They attribute to young children a degree of power to transfer experience thru words which usually comes later in life.

Without taking the space here to elaborate them, and at the risk of oversimplification, I wish to set down certain observations on the teaching of English:

First observation—Time allotments for the mother tongue are too short to cover ground with which every student should be familiar if he is to comprehend our cultural heritage, too short for the leisurely reading necessary to full absorption.

Second observation—This section of the curriculum is too narrow in its content, probably made so by overspecialization on the graduate level and a tendency of teachers so trained to carry their specialties to the lower levels.

Third observation—There is too little correlation of reading and writing with other branches of study. It is symbolic of the disconnection here that the National Council of Teachers of English has no connection with the National Education Association.

Fourth observation—Too little attention is given to reading aloud, to public speaking, and to intelligent and gracious conversation. The human voice is a major factor in personality and the child today hears so much misuse of the voice over the radio that his standards are certain to be lowered if schools do not be-

come aggressive in maintaining them.

Fifth observation—Too little attention is paid to writings in the fields of politics, science, economics, and history. The English classes offer the best chance the school has to unify the child's intellectual outlook and to relate all knowledge into a pattern of lifelong interest and study.

Sixth observation—Too little emphasis is placed on American as distinguished from English materials. As Grundtvig, father of the Danish folkschool, so well realized, a mass culture is always built from indigenous materials.

Seventh observation—There is too little emphasis on the formation of the student's personal library and on plans for lifelong reading. The school cannot escape the acid test of what the student reads, if he reads at all, when he is thrown on his own. The purpose to develop personal libraries among students implies a great expansion of the school library.

Could we not well approach reform in the teaching of English by giving up the word in courses and catalogs, using instead the simple term "reading" from kindergarten thru college? Of all the courses taught in schools the mother tongue is by all odds the most important for it is the carrier of the entire content of our civilized order. The first question for a "reading" teacher to ask himself is this: "Am I going merely to repeat and perpetuate the narrow practice of English-teaching as it now exists or am I going to pioneer toward the much richer and broader concepts and work for lifelong habits of reading, writing, and speaking as instruments of intelligent and generous living?"

Finally, there is one little volume so invaluable that it belongs in the library of every teacher. It is George Herbert Palmer's *Self-Cultivation in English* (Houghton Mifflin Co., N. Y.).

—JOY ELMER MORGAN.

I THINK the most encouraging basic fact in all this troubled and difficult world in which we live today is that there is growing up (albeit quite unconsciously) a sense of the reality and contemporariness of God.

Professor Schneider in his great book, *The Puritan Mind*, calls attention to the fact that the Puritans were not seeking something for themselves but were seeking to build the Commonwealth of God. They believed they had been divinely commissioned by God to build a better social order. "To be sure," he said, "all they succeeded in obtaining was the Commonwealth of Massachusetts, which is somewhat different, but they wouldn't have gotten Massachusetts founded if they hadn't believed they were commissioned by God."

We today face problems far more staggering than they faced. Their difficulties of carving out homes in the wilderness were relatively simple problems compared with those we face as we stand before the tremendous threat of war and race prejudice which plague mankind, and the terrible menace of economic strife and struggle and possibly bloodshed. And as we look out on this troubled world, I think we realize that if we get anything founded that shall be remotely like the Commonwealth of God, we shall have to have a sense of righteousness and a sense that we labor not alone in separate futility but in cooperation with God for a better social order and juster human relationships.

We discover God, I think, first of all in the cosmic process. As far as we can go out in the heavens with the telescope and farther than we can go down into the interior of things with a microscope, wherever we go, we find a great orderly process of integration has gone before us. There is something invisible and something unseen, but ever present and ever reliable and dependable, that moves thru this universe in which we live, keeps it upon its appointed way, and makes it indeed a place of order and of meaning.

This God of the cosmic process is not only a power that makes for integration out yonder in the outer world but we are coming to realize that He is also present in that inner, warmer world of human relationships, that there are not

only laws of physics and chemistry and biology which we can learn and abide by, and, in proportion as we adjust ourselves to them, we can develop power and peace and comfort, but also that there are laws of economic relations that are just as inexorable as the laws of gravitation, that there are laws of social justice which cannot be disregarded.

Booker T. Washington said a long time ago that he learned early in life that you could not keep somebody down in the ditch without staying down in the ditch with him! We in our great cities are learning that you cannot keep people in slums, keep people subjected to any kind of social deprivation without the best part of your community staying down with those deprived people. There are laws of social relationships which are inexorable and which, as we learn to know them, we shall understand are the laws of God.

So, also there are laws of the inner world. I believe there is a law of courage, a law of goodwill, a law of faith, a law of prayer, and he who brings his life into harmony with these laws of the inner life, finds peace and power and spiritual joy rising up within him, and life is filled with new and deeper meaning because he has laid hold of God, the living God, the God who is a contemporary, who is present beside us in all the ways we walk in life.

How do we walk with this God who is a contemporary? First of all, in our comradeship with nature. We who are city dwellers need to have that sense of fellowship with the God of the open air. We who live in this century which has discovered God in the cosmic process need to walk with the God of that cosmic process not only in the laboratory of scientific research but also in the experi-

ence of spiritual joy with the mystic fellowship of nature.

I think we walk with God when we walk in the fellowship of art. The great artists have been great priests of God. Rodin walked with God when he sculptured that marvelous thing, "The Hand of God." Many a poet and many a musician have walked with God and helped other people to do so. Perhaps the most spiritual of all the forms of art is music.

I read a novel recently, a novel with so true an insight into the tensions of human life that it revealed what happens to people who put off making moral decisions until tomorrow. When I got thru, I marveled that anyone could know so much about life and its moral issues. I felt I had walked with God and the author across the pages of a book which saw down into great realities of life.

One may walk with God today in many ways. In fact, I think no art is great unless in some beautiful way he who experiences that art and shares in its meaning, gets deeper insight into the love and beauty, purity and truth at the heart of the universe.

But most of all, I believe that we walk with God when we work with Him in the workshop where He is hammering out new things for human betterment and social welfare. We live in an age when the growing edge of human life is in the area of social relations. He who walks with God must walk with Him in the great social, constructive tasks of the day.

It was Horace Mann who said, "Be ashamed to die until you have won some victory for humanity." It has been my privilege in recent months to come to know one of the great successors of Horace Mann, a man who was not able





By
ALBERT
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PALMER

to go to college but who started out as a boy to earn his living, resolving, "I shall earn my living by no means not socially constructive. So far as I can see to it, I shall never accept a dollar that isn't earned by contributing to human welfare." He said, "It has cost me a lot of money. I have gone hungry and have slept in a haystack and turned down contracts but I have tried to live up to that." He became a great engineer. A few years ago the city of Dayton called upon him to save it. And in the 1937 floods when other cities suffered inundation, the flood control system of Dayton stood firm.

This man took Antioch College on the verge of collapse, almost ready to give up, the college associated with Horace Mann, and he developed there a study and new technic in vocational guidance. I asked him where he got his ideas. He said, "When I was ready to go to college, I needed such a college and there was none. So I made up my mind that was one of the things I wanted to do in my life."

His supreme opportunity came at last in the TVA, and in the town of Norris you have the reality of the man's dream. You know whom I mean. I say of a man like Arthur Morgan who lives on the social frontier of life, who tries to do something new and better than ever before that he shows what it means to walk with God today.

I believe that some day some man will rise up and say to labor, "You ought not to make of your labor a thing that is hateful to you. You ought not to make it something by which you sabotage the industrial organization of America. You ought not to be obstructing the great industrial processes of life. You ought to

find in labor a mystical comradeship with God, remembering God as the great workman of the universe."

I also think that same person will likewise have the courage and insight to stand up and say to capital and management, "You ought to have as much human engineering skill as you have mechanical engineering. You ought to understand the human material you deal with as well as you understand the steel and cotton and wood you handle with such facility and wonderful results, and until your human engineering comes up to your civil and mechanical engineering, you fail. You ought to make friends of your working people. You ought to make them partners. It is a disgrace that there have to be strikes when men of goodwill and reason and balanced judgment could sit around a table and work out a plan of cooperation between capital and labor which would be so fair and just that all fair and just men would recognize it and would follow it."

The man who says that in such a way that labor and capital will listen and hear and obey, the man who says that to the conscience of the American people so that we, the people, who are the victims of those struggles between labor and management, will say, "You must both hear and heed such sane and reasonable counsel"—whoever does that will be walking with God in one of the great creative tasks of our age.

Perhaps someday some man or some woman will make a speech or write a book or a play or a poem or construct a great piece of music that shall reveal to the world the sinfulness of war, its terrible cruelty, its waste of precious human life, and its destruction of free speech, for

truth is the first casualty when any war breaks out! Its destruction of democracy and liberty! Its setting back of the wheels of progress! Its turning into blood and suffering and pain the energy and money that ought to go into education and art and religion and the ampler life of man! Someday someone is going to say that to the world, say it with such imagination and such vigor, with such insight into the human heart, with such stinging rebuke against the profiteers and the munition makers, against the selfish men of greed, against the people who are obsessed with prejudice, that the world is going to respond and say, "Yes, it is true. We are all brethren. Our only enemies are poverty, disease, ignorance, and crime."

Surely someday we are going to stop the terrible waste of all this money and energy going to worship the god of Mars. We shall reach out our hands across land and sea to all the other races and nations and say, "Come, join us in a great, wise, sane, constructive effort to build here in the world a civilization of brotherly men." The man or woman whose book or play or music, or maybe whose sacrificial death, shall bring that idea home to the consciousness of the human race, that man or woman will have walked with God today!

If you want to walk with God, find out where the growing edge of civilization is! Find out where the unsolved problems are! Find out where God is trying to get something done for the welfare of humanity. And there, at that point, plunge in and you will know God.

My friends, you are teachers, you are the men and women of education in this country. It is your high privilege to bring to youth the raw materials out of which a real and genuine experience of religion may come. By your search and quest for truth, by your fair, unfettered teaching of the truth, by the high quality of your personal lives and your exemplification of all that is ideal and honest and true, you are helping to give to youth today the material out of which may at last be built a world in which we shall be able to walk with God as men have never walked with Him before!—From an address before the American Association of School Administrators at its New Orleans meeting.

Do We WANT To Stay Out?

WAR MADNESS by Stephen and Joan Rauschenbush, published in 1937 by the National Home Library Foundation, presents a summary of the findings of the Senate Committee Investigating the Munitions Industry. The reader is given "a striking picture of callousness, corruption, collusion, and plain, calculated murder for profit" and eight concrete proposals on how to stay out of war. The following article is taken from Chapter X, "Do We Want To Stay Out?"

EVER SINCE the rise of Hitler in 1933 and the emergence of Mussolini's Italy in 1935 as a major power, many people have been uncertain whether they want this nation to stay out of foreign wars. Many who were firmly in favor of staying out before 1936 have since become doubtful because of German-Italian participation in the Spanish Revolution.

The argument is rarely put in the form of reasons why the United States should get into a foreign war. It is more often put in the form of reasons for doing things (discretionary neutrality, no restraint of war-trade) to help England and France. Of course, doing those things may lead to our getting in on their side.

The argument goes that the two large democracies in Europe—France and England—are going to have to fight the dictatorships of Italy and Germany. There is, the argument runs, danger to us that the dictatorships will win, if we don't help France and England. If the fascist powers win, we will have a great fascist combination in Europe facing us across the Atlantic. It is either "we—or they."

To others such analyses seem simply like a repetition of the preparation for war psychology carried on effectively between 1914 and 1917, with German militarism rather than German-Italian dictatorship, the target.

Does a man who has a sense of responsibility and a conscience have the right to urge others to do what he is not doing himself? In a future war, if an international banker or industrialist or lawyer should feel strongly that England should be saved from defeat, he

can go across the border to Canada overnight and enlist. He gives up his American citizenship. He can also give his private fortune to England. He is free to dispose of what he has. But if he prefers not to do these things, but instead stays at home and uses his influence to get the younger men of his nation to fight his cause for him, is he not really asking them to do what he is too afraid or too lazy to do himself?

There may, after all, be a very sound psychology behind a proposition occasionally discussed in the AEF, that those who vote and work for war should actually go to the front, regardless of age. France holds her Foreign Legion open. Canada accepts enlistments. The British army itself is having a hard time obtaining recruits. The proposal might give some of our older men and anonymous editorial writers a different sense of responsibility.

If we go to war there is at least the possibility that we may lose our own democracy in the process. If we are to give up the idea of making the United States a small zone of sanity in a crazy world, are the people of the United States going to be ready to face the obligation of becoming a permanent part of future plans for European security? Or are they simply going to withdraw from Europe as they did before? And if they are going to withdraw, is the excursion, with all its dead and lost sanity and lost money and lost democracy, worth it?

Since England and France are not only democracies but are also definitely countries in which the commercial and colonial interests are strong, their wars may be motivated in part by commercial and imperialistic interests. How can we be sure that a war into which we are invited in the name of "saving the world from dictatorships" is not actually in the interests of retaining a monopoly of African colonies?

If we go into war in the name of saving democracy, and the present democratic government of one of our future allies, France, is overthrown in the middle of the war by a revolution, and is replaced by a communistic govern-

ment, do we continue fighting on her side against the old enemy? Or does our government turn and fight her as an enemy?

If both France and England turned fascist, our owning classes would still retain a strong interest in their fate. "Dictatorships" are not necessarily the enemy of American business. The fact that Italy was a dictatorship did not stop our bankers from lending her millions, or our American or the British oil companies from helping her conquer Ethiopia. For idealists England is Shakespeare and the House of Commons and maybe a little Archbishop of Canterbury thrown in. For others it is Imperial Chemical Industries and Royal Dutch and Vickers.

If the governing classes in France and England were no longer able to retain control of their people in the course of a war and in desperation established fascist dictatorships, the effect on us, their ally, might be as much toward making us follow suit as toward making us withdraw from the war.

Can we afford a war? We will have to pay not only our own bill, perhaps 30 billions, but our allies' bill, too. Of course we have learned that we cannot expect a return on war loans. That means we may have to give our allies 15 billions or more, in addition to what we spend on ourselves.

If there is a grain of truth in the public worries of our elder statesmen and bankers concerning the balancing of the national budget, then an extra 40 or 50 billion dollars of debt is something to consider before going further.

The first duty of those who believe in democracy is to make it work. It is growing more and more dangerous to have depressions. Democracy is strained more by each succeeding one. Each of them throws up some dangerous demagogues. The next post-war depression may find the whole nation still under the draft, and some millions of men under arms. A terrific debt burden will have to be carried. The political cleavages of war-torn Europe will have come back with the troops.

Any friend of democracy ought to look at that situation a little while, and think of trying to make democracy work in it, before he speaks at all readily about our going forth to save the rest of the world.

Shall We Go On

MAKING LITTLE SOLDIERS?

ELLEN LAMAR THOMAS, in an article in the March 1937 issue of *The Clearing House*, proposes the following ways of educating toward peace:

First of all, the teacher must exalt the heroes of peace above those of war. The history book will probably devote two pages to Sherman and a paragraph to Morse, but that is no reason the teacher's emphasis must be on pillage rather than progress. The history class should weigh critically the contribution of the hero of war and the hero of peace, and judge which has given more of lasting value.

No teacher can neglect entirely military figures. But she can at least point out that the "great soldiers" of history have not revelled in armed conflict. This contention will be supported by Washington's statement: "My first wish is to see this plague of mankind—war—banished from the earth"; by Grant's avowal that "there has never been a dispute which could not better have been settled without drawing the sword."

Second, the teacher must destroy the romanticized concept of a "holy war." War was not holy five hundred generations ago when the cave dweller killed his foe with crude stone clubs and arrows. It is no more holy when *homo sapiens* murders his enemy with shrapnel shell, liquid fire, and lung-searing gas.

Every war in the nation's history has masqueraded as a "holy war," yet, looking squarely at the facts, we find that not one of our wars has been defensive.

A balance sheet might be prepared for each conflict, listing on the credit side the profits of war, and on the debit side the direct cost in money, the cost in life, the expenditure for post-war pensions, the depreciation of securities. The plain facts of history will be the best argument for peace.

Third, the teacher must substitute for the ideal of a glorious death the ideal of a life of service. There is no reason that the supreme sacrifice for one's country should be visioned as the pouring out of one's blood on the field of battle. How much more valuable the life spent in service and citizenship! Armistice Day

speakers make the soldier's death as easy and as glorious as a touchdown at football. It is criminal to extol the "glorious death" when so often death is not the worst that happens.

Fourth, the students of today must be placed on their guard against the power of a sensational press. The teacher should

exploit the lesson of those years from 1914 to 1917—years when the German cables were silent because they had been dredged up by the British, when all news came thru London, edited by the allies in their own interests. The "atrocities stories" may be recalled to the end that students will guard against such misrepresentation.

The *Lusitania* hysteria should be exploited to the fullest. Twenty years later, when the passions of war have cooled, we wonder how the Cunard Line dared to sell Americans passages thru the war zone under specific notice that the ship

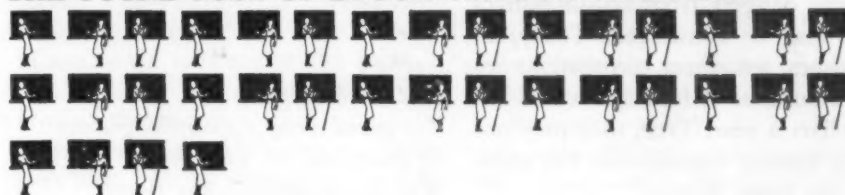
MEASURING THE COST OF THE WAR

The total cost of the world war to the United States equals all these social expenses.

ALL THE CHURCHES IN THE UNITED STATES



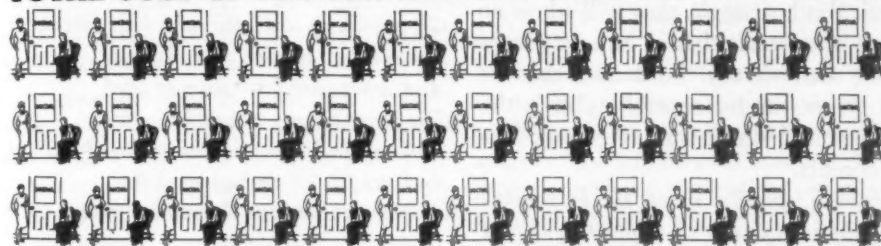
THE TOTAL COST OF EDUCATION FOR FIVE YEARS



ALL THE SURFACED ROADS IN THE UNITED STATES



TOTAL COST OF ALL THE MEDICAL CARE FOR FIVE YEARS



THE TOTAL FIRE LOSSES FOR TWENTY YEARS



Each figure—\$500,000,000

For this chart from "War Tomorrow" and the type decorations adapted from "Dictatorship," we are indebted to the Foreign Policy Association.

would be sunk. We digest the full import of the fact that the hold of this passenger vessel was bearing crated death to thousands of Germans.

Perhaps by such examples the teacher can create a healthy distrust of newspaper headlines, a determination to seek the truth in spite of swaying editorials.

Fifth, the pupils must be trained to ferret out the real causes of war—to realize that selfish interests often masquerade under seductive catch-phrases. We know that no war would be popular if it were known that it was fought even in part to increase the profits of a newspaper or a steel corporation. To receive popular support, a war must be fought to "free Cuba from the tyrant's yoke," to "vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power."

The attention of the student should be directed to the selfish interests that played their part in 1917—the hundred-million-dollar orders for shell and shrapnel placed by the allies with Bethlehem Steel, the five-hundred-million-dollar loans arranged for the allies by the Morgans.

Present dangers from selfish sources should also be considered. Today, in peace times, armament corporations are doing a business of four and a half billion dollars a year. True, they may not actually foment trouble—but the more death, the more dollars.

Sixth, the teacher must point out that neutrality is invaluable—that for it a nation can afford to pay a high price, even to the point of giving up long-cherished principles such as freedom of the seas. When nations are involved in an economic death struggle, they will admit no rights of neutrals that in any way jeopardize their victory. To declare that we will go to war for neutral rights is the quickest and surest way of getting into the conflict.

Seventh, pupils must be impressed with the immensity of modern war and the tremendous cost to all engaged. We must help our pupils to stop visioning war in terms of pictures from the distant past—soldiers charging with flashing swords, clear trumpet calls, flags flying in the wind.

As to the cost, how many students know that one man in every four in the actual armies was killed in the last war, a life each ten seconds thru the four years

of conflict? Do they know that it cost \$25,000 to kill every soldier who fell? Do they have any conception of the added cost in stunted, deformed bodies and in shattered minds? Do they know that all the expenditure of life and money produced nothing—unless it is the seeds of future war?

Eighth, the teacher should combat that prevalent idea of the inevitability of war. When we say that wars will always be with us, we are giving up the ghost and saying, "There, there, little world, you just run right along and commit suicide." There seem to have been ways the World War could have been averted. Certainly it was not inevitable that we enter it.

Ninth, history courses should include a thoughtful study of the various plans for attaining peace advocated by the best thinkers of today. History classes should investigate the present League of Nations, its strengths and its weaknesses, and discuss ways whereby it may be im-

proved. They should study the possibilities of disarmament, of forcing disputes to a settlement in the World Court. They should consider carefully the proposal for an international board of raw supplies to pool the natural resources of the world and allocate them in accordance with the needs of nations. They should discuss the prospect of an international police force. They should examine the scheme for a cooperative world state.

Last, a study of history should free pupils from the bonds of petty nationalism. It should make them world-minded. The surrender of narrow, economic nationalism will cost heavily, but the alternative is mass suicide. Giving up national selfishness is the price of peace and the price must be paid!

The history student should learn patriotism, yes—but patriotism is not enough. He may love his country, but let him also love mankind. Unless we rise above national patriotism, there will be no peace.



WAR—a Poem and a Prayer:

—by Richard Le Gallienne

War
I abhor,
And yet how sweet
The sound along the marching street
Of drum and fife, and I forget
Wet eyes of widows, and forget
Broken old mothers, and the whole
Dark butchery without a soul.

Without a soul—save this bright drink
Of heady music, sweet as hell;
And even my peace-abiding feet
Go marching with the marching street,
For yonder, yonder goes the fife,
And what care I for human life!
The tears fill my astonished eyes
And my full heart is like to break,
And yet 'tis all embannered lies,
A dream those little drummers make.

O it is wickedness to clothe
Yon hideous grinning thing that stalks
Hidden in music, like a queen
That in a garden of glory walks,
Till good men love the thing they loathe.
Art, thou hast many infamies,
But not an infamy like this;
O snap the fife and still the drum,
And show the monster as she is.

—by Mark Twain

O Lord our God, help us to tear their soldiers to bloody shreds with our shells; help us to cover their smiling fields with the pale forms of their patriot dead; help us to drown the thunder of the guns with the wounded, writhing in pain; help us to lay waste their humble homes with a hurricane of fire; help us to wring the hearts of their unoffending widows with unavailing grief; help us to turn them out roofless with their little children to wander unfriended thru wastes of their desolated land in rags and hunger and thirst, sport of the sun-flames of summer and the icy winds of winter, broken in spirit, worn with travail, imploring Thee for the refuge of the grave and denied it—for our sakes, who adore Thee, Lord, blast their hopes, blight their lives, protract their bitter pilgrimage, make heavy their steps, water their way with their tears, stain the white snow with the blood of their wounded feet! We ask of one who is the Spirit of love and who is the ever-faithful refuge and friend of all that are sore beset, and seek His aid with humble and contrite hearts. Grant our prayer, O Lord, and Thine shall be the praise and honor and glory now and ever, Amen.

ELEVEN MILLION

A Play in One Act

THE following play was prepared by three eleventh-grade students at Lincoln School, Teachers College, for an Armistice Day assembly. Copies may be secured for ten cents each from Lincoln School, 425 West 123rd Street, New York, N. Y.

The curtain rises on a darkened stage. Blue light reveals a field of grotesque white crosses, diminishing in size as they fade into the distance. The deeply shadowed background suggests limitless space. The visible characters appear to be above the crosses, in space. They stand on levels ascending to the center—forming a pyramid in rear of stage:

MINISTER
BANKER MUNITIONS MAKER
MOTHER SWEETHEART
GENERAL NURSE

As each character speaks, he is illuminated by a spotlight. He disappears in darkness as soon as his speech is finished. From the graves below the crosses come the voices of dead soldiers chanting in unison.

Characters: MINISTER, MUNITIONS MAKER, BANKER, SWEETHEART, MOTHER, GENERAL, NURSE; individual voices from the grave—WRITER, WORKER, ARTIST, STUDENT, SCIENTIST; soldiers' voices from the grave.

SOLDIERS (*inexorably*)—Eleven million, eleven million, eleven million men and boys—dead—dead. Why? Eleven million men and boys—we fought, we killed, he and I. Now we are dead. Why? Why? We—we saved the world! Don't you know? For Democracy. We were heroes—eleven million, eleven million dead—

MINISTER (*as from the pulpit*)—Ye have heard that it hath been said, Thou shalt love thy neighbor, and hate thine enemy. But I say unto you, love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you. Glory to God in the highest, and on earth peace, goodwill toward men.

MUNITIONS MAKER—Peace with preparedness—we must show the world our strength. (*aside*) They're buying—they're crying for arms! Arms! Profits coming in!

SOLDIERS—We had guns. They had guns. We all lie here—eleven million men and boys, eleven million dead.

BANKER (*in a pompous, dictatorial man-*

ner)—Our loans must be protected! This indefinite policy of ours, neutrality, is detrimental to the internal economic conditions of the nation as well as to our foreign interests. We must make our decision now! We cannot straddle the fence any longer.

MINISTER—It is God who has summoned us to this war. It is His war we are fighting, the holiest and the greatest. It is in the truest and most profound sense a Holy war. Yes, it is Christ, King of righteousness, who calls us to grapple in deadly strife with this unholy and blasphemous power.

SOLDIERS—We saved the world. We were heroes—eleven million, eleven million men and boys, eleven million dead.

SWEETHEART (*singing "Over There"*)—Gee! Isn't that a swell song? You would look handsome in one of those uniforms. Maybe you'll be a general when you come home.

SOLDIERS—Gleaming buttons! Throbbing music! Drunk were we, drunk with glory. Bombing—whining—uneasily screams! Weary were we, weary of death.

MUNITIONS MAKER—By declaring war, our government has taken the only step possible in defense of this nation's rights.

BANKER (*gloating—excited*)—Steel up 10 points. Wheat up 12 cents. Cotton up 13—14—15!

SOLDIERS—We fought them—saved civilization. (*puzzled*) What civilization? Eleven million dead—

MOTHER—My sons are at the front. I didn't shirk my duty. (*quizzically*) But when will they write?

SOLDIERS—We couldn't write. There wasn't time. You see—they killed us first.

GENERAL (*as statistics*)—Left wing advancing, two regiments cut off. No survivors.

NURSE (*fatigued*)—White cots—rows and rows—mutilated bodies—useless men.

SOLDIERS—White crosses—rows and rows—mouldering bodies.

WRITER (*bitter*)—My book, I was going to write a book. My future—what future? We were heroes. Eleven million—

BANKER—Money, new cars, new houses.

WORKER—My family—what will they do? No one to support them. No money.

SOLDIERS—Eleven million men and boys—eleven million families.

SWEETHEART (*exalted*)—He's fighting now—gloriously! He made me feel so proud when he said goodbye.

NURSE—Faces twisted with pain—suffering.

ARTIST (*bitter*)—I painted life. What did I know of life? Black rotting flesh and red blood.

SOLDIERS—The trenches with their stinking corpses alive with vermin. Corpses of men? Eleven million.

MUNITIONS MAKER—Factories working overtime. Thousands—millions—millions of dollars.

MOTHER (*with pride*)—My son was decorated for distinguished service. He bombed two towns.

SOLDIERS—Rows and rows of crosses. We were decorated too. Eleven million dead.

NURSE—They are bombing the cathedrals. *Our hospitals.*

STUDENT—I left college to save my country, my ideals, my culture.

GENERAL—Great success has been achieved by the use of poison gas.

SCIENTIST (*bitter*)—I studied science to further humanity.

SOLDIERS—Eleven million men and boys—eleven million dead.

(*The following speeches accelerate in tempo and excitement.*)

MUNITIONS MAKER—Selling faster—bombs—cannons.

SWEETHEART—They were so straight, so strong.

GENERAL—Our military machine must go on.

MOTHER—My sons—my sons are there!

BANKER—Prices rising. Money. Money!

NURSE—Wounded from the front, day by day more and more.

GENERAL—Victory!

SWEETHEART—Heroes!

BANKER—Profits!

NURSE—Blood!

MUNITIONS MAKER—Guns!

MOTHER—My boys!

(*Slow tempo again*)

SOLDIERS—White crosses, rows and rows—for victory—death. Eleven million—

GENERAL—Because of our great defensive machinery, the army and navy, we have emerged victorious, thus saving the world for future generations.

SWEETHEART (*perplexed*)—He's come back, but the world's changed. We're all so different now.

MUNITIONS MAKER (*aside*)—I made profits—millions of dollars. (*to the audience*) Arm again—I tell you—to preserve peace!

MINISTER—It was a spiritual victory, for swiftly, terribly, God made bare His holy arm and hurled throned iniquity to the ground, making man's vanities pitiful. God reigns and all who opposed Him are fallen.

MOTHER—Glory in war? My three sons were killed.

SOLDIERS (*inexorably*)—Eleven million, eleven million, eleven million men and boys—dead—dead. Why? Eleven million men and boys—we fought, we killed, you and I. Now we are dead. Why? Why? We—we saved this world! Don't you know? For Democracy. We were heroes—eleven million, eleven million—dead.

(*Taps. Two minutes' silence. Curtain.*)

The MORAL EQUIVALENT of WAR



William James

I DEVOUTLY BELIEVE in the reign of peace and in the gradual advent of some sort of a socialistic equilibrium. The fatalistic view of the war function is to me nonsense, for I know that war-making is due to definite motives and subject to prudential checks and reasonable criticisms, just like any other form of enterprise. And when whole nations are the armies, and the science of destruction vies in intellectual refinement with the sciences of production, I see that war becomes absurd and impossible from its own monstrosity. Extravagant ambitions will have to be replaced by reasonable claims, and nations must make common cause against them. I see no reason why this should not apply to yellow as well as white countries, and I look forward to a future when acts of war shall be formally outlawed as between civilized peoples.

All these beliefs of mine put me squarely into the anti-militarist party. But I do not believe that peace either ought to be or will be permanent on this globe, unless the states pacifically organized preserve some of the old elements of army discipline. A permanently successful peace economy cannot be a simple pleasure economy. In the more or less socialistic future towards which mankind seems drifting we must still subject ourselves collectively to these severities which answer to our real position upon this only partly hospitable globe. We must make new energies and hardships continue the manliness to which the military mind so faithfully clings. Martial virtues must be the enduring cement; intrepidity, contempt of softness, surrender of private interest, obedience to command must still remain the rock upon which states are built—unless, indeed, we wish for dangerous reactions against commonwealths fit only for contempt, and liable to invite attack whenever a center of crystallization for military-minded enterprise gets formed anywhere in their neighborhood.

Men now are proud of belonging to a conquering nation, and without a mur-

mur they lay down their persons and their wealth, if by so doing they may fend off subjection. But who can be sure that *other aspects of one's country* may not, with time and education and suggestion enough, come to be regarded with similarly effective feelings of pride and shame? Why should men not some day feel that it is worth a blood tax to belong to a collectivity superior in any ideal respect? Why should they not blush with indignant shame if the community that owns them is vile in any way whatsoever? Individuals, daily more numerous, now feel this civic passion. It is only a question of blowing on the spark till the whole population gets incandescent, and on the ruins of the old morals of military honor, a stable system of morals of civic honor builds itself up. What the whole community comes to believe in grasps the individual as in a vise. The war function has grasped us so far, but constructive interests may some day seem no less imperative, and impose on the individual a hardly lighter burden.

Let me illustrate my idea more concretely. There is nothing to make one indignant in the mere fact that life is hard, that men should toil and suffer pain. The planetary conditions once for all are such, and we can stand it. But that so many men, by mere accidents of birth and opportunity, should have a life of *nothing else* but toil and pain and hardness and inferiority imposed upon them, while others natively no more deserving never get any taste of this campaigning life at all—*this* is capable of arousing indignation in reflective minds. If now there were, instead of military conscription, a conscription of the whole youthful population to form for a certain number of years a part of the army enlisted against *nature*, the injustice would tend to be evened out, and numerous other goods to the commonwealth would follow. The military ideals of hardihood and discipline would be wrought into the growing fiber of the people; no one would remain blind, as the luxurious classes now are blind, to man's real relations to the globe he lives on and to the

permanently sour and hard foundations of his higher life. To coal and iron mines, to freight trains, clothes washing and window washing, to road building and tunnel making, to foundries and stokeholes, and to the frames of skyscrapers, would our gilded youths be drafted off, according to their choice, to get the childishness knocked out of them, and to come back into society with healthier sympathies and soberer ideas. They would have paid their blood tax, done their own part in the immemorial human warfare against nature; they would tread the earth more proudly; the women would value them more highly; they would be better fathers and teachers of the following generation.

Such a conscription, with the state of public opinion that would have required it, and the many moral fruits it would bear, would preserve in the midst of a pacific civilization the manly virtues which the military party is so afraid of seeing disappear in peace. We should get toughness without callousness, authority with as little criminal cruelty as possible, and painful work done cheerily because the duty is temporary, and threatens not, as now, to degrade the whole remainder of one's life.

So far, war has been the only force that can discipline a whole community, and until an equivalent discipline is organized, I believe that war must have its way. But I have no serious doubt that the ordinary prides and shames of social man, once developed to a certain intensity, are capable of organizing such a moral equivalent as I have sketched, or some other just as effective for preserving manliness of type. It is but a question of time, of skillful propagandism, and of opinion-making men seizing historic opportunities.

It would be simply preposterous if the only force that could work our ideals of honor and standards of efficiency into English or American natures should be the fear of being killed by the Germans or the Japanese. Great indeed is Fear; but it is not, as our military enthusiasts believe and try to make us believe, the only stimulus known for awakening the higher ranges of man's spiritual energy.—From *Representative Essays in Modern Thought*, edited by Harrison Ross Steeves and Frank Humphrey Ristine, published by the American Book Company in 1913.

THE COMMON PEOPLE are tired of being eternally the buffer in the game of war, and since they have to do the suffering and the dying, and to furnish war's cannon fodder, they are asking why they should not have something to say as to whether war shall be declared.

The very thought of what the next war will be like, with its cornucopia of horrors, its refinements of cruelty based on the amazing progress that has been made in the development of scientific war-making processes; its aerial bombardments raining death from the skies; its lethal gases and disease germs produced with satanic ingenuity to torture and kill by wholesale civilians as well as the fighting forces—staggers the imagination, blinds the intellect, and sickens the heart of long-suffering humanity.

I sincerely believe that my proposed peace amendment is the best peace proposal on the national horizon. Its text is as follows:

Section 1. Except in the event of an invasion of the United States or its territorial possessions and attack upon its citizens residing therein, the authority of Congress to declare war shall not become effective until confirmed by a majority of all votes cast thereon in a nationwide referendum. Congress, when it deems a national crisis to exist, may by concurrent resolution refer the question of war or peace to the citizens of the states, the question to be voted on being "Shall the United States declare war on _____?" Congress may otherwise by law provide for the enforcement of this section.

Section 2. Whenever war is declared, the President shall immediately conscript and take over for use by the government all the public and private war properties, yards, factories, and supplies, fixing the compensation for private properties temporarily employed for war purposes at a rate not in excess of 4 percentum, based on tax values assessed in the year preceding the war.

Under the existing constitutional mechanism, war is declared by Congress; that is to say by a majority of each branch. There are 435 members of the House and 96 Senators, and war may be declared by 218 Representatives and 49 Senators, a total of 267 individuals, while about 127,000,000 other people have nothing to say about it.

I would be the last person in the world to cast aspersions on members of Congress. But when the war pressure from a

The PEACE AMENDMENT

Editorial note—The resolutions adopted by the National Education Association at Detroit include the following 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.

Congressman Louis Ludlow of Indiana is leading a movement in the direction of a constitutional amendment providing for a popular vote on the declaration of war. This article is taken from a speech by Mr. Ludlow in the House of Representatives.



thousand directions is on and the heat is applied and the propaganda is in full swing, members of Congress are likely to crack under the strain and vote for war when they do not want to do so. Under the proposed plan the question of war or peace will be decided exactly as it should be decided, with every citizen casting his vote in the privacy of the ballot booth, alone with his Maker, and the majority of all ballots will be the verdict of the combined judgment and conscience of America.

No stauncher friend of peace ever occupied the executive office than President Roosevelt, but after all, the period of one President's service is but a second in the life of a nation, and I shudder to think what might happen to our beloved country sometime in the future if a tyrant of



Louis Ludlow

Napoleonic stripe should appear in the White House, grab the war power, and run amuck. As matters now stand, with the war power lodged where it is, such a tyrant would find the situation exactly to his liking. There would be nothing to prevent him from plunging America into war with half of the world.

President Woodrow Wilson well said that he had heard of governments making war on governments, but he never knew "of peoples making war on peoples." If in every country on the globe the war power could be democratized and vested with the people, war probably would almost vanish from the earth, for the people do not want war. To what greater cause could we dedicate ourselves than to assume the leadership in trying by precept and example to emancipate the human race from the curse of war?

There are two ways, as I conceive it, to prevent war or at least to minimize the possibility of our involvement in foreign wars. My proposed "Peace Amendment" covers both ways. One way is to give all the people—women as well as men—the right to vote on a declaration of war. Of the 531 members of Congress at the present time, only six are women, so the prospect of giving expression to women's viewpoint on any particular war proposal is negligible. The other way is to take the profit out of war.

The only tenable argument ever made against a war referendum, namely, that it would consume too much time, thus giving an enemy nation the advantage, has been completely nullified by modern perfection in the means of communication. On this subject Admiral McGowan, a great officer of the World War, gave expert testimony. He said:

There seems to be a very general misapprehension as to the time required to hold a referendum. The U. S. has long since graduated out of the stagecoach and pony-express class, and there is no reason why in this day of railroads and airplanes and telegraph and telephone and radio we could not refer the question of war or peace to the people of the country and have their

answer back within a week—indeed, within 48 hours, if absolutely necessary.

This proposition has nothing whatever to do with the size of our national defense. While I want to see the army and navy kept at a satisfactory standard of efficiency, I would like to see everything possible done by stabilizing the cause of peace to reduce our enormous war expenditures which are sapping the nation and making our taxes mountain high.

"The red laugh of war"

—SOME QUOTATIONS



War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war; yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down.

If civilization is to survive, the principles of the Prince of Peace must be restored. Shattered trust between nations must be revived.

Most important of all, the will for peace on the part of peace-loving nations must express itself to the end that nations that may be tempted to violate their agreements and the rights of others will desist from such a course. There must be positive endeavors to preserve peace.

America hates war. America hopes for peace. Therefore, America actively engages in the search for peace.—

FRANKLIN D. ROOSEVELT.

True Grandeur of Nations—Casting our eyes over the history of nations, with horror we discern the succession of murderous slaughters by which their progress has been marked. Even as the hunter traces the wild beast, when pursued to his lair, by the drops of blood on the earth, so we follow man, weary, staggering with wounds, thru the black forest of the past, which he has reddened with his gore. Oh, let it not be in the future ages as in those which we now contemplate! Let the grandeur of man be discerned, not in bloody victories, or in ravenous conquests, but in the blessings which he has secured, in the good he has accomplished, in the triumphs of benevolence and justice, in the establishment of perpetual peace.

As the ocean washes every shore, and,

with all-embracing arms, clasps every land, while on its heaving bosom it bears the products of various climes, so peace surrounds, protects, and upholds all other blessings. Without it, commerce is vain, the ardor of industry is restrained, justice is arrested, happiness is blasted, virtue sickens and dies.

And peace has its own peculiar victories, in comparison with which Marathon and Bannockburn and Bunker Hill, fields held sacred in the history of human freedom, shall lose their luster. Our own Washington rises to a truly heavenly stature—not when we follow him over the ice of the Delaware to the capture of Trenton; not when we behold him victorious over Cornwallis at Yorktown—but when we regard him in noble deference to justice, refusing the kingly crown which a faithless soldiery proffered, and at a later day upholding the peaceful neutrality of the country, while he received unmoved the clamor of the people wickedly crying for war.

—CHARLES SUMNER.

Tilling Our Own Garden—Having rejected the imperialist "racket" and entertaining doubts about our ability to make peace and goodness prevail in Europe and Asia, I think that we should concentrate our attention on tilling our own garden. It is a big garden and a good garden, tho horribly managed and trampled by our greedy folly. Tilling it properly doubtless involves many drastic changes in capitalism as historically practiced. Well, with all due respect to the enterprise and virtues of capitalism, I never regarded that "system" as sacred, unchanging, and unchangeable. I should certainly prefer any changes that may be required in it to the frightful prospects of American participation in a war in Europe or Asia.

Altho it seems banal to some learned

economists, I am appalled by the sight of slums, unemployed millions, poverty, and degradation on the one side and the immense productive potentials of agriculture and industry in America. I believe it to be the supreme duty of American intelligence to devise ways and means for using most of our "surpluses" at home. It seems to me a good thing to do in itself. I do not see how these alleged "surpluses" can be sold abroad in war or peace. I hear a lot of talk about "lowering trade barriers," but I have seen no demonstration that it can be done or would work if done. Hence I would effect fundamental changes in domestic economy that would diminish the frightful pressure for selling goods abroad to belligerents and neutrals.

If it is a matter of greed, then I prefer following the longterm conception rather than the shortterm conception of greed. But the issue is larger than any mere greedy theory of life. It seems to me that a nation engaged in tilling its own garden and refraining from shoving its selling agents and navy into the faces of possible buyers everywhere might set a noteworthy example to mankind—From *The Devil Theory of War* by CHARLES A. BEARD.

A boycott of necessity involves some loss on both sides. But the sacrifice demanded of the boycotter in this case is insignificant in the light of what such a move would accomplish. The Japanese invasion of China can be brought to a halt within three months if the people of Great Britain and the United States—Japan's principal customers—stop buying Japanese goods. And if Japan is stopped, the danger of a new world war will be immeasurably reduced. "Don't Buy Silk" is a slogan which may revive in a disillusioned world the possibility of collective action for peace.—*The Nation*, Oct. 9, 1937.

America First

Not merely in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

Not in splendid isolation, but in Christlike cooperation.

Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding.

Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "AMERICA FIRST."

—G. ASHTON OLDHAM.

Taking the PROFITS out of WAR



Senator Josh Lee

I HAVE INTRODUCED in the Senate of the United States "a bill to promote peace and the national defense thru a more equal distribution of the burdens of war by drafting the use of money according to ability to lend to the government."

This bill provides that in case of war, the President shall take a census of the wealth of the nation, requiring each person to register and file a sworn financial statement of his total net wealth. It provides that the government shall determine the amount of money necessary to be raised in order to meet the emergency, and allot to each person an amount of money that he is required to lend to the government, which is apportioned to different individuals in accordance with their net wealth.

The government shall then issue bonds of convenient denominations for the total amount of money it is necessary to raise, and each person is required to buy these bonds according to the allotment worked out in the schedule. These bonds run for fifty years, and bear interest not to exceed 1 percent. They are not tax exempt, and the government can pay them off at its will. If the individual has difficulty raising the cash, the government may take his personal note bearing 6 percent interest, secured by his property.

Constitutional authorization — The power of a government to supply its own needs must be inherent in that government if it is to continue its existence. Therefore because war is a community effort, there is an implied power that all material, all manpower, and all wealth within a nation are subject to the use of the government of that nation for protection against invasion by an enemy.

Suppose Congress should raise an army of three million men as it did in the World War. How long would that army last without food, without clothes, and without equipment? And how long can Congress provide these unless with the power to raise an army there is also the power to raise enough money to feed and equip that army? The Constitution says Congress shall have power

to support an army "and to make all laws which will be necessary and proper" for supporting that army. The power to raise an army and the power to support an army is in my opinion coexistent.

Individual rights vs. general welfare—Would a law that drafts money deprive a person of his property without "due process of law," or without "just compensation" in contravention of the Fifth Amendment?

Under the First Amendment, the freedom of the press is guaranteed; under the Thirteenth Amendment there is the guarantee that involuntary servitude shall not exist within the United States. Yet these individual rights have been in part temporarily suspended during war, and the construction placed on the Constitution by the Supreme Court that where it becomes necessary for the military defense of the nation, these individual rights are subjugated to the greater national welfare.

Strengthen the national defense—Under this law our government would never be delayed for want of finances to carry on a war. If a foreign nation were contemplating war with the United States and it was known that we already had on the statute books a law that upon the declaration of war would immediately make the financial resources of the nation available to the government for purposes of national defense, that foreign nation would think twice before declaring war upon the United States.

Promotes peace—This bill will promote peace because it will remove one of the greatest incentives of war, the possibility of making profit by means of high interest rates during the war. Normally interest rates run from less than 2 percent up to 3 percent on government bonds, but during the war it was necessary to pay as high as 4¾ percent in order to coax enough money out of hiding to finance the war. The Liberty Bonds and Victory Bonds of the last war bore unusually high rates of interest. The men who financed the war faced no dangers and received twice as much for the use of their money as they could get in times of peace. This creates

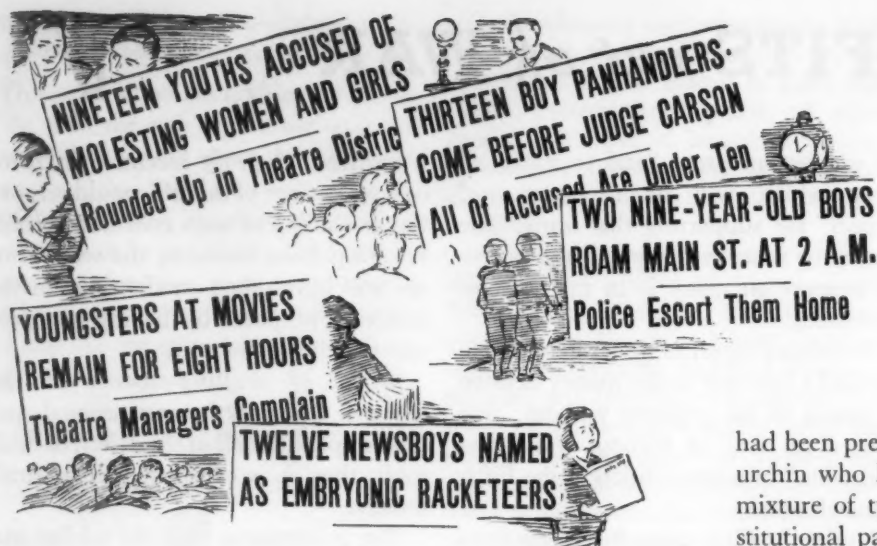
a tremendous profit incentive in favor of war. Passage of this bill would remove any possibility of such enormous profits resulting from financing the war. Thus we will have taken another step in the direction of peace by having removed one more cause of war.

Justice of drafting money—If the selective draft law is constitutional, and it was upheld in all of the selective draft cases, then it is constitutional to draft money.

The government took the soldier and deprived him of the right of contract in bargaining for the pay he received. It then deprived him of the right to use the money as he wished by requiring him to send home \$15 to his dependents. It then compelled him to pay an average of \$6.60 a month back to the government for his insurance. It then placed censorship upon him and deprived him of the right of free press and free speech. It deprived him of the right of just compensation for his services by requiring him to serve at a dollar a day when he could have received much more as a civilian. Then again it deprived him of the constitutional guarantee against involuntary servitude by forcing him into service. Then it deprived him of his constitutional right of liberty, and in thousands of cases, he was deprived of life itself. And mark you, I am not complaining. It cannot be otherwise during war. But in the light of all of these temporary suspensions of the individual rights under the Constitution, rights far more sacred in my opinion than property rights, who would have the face to stand up and say that under the same Constitution, it would be unconstitutional to conscript in a similar manner the financial resources of the U. S.?

One of the first tenets of our government is to place human rights above property rights. I believe that if you can draft men, you can draft money. If you can draft one man's services, you can draft another man's property. If you can take one man's liberty, you can take another man's credit. If you can take one man's life, you can take another man's wealth. If you can take one man's blood, you can take another man's gold!

—From a radio address by Senator Lee.



JUVENILE

—Plainfield

By WALTER JACOB

CAN YOU IMAGINE your local newspapers with headlines such as these for an unsuspecting community one day next week? How would the staid, somewhat pompous citizen who forms "the backbone of the community" react? Do you see the worried brow of the local police chief? Or the annoyed expressions of the mayor and the superintendent of schools?

Plainfield, New Jersey's, local paper did not use these headlines but their import became all too clear to some townspeople five years ago. Other communities may be interested in the attempts made by Plainfield to prevent the recurrence of such incidents and conditions.

HISTORY: Known as the "Queen City" of New Jersey, Plainfield—with a population of 35,000—had and still has an enviable reputation in desirability of residence, low crime record, and other such matters making for community pride.

The depression was just making itself felt when before the county juvenile court judge, a position newly created, appeared two local girls charged with being sex offenders. They were committed to a state institution for women. The interest of several townspeople in this case became the starting point of the activities related here. It soon became evident that these girls were not alone in anti-social actions. Talks with social welfare organizations and with the chief of police revealed their acquaintance with these conditions. Truly this was too much for the "Queen City." Something had to be done.

Something *was* done. One of the interested persons heard of the work of the National Federation of Big Brothers and Big Sisters. A representative was invited to come to Plainfield and speak to a community group. As a result of his talks and school surveys, a group of laymen and school people formed themselves into a case study committee which for three years carried on a program of locating volunteer adults with known good characters to act as Big Brothers and Sisters to "problem" boys and girls.

This work continued until matters began to be involved. Cases piled up from many different sources. The Big Brothers and Sisters did not attend the monthly meetings consistently. The service club type of Big Brother which

had been predominant seemed too far removed from the urchin who lived along the railroad track. There was a mixture of types of problems; some offenders were institutional parolees visited periodically by a state parole officer; some were cases reported by the schools; some came from the community at large.

In the late spring of the third year Calvin Derrick, superintendent of the State Home for Boys at Jamesburg, New Jersey, and nationally known in his field, addressed a community gathering of over four hundred people. He opened the eyes of his listeners to the wider concepts of this work in crime prevention. So impressed were the citizens and so enthusiastic was the committee that the Plainfield Delinquency Council was organized the following September.

The nucleus of the council was the old case study committee. Acting as executive board of the newly-formed council, this group drew up a program of organization and activities which launched the council on the year's work. The present year's program, the fifth since the organization of the case study committee, followed this new program.

ORGANIZATION: The original case study committee was a committee of lay and professional members who met monthly with as many of the volunteer Big Brothers and Sisters as could attend. It was a simple type of organization in which necessary tasks were divided among the members, who individually accomplished them.

Upon reorganization there was an expansion of the administrative set-up. A large board of directors was appointed to pass on general policies. The schools developed a system of "school cabinets" to administer cases within their limits. A parttime social worker was hired to assist in carrying on case work. A special committee of people with townwide acquaintanceships was appointed to aid in locating suitable Big Brothers and Sisters.

Originally the executive board consisted of a member of the board of education, the Boys' Work Director of the YMCA, a councilwoman and juvenile court referee, the school attendance officer, a school principal, and an advising psychologist loaned the council by the State Department of Institutions and Agencies. During the year, because of the constant cooperation necessary from them, there were added the parttime social worker, the secretary of the Charity Organization Society, the principal of the special school, and a detective-sergeant of the police.

DELINQUENCY

Works At It

ADMINISTRATION: During the first three years of the case study committee the Big Brother was the center of the entire program. He tried to fill the needs in the boy's life which were not being filled by the parents. The committee held periodic meetings with the Big Brothers and Sisters, where each problem case was discussed. Toward the end of these three years the various juvenile agencies and state departments supplied speakers for these meetings.

Once the council was formed, additional realms of activity necessitated further attention to administration. The executive board planned a five-point program for the year and decided upon a definite routine for handling problem cases. This program provided that:

[1] Work on cases at hand was to be continued. Routine was to be clarified and efficiency increased.

[2] The schools were to be asked to set up some sort of cabinet to review problem cases still in school and to establish preventive programs for them.

[3] A budget was to be raised by public subscription.

[4] A program of community education was to be carried out.

[5] A board of directors composed of representative laymen was to be appointed.

Board of directors—Within a month thirty-five citizens representing all agencies concerned with youth—service clubs, churches, business men, and city government—met as a board of directors and heard a description of the work of the previous three years. The board approved the five-point program and heard the report of the Big Brother and Sister Federation surveys made in the schools. Each individual member also promised the utmost cooperation of his agency in assisting the council.

School cabinets—During the fall months the council asked one of the school principals to act as chairman of a meeting of school workers on the matter of handling juvenile delinquency and to approve some plan of action which could be standardized for all schools. The group worked out a system of school cabinets. In each school, when a problem case arose, the principal was to call together a group consisting of the teacher, parent, nurse, attendance officer, and any others involved to prepare a program for the child to prevent continued anti-social growth.

Budget—One individual volunteered his efforts and obtained sufficient contributions from townspeople to enable the council to carry on for the year.

Social worker—In January the council appointed a part-



time social worker for a trial period of twenty weeks, to act as liaison officer between the advising psychologist and the Big Brother and the problem case. This was without doubt the best investment the council made. The worker put the case work on a more efficient basis and reports of 90 percent of the cases at the end of the year showed very definite improvement, probably because the Big Brother for the first time had someone nearby to call upon for assistance and instruction.

Annual report—The council compiled and distributed an attractive annual report for all those who had been interested or who had cooperated during the year. Over one hundred copies were distributed within the state. The council is now preparing a series of short pamphlets describing various phases of its work in order to answer in concise form the many queries received for such information.

Routine—The executive board realized that efficiency of administration could be accomplished only thru the development of some standard routine. Since most delinquent children exhibit sufficient tendencies to be recognizable at early ages, the school is one of the first sources of such cases. In each school the principal calls a cabinet, previously described, to consider any outstanding problem case. Psychological, psychiatric, and physical examinations are obtained if necessary. If the school finds its efforts are unavailing, the case is reported to the head of school cabinets, who refers it to the delinquency council.

The person referring the boy or girl to the council appears before the executive board to present the case. The board with the aid of the advising psychologist and records at hand draws up a constructive, preventive program. It is interested in the efforts made previously by the schools or other agencies.

The Big Brother committee then locates a suitable volunteer to act as Big Brother or Sister to the boy or girl. The social worker acts as followup man and, at monthly meetings of the board, reports on progress made.

ACTIVITIES: The activities of the case study committee, as was mentioned previously, dealt entirely with case

studies. The surveys made by the National Federation of Big Brothers and Sisters in the schools and reported at the first meeting of the new council brought out several interesting facts:

[1] Three percent of Plainfield school children were listed as problem children, as against a national average of 2 percent.

[2] One hundred and ninety boys and girls were listed with a ratio of four boys to one girl.

[3] Seventy-five percent were white, 25 percent colored.

[4] Ages ranged from 5 to 19 years with the peak at 15 and the next highest at 14. National average was quoted at 12 years.

[5] Sixth grades contained the largest number of problem children.

[6] Fifty-eight percent were of American parentage, 20 percent Italian, and 6 percent Polish.

The council activities grew more inclusive. Note the variety in the following descriptions:

Community education—In November 1935 Dr. Thomas Hopkins, assistant superintendent of schools in charge of special services, Jersey City, spoke at a Plainfield community meeting on the work his city was doing in preventing juvenile delinquency. In March the council arranged a meeting of the three local service clubs to hear Austin MacCormick, commissioner of correction, New York City. Another meeting for the community is being planned.

Theater attendance of juveniles—A conference of theater managers with the chief of police led to the segregation of children in theaters near an exit, the prohibition of evening attendance of children without adult escort, and a check by ushers on the length of time children remained in the theater. Children begging for admission are taken home by the police radio car. On recurrence they are taken to the police station until the parent calls for them.

Theater district loiterers—In two days nineteen young men were brought before the local judge for loitering near theaters and making untoward remarks to passing women and girls. There has been no recurrence of this. A man who molested boys in theaters was ordered to refrain from attending any theater in the city.

Newsboys—Newsboys practiced a type of racketeering which was brought to the attention of the council. Standing in a corner, an older boy gave a paper to a ragged, smaller boy who accosted adults with the request that they buy his last paper. One look at the youngster would be enough to induce many to buy the paper even tho they already possessed one. Often the youngster would scurry away for change, never to return. Petty thievery was also reported. A conference with publishers led to licensing and badging all newsboys. Followup work was detailed to the same police officer who worked with the school safety patrols. Certain regulations were made concerning applications for jobs as newboys and for magazine selling. Playground space for many of these boys when off duty was provided thru the cooperation of the recreation commission.

Education of neighboring communities—During the present year the council, with the cooperative sponsorship of our mayor, called together the police chiefs, superintendents of schools, local judges, and mayors of ten neighboring communities. The chairman presented an outline of Plainfield's efforts in preventing juvenile delinquency; a speaker discussed the work; and the representatives were asked to interest groups in their localities in similar enterprise.

Business corporation—The council has brought together several boys ranging from 16 to 20 years of age who were unemployed after passing thru the special school. The boys have formed a small business of their own, caning chairs and refinishing furniture. The council helped the boys find store space and collect orders to start the work. With the project once started, the boys will continue it themselves.

More permanent budget—Advice from those in the field of crime prevention pointed toward the desirability of a more permanent source of income than public subscription. During this year the common council accepted this work as part of the crime prevention program of the police department and has included it in the police budget.

IN RETROSPECT: Juvenile court appearances—The county juvenile court reports that Plainfield has dropped from second to seventh position among the towns of the county sending most cases to the court. During the year 1935-36 thirty cases appeared before the juvenile court referee for the city. During the six months from June 1936 thru December 1936 only two appeared.

Financial worth to the community—One of the booklets prepared by the council attempts to show something of the financial worth of its work. It is estimated that at least 192 individuals have been kept from appearing before the court and from being committed to institutions. The cost of commitment in institutions in the state runs from \$400 to \$600 per year per person.

Outside recognition—The work of the Council has received notice at the National Crime Convention at Atlanta, Georgia, at the Crime Prevention Institute at New York City, and at the New Jersey State Conference of Social Work. Requests have been received from several universities for information concerning its various activities.

Resume—This has been a story of community cooperation. There has been made no attempt to compare this system of coordinating council with that where the work is placed under a recognized agency and under someone with definite authority to proceed, which is so well exemplified in Jersey City, New Jersey. Many cities cannot approach the Jersey City system. For them the coordinating council is an always present possibility. Most communities would profit by having such a council. Within the ranks of the local educators there is plenty of material for initiating this movement. If the educational world would accept the slogan of educating the whole child and that of educating for life, then it must accept this challenge.

WHAT of HEALTH EDUCATION?



Courtesy, Minneapolis Public Schools

LET us face reality in health education. For years we have "put health first" in various lists of objectives for the schools and we have achieved something, unquestionably. The disquieting fact remains, however, that for most school systems health is not first, that it lags very far behind what it might do, and that in too many places when a real test comes, health and other essentials are likely to be sacrificed in favor of traditional subjectmatter that has little or no bearing on life.

The "Second College Health Conference" which met at Washington, D. C., about a year ago, attempted to take stock of health work in colleges and universities and it also had something to say about health at other educational levels. It discussed, among other things, James F. Rogers' findings on "Instruction in Hygiene in Institutions of Higher Education" (U. S. Office of Education Bulletin, 1936, No. 7), that only a third of the higher institutions of the country require their students to learn about health.

If we face reality, we must recognize that, in practice, health is simply not accepted in most higher institutions as worth the college student's time. But the amazing thing is that this neglect of health in education is also evident at other levels, where there is nothing like as valid an excuse for it. Insistence upon "academic subjects" as the main business of education continues to plague us, even in the face of repeated educational pronouncements to the effect that education is concerned with the whole person, child or adult, and not with merely his "intellectual" equipment, narrowly conceived. To too many people, school is still school only if it emphasizes the traditional learnings, even tho our profession pays lip service to a dynamic type of education intended to make real changes in men and their relation to modern society.

W. Carson Ryan, Jr.



Courtesy, Detroit Public Schools

In ways such as these the best schools are seeking to "put health first."

Perhaps the best indication of how far we have to go is afforded by our provision for the preparation of teachers. Most teacher-training institutions have not realized their opportunities at all. Whether in colleges and universities having departments or schools of education, or in teachers colleges and normal schools specifically set up for the preparation of teachers, present programs are still heavily weighted in the direction of mechanistic and academic materials, with almost no attention to fundamental matters of human relationship, including particularly physical and mental health. A few training institutions have done remarkably good work, and preparation of teachers of young children is much better than it was, but in general the outlook is discouraging. In a typical array of forty or fifty education courses, for example, even in our best institutions, it will be unusual to find more than four or five that deal in any way with human behavior, whether this be physical or mental health or something else. The overwhelming emphasis is still on "subjectmatter," organization, and technics in the narrower sense.

Some future historian may well wonder how we could talk one way so long and act another in this business of health education and other needed changes long overdue in the schools. As one of the statements at the College Health Conference put it: "Good health, in teachers and everybody else, is so much a matter of completely wholesome, well-balanced, interesting living, that only as the whole educational program is oriented to it will the desired results be achieved."



OUR PAGEANT

Jeanette Winston Pates



"THIS is what I want to say; you put in the thee's and thou's."

The teacher accepted golden-haired Catherine's paper and looked out over the sixth-grade room where other boys and girls were grouped in twos and threes at desks and reading tables, all busily engaged with the same problem.

A reminiscent smile gleamed in her eyes as she thought back eight (or was it ten?) years to the tiny beginning of that busy scene. One morning, at that early date, the straight-thinking principal of the school had appeared at that teacher's door with a request.

"I've been thinking about our Christmas celebration for this year," she said, "and I'm afraid our children are becoming a bit too engrossed with the Santa Claus ideal. I'm wondering if your sixth grade couldn't work out a program for this year which would keep the *first* Christmas uppermost in the minds of the boys and girls?" The teacher agreed to try, and so "Our Pageant" started.

That first year was indeed a simple beginning. The scenery was a dark blue back-curtain sprinkled with silver stars. An orange crate was a manger. The little Madonna, guarded by a serious Joseph, sat quietly, while the chorus sang several Christmas carols. The shepherds and Wise Men brought their gifts, and the curtain closed as the group sang, "Silent Night." But there was a misty-eyed happiness in the faces of the children that had been lacking in their more boisterous celebrations.

Another year added to the pageant. There were several children who painted well and from one of them came the suggestion, "Oh, let's paint some sure enough scenery for the Christmas program this year," and they did. The teacher was charmed with the outcome.

When the painting started, one sturdy boy with more enthusiasm than knowledge of Palestine announced, "Let's put in lots of Christmas trees and snow."

Quiet-voiced Anita looked dubiously at the teacher,

who suggested that they find out if that would be suitable. Such enthusiastic attacks as were made on reference books and geographies! Never had a class known so much about climate, vegetation, animals, and homes of Palestine. Tommy, rather crestfallen, agreed to be satisfied with snow-capped Mt. Lebanon in the far background.

When the material for the back curtain was bought, the class was delighted to find, that, by perfectly orthodox arithmetic, it was possible to find how many rolls of paper 18 inches wide and 11 feet long would be required to make a curtain 12 feet high and 27 feet long. The children also computed its cost, as well as that of lumber for a manger, materials for costumes, paints, and other supplies. This was done after committees visited shops and secured prices on these things.

And thus "Our Pageant" has grown and grown. One year the class added a Christmas Angel who interspersed the singing of carols and pantomime with the beautiful Bible story. "And, lo, the star which they saw in the east, went before them, till it came and stood over where the young child was."

Another year, the Three Wise Men sang, "We Three Kings of Orient Are." Later a soft lullaby for the Madonna was added, and two tiny kindergarten children were allowed to wander, hand in hand, on to the stage, kneel at the manger, and listen as Mary sang to the Holy Babe. Another year the class members decided to make some of the simpler costumes themselves. Again, after learning to sing a carol in the original French, the children wanted to add that to the pageant, which by now was growing to real pageant proportions. A scene was added in which nations of the world brought their carols to the King. English carolers in scarlet capes and hoods sang, "God Rest Ye Merry Gentlemen." French girls sang, "Un Flambeau, Jeannette, Isabelle." "Stille Nacht, Heilige Nacht" made a beautiful duet. This brought a protest, "Other nations sing carols too. Why can't they

all be in the pageant?" So, led by proudly happy candle-bearers, a triumphal procession started at the back door of the auditorium, an Eskimo boy first, followed by a dainty Chinese maiden and a sturdy American youth, and then they came, Spanish, Italian, Indian, Hindu, Japanese, Russian, Swiss—all the nations of the earth, singing, "O Come All Ye Faithful."

All this growth the teacher saw flash before her as Catherine asked her to add the thee's and thou's. For this year's class was adding yet another bit to the evergrowing pageant. They had declared the throng in Bethlehem's streets, coming up to be taxed, and the shepherds on

Right: One of the pantomimes from "Our Pageant"

Left and below: Scenes from two recent pageants, written by the children



Judea's hills should have some dialog and the group was busy writing that dialog. As usual this had brought up another problem—just where should thee and thou be used? The children attacked this problem with the same enthusiasm others had merited, and soon were reading the Bible stories, van Dyke's "Other Wise Man," and any other stories of the early Christian era which would give them the correct phraseology.

That same year the boys and girls made another innovation by sending invitations whose covers were illustrations of their favorite carols. There was a manger and a Madonna and under it one bar of "Away in a Manger." Another had a picture of a flat-roofed village lighted by the star, and that carried the music of "O Little Town of Bethlehem."

There is so much more and the teacher loves it so she never knows where to stop telling about it. She loves it because there are never any bored or unhappy faces in the room while the class works on "Our Pageant." She loves it because English, geography, history, arithmetic, music, and art all work so harmoniously into the plans that she never has a *class* all day. She simply says, "Well, what must be done on 'Our Pageant' now?"

She loves it because sometimes tiny first-grade boys smile up at her and say, "I know how to sing, 'We Three Kings.' Do you think I could be a King when I'm in your room?" She loves it because her boys and girls gather at

the bulletin board to look at Madonnas instead of Santa Claus and Christmas trees, and as they look exclaim, "That's a Raphael; see how chubby the Baby is," or "This is by Correggio; look at the lighting," or again "Botticelli painted this; see how thin and pale the people are." She loves it because when she calls for try-outs for the Madonna, Kings, and the Christmas Angel, she has the entire room report, but the children accept cheerfully some lesser part if that be their lot.

She loves it because, from the farseeing principal, the enthusiastic music supervisor, the resourceful art supervisor, thru the entire teaching staff, the janitor, and every boy and girl of the school—all work cheerfully, efficiently, and happily (she believes) with the sixth grade, to make it a real season of peace on earth, goodwill to men.

And so each year, after the children have worked hard—and had their discouragements, for they do—when the day comes for "Our Pageant" and the dim auditorium fills with eager, soft-voiced children, when the chorus behind the scenes begins "O little town of Bethlehem, how still we see thee lie"—on thru the visits of the shepherds and the Wise Men, the Madonna's lullaby, on to the last triumphant chorus, "Joy to the World," sung by hundreds of starry-eyed children—the teacher loves it all. The beauty and effectiveness of the production make her think each year, "How straight our principal thought when she first suggested Our Pageant!"

CHRISTMAS ACTIVITIES *with a Community Spirit*



Courtesy, Washington Post

It is more blessed to give than to receive." Pupils at Bancroft School, Washington, D. C., repair toys they have brought from home for distribution to children who otherwise would not have any. The pupils—boys as well as girls—also do quilting, making warm and attractive bed covers to go into poor homes. Students at New York University (lower left) give first aid to injured toys to be distributed to needy children. These discarded playthings come in to the Community Center for repair as a result of the "Big Sister" dramatizations over the Columbia network.



Courtesy, Columbia Broadcasting Company



THE THEATER of YOUTH

By

Nellie Appy



THE REPERTORY PLAYHOUSE, Seattle's Civic Theater, was founded nine years ago. In 1931 the Playhouse, established in its own theater and with its first Shakespearean production ready, conferred with Seattle school authorities who consented to a limited experiment, special weekday matinees of *Romeo and Juliet* for highschool students. The results were a revelation not only in the eagerness with which the students thronged to the performances, but in their interest and response, both in the theater and in the classroom. Groups of out-of-town students began voluntarily to come to Seattle to attend regular evening performances of Shakespeare and other classics.

As the school-theater activity progressed in Seattle, it drew the interest of the Washington State Department of Education. Together, a small group of educators and members of the Playhouse sought funds with which to establish the Washington State Theater. On April 15, 1936, the Rockefeller Foundation made a three-year grant to the Washington theater.

The Washington State Theater is a direct part of the school system of the state—a function of the Department of Education, its policies formulated and controlled by an administrative committee appointed by the Board of Education. The Civic Theater of Seattle serves as a laboratory and a source from which many experienced actors are drawn to make up the personnel of the State Theater's acting company and staffs. The company, composed of professional actors numbering from twenty to fifty and directed by Burton W. James, is a non-profit, educational institution. Any surplus of receipts above expenditures goes into expansion of the project and reduction of admissions.

During the season 1936-37 ninety-nine performances of two plays, *The Comedy of Errors* and *No More Frontier*, were given before 67,865 persons, 55,396 of them students. Playing centers, determined in advance, were limited only by:

[1] The desire of the schools in that area to avail themselves of the opportunity, and the interest of the citizens of the community in assisting them to that end.

[2] The possibility of sufficiently large

student audiences at matinees and public audiences in the evening to permit these performances to be given without large loss.

Elementary grades to be included in the student audience were determined by local superintendents and principals. There seemed to be a general inclination where seating capacity permitted, to include at least sixth, seventh, and eighth grades.

Aberdeen, Washington, was the first stop on the first tour. Local newspapers cooperated with daily writeups. Two performances, a student matinee handled by the school, and an evening performance for adults handled by the PTA, were to be given. From all the nearby towns demands for student tickets came pouring in. Student finances were handled by the school's business office. A general admission of 25¢ was the minimum on which the State Theater felt it could be selfsustaining that season. The efficient usher squad from the high-school was given preliminary instruction and training. For an hour and a half that afternoon hundreds of children of all ages enjoyed the *Comedy of Errors*. General approval was evident. Many were the comments: "I liked that clown the best of anyone." "That was a swell show." "Who'd ever think old Shakespeare could be so funny?"

The remainder of the State Theater itinerary indicates significantly the democratic lines upon which the enterprise is established. Big cities, little cities were

included; parochial schools, private schools, public schools, prisons, borderland towns along the edges of the state, towns easily accessible, towns far out in sagebrush country—thirty playing centers in all with 123 outlying communities sending audiences; 5500 miles covered by a little company in its first year's tour bringing good theater to the students of Washington.

Next season the State Theater in conjunction with the administrative committee has chosen to present two more classical or romantic plays.

The goals that the State Theater has set for itself are many and varied:

[1] The extension of the work of the Washington State Theater until ultimately the State Theater will be available to every school and every student in the state of Washington.

[2] A broadening of the field of the State Theater activities to include not only the secondary and some of the elementary schools, but thru special productions particularly suitable for younger children, to include *all* the elementary schools.

[3] The fostering of a new dramatic literature, regional and national, written especially for students, to be performed both for the State Theater and the young people in the schools themselves.

[4] A general heightening of cultural standards, capacity, and understanding in students and adults alike thruout the state.

[5] Laying the groundwork for similar State Theater experiments thruout America, and thus achieving a new and important contribution to American education.

For many students even the low price of admission is prohibitive. The state of Washington provides generously for education. If in the near future it takes over the burden of financial responsibility for its State Theater, then one of the present handicaps to this phase of the state's visual education program will be overcome.

Thru the presentation of plays directly to all the children of the state, the students' attraction to cheap forms of movies and their inertia toward classroom presentations of good literature may be overcome. In addition, thru the interest thus developed on a broad scale students may help to build their own dramatic material based upon their actual daily needs.

Education for Citizenship

AT THE DOORS of our public schools American democracy stands and begs the bread of life—an intelligent citizenship. The need is for men and women who can assume the responsibilities of a new day, men and women who can visualize a new era and transform that vision into a material existence, citizens who will dare to stand openly and aggressively for clean government.

Is such a demand upon the school fair? Does society have a right to expect such a product as this of public education? It does. And whether the public schools rise to the occasion is to be the pragmatic test of our educational system. If the challenge is to be met successfully, certain changes must take place in the thought and work of many of our school people:

First, we as teachers must become more acutely conscious of the need of good citizenship. It is not enough that we be passively aware of things amiss; we must be moved to careful thought and decisive action. We must awaken more alertly than ever before to this unsettled, questioning, changing society and realize anew that ideals of fearless, painfully honest, and informed citizenship in the heart of the populace are our only salvation.

An acute consciousness of this need will in itself lead to the *second* element. We need to experience a renewed determination to be good citizens ourselves. Too often we have shrugged our shoulders and said that we should stay out of politics. Too often we have lacked the moral courage to stand for the right because of fear of popular disapproval.

Not long ago I heard a convention speaker say, "In my little city the United States government has recently completed a seventy-thousand-dollar renovation of our postoffice. Now, as a result of the influence of our representation in Washington, the whole structure is to be torn down and a new half-million-dollar building erected with the taxpayers' money. I know, and other citizens know, that this is a needless expense. Yet I suppose that if I were to announce opposition to such a move, I would be regarded as an undesirable citizen." The



O. N. DARBY

great need of our government is for men and women who realize that good citizenship is its own reward, and who have such a passion for right that they will face public disapproval, if need be, for the public good.

Third, conscious of the need and determined to be good citizens ourselves, we need to rededicate ourselves to the task of making good citizens of our pupils. Civic ideals are a matter of training. As administrators and supervisors, we must see to it that a significant emphasis is placed on the social studies and that a knowledge of our government and an ideal of citizenship are part of the equipment of every child.

What shall we teach the child in order to make him a good citizen?

First, our children need to be taught a new concept of patriotism. In the past we have all too nearly subscribed to that pernicious and shortsighted exclamation of Stephen Decatur, "My country! . . . May she ever be right; but, right or wrong, my country!" The new patriotism would say, "The right! May it never turn me from my country; but, the right at all cost!" If America is to survive, we must teach our children that true patriotism is service to one's fellows, and that service will be proportionally valuable as it is intelligent, informed, and purposeful. We must teach them that service to one's fellows includes intelligent voting, whether for a Republican or a Democrat; that it includes standing for the right, even at the expense of personal popularity or job; and that one should seek education not that he may avoid

work but that he may render more service. We must lead our pupils to understand that a civic worker is as heroic as a soldier, and that the measure of patriotism is integrity of thought and conduct.

Second, a new respect for law and order must be inculcated. We must teach our children that the theory of law is protection rather than punishment, and that statutes are sacred as liberty. We must teach that law observance is an inescapable duty, and that one who willfully transgresses even his local ordinance has to that extent become a traitor to his country. Too leniently in the past we have smiled upon infractions and proudly boasted of our so-called right to do as we pleased.

Third, we must determine that high personal ideals of sound character shall be planted in the heart of every boy and girl. We must teach these citizens-to-be that thrift begets selfrespect, that self-control is the basis of true culture, and that selfsubjugation is the greatest of all conquests. Religious tolerance and religious conviction must be taught to live peacefully in the same heart. Honesty must be revered, and morality achieved on a high plane. Our children must be taught that narrow-mindedness is to be abhorred, but that extreme broad-mindedness may be a form of narrow-mindedness.

Some time ago in Natchez, Mississippi, a committee met to select the citizen who should receive a trophy because of the most meritorious service to the city during the preceding year. After considering suggestions from various sources, the committee announced the selection of the superintendent of schools. When the trophy was presented, it bore the inscription "W. H. Braden, Maker of Citizens." Other and more ostentatious inscriptions might have been made, but no higher compliment could have been paid. "Maker of Citizens"—the work of a high priest of democracy!

A heavy responsibility rests upon those of us who are teachers—the solemn duty of laying the foundation for a sublime civilization of tomorrow. The challenge is inspiring.

Citizenship Education *thru the Press*

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

DEFEATING CITY OWNERSHIP

PRIVATE POWER COMPANIES have discovered a new way to beat municipal ownership.

This latest scheme, just employed with complete success by the Iowa City, Iowa, Light & Power Co., provides for putting financial pressure on consumers month by month to convince them that they ought to have their local authorities kick out plans for municipal ownership.

The story starts about 1933 when Iowa City voted bonds for a municipal power plant. In June 1934, the Public Works Administration made a grant of \$413,000 to the city for a generating and distributing system.

Meanwhile, the power company got into action in two ways—legal and practical. It contested legality of the PWA grant in the courts, and at the same time announced that it would cut rates—retroactively—when the municipal ownership proposal was abandoned.

So month by month on customers' bills the company indicated how much each customer would save under the projected rate reduction.

In a circle on each bill the amount was carried, brought uptodate each month. "Important," said a statement just above the circle. "The amount in the circle below will be paid to you when the reduced rate proposal of the Iowa City Light & Power Co. is accepted by the City Council. This is contingent on abandonment of plans for a municipal plant."

An accompanying statement read:

"Dear Customer: Do you want to lose the amount shown in the circle at the left—the amount impounded to date in your electric account? . . . Of course you don't. . . . Then why not discuss this matter more freely with your friends and neighbors? . . . And isn't it possible that together you might convince those who are responsible for holding up lower rates and the distribution of this impounded sum that it would be far better for Iowa City to receive this money now, reduce rates now, insure lower electric rates for the future, and not drag the issue of municipal ownership into another election?"

There was another election. The opponents of municipal ownership won.

This is explained in another letter to "Dear Customer" written August 25 by R. E. Taylor, vicepresident and general manager of the company.

"You will find inclosed," he wrote, "a statement of your electric service account and a check for your electric service refund. . . ."

"The passage by the City Council on August 6, 1937, of Ordinance No. 1782, repealing the ordinance establishing a municipally owned electric light and power plant and distribution system, and the passage on the same date of a resolution withdrawing an application to the PWA for a loan and grant to finance the project, make possible this refund and reduction in the cost of electric energy. . . ."

The refunds, covering about two years, ran as high as \$25 per customer. Altogether they probably amounted to as much as \$90,000. . . .

Public ownership advocates in Iowa City report that many of their number are donating their refund checks to the municipal ownership "war chest."—Marshall McNeil in *The Washington Daily News*, Oct. 14, 1937.

[This disgraceful proceeding raises four points: First, how honest can any election be when the bait of a thinly veiled bribe is held before the voter? Second, how long would the private power monopoly have continued these excess charges had it not been for the movement toward municipal ownership? Third, how can schools teach civic honesty to youth in the face of such examples of public dishonesty? Fourth, how long will the people of Iowa City continue to be fooled by such tactics?]

GEORGIA COTTON

ONE WAY to beat your competition is with firearms. That was recently the resort of the farmers of Warren County, Georgia, when the cotton growers of neighboring Glascock County offered wages of 75¢ a hundred pounds and two drinks of whiskey a day to the Negro cotton pickers who had been earning only 40 to 50¢. As a result, a labor shortage threatened in Warren County, with the crop ripe in the fields and danger of spoilage by rain. The Warren County farmers took the problem into their own hands. They kept the

Negroes at work in their fields at the point of guns. When "out of county" trucks drove thru, the farmers brandished their weapons and the cotton pickers decided it was safer to go on working for their old employers. Meanwhile, from Atlanta the state government issued a statement "repudiating" the action of the Warren County planters, but offering no solution. The chief objection was that the terrorism constituted bad advertising for Georgia in the eyes of the rest of the world; that Georgia was again being publicized "as a state where Negroes are starved and held in slavery." But while the state officials deplore and the fair-minded citizens repudiate, Georgia Negroes in Warren County continue to work under armed patrol.—*New Republic*, Oct. 6, 1937.

BASES FULL, AND THE CCC STRIKES OUT

AMERICA'S LITERATURE holds no figure more fraught with tragic disappointment than the famous Casey who struck out. The educational program of the Civilian Conservation Corps, however, bids fair to displace Casey as the greatest disappointment in our national annals.

There has been a great deal of pumping up of the educational program of the CCC during the past couple of years. In educational magazines and in important conferences of teachers and administrators the ballyhoo for the CCC has gone on. Undoubtedly the set-up does have advantages that other educational projects lack, and it does offer the possibility for revolutionizing the whole field of education. But, after making a brilliant start, the movement has degenerated into a worship of numbers, and what was, three, and even two years ago, an amazing educational development, has become nothing but a false front. . . .

The army began to take a part in the administration of the educational program. The red tape experts of the army, unable to watch the educational advisers proceed along any but mathematical lines, began to insist on more red tape, on more formality of education in the camps, on every officer's teaching at least one class, and upon rewards for the increase of numbers in the educational program. Numbers, and not the development of the individual, became the objective of the program. . . .

The CCC has done some fine work, and it is still doing a little, but for the most part its educational program has gone to pot. It is almost useless today, but it can still be saved. Heroic measures will be

needed to save it, but they can be taken. The powers-that-be can still put competent, trained men into positions as educational advisers; they can still arrange for the advisers to make effective use of enrollee leadership; they can give the program back to the men and fit it to their needs.

Three years ago the CCC seemed to be on the point of hitting a home run with the bases full and two out. In three years things have not changed much. The CCC is still up, the bases are still full, and there are still two out, but now there are two strikes on the batter. The CCC doesn't have to be, but it looks as if it were, on its way to join the immortal Casey. It has had the chance of a lifetime, but it is striking out.—C. B. Kennedy in *California Journal of Secondary Education*, Oct. 1937. [Mr. Kennedy, a former CCC educational adviser and highschool teacher, is now a member of the faculty of San Diego State College.]

WHO OWNS THE UNITED STATES?

SIXTY FAMILIES who "own and dominate" the United States are listed and the ramifications of their activities in the various fields of human endeavor discussed at length in *America's Sixty Families* [Vanguard] by Ferdinand Lundberg, former Wall Street financial writer.

"The United States is owned and dominated today by a hierarchy of sixty of the richest families, buttressed by no more than ninety families of lesser wealth," writes Lundberg. "Under their acquisitive fingers and in their possession the sixty families hold the richest nation ever fashioned in the workshop of history."

Lundberg lists the sixty families, the number of tax returns in each, the primary source of wealth, aggregate 1924 tax, approximate net aggregate income taxed, net aggregate fortune taxed, gross adjusted fortune, and maximum estimated fortune.

The Rockefellers head the list with a maximum estimated fortune of \$2,500,000,000, followed by the "Morgan inner group," Fords, Harknesses, Mellons, Vanderbilts, Whitneys, Standard Oil group, du Ponts, and McCormicks, on down to No. 60, S. S. Kresge.

Of the depression, the writer says: "The ruinous speculative boom that collapsed in 1929 was engineered from the first to last by the wealthy families and for their personal account. At every stage of the game it was the richest, the most respectable, the most publicized, and the most influential persons who were the prime movers in unloading inflated securities upon a deluded public. None of the truly rich came to grief."

Leading up to the climatic final chapter on the New Deal, Lundberg writes that:

"Nothing would be more gratifying than to be able to say at this juncture that the swashbuckling administration of Franklin D. Roosevelt, with all its war cries against 'the money-changers in the temple,' the 'economic royalists,' and the 'gold-plated anarchists,' had succeeded in placing a checkrein and halter on the restless, powerful, self-centered clans of great wealth. But such a conclusion would not, unfortunately, be justified by the facts."

Of philanthropy, Lundberg writes: "The rich grow richer and more powerful by the practice of philanthropy—as it is loosely defined."

"In no other sphere [than education] of pseudo-philanthropic activity is it more apparent that the rich, in escaping taxation by the expedient of creating tax-immune endowments, are merely transferring the money from one of their many capacious pockets to another."

And, listing many specific instances of diversion among the wealthy, he says: "Judged by the way they squander money on vapid personal amusement and bizarre decoration, the rich are a psychopathic class, waltzing obviously toward a hidden precipice and, apparently, dragging the nation along."—*The Washington Daily News*, Oct. 30, 1937.

U. S. CREDIT SHIFT TO MASSES BEGUN

A SIGNIFICANT and substantial transfer of ownership of America's huge public debt from "the classes" to "the masses" has begun under the operation of the social security act. Unless that statute is fundamentally revised, the movement will make American workers within a few years the chief creditors of the government, replacing the banks and wealthy investors in that role. It will not be an individual ownership, in which a worker will hold a government bond, but a group ownership, under which old-age pension and unemployment insurance reserve funds will hold the bulk of outstanding federal bonds.

This transfer of ownership will have two direct effects. It will transfer the huge interest payments on the public debt to the workers. It also will permit collection of taxes on some of the wealth now invested in tax-exempt bonds.

The extent to which this shift of ownership has suddenly begun to take place was disclosed in President Roosevelt's revised budget statement this week. He estimated more than \$1,000,000,000 of Treasury obligations would be sold to the special reserve funds during the year. The President estimated that the public debt would increase by \$695,000,000 during the year, but because of the new movement into reserve funds the amount of federal obligations

available for public purchase would decrease by \$380,000,000.

This "change in the character of the debt" was characterized by the President as "the point of major significance in connection with the debt."

Treasury statistics show that at present most of the government obligations, representing its public debt, are held by the banks, including the Federal Reserve banks. Most of the remainder is believed to be held by persons of wealth, who thus pay less taxes than they would if their income came from other sources.

To the holders of these obligations the President estimated that \$925,000,000 would be paid in interest during the year.—*The Evening Star*, Washington, D. C., Oct. 21, 1937.

BEER IN EVERY MARKET BASKET

THE TIME is at hand, so it appears to me, to begin a concentrated campaign to sell beer to the housewife. Until now, there have been only sporadic attempts in this direction; only a few brewers or distributors have given thought to the importance of the housewife; only a few feeble publicity campaigns have been started in that direction. Surely the importance of the housewife is a thing to conjure with, and never so important as at this time, when Juvenile Protective Leagues and others are attacking the methods pursued in the distribution of beer in its relation to American home life.

Why not enlist the brewers of the nation in a campaign to place beer in its rightful place, alongside of the bread and other foodstuffs, in the pantry of the homes? After all, it is the housewife who holds the family pursestrings and, once you sell her the idea that beer is a necessity to American family life, you have gone the whole distance in defeating those now active in bringing prohibition once again upon our country. Surely, the memories of that sad hiatus have not faded so soon that the brewers are content to drift once again into those swift currents of public opinion that could lead but in one direction. To my mind, there is one great way to halt its march forevermore, and that is to sell beer, and all it means, to the housewife and, thru her, to the family.—Ralph T. Kettering, secretary, American Brewers' Association, quoted in *The American Issue*, Sept. 1937.

DICTATORSHIP IN RADIO

I have played [over the radio]—quite recently—in Italy, Germany, and Russia. I had to come to the United States to find a dictatorship.—Jascha Heifetz, the great violinist. [For an explanation of this statement, read "Radio, American Style" in *Harpers*, Oct. 1937.]

Serving The Retarded Child

MRS. MARJORIE ROSS

AS WE ARE FREED by years of experience from much of the routine detailed planning of our early teaching years, we become increasingly aware of certain deep, permanent, human problems that underlie the changing phases of educational theory and practice. Perhaps no problem appeals to our sympathies as much as that of the dull or retarded child. *What can we do for him in our school, without added equipment, teachers, or revenue?*

[1] We can find him. There are three types of subnormal children commonly overlooked. There is the quiet, unobtrusive child whose intelligence is just on the borderline. With a little extra help, a little encouragement, he will trail along with the class. Then there is the child whose restless activity suggests, to the untrained eye, a corresponding mental activity which is completely absent. To the third type belong those who have developed a deceptively bright, attentive look—a defense mechanism. Too often we recognize these three types only after repeated failures have drawn our attention to them. A testing program is invaluable, both because it finds these cases before they have been submitted to the wrong treatment and because of its diagnostic value in suggesting lines of approach. These tests should, of course, be checked by the teacher's own judgment and experience with the child and rechecked in the upper grades by his past records and conference with his former teachers.

[2] We can train ourselves to understand and deal intelligently with the retarded child. In this step lies the heart of the whole situation. The dull child differs from the normal in that—usually—his interest span is shorter than the normal child's; often his memory is poorer; his power of concentration is less; he has an inadequate power of analysis and reason; he lacks ability to grasp ideas quickly or make deductions; he is deficient in proper coordination of

two or more mental functions; his reactions are stereotyped; and he is unable to detect his own errors.

The teacher will come to realize that these differences call for an adaptation of objectives. The *first* most important objective is the development of selfconfidence and selfreliance. In the normal child remembrances of past success accumulate naturally. In the retarded child we must consciously, carefully, and painstakingly build them.

The *second* objective is health. His health matters more to the retarded child than to the normal, for he must make up for mental lack by physical endurance. As a rule, too, he is less healthy than the normal child.

In the *third* place, we should aim to develop selfcontrolled, selfsupporting citizens. In this also the atypical child needs special help. His environment must be interpreted to him. Without guidance he is likely to develop antisocial qualities.

The *fourth* objective is the formation of right habits. Lacking initiative, the atypical child is more completely a creature of habit than is the normal child. If the school succeeds in teaching such qualities as industry, orderliness, selfrespect, dependability, and politeness it has gone far toward fitting the dull child for independent adult life.

The *fifth* goal is to teach thrift, "the development of the judgment and will power to a degree that places future permanent good before present enjoyment."

The *sixth* objective is to train the child for a wise use of leisure time. Potential criminal tendencies may be eradicated in this way. A taste for good music and fine art may be fostered, an interest in hobbies or handicraft cultivated.

The methods used will grow naturally out of the understanding of the child and a realization of objectives. The work must be more strongly motivated for the slow child. The matter to be taught should be discussed in a simple way.

As the ability to read is the very foundation of academic education, no one will question the value of time spent in finding and removing disabilities in reading. Slow readers may be speeded up by doing much easy reading and gradually meeting new words. Time is gained in the end by longer introductory lessons for the slow children than are necessary for the normal.

Drill figures more largely in the education of the dull than of the normal child but the drill must be given in shorter periods and be frequent and varied. The work should be done in short simple units with immediate ends and made as concrete as possible. We must make for the retarded child, consciously, the associations the bright child unconsciously makes for himself. There must be much practice in a few fundamentals, so the child will feel sure of what he knows. The work expected of him must be definitely in his reach and his interest must be so strongly aroused and held that he succeeds. As a rule the strongest appeal to his head is thru his hands. The teacher must use every opportunity to arouse the consciousness of a need for knowledge in the dull child to secure his full cooperation. The value of games should not be overlooked.

[3] We can arrange a program with the dull child's needs in view. With a limited number of teachers and a full enrolment, this step is the most difficult. We can, however, cease to arrange the program with the idea that all should be fitted for office work or college. We shall group the children as homogeneously as possible and set aside a definite period of work with the slow group for they are least capable of selfdirected effort. Each teacher will decide what may be taught to the group as a whole and later worked out in detail with the different groups. While the bright ones carry the lesson past the point where dull ones can follow, the latter will be usefully employed. Most of the monitor work can be left to them. They can be given charge of the bulletin board under instructive supervision. They will like to make scrapbooks of old magazines.

There is a deep and lasting satisfaction to be found in putting our best efforts into some much-needed work. "There are few more beautiful miracles than that which can be wrought by leading a despairing child into a trifling success."



Courtesy, Atlanta Public Schools

The Noon Hour in Smaller Schools

AT ONE SCHOOL, we find all teachers dreading the week when they will be "on duty" during the noon hour and responsible for the conduct of the pupils. After a teacher has gone thru the noon-hour period, she is nervous, irritable, and wornout because of the noise and tension in the school building. Following dismissal at twelve, the pupils rush into a vacant room. Some climb on tables; others sit on benches; and everyone bolts his food as quickly as possible. As soon as the pupils finish their lunch, the race is started. It is a race to see whether or not the teacher can make a hurried tour of inspection and get back to the lower hall before some equipment is broken or before some of the smaller pupils are mistreated. Disorder grows worse as the noon hour goes on because pupils become more restless and think of more ways to irritate the teacher.

At another school the teachers look forward to the noon hour as a time to

relax and enjoy a warm meal. Every teacher, except one, the same one thruout the year, is permitted to leave the building for his lunch period. The teachers return after the noon hour, rested and ready to meet their classes. The pupils spend a busy and profitable hour. The lunchroom is a happy, orderly place with everyone practicing good eating habits. After the lunch period, the students all go outdoors or to various rooms where they participate in the types of activities they choose. The halls are quiet. Refreshed during this hour period, students are ready for their afternoon classes.

The difference between these two schools lies in the careful planning of the second noon-hour program. A desirable noon-hour program should:

[1] Promote the development of desirable manners in eating.

[2] Be in keeping with rules of good health.

[3] Promote desirable social relationships.

[4] Have activities appealing to both sexes.

[5] Promote the leisuretime function of the school.

[6] Be such that pupils who bring their lunch will want to remain on the school ground.

[7] Be organized and administered in such a way that it will provide for a maximum of student participation.

[8] Give students an opportunity to state their recreational interests before the program is set up and thruout the year.

[9] Give students, rather than teachers, major responsibility for administration of the program.

[10] Have teachers in sympathy with it.

[11] Provide for the program of the highschool to fit in with the grade program.

[12] Be adaptable to all types of weather conditions.

[13] Provide for revision and expansion.

[14] Avoid "smacking" too much of regular school work.

[15] Permit students to relax and become thoroly at ease.

[16] Give opportunity for students to visit among themselves by pairs or in small groups.

[17] Avoid overburdening the teachers.

[18] Avoid discriminating against "town students."

[19] Be inexpensive, using equipment already owned by the school.

By LOUIS S. GIBB

Administration and supervision—In the small school, the superintendent is responsible for the organization of the noon-hour program. The exact plan adopted, however, ought to be an outgrowth of the best thought of the teachers and administration jointly, with every member of the staff understanding the entire program.

The superintendent should usually appoint one of his men teachers, preferably the athletic coach or principal, to serve as "noon-hour counselor," to be at the school building each school day during the noon hour. A more nearly continuous, unified, and purposeful program may be developed if the same teacher remains in charge thruout the year. The noon-hour counselor should be relieved of one class and be permitted to have his lunch period before twelve or after one o'clock. The duties of the counselor are to act in cases of emergency, to help organize, direct, supervise, and encourage the students in the program. At various times thruout the year, it may be necessary to bring about changes in the noon-hour activities.

The noon-hour program offers opportunities for student leadership and the teaching of student responsibility. The counselor and superintendent may appoint a boy from the junior or senior class to serve as "noon-hour supervisor," whose duties will include: Being responsible for the conduct of pupils during the noon-hour activities; reporting cases of unusual conduct to the counselor; seeing that all students participate in one or more activities and that the atmosphere of this period is desirable. An assistant supervisor may be desirable in some schools.

The lunchroom—The lunchroom should be equipped with tables which will accommodate from four to eight pupils. Some of these tables may be so arranged as to be quickly converted for use in playing ping-pong. The following policies are suggested:

[1] That a brief preparation period for lunch be provided immediately preceding the lunch period; [2] that a special table be provided for the counselor, supervisor, and assistant supervisor; [3] that a host or

hostess be appointed or elected for each table—each student, if possible, having the opportunity to serve as host or hostess; [4] that all pupils remain at their respective tables at least fifteen minutes; [5] that the supervisor give the signal for the starting of the other noon-hour activities; and [6] that all pupils eat lunch in the room provided.

Indoor activities for schools not having gymnasium facilities—If the noon-hour program is to be successful, at least three rooms should be provided, each in charge of a student "director." In selecting games for the noon hour, consider the following points:

[1] Eliminate games which encourage gambling; [2] provide games which will appeal to both sexes; [3] use games of varying difficulty; [4] provide some games which may be purchased for home use; and [5] consider pupils' preferences.

If pupils who go home for lunch are to be permitted to enter the building as soon as they return, it seems desirable to provide a definite plan for admitting them. The same system will function equally well for pupils who eat lunch at the building. Pass slips may be issued students once each week at a designated time, preferably Monday morning, by the principal or superintendent. A different colored slip should be provided for each room in which activities are held. One student may get one slip each week, the color to be of his own choosing. This slip is the student's pass or right to participate in the activities of a particular room.

Indoor program for schools having gymnasium facilities—Those schools having gymnasium facilities available during the noon hour may offer a much richer program than those without.

The organization of the activities for the gymnasium should be complete in every detail before they get under way. Perhaps the counselor and supervisor will call together all the girls who remain at the building during the noon hour and explain to them what games may be played in the gymnasium on a team basis. The girls will then decide whether or not they care to be chosen on a team. The counselor and supervisor will appoint student captains to manage the teams, to be directly responsible for their team's conduct and appearance, the making of schedules, and the reporting of results to the supervisor. All teams

will compete in a tournament or on a percentage basis to maintain interest. Schedules will be made out and posted at least one week in advance of the contests. The boys will meet with the supervisor and counselor and proceed in the same manner.

Games suitable for gymnasium use following the lunch period include volley ball, goal shooting contests, and various relay races. It is best not to play basket ball during the noon-hour period unless the lunch period follows the physical activity.

Outdoor program—The outdoor program should be followed in the fall and spring, no indoor games being used until the weather is too severe for outdoor activities. The outdoor program can be organized to start by the second week of school.

Team captains are appointed in the same manner as those for the indoor games. In many cases the same captains will serve for both indoor and outdoor team contests. Suitable outdoor games are kitten ball, volley ball, horseshoe, and ten step.

The starting of a planned noon-hour program, in many schools, may necessitate the spending of some money. However, it is not necessary to spend large sums of money each year for this program. Fifty dollars will provide most of the needed equipment for the program suggested.

The proposals suggested here are feasible in a large majority of smaller high-schools, without much change in school organization. A great deal will have been accomplished if the teachers can be relieved of a dreaded noon-hour duty and if students can learn to supervise their own activities and engage in a well-planned and varied noon-hour program.



Courtesy, March of Time

New York calls the N E A

JUNE 26-30

1938



Brooklyn Bridge was the engineering wonder of the world when it was built in 1883. It is still one of the marvels which every traveler to the nation's metropolis sees.



The New York City Public Library nestles among the bristling towers of commerce.

New Yorkers sought the vantage point of Radio City's conning tower to watch the Queen Mary tugged to her berth on her maiden trip up the Hudson River.



PROGRESS *in* TEACHING ART

By CLARA MACGOWAN

AMERICA's first artists were those whom we now call folk and decorative artists. For the most part without book learning or formal training, they produced an art of merit, consisting of such forms as native portraits, wood carvings, furniture, costumes and textiles, metalwork, glass, and ceramics. Especially noteworthy were the limners, whose main work was the painting of portraits. This art appeared among the Quakers and Puritans as early as 1640, an indication that tho notorious for renunciation of things of beauty and enjoyment, they were not completely hostile to all forms of art.

Living contemporaneously with the folk artists as far as the middle of the 19th century, were the colonial portrait painters. Neither group influenced the other. The former continued to draw on the crafts of the day, while the latter set into motion the English tradition in portrait painting.

This tradition had its original derivation in Van Dyck and Holbein and was brought to triumph in England by Gainsborough and Reynolds. American colonial portrait painters were the immediate heirs of this tradition. The one who exercised the greatest influence was the American-born Benjamin West.

London at this time was to West and his American contemporaries the art studio of the world. Indeed, West's own studio in London was the mecca of a large number of artists from the new world. He became the greatest art teacher of Americans in his time. Except for the Ecole des Beaux Arts in France and a few similar institutions in Europe, there were no art schools for those desiring professional art training. Naturally, students turned to the successful artists of the day, seeking entrance to their studios and the opportunity to serve as apprentices.

This relationship of student to master, chiefly developed during the Renaissance in Italy, has been until very recent times almost the only way in which anyone with an inclination to be an artist could obtain his training.

Around 1800, however, more and more people here, partly because of

growth of population and of economic conditions and partly because of a wider acceptance of art, sought training in art. The natural result was the founding and growth of professional academies and schools. The first of these, the Pennsylvania Academy of the Fine Arts, was founded in Philadelphia in 1805, "to promote the cultivation of the fine arts, in the United States of America, by introducing correct and elegant copies from the works of the first masters in sculpture and painting, and by thus facilitating the access to such standards and also by occasionally conferring moderate but honourable premiums and otherwise assisting the studies and exciting the efforts of the artists gradually to unfold, enlighten, and invigorate the talent of our country men."

The National Academy of Design was organized in New York in 1825. Samuel F. B. Morse, portrait painter and telegraph inventor, was elected its first president. But these two academies did not attract many students. Students who could go to Europe at whatever cost or difficulty, went.

Beginning with the English portrait tradition, America was to experience and be dominated by the various movements that swept Europe from 1800 to the present, chiefly those in Italy, Germany, and France. Most American art and taste in art during this period of European dominance were incredibly bad. Our artists rushed to Europe and were overtaken by superficial and shallow instruction. Returning home, they posed as authorities, produced and taught their students to produce classical, allegorical, dreamy, grandiose, imitative, and sentimental paintings, which, tho called American art, were not American even in minor deviations of characteristics.

However, even during this European domination, there were Americans who displayed independence of spirit and created an art of their own, as, for example, the Hudson River School Painters. Moreover, the influences which molded the artists with European backgrounds were often beneficial, notably in the case of impressionism and modern

art. Since 1913 America has been gradually finding itself in artistic development and expression.

Around 1870, with artists increasing in number, not everyone could go to Europe, nor, because of diversity among the younger artists, did everyone want to go. This need expressed itself in the founding of many professional art schools in America. In the seventies, two outstanding professional art schools were organized; the Art Students' League of New York, an institution which broke away from the National Academy of Design in 1875, and the Art School of the Art Institute of Chicago, established in 1879. Many other large cities set up schools as integral parts of their museums. Also, artists started private schools. Today there are nearly two hundred professional art schools of varying standards.

Another field has been sown with the seeds of art instruction. This is the general field of education—the public and private schools, including elementary schools, highschools, colleges, and universities. Here the possibilities for the growth of art as a cultural force and source of enjoyment are almost limitless.

Moreover, since these schools constitute the greatest educational body out of which must come the future adults to solve the pressing problems of their own lives and of the communities in which they live, they are our greatest responsibility. How rich the lives of our citizens will be depends in part upon how much they have been taught to enjoy the arts. We are now coming to accept the attitude that art, as one of the arts, should be a natural and rational part of each person's education, rather than a special or extraneous subject.

Art education in public schools was unknown a little more than a hundred years ago. The first instruction in art as a part of daily work in public schools was made in Boston in 1821 by William Bently Fowles. It was limited to teaching outline drawing of a geometric kind by direct copying. Another pioneer was Rembrandt Peale, the portrait painter, who was located in Philadelphia. In 1842, Peale, who had already served for

two years with success as a drawing instructor in a Philadelphia highschool at a small salary, offered to teach drawing in an elementary school gratis. Opposition from every side was so powerful and unrelenting that he was forced to give it up in a few months.

It was Horace Mann who really gave this movement its great impetus. He presented brilliant ideas and vigorous arguments for teaching art to children, which bore fruit in the decade of 1860. Mann had essentially the modern point of view. He regarded teaching art to children an opportunity which permitted the development of a new talent, a new sense.

These and other pioneer efforts resulted in art's being gradually introduced into the schools of New York, Baltimore, Cleveland, Cincinnati, and Chicago. Massachusetts took the lead in promoting art education. In 1870 Walter Smith, a headmaster of the school of art in Leeds, England, was appointed as director of art of all public schools in the state, the first to hold such a position in the United States.

Thus far nothing had been done about teachers of art in these schools. Teachers with little if any art training, except where artists were employed, merely followed the books on drawing. In 1873 Smith established the Massachusetts Normal Art School. This school, together with Smith's book, *Art Education*, published in 1872, stimulated discussion of art education thruout the country. Other states followed Massachusetts in founding normal art schools or installed art divisions in the normal schools.

Three great pioneers of modern art training for public schools—the Americans, Arthur W. Dow and Walter Sargent, and Franz Cizek of Vienna—removed "drawing" as such from art instruction in schools. They revolted against the old methods of direct copy and dexterity with the hand, which were inflexible and dogmatic. In place of these, each with his own special contribution established and vitalized self-expression.

Cizek in Vienna, at the turn of the century, made the greatest single contribution in this field of teaching art to children, by developing the now celebrated free creative emotional expression method in art. Cizek recognized that children not only have innate indi-

vidual differences but also vary among themselves in accordance with their environmental circumstances. Moreover, these differences in each personality are not constant, varying from time to time. Cizek tried to tap each individuality at its deepest source, the result being an expression that was native to the child and within the limits of his creative power. This new method necessitates a delicate relationship between the children and the teacher, a relationship, as Cizek saw it, in which the child has complete freedom and a minimum amount of discipline, that of sympathy and understanding.

The extensive changes that occurred in public-school art education and the growth of professional art schools were paralleled, tho in a lesser degree and more slowly, in what took place in art in American colleges and universities.

Art history courses were the first to appear in the curriculum of modern colleges and universities. The first such course, one in archaeology, was introduced by Princeton University in 1831. Courses in the fine arts, revealing aspects of man's history, found an immediate and integral place in the university teaching programs. Creative courses in art were slow to be recognized as an essential part of a liberal education in these institutions of higher learning. Even today in many men's institutions art is not regarded as worthy of much time and interest, whereas in women's colleges just the opposite is true. This in part is accounted for by the old prejudice that art is somehow unmanly.

The increase of art in colleges, especially in creative work, is a matter of great significance, for altho these institutions have failed in many respects to prepare students to tackle a confused and changing world intelligently, they are at least among the best agencies for cultural growth and training that we have today. Since the primary requirement to be a successful teacher in creative art, besides a deep desire to teach, is a background of vital experience in creative work itself, progressive art departments have the responsibility to give the most expert and effective instruction to meet this need. On the other hand, art instruction in colleges and universities should be available to the general student body. The university can be the most effective training ground

for those who desire to become professional artists, especially since many universities have appointed creative artists themselves to teach.

The university has many special advantages for students who merely desire to take art as a matter of personal interest, both to satisfy a need for expression and to become equipped to exercise good taste in the selection of commonplace articles and in the appreciation of great works of art of all time including the present. But most important, these college students gain something for themselves, a way to live more richly and meaningfully. Moreover, the university setting is ideal for the opportunity to correlate art activity with research in different fields, as history, sociology, literature, philosophy, and science. There is, finally, the atmosphere of the university itself. Where art is established, the university atmosphere can be one of rich stimulation. The various arts—music, literature, drama, dance, and the visual arts themselves—can and should create a common interest for the entire student body. This is one of the most promising possibilities in the future growth of the modern university.

Progress in teaching art has been, as in all fields of learning in the last hundred years, immense and rapid. These tremendous changes, together with the rise of great public and private collections of art in the United States—collections rivalling those in Europe—have finally set the stage for great possibilities in art in America in the future. Artists can be expertly trained here, either to be artists or teachers of art or both; here at home they can study hundreds of the greatest masterpieces of art in the world. In extending art to children and young people in schools and colleges and to adults thru the WPA agency, we have and shall continue to have a new audience for a critical and wide appreciation of art. This large body is just as important for an American art as the well trained artists and teachers of art themselves.

Perhaps we are now upon the threshold of an American Renaissance. We are now ready to understand that art is an integral part of life, a magnificent medium in which the visions and depths of man are embodied, and a supreme source of enjoyment.—From an address before the Department of Art Education, Detroit Convention, NEA.

"The Ph.D. Superstition"

John C. Granbery, Ph.D.

Editorial Note—This statement is from the Texas Outlook for September. On behalf of the graduate schools of education, it should be noted that the trend is now to reserve the Ph. D. for those who expect to engage in research as a career, and to provide the degree of Doctor of Education based on much broader training for teachers and administrators. This is a great gain. A good test of a graduate student's worth after he has been out a few years is: What kind of a library has he formed for himself as the basis of his lifelong study and cultivation? Is he a generous and discriminating buyer of books?

OUR COLLEGES and universities have long been suffering from the evil effects of the Ph. D. superstition, and now the pernicious error is beginning to permeate the public-school system. In principle the same false judgment applies, tho to a less extent, to the M. A. and other higher academic degrees.

In the first place, no special ability is required to take the Ph. D., even in the best universities, provided certain other factors are present. One of these is money enough to see it thru. Another is the moral quality of sustained application in a specific field, with persistence and willingness to stay with it to the end. Taking the examination requires some courage.

In the second place, the kind of training called for has little relation to the duties of the teacher, whether in college or highschool, or of the school superintendent and principal.

The completion of a thesis is neither preparation nor incentive for future productivity. The candidate is fulfilling a requirement to get a job. The work is tedious, and the publication expensive. The subjects are usually trivial, and the style uninteresting. The dissertation will accumulate dust. The successful candidate has met the conditions, but his arduous labor has fitted him neither to teach nor to do creative literary work.

The regimen required in obtaining a Ph. D. may be a positive disqualification for the kind of school people we need. Emphasis has been on what is called research work. Original sources are to be exhausted. There may be no relevance

of the subject to contemporary life and problems. As Harry Elmer Barnes puts it, one is supposed to divest himself of all human emotions and become a cerebral recording machine. The *homo academicus*, working objectively without convictions in philosophy, religion, politics, and esthetics, and without special preparation for understanding the nature and behavior of man, may, in the case of what is called historical research, have the intellectual qualities and ideals of the clerk and copyist, tho no creative intelligence and constructive imagination. Research is indispensable, but the real historian is not the plodder who gathers facts but one who takes the raw material, evaluates, and organizes it.

Undoubtedly the Ph. D. has its place and value, but the fictitious halo about it in connection with the teaching profession has produced two evils. On the one hand, our schools are cluttered up with inferior minds, as well as with timid, harmless, colorless souls. An inconspicuous youth with a Ph. D. secures an appointment. To hold his job and advance he must cultivate docility. Independence and dissent will be penalized.

The second unfortunate result refers

to that over-specialization which may be of tremendous value for research in a given field but may also prove disastrous for college and highschool teaching. For example, one trained in the physical and biological sciences may be innocent of social science.

"Let's raise standards!" is the well-meaning cry. So a host of tired teachers flock to the summer school, instead of to the mountains and seashore. For they must hold their jobs and secure better ones. Their heart is not in the work they are attempting; what they want is the credit. If they are doing satisfactorily in their present positions, they should be retained without subjection to needless cruelty. If they have not kept up with educational progress and are unfitted to continue, they should be pensioned.

Our several types of school should state their objectives clearly, and then build curriculum, faculty, and activities about those objectives. I rejoice in the fact that highschools are tending toward the dignity and independence of standing on their own feet, determined to do their work according to their own standards, without taking their cue from institutions above them. The same obligation rests upon the state college and university, the teachers college, the school under private or church control. Possession of an M. A. or Ph. D. may be in one's favor, but there are other qualifications more important.



It is necessary to point out the inadequacies of two generally accepted views regarding scholarship: First, the definition of the highest scholarship which is widely accepted emphasizes specialization far more than breadth. There was a time when the men who were thought of as the most competent scholars were men of extensive acquaintance with the literatures of their own and other languages. It is recognized that the time has passed when anyone can hope to compass the whole or any large part of human learning. Despairing of knowing all things, the present generation has magnified the importance of exhaustive knowledge in a narrow field. So thoroly is the present scholarly world committed to specialization that no devotee of a particular field has the slightest hesitation in acknowledging his ignorance of what is going on in lines of inquiry and thought other than those which he pursues.

The world owes much to the efforts of specialists. The minute investigations of those who concentrate on a single restricted field of research have added to the sum total of human experience in much the same cumulative way that coral polyps contribute to the building of the islands of the sea. However, modern concentration of attention on narrow fields often results in atrophied personalities. Somewhere in life there must be breadth and comprehensiveness of thinking, and there must be inclusiveness in action which gives full recognition to more than one limited interest. The most productive specialist ought to give attention to the duties of good citizenship and to all that makes life wholesome in the family and in the community.—Charles H. Judd.

Superintendents Share Youth Problems

ATLANTIC CITY CONVENTION

FEBRUARY 26-MARCH 3, 1938

YOUTH PROBLEMS have multiplied within a decade. Young people between the ages of fifteen and twenty-four years find the modern world filled with hazards which their fathers and mothers never encountered. Such facts constitute a challenge to education.

In the summer of 1934, the Department of Superintendence called together a group of over thirty people who had indicated concern about the situation. As a result of this and later conferences, it was decided to prepare a yearbook on "Youth Problems." This book will be ready for distribution at the Atlantic City convention next February. Those appointed to membership on the Yearbook Commission brought to the task wide experience and genuine interest. They are as follows:

Superintendent E. E. Oberholtzer, Houston, Tex., *chairman*

Assistant Superintendent Richard D. Allen, Providence, R. I.

Professor Fred C. Ayer, University of Texas

Superintendent Louis P. Benezet, Manchester, N. H.

Elaine Exton, consultant on Recreation and Youth, Washington, D. C.

Associate Director C. S. Marsh, American Council on Education

Superintendent L. John Nuttall, Jr., Salt Lake City, Utah

Principal Truman G. Reed, Lewis and Clark Highschool, Spokane, Wash.

Dean Gertrude Thuemler, Arsenal Technical Highschool, Indianapolis

Professor Goodwin Watson, Teachers College, Columbia University

President George F. Zook, American Council on Education

After over two years of labor, the Commission met for the last time at Asheville, N. C., late in October. Manuscripts for all chapters were re-

viewed during the course of a three-day meeting. The Commission has not sought to cover the entire field of youth activities, but rather to confine its efforts to those areas with which the schools should be especially concerned.

There will be chapters dealing with such matters as the guidance of regular day-school pupils, the adjustment of out-of-school youth, the building of a modern life-centered curriculum, personal relationships among young people, youth organizations, and creative citizenship. The directing idea in the production of this yearbook is to aid youth in finding its way along the road ahead.

As a result of its study of the existing highly complex field of youth needs and youth services, the Commission concludes that desirable changes in so complicated a structure will necessarily take place gradually; that the responsibility is a continuing one, best discharged by unremitting labor over a long period of time. It is unwise to assume that youth problems have come into existence only since the World War. No doubt this world conflict intensified the difficulties of youth. However, in its basic aspects, the welfare of youth is never an emergency problem. It is one which is ever-present. The experience of the ages, ob-

servation of what is now taking place, and at least some vision of future changes are important factors in longterm planning for youth.

President Charles B. Glenn of the American Association of School Administrators has set aside one general session at the Atlantic City convention for consideration of the "Youth" yearbook. He has scheduled this program for Tuesday morning, March 1, and organized it in modern fashion. The discussion will be opened by two twenty-minute addresses. Chairman E. E. Oberholtzer will speak on the topic, "Youth and Education." He will be followed by Edwin A. Lee, director of the National Occupational Conference, whose theme will be "Occupational Adjustment." During the next hour, these speakers will be called upon to defend their positions with argument, as they participate in a forum based not only on questions raised in their opening addresses, but also on the subjectmatter of the yearbook itself. United States Commissioner of Education John W. Studebaker, who is an expert in stimulating discussion, will conduct the forum. Others who have consented to serve on the panel are:

Assistant Superintendent Richard D. Allen, Providence, R. I.

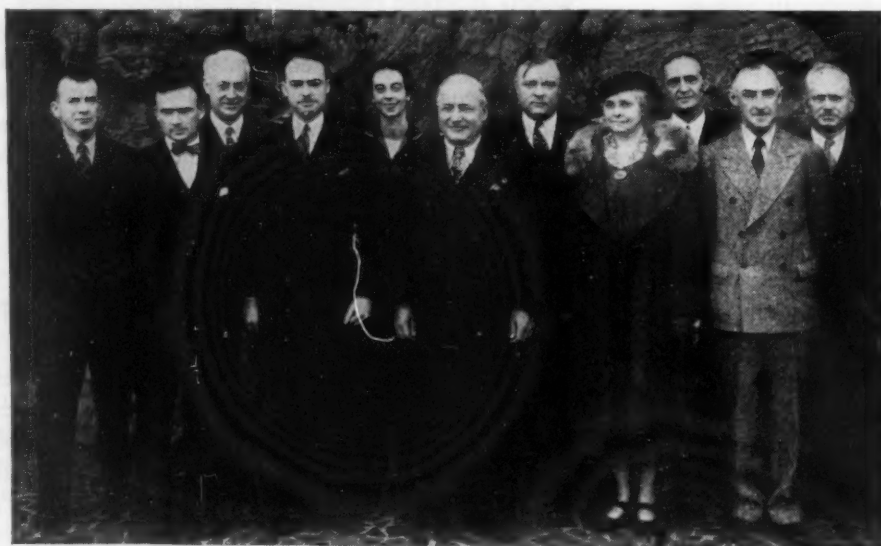
Professor Goodwin Watson, Teachers College, Columbia University

Superintendent Homer W. Anderson, Omaha, Nebr.

Superintendent David E. Weglein, Baltimore, Md.

Director Homer P. Rainey, American Youth Commission

Specific youth problems will be further considered by three discussion groups, as follows: Monday, "The Life-centered Curriculum"; Tuesday, "Creative Citizenship"; Wednesday, "A New Educational Program for Youth."



Left to right—Reed, Watson, Allen, Hubbard, Exton, Oberholtzer, Nuttall, Thuemler, Benezet, Ayer, Marsh

Achievements in Professional Advancement

SINCE its inception at Philadelphia in 1857 the National Education Association has worked vigorously for better professional preparation



of teachers. The resolutions of the Association reflect the progress made along this line. The resolutions of 1872 include: "In the careful special preparation of the great mass of teachers we have the only guaranty of the success of our public-school system, and we desire earnestly to urge forward all well-directed efforts to this end, thru the establishment of normal schools of the different grades, of institutions, and such other instrumentalities as the pressing needs of the country demand."

In 1895, nearly a quarter of a century later, New York State celebrated the enactment of a law requiring at least three years' highschool education as a minimum requirement for eligibility to teach in the elementary schools of the cities of the state. The NEA resolutions of that year include a paragraph congratulating His Excellency, Governor Morton, that he has "risen to his high privilege" of signing a bill that:

"No person shall be employed or licensed to teach in the primary and grammar schools of any city of the state who has not had successful experience in teaching for at least three years, or, in lieu thereof, has not completed a three years' course in and graduated from a highschool or academy having a course of study of not less than three years."

By 1920 the conviction that a four-year college course of professional preparation was necessary had gained wide approval, as is evidenced by this resolution:

"We believe that the ends which we seek demand, above all else, an immediate and thoroughgoing improvement of the agencies for the preparation of teachers. We commend and indorse the conviction, now so rapidly gaining favor in our profession and in the public mind, that those who enter the public-school service, whether they are to teach in rural schools or in urban schools, in elementary schools or in highschools, should have had a minimum of four years' carefully planned preparation, following upon graduation from a four-year highschool."

In 1917 there were only twenty-five four-year state teachers colleges in the country. Today there are more than one hundred and fifty. During the past two

decades the attendance at summer schools on the college level has increased from 40,000 to 400,000. In 1917 graduation from highschool

was quite generally considered adequate preparation for a teacher's certificate. Today the District of Columbia and leading states in the nation have adopted four years of college work as the minimum requirement for eligibility to teach in elementary schools and five years for eligibility to teach in secondary schools.

The American Association of Teachers Colleges, a department of the NEA, has developed a plan for classifying and accrediting teacher-training institutions. For more than a quarter of a century it has been working aggressively in this field. Teaching, like other professions, is, with propriety, raising the standards which must be met by those who would enter its ranks and the NEA is playing a significant part in this movement.

PUBLIC RELATIONS

The National Education Association is a leader in the field of public relations. Realizing that most of its objectives are achieved only with the moral and financial support of the public, it has developed an extensive program designed to interpret schools to the public and to create a public opinion favorable to the schools.

Its conventions always receive nationwide attention in the press, because the Association has developed an expert publicity service. American Education Week, sponsored jointly by the U. S. Office of Education, the American Legion, and the NEA, has become an institution of national proportions. Celebrated annually by the schools of the nation it brings home and school together for improvement of education.

For seven years the Association has sponsored a coast-to-coast weekly radio program over the Red Network of the National Broadcasting Company. This year the NEA has three nationwide programs—two with the National Broadcasting Company and one with the Columbia Broadcasting System. These programs describe the aims, needs, and achievements of schools and teachers. They describe the financial needs of the

schools and proposed revisions of the tax program to meet these needs. They advocate better salaries for teachers, adequate retirement provisions, and sound tenure laws. They show why freedom of learning is important in a democracy.

Thru its year-round press service at the headquarters office, the Association maintains contact with leading newspapers and magazines. Washington correspondents, special writers, lecturers, representatives of the great news associations, editors, and even newspapermen from foreign countries, are frequent visitors at the headquarters building. Publications of the Association are placed regularly in the hands of the governors of states; officials of the federal government; prominent businessmen; labor leaders; clergymen; authors; and other leaders in economic, social, and scientific fields; ministers of education and libraries in foreign countries.

The public relations program of the Association includes contributions to the advancement of technics in publicity. Staff members are authors of books on the subject. Three departments of the Association have presented phases of public relations programs in recent yearbooks: School Administrators, 1937, "The Improvement of Education"; Classroom Teachers, 1934, "Teacher and Public"; Elementary School Principals, 1932, "The Principal and His Community." The School Public Relations Association, recently organized to meet the need for study and experiment in this field, brings together at the NEA's conventions leaders engaged in school publicity.

The location of the Association's headquarters in Washington provides an opportunity for contact not only with the U. S. Office of Education and other governmental agencies, but also with the officers of great national organizations centered in the nation's capital, such as the National Congress of Parents and Teachers, the American Council on Education, the American Association of University Women, the American Association of University Professors, and the General Federation of Women's Clubs. A field secretary extends these contacts to every part of the country.

—T. D. MARTIN.

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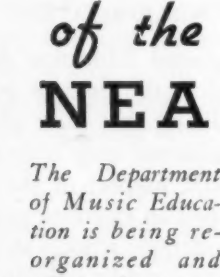
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Health and Physical Education



ADA J. FARMER
Kindergarten-Primary Education



ELIZA C. HANNEGAN
Lip Reading



of the NEA

*The Department
of Music Educa-
tion is being re-
organized and
officers have not
yet been elected.*



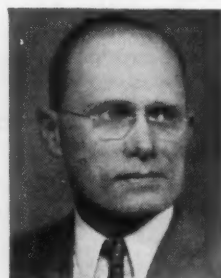
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L. A. PITTENGER
Teachers Colleges



EDGAR DALE
Visual Instruction



EARL L. BEDELL
Vocational Education

FRANCIS WAYLAND PARKER

Exponent of democracy in the school, liberator of the schoolroom from autocracy and dogmatism; who devoted his life to securing for both teachers and children the gift of freedom and the power to use it.

—ELEVENTH YEARBOOK OF THE DEPARTMENT OF SUPERINTENDENCE.

FRANCIS W. PARKER was born October 9, 1837, into a family of school teachers and ministers. A teacher himself at sixteen, he continued as teacher or principal in country schools until his twenty-fifth year, when he enlisted in the Union army as a private. He served honorably in the Civil War and rose to the rank of Colonel, but he abhorred war. When peace was declared, he returned to the classroom.

The schools of Parker's day were dull, formal—as indeed they had been for centuries—with children required to memorize their textbooks and to accept the teacher's word as law and gospel. Parker sought to vitalize these schools whose curriculums were confined chiefly to the Three R's, and whose classrooms were completely autocratic.

Horace Mann had convinced the public that education is indispensable in a democracy. Building on this foundation, Colonel Parker demonstrated that democracy in education is likewise essential. He taught that "what children learn from each other in play or work . . . is the highest that is ever learned. . . . This mingling, blending, and fusing gives personal powers and makes the public school a force for democracy."

In Dayton, Ohio, where he served as principal of the normal training school and later as assistant superintendent of schools, Colonel Parker began his work of educational reform. In 1871 he went to Europe. Asked upon application for admission to a Berlin university, "Toward what degree are you working?" he replied, "Sir, I am working, not for a degree, but for the children of America."

When he was thirty-eight years of age came the opportunity to put into practice his theories for democratization of the school. He was invited by a broad-minded school committee to take charge of the schools of Quincy, Massachusetts.

Within a short time the Quincy schools were attracting nationwide attention. Visitors came from far and wide. They found subjectmatter invigorated; recitations socialized; discipline less harsh; teachers allowed freedom and initiative; and the test of instruction, the children's ability to fit into the school and community. John Dewey has said:

The plans he introduced are an old story now in schools all over the country, but they were startling in their novelty at that time and his aggressive methods roused the educational world as it had not been roused since Horace Mann had stirred up the schools of Massachusetts some forty years earlier. The criticisms showered upon the Colonel served to advertise his ideas.

For criticisms there were. Critics contended that the fundamental tools of learning were being neglected at the expense of the radical innovations. Finally, as a response to widespread opposition, the State Board of Education gave the children of the county a test in the common school subjects. The Quincy boys and girls did so well on the test that Parker's new system was vindicated.

Colonel Parker in 1883 accepted the principalship of the Cook County Normal School in Chicago, and began training teachers in the methods of democracy. County School Superintendent Orville T. Bright states that:

There was an ill-arranged and dilapidated school building, a dormitory in like condition; no library to speak of, no science laboratories, shops, studios, or gymnasium—very little apparatus of any kind. Confronted by enemies, a hostile press . . . ignored by the Chicago board of education; hampered by the niggardly and precarious financial support of the school, he found in it an excellent opportunity for limitless work, courage, inspiration, and vigorous administration.

Francis W. Parker held up to his teachers in the normal school the ideal

of a school which is "a model home, a complete community, and an embryonic democracy." He believed that a large measure of activity is "essential to children's growth, . . . that their experience should be rich and stimulating . . . leading to responsibility and to selfdiscipline and selfdirection." He encouraged experimentation. He stressed the significance of nature, health, art, and the workshop in the curriculum. He emphasized doing rather than memorizing. Realizing the necessity for parent cooperation and sympathy, he helped form a parent-teacher association, one of the first in this country.

The Cook County Normal School became the mecca of visitors from all over the world. G. Stanley Hall, for example, said that he came every year to set his educational watch. Thru these visitors; thru the lectures of Chicago Normal School faculty members who were in demand thruout the country; and thru the *Chicago Normal School Envelope*, published by Parker and his teachers, the school's influence spread.

In 1899 the Chicago Institute Academic and Pedagogic was organized, a laboratory school where Colonel Parker could carry on his work unhampered by political domination. In 1902, shortly before his death, Colonel Parker and members of the Institute faculty transferred their work to the University of Chicago, as the School of Education.

A clue to the secret of Colonel Parker's greatness is found in his statement that:

All my life I have had a perfect passion for teaching school, never wavered in it in my life, and never desired to change. . . . I remember when I was teaching in the grammar school in Piscataquog, I had a small garden . . . that I used to tend and hoe, morning and night. . . . One day I was hoeing beans. I remember just where I stood when I said to myself, "Why do I love to teach school?" And then I looked around on the growing plants and said, "It is because I love to see things grow. . . ." I think that is the whole secret of my enthusiasm and study.

An interpretive biography of Francis Wayland Parker has been written by Ida Cassa Heffron, a member of the Cook County School faculty under Parker's administration.—MILDRED SANDISON.

☆

*The star shone out in Bethlehem's street,
Long ages gone,
And straightway joy was born
Thruout the world.*

*The star shines yet.
May its radiant beams today
Reach deep within each heart
And joy be born anew
Where shadow was.*

CAROLINE S. WOODRUFF,
President, National Education Association.

WITH JOURNAL AUTHORS—

ALBERT W. PALMER [278] has been president of the Chicago Theological Seminary since 1930. His books include: *The Drift toward Religion*, *The New Christian Epic*, and *Paths to the Presence of God*.

☆

STEPHEN AND JOAN RAUSHENBUSH [280] were closely connected with the Senate Committee Investigating the Munitions Industry. They have spent many years in work, travel, and study abroad. Author of *The Power Fight*, and known for his activities against sweatshops and social injustice, Mr. Raushenbush is one of the nation's prominent liberals. Mrs. Raushenbush, a student of international law and relations, formerly taught government at Mt. Holyoke.

☆

Reprints of the article by ELLEN LAMAR THOMAS [281], a Florida highschool teacher, may be secured from the Committee on Militarism in Education, 2929 Broadway, New York, N. Y.

☆

The three eleventh-grade students who wrote "Eleven Million" [283] are now college freshmen—VIDA GINSBERG at Bennington, MARJORIE GRAHAM at the University of Chicago, and ELIZABETH WEISS at Vassar.

☆

Written in 1910, the essay by WILLIAM JAMES on page 284 is timely even now.

☆

LOUIS LUDLOW [285], Congressman from Indiana, has organized a National Committee for the War Referendum. A recent poll conducted by the Institute of Public Opinion showed 71 percent of the people in favor of a war referendum.

☆

Education and peace are two of the interests of JOSH LEE [287], Senator from Oklahoma. Senator Lee, a former public-

NOTES

and

ANNOUNCEMENTS

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Christmas Greetings

THE HEADQUARTERS STAFF AND OFFICERS OF THE NATIONAL EDUCATION ASSOCIATION SEND HEARTIEST CHRISTMAS GREETINGS TO EACH MEMBER OF THE ASSOCIATION AND TO THE HOST OF FRIENDS OF THE PROFESSION.

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school teacher and university professor, was the author of "Keep the School Bells Ringing" in the Mar. 1937 JOURNAL. During October and November Senator Lee made a nationwide speaking tour on behalf of his bill to take profits out of war.

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WALTER JACOB [288] is principal of Emerson School, Plainfield, N. J.

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W. CARSON RYAN, JR. [291], formerly professor of education at Swarthmore College, is a member of the educational staff, Commonwealth Fund.

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JEANETTE WINSTON PATES' [292] is a teacher and director of school publications in the Ashland School, Lexington, Ky.

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NELLIE APPY [295], teacher of English in Broadway Highschool, Seattle, writes: "If ever when you were in school, you had to sit thru hours of uninspired reading of a classroom version of Shakespeare, you'd understand why it is important that a dramatic form of education, like the State Theater, reach children of other states."

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O. N. DARBY [296] is elementary supervisor of public schools, Natchez, Miss. His article, "An Experiment in Teaching Oral Reading," appeared in the Jan. 1935 JOURNAL.

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MRS. MARJORIE ROSS [299] writes upon a subject that constantly challenges teachers.

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LOUIS S. GIBB [300] recently resigned as superintendent of schools at Fairfield, Nebr., to accept a teaching position at the University of Nebraska.

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CLARA MACGOWAN [303] assistant professor of art at Northwestern University, is president of the Chicago Society of Artists.

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Professor of sociology and economics at Southwestern University, Georgetown, Tex., JOHN C. GRANBERY [305] is the author of *Outline of New Testament Christology*, and *An Introduction to the History of Civilization*.

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The article by T. D. MARTIN, on page 307, is a continuation of his discussion in the November JOURNAL. Dr. Martin heads the membership division, NEA.

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MILDRED SANDISON [309] is a member of the JOURNAL staff.

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In honor of Colonel Parker—The one hundredth anniversary of the birth of Francis W. Parker [see page 309] was commemorated at a regional conference in Chicago Oct. 28-30, sponsored by the Progressive Education Association, the Francis W. Parker School, and the Chicago Ass'n for Child Study and Parent Education.

The attractive cover of THE JOURNAL for October should have been credited to the Detroit Public Schools, which have one of the best photographic services in the United States.

The Thirteenth Yearbook, 1937, of the Educational Press Association of America lists approximately 500 educational periodicals with editors, publication address, subscription price, under 34 classifications. To secure the *Yearbook*, send 50¢ in cash or check to the EPA, 1201 16th St., N. W., Washington, D. C.

A Rural Service Bulletin, listing sources of free and inexpensive instructional materials, has been prepared by the Division of Rural Service, NEA. Copies of the Bulletin may be secured free upon request. Write to the Association, 1201 16th St., N. W., Washington, D. C.

"Buy on easy terms"—We should educate the youth of the land to see false and fake advertising. Such advertising will put a chain around their necks before many years. "Get the new furniture you have been wanting—no down payments—terms easy." These "easy terms" are misleading, and in our history and civic classes and in our educational magazines we need to educate the next generation to better and more honest terms of living.—Mary A. Lord, history instructor, Sioux City, Iowa.

The "Star American Farmer"—Willard E. Givens, executive secretary of the National Education Association, was a member of the committee which met in October to select the nation's Star American Farmer. Reviewing records submitted by the Future Farmers of America, of students in vocational agriculture classes in highschools thruout the United States, the judges chose Robert L. Bristow of Saluda, Va., as the young man whose farm enterprises and leadership activities had shown most progress in the past year. At the FFA convention in Kansas City, Mo., Oct. 17-22, Mr. Bristow was given the title, "Star Farmer of America," and a \$500 cash prize.

Consumer education—In 1937 the Minnesota legislature appropriated \$5000 to provide instruction in consumers' cooperation and cooperative marketing in elementary and secondary schools and to prepare and provide suitable courses of study in the fields. The law provides that the state board of education shall be responsible for carrying out these provisions. In North Dakota a cooperative studies bill was passed early in 1937 providing for a course in cooperation in highschools. Two years ago the Wisconsin legislature not only made the teaching of the subject mandatory but also provided for "adequate and essential instruction in cooperative marketing and consumers' cooperatives" in the county normal schools, the state teachers colleges, and the University.



"EXITS AND ENTRANCES" ON THE AIR



MARCH OF TIME actors present the dramatic episodes in *Exits and Entrances* every Monday afternoon 2:30 to 3:00 EST over the network of the Columbia Broadcasting System. This program is prepared as a classroom aid to teachers of the social studies. Programs usually originate in New York City, but may be shifted to foreign countries as the need for immediacy and realism may dictate. Commentator Shepard Stone spoke from Paris, France, on the first broadcast. The following week Mr. Stone participated from London. In each case he was able to describe the situation in the country from which he spoke, with reference to the events portrayed in the dramatic episodes which had preceded his commentary. While *Exits and Entrances* is prepared for use at the senior and junior highschool levels, it will interest parents desiring an accurate and vivid explanation of principal happenings in today's world.

Florence Hale broadcasts as a feature of *Our American Schools* every Saturday morning at 11 o'clock EST her radio column of homely wisdom and practical advice to those who are perplexed by the problems

[Upper left] Florence Hale, who conducts the "Radio Column" on the Saturday program of "Our American Schools." [Right] Stuart Ayres, playwright, prepares the dramatic scripts of "Exits and Entrances."



of youth. Dr. Hale's extensive experience as teacher, lecturer, and editor is a rich background for the authentic and interesting character of her Saturday morning talks.

The National Education Association presents, under the direction of Belmont Farley, the Wednesday evening programs of *Our American Schools* at 6 o'clock EST. This program presents in dramatic episodes what is going on in the American schools and why. It appeals for public aid in advancing teacher welfare in the form of adequate salaries, sound tenure laws, just retirement systems, and academic freedom. It urges the increased support of citizens in the improvement of educational opportunity at every level from the kindergarten to the graduate school of the university.

Both the Saturday morning and the Wednesday evening programs of *Our American Schools* are broadcast on the Red Network of the National Broadcasting Company. Attractively-printed four-page leaflets announcing these programs are available to schools, parent-teacher associations, and to civic organizations for distribution to parents and others interested in young people and the schools. Write to the NEA for these free leaflets, stating the quantity which can be distributed for this purpose to advantage.

A Happiness Tree.—Last year, the pupils of my roll room asked if they might have a Christmas tree. I raised the questions: "I wonder if it is possible to have some kind of tree which [Cont. on page 312]"



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Stage of the new high-school building, Boulder, Colorado. Superintendent V. M. Rogers writes that each of the arches is illuminated with colored neon tubing, making possible 220 color combinations of lighting.

[Cont. from page 311] can be both simple and lovely and at the same time carry out the holiday spirit, since Christmas is more than decorations and gift-giving?" "What really should be the spirit of Christmas here in our classroom this year?" The result of the class discussion was a Christmas tree called a Happiness Tree. Each child cut colored paper into circles and stars. On each paper he wrote what he was going to do during the holiday season to make someone else's Christmas a bit happier or easier. The teacher attempted to get them to see that happiness did not always have to be tied up with a money gift. For a week, the children read the Christmas notes as they were hung upon the tree. Some of the notes were:

Next week, I am going to offer to take care of our neighbor's baby so her mother can have a chance to go to a show some afternoon.

I shall go over to the hospital one afternoon and read stories to a little boy I know. He was hurt and won't have much Christmas.

I intend to clean the basement for my dad so we can go downtown together. Cleaning the basement will be a real Christmas gift to him.

I shall give my mother a real Christmas surprise by doing the dishes from Christmas dinner.

—From *Successful Living*, published by the Seattle, Wash., public schools.

What can the teacher do for peace?—It isn't necessary for Americans to accept war as inevitable. If teachers will work half as hard to avoid war as they would to do their part if war came, there will be less likelihood that we shall soon have war. To aid every teacher in working out a personal program of things he can do for peace, the special feature on pages 280-87 of this JOURNAL is presented. The articles may also be used in highschool and college classes; brought to the attention of church and civic study groups; given to local editors. Other suggested lines of action:

First, keep in touch with your Congressmen. Let every member of Congress be kept conscious of an intelligent will for constructive planning for peace.

Second, make yourself a student of current events and foreign affairs.

Third, read such thought-provoking articles as "The Junior ROTC Knocks at the Highschool Door" in *The Clearing House* for April 1937, and such timely books as *Your Child Faces War* by Nelson Antrim Crawford [Coward McCann, 1937].

Fourth, ask yourself these questions: Am I promoting peace by developing in my children a feeling for other life than their own—for animals, for other children, for adults? Am I helping them to learn the Golden Rule in daily application? Am I helping them to prove by acts of their own willing a kindly attitude toward children of other races and creeds?

The 1938 Commencement Packet prepared annually by the Division of Publications, NEA, is to be built around the reports of the National Education Association *Committee on Social-Economic Goals of America*. It will be ready for distribution on or before January 15 at the price of 50¢. Orders may be placed immediately and the packet will be mailed as soon as available.

American Education Week Reports—Have you sent in a report of the 1937 AEW observance in your community to NEA headquarters? A report of the activities carried out and of the number of parents and citizens visiting the schools during American Education Week is urgently requested. These reports will be of great value in the preparation of materials for the 1938 observance.

"Speaking of Safety" a film on child safety in traffic for elementary schools is sponsored by the Department of Visual Instruction of the NEA. The Films of Commerce Co., 21 West 46th St., New York, N. Y., is in charge of distribution of this film. Write directly to this company for all information.

Maryland University students demand removal of slot machines—Slot machines in which students are pouring "hundreds of dollars daily," are taboo at the University of Maryland, student government officers have decided. John Muncks, 22-year-old president of the governing body, said operators of stores and other gathering places around the campus would be asked to remove both slot machines and pin ball machines. . . . He said objections might soon be heard from parents. If stores and other business owners refuse to cooperate, Muncks declared, Dr. H. C. Byrd, president of the university, will be asked to take some action.—*The Evening Star*, Washington, D. C.

Education thru public forums—During the fiscal year July 1, 1936, to June 30, 1937, the Office of Education sponsored nineteen public forum demonstration centers, both urban and rural, in nineteen states, with an appropriation of over \$500,000. Ten thousand forum meetings were conducted with a total attendance of approximately one million. For information concerning plans for this year's forums, write to the U. S. Office of Education.

A recent dental survey of 46,000 school children in San Francisco reveals many startling facts, among them the following: At present in San Francisco before the ten-year-age group is reached, a large percentage of children have had no dental care. Even after the ten-year-age group is passed, less than 60 percent of the children have had dental care. Approximately 80 percent of the ten- to twelve-year-old children have dental defects. Nearly one-third of the first permanent molars are carious. The findings of this survey, a WPA project, suggest the need for such a survey in other cities and for a more adequate dental program thruout the nation.

Second Annual Conference on Elementary Education—Dean John W. Withers of New York University has made arrangements for this conference

which the Department of Elementary School Principals is sponsoring. The two weeks' course will be held at the University at Washington Square. The Dean and Dr. Robert Speer have made arrangements with the Prince George Hotel to house the entire group. Attractive rates have been secured. Read the December *National Elementary Principal* for further details.

Making the Constitution—This feature by H. L. Donovan in the October JOURNAL, pages 219-34, has been greeted with enthusiasm. Emory Ratcliffe, of Fresno State College, Calif., writes that he has recommended the articles as the best account he has come across. C. A. Ives, dean of the Teachers College, Louisiana State University, points out that Dr. Donovan has "rendered a distinct service in developing the fact that the Constitution is not a fetish to be worshiped, but a live growing thing as vital as the people whose concerns it is intended to serve."

May we hear from you?—"I am very much interested in the matter of school attendance," writes Lois E. Beman, West Highschool, Cleveland, Ohio. "There is a lot of unnecessary absence from school. Why not have a nationwide pool of best ideas on how to avoid this?" THE JOURNAL will be glad to hear from teachers or school officers who have given special attention to this problem.

The National Association of School Secretaries announces its meetings for the year as follows: [a] Southern secretaries met in San Antonio, Tex., Nov. 25-27. [b] Eastern section to meet at Atlantic City, Feb. 26-27, 1938. [c] Annual meeting, New York City, in connection with the summer convention of the NEA. For further information, address the president, Louise Henderson, Cassidy School, Philadelphia. Within the year this organization has increased its membership from 800 to over 1300, representing 45 states and the District of Columbia.

The Best Books of the Decade, 1926-1935 is the title of a useful volume by Asa Don Dickinson, recently published by H. W. Wilson. The author has selected from the many thousands of books published 400 favorite books of the decade. For each volume he gives a brief note on the author's life, title, date of publication, price, and a number which indicates the standing of the book according to his method of scoring its popularity. The books are also classified in various ways, such as: 25 favorite authors of the decade, 50 best books, 20 best American books, 10 best novels, best English fiction, 25 best books on the social sciences, 10 best books on art and music. The volume is invaluable for the school library, for classes in English, and for anyone wish- [Cont. on page A-145]

WE ATTACH much importance these days to the teaching of citizenship on all age levels to the end that selfgovernment may survive and be made more effective. How can a teacher be effective in teaching young people their duties as citizens if his own ethical sense is not keen enough to lead him to claim his professional citizenship as a member of the National Education Association?

New Life Enlistments

THE TOTAL NUMBER of Life Members enrolled in the National Education Association prior to November 1 was 5838. The following Life Members have been reported since the list was published in the November JOURNAL.

ALASKA—R. M. Prizer
CALIFORNIA—Kenneth M. Forry
DISTRICT OF COLUMBIA—Edna Simmons, John Hudson Zauner
FLORIDA—H. F. Priestner
ILLINOIS—C. C. Taggart, James W. Welsh
KENTUCKY—Donald Ellis Elswick
MICHIGAN—Everett W. Marquart, Emily Woodruff
MINNESOTA—W. R. Pogue
NEW JERSEY—Charles R. Hollenbach
NEW YORK—William F. Beisheim
OHIO—J. E. Gee, Norman B. Wine
PENNSYLVANIA—M. Elizabeth Regan Gray
VIRGINIA—Robert M. Newton
WISCONSIN—Russell L. Moberly, George M. Wavrunek

Completed Enrolments

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

TWENTY YEARS

NEW JERSEY—Morris Twp., Morris Twp. Public Schools, Collinsville, Hanover, Hillside, South

NINETEEN YEARS

IOWA—Keokuk, Keokuk Elem. Teachers Club, Garfield, Jefferson, Lincoln, Torrence, Washington, Wells-Carey

EIGHTEEN YEARS

MINNESOTA—Minneapolis, Hiawatha

SEVENTEEN YEARS

ARIZONA—Prescott, Prescott Public Schools, Jr.-Sr. High, Washington
CALIFORNIA—San Francisco, Madison; So. Pasadena, Marengo Ave.
IDAHO—Hammond, Wallace
NEVADA—Clark Co., Las Vegas Elem.
OHIO—E. Cleveland, Mayfair; Massillon, Whittier

SIXTEEN YEARS

COLORADO—Boulder, Highland
CONNECTICUT—E. Hartford, Meadow
IDAHO—Terre Haute, McLean Jr. High
MINNESOTA—Duluth, Nettleton
OHIO—Oberlin, Oberlin Public Schools, Centennial, High, Pleasant St., Prospect St.
PENNSYLVANIA—Biglerville, Biglerville
WISCONSIN—Kenosha, Lincoln

FIFTEEN YEARS

ARIZONA—Jerome, Jerome Public Schools, Administration, Clark, Jerome High, Public Bldg. C
DELAWARE—Wilmington, Public No. 13
ILLINOIS—Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Washington
KANSAS—Chanute, Alcott, Cross, Lincoln, Murray Hill, Roosevelt, Royster Jr. High, Sr. High & Jr. College, Webster
NEW YORK—Rome, Jay St.
OHIO—E. Cleveland, Caledonia
SOUTH DAKOTA—Mitchell, Eugene Field, Longfellow
VIRGINIA—Lynchburg, Garland-Rodes
WISCONSIN—Kenosha, Weiskopf

FOURTEEN YEARS

ARIZONA—Flagstaff, Flagstaff Public Schools, Emerson, High, South Beaver



DELAWARE—Western Newcastle Co., Townsend
ILLINOIS—Maywood, Emerson; Princeton, Twp. High
INDIANA—Fort Wayne, Riverside; Michigan City, Harrison
KANSAS—Leavenworth, Lincoln
MICHIGAN—Grand Haven, Grand Haven Public Schools, Central, Ferry Jr. High, Sr. High
MINNESOTA—Minneapolis, Irving, Simmons
NEW HAMPSHIRE—E. Rochester, E. Rochester
NEW JERSEY—Bernards Twp., Bernards High; Summit, Lincoln
NEW MEXICO—Albuquerque, Lew Wallace
OHIO—Columbus, Heyl Ave.; Tiffin, College Hill; Warren, Elm Road
PENNSYLVANIA—Mahanoy Twp., Buck Mountain, Coles, Ellengowan, Lincoln, Mahanoy City Jr. High, Mahanoy City Sr. High, Maple Hill, Park Place, Robinsons, Suffolk, Washington, Wiggans, Yatesville
SOUTH CAROLINA—Laurens, Ford Jr. High
UTAH—Jordan Dist., Jordan Dist., Public Schools, Bingham Central Elem., Bingham Jr. & Sr. High, Butler, Copperton, Crescent, Draper Jr. High & Elem., Granite, Harriman, Highland Boy Elem., Jordan Sr. High, Lark Elem., Midvale Jr. High & Elem., Riverton Jr. High & Elem., Sandy Jr. High & Elem., So. Jordan Elem., Union Jr. High & Elem., Upper Bingham Elem., West Jordan Jr. High & Elem.
VIRGINIA—Lynchburg, Miller Park, Ruffner
WYOMING—Casper, Grant

THIRTEEN YEARS

ALABAMA—Birmingham, Avondale
INDIANA—Fort Wayne, McCulloch
KENTUCKY—Louisville, McFerran
MASSACHUSETTS—Gloucester, Forbes
MINNESOTA—Minneapolis, Cleveland
MISSOURI—University City, Flynn Park
NEW JERSEY—Bernards Twp., Bernardsville Grammar; Camden, Sharp; Carney's Point, du Pont No. 1
NEW YORK—Kenmore, Washington Elem.
OHIO—Middletown, Middletown Public Schools, Central, Garfield, Jefferson, Lincoln, North, Roosevelt Jr. High, Sr. High, Sherman, South, Booker T. Washington, Young; North Baltimore, No. Baltimore Public Schools, Grade, Jr. High, Sr. High; Tiffin, Columbian High; Wood Co., Lake Twp. Centralized
PENNSYLVANIA—Berks Co., Boyertown Borough, Caernarvon Twp., Cumru Twp., Dist. Twp., Douglass Twp., Heidelberg Twp., Jefferson Twp., Kutztown Borough, Madencreek Twp., Olney Twp., Perry Twp., Strausstown Borough, Topton Borough, Upper Bern Twp., Wyomissing Borough, Wyomissing Hills Borough; Indiana, State Teachers College; Warren, Jefferson
WISCONSIN—Kenosha, Frank
WYOMING—Laramie, Nellie Hies

TWELVE YEARS

COLORADO—Englewood, Lowell; Frederick, Frederick
ILLINOIS—Wheaton, Wheaton Public Schools, Holmes, Longfellow, Lowell, Community High, Jr. High, Whittier; Wood River, Wood River Public Schools, Lewis-Clark Jr. High, Lincoln, Washington, Woodrow Wilson, Wood River
INDIANA—Pt. Wayne, Nebraska
KENTUCKY—Ashland, Bayless, Cole Jr. High, Hager, Hatcher, Means, Sr. High
MICHIGAN—Detroit, Coolidge
MINNESOTA—Minneapolis, Fuller, Willard
NEVADA—Carson City, Carson City Public Schools, Elementary, High
OHIO—Bowling Green, Church St., Ridge St., So. Main St.; Columbus, Felton
RHODE ISLAND—Westerly, Bradford
UTAH—Duchesne Co., Mt. Home, Myton, Neola, Roosevelt, Tabiona

WASHINGTON—Centralia, Centralia Public Schools, Edison, High & Jr. College, Jefferson-Roosevelt, Lincoln, Logan, Oakview, Washington
WISCONSIN—Kenosha, Washington Elem. & Jr. High; La Crosse, Hamilton; Two Rivers, Two Rivers Public Schools, Hamilton, Koenig, Washington Grade & High

ELEVEN YEARS

ARIZONA—Clemenceau, Clemenceau; Prescott, Jefferson, Lincoln, Miller Valley
ILLINOIS—Oak Park, Oak Park Public Schools, Wm. Beye, Emerson, Hatch, Hawthorne, Holmes, Irving, Lincoln, Longfellow, Lowell, Mann, Whittier
INDIANA—Fort Wayne, Justine N. Study
IOWA—West Liberty, West Liberty Public Schools, Grade, High
KANSAS—Hutchinson, Winans
KENTUCKY—Ashland, Ashland Public Schools, Crabbe, Oakview, Wylie
MAINE—Camden, Elm St.
MASSACHUSETTS—Stoneham, South
MICHIGAN—Fremont, Fremont Public Schools
MINNESOTA—Rochester, Rochester Public Schools, Central, Edison, Folwell, Hawthorne, Holmes, Lincoln, Northrop, High, Special Teachers & Supervisors
NEBRASKA—Grand Island, Dodge
NEW JERSEY—Bernards Twp., Olcott; No. Plainfield, Harrison
NEW MEXICO—Albuquerque, University Heights
NEW YORK—Rome, Thomas St.
OHIO—Alliance, Alliance Public Schools, Franklin, High, Mahoning, No. Lincoln, No. Park, Park & Broadway, Part-Time, Riverside, Seneca, So. Freedom, So. Liberty, So. Lincoln, State St. Jr. High
OREGON—Roseburg, Fullerton, Jr. High, Sr. High
PENNSYLVANIA—Tyrone, Tyrone Public Schools, Adams, Lincoln Jr. High, Logan, Sr. High, Washington
TEXAS—Texarkana, Grim, Texas Jr. High
VIRGINIA—Norfolk, Larchmont

TEN YEARS

CALIFORNIA—Vallejo, McKinley
COLORADO—Canon City, Roosevelt Jr. High
CONNECTICUT—Darien, Hindley
ILLINOIS—Evanston, Foster; Rockford, Kishwaukee
INDIANA—Ft. Wayne, Bloomingdale
MAINE—Waterville, Myrtle St.
MARYLAND—Westernport, Hammond St.
MISSOURI—Maryville, Maryville Public Schools, Eugene Field Elem., Maryville High
OHIO—E. Cleveland, Rozelle; Steubenville, Jefferson
SOUTH DAKOTA—Pierre, Pierre Public Schools, Central, Jr. High, Lincoln, McKinley, Sr. High, Washington
TEXAS—Texarkana, Sr. High
UTAH—Duchesne Co., Mt. Emmons Elem., Upaleo
VERMONT—Bellows Falls, Atkinson
WISCONSIN—LaCrosse, Hogan

NINE YEARS

CALIFORNIA—Fortuna, Union High; Inglewood, Centinela; Pismo Beach, Pismo Grammar
COLORADO—Walsenburg, Huerfano Co. High
DISTRICT OF COLUMBIA—Washington, Blake
GEORGIA—Atlanta, Capitol View, Moreland
ILLINOIS—Lombard, Lombard Public Schools, Hammerschmidt, Lincoln Jr. High; Woodstock, Dean St.
INDIANA—Pendleton, Pendleton Public Schools, High, West; Terre Haute, Sandison
KENTUCKY—Ashland, Condit, Russell
MASSACHUSETTS—Stoneham, Emerson
MICHIGAN—Jackson, Pleasant; Lansing, West Jr. High
MINNESOTA—Minneapolis, McKinley
NEVADA—Washoe Co., Kate M. Smith
NEW HAMPSHIRE—Winchester, Thayer High
NEW JERSEY—Bernards Twp., Bernards Twp. Public Schools, Basking Ridge, Bonnie Brae, Liberty Corners; Lawrenceville, Lawrenceville
NEW MEXICO—Albuquerque, No. Fourth St.
NORTH DAKOTA— Fargo, Jefferson, Smith
OHIO—E. Cleveland, Superior; Kent, Kent Public Schools, Central, Depeyster, Roosevelt Jr.-Sr. High, South
UTAH—Duchesne Co., Bluebell, Duchesne High & Elem., Roosevelt High
VERMONT—Bellows Falls, Wells St.

EIGHT YEARS

DISTRICT OF COLUMBIA—Washington, Polk
ILLINOIS—Du Page Co., Puffer; Hillsboro, Edison
INDIANA—Indianapolis, Jefferson, Public No. 90; Terre Haute, Warren
IOWA—Council Bluffs, Lincoln High
MICHIGAN—Lansing, French Jr. High; Saginaw, Roeser
MINNESOTA—St. Cloud, Garfield
NEVADA—Clark Co., No. Las Vegas, Westside
NEW JERSEY—Morris Twp., Alfred Vail Jr. High
NEW MEXICO—Albuquerque, Monte Vista
NEW YORK—Oneonta, Chestnut St.

NORTH DAKOTA—Bismarck, Bismarck Public Schools, Jr. High, Moore, Richholt, Roosevelt, Sr. High, Wachter, Will; *Carrington*, Carrington Public Schools, Carrington Rural, High, Lincoln High, Washington; *Fargo*, Agassiz Grade & Jr. High, Lincoln Platoon, Roosevelt
OHIO—Findlay, Liberty Twp. Centralized; *Middletown*, McKinley Jr. High
PENNSYLVANIA—Ambridge, First Ward; *Berwick*, Fairview, Fourteenth St.; *Pike Co.*, Pike Co. Public Schools, Bushkill High, Delaware Twp., Greene Dreher Voc. Sr. High, Lackawaxen, Milford Sr. High, Shohola High; *Red Lion*, Red Lion Public Schools, Jr.-Sr. High, Elem.; *Upper Merion Twp.*, Upper Merion Twp. Public Schools, Gulph Road, Port Kennedy, Swedeland
TEXAS—Texarkana, Central
VIRGINIA—Norfolk, Gatewood
WEST VIRGINIA—Crab Orchard, Crab Orchard
WISCONSIN—Kenosha, Edward Bain; *LaCrosse*, Webster

SEVEN YEARS

ARIZONA—Hayden, High, Primary
COLORADO—Greeley, Mann
GEORGIA—Griffin, Griffin Public Schools, Bailey, Fourth Ward, High, No. Side, Third Ward, West Ward; *Macon*, Bruce
ILLINOIS—Du Page Co., Lisle; *Ravinia*, Ravinia; *West Chicago*, Community High
IOWA—Ottumwa, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, Irving, Jefferson, Lincoln, Orchard, Stuart
KANSAS—Arlington, Rural High
MAINE—So. Portland, Summer St.
MARYLAND—Hagerstown, So. Potomac Jr. High
MASSACHUSETTS—Adams, Commercial St.; *Wellesley Hills*, Phillips Jr. High
MINNESOTA—Minneapolis, Riley
MISSOURI—Independence, Girls Parental; *Kansas City*, St. Joseph Home
NEBRASKA—Grand Island, Wasmer
NEW MEXICO—Albuquerque, Lincoln Jr. High, Washington Jr. High
NEW YORK—Geneseo, State Normal; *Geneta*, High St.; *Poughkeepsie*, Elsworth, Three Yr. High; *Solvay*, Boyd, Prospect
OHIO—Alliance, Parkway; *Ashtabula*, Bunker Hill; *Van Wert Co.*, Ridge Twp.
PENNSYLVANIA—Ambridge, Harmony, Liberty; *Berks Co.*, Bern Twp., Centre Twp.; *Berwick*, Berwick Public Schools, Chestnut St., Ferris Hgts., High, Orange St., Orchard St.; *Bucks Co.*, Falls Twp.
VIRGINIA—Portsmouth, Jefferson
WASHINGTON—Spokane, Mann
WEST VIRGINIA—Owings, Owings Grade
WISCONSIN—Port Washington, Port Washington Public Schools, High, Hill, Wisconsin St.

SIX YEARS

CALIFORNIA—Carmel-by-the-Sea, Sunset; *San Gabriel*, Portrero Hgts.
ILLINOIS—Freeport, East Side, First Ward, Harlem, Henney, Jr. High, Lincoln, Union; *Peoria*, Greeley; *W. Chicago*, W. Chicago Public Schools, Lincoln Elem., Washington Jr. High
INDIANA—Indianapolis, Washington
MASSACHUSETTS—Paxton, Paxton Center; *Wellesley*, Bradford Sr. High
MISSOURI—Boonville, Central
NEW HAMPSHIRE—Derry Village, Pinkerton Academy
NEW JERSEY—Hopewell, Grammar; *Palmyra*, Spring Garden
NEW YORK—Larchmont, Murray Ave.; *Rome*, Baringer
PENNSYLVANIA—Bucks Co., Buckingham Twp. High; *Milton*, Curtin, Lincoln; *Waynesboro*, Waynesboro Public Schools, Clayton Ave., Fairview Ave., North St., Snyder Ave., Waynesboro High
TENNESSEE—Bristol, Bristol Public Schools, Anderson, Central, Fairmount, Haynesfield, High, Holston Heights, Lincoln, Rosemont, Slater, Special Teachers & Supervisors
WEST VIRGINIA—Athens, Concord Elem. Training

FIVE YEARS

ARIZONA—Phoenix, Alhambra; *Ray*, Ray Public Schools, Lincoln, Ray High, Washington
COLORADO—Fleming, Logan Co. High; *Greeley*, Central Platoon
CONNECTICUT—Darien, Holmes
FLORIDA—Pensacola, Locke
ILLINOIS—Aurora, Brady; *Libertyville*, Twp. High; *Peoria*, Garfield
INDIANA—Ft. Wayne, South Wayne
MAINE—Houlton, Houlton Public Schools, Bowdoin, Fair St., Jr. High, Longfellow, Niles, Pleasant St., Sr. High
MASSACHUSETTS—Malden, Belmont, Converse; *Waltham*, Lawrence; *Wellesley Hills*, Fiske, Kingsbury
MICHIGAN—Dowagiac, Dowagiac Public Schools, Central, Jr.-Sr. High, McKinley, Oak St.
MISSISSIPPI—Greenville, Central; *Meridian*, Meridian Public Schools, Chalk, Highland, Marion Park, Jr. & Sr. High, Oakland Hgts., Poplar Springs, So. Side, Stevenson, Tuxedo, Witherpoon
MISSOURI—Boonville, Elliott High
NEVADA—Clark Co., Las Vegas Public Schools, High
NEW HAMPSHIRE—Ashuelot, Ashuelot

NEW JERSEY—Palmyra, Cinnamison Ave.
NEW YORK—Ilion, West Hill; *Southampton*, Southampton Public Schools, Grade, High
NORTH DAKOTA—Valley City, Valley City Public Schools, Jr. High, Lincoln, Ritchie, Sr. High
OHIO—Akron, Hotchkiss, Highland Park; *Hardin Co.*, Washington-Cessna Rural; *Ohio City*, Ohio City-Liberty Dist.; *Toronto*, Central, Franklin, Lincoln, Roosevelt; *Van Wert Co.*, Jennings Twp.; *Warren*, Tod Ave.
OREGON—Portland, Woodmere
SOUTH DAKOTA—Mitchell, Mitchell Public Schools, Central Jr. High, Litchfield, Sr. High, Whittier
TENNESSEE—Knoxville, Giffin
TEXAS—Burkburnett, Burkburnett High, Central
UTAH—Duchesne, Duchesne Co. Public Schools; *Altonah*, Altonah
VERMONT—Burlington, Ira Allen
WASHINGTON—Spokane, Adams, Cooper, Emerson
WISCONSIN—Jefferson, Jefferson Public School; *Kenosha*, Roosevelt; *LaCrosse*, LaCrosse Public Schools, Central High, Franklin, Jefferson, Lincoln, Logan High, Roosevelt, Washburn, Washington; *Milwaukee*, J. W. Riley

FOUR YEARS

CALIFORNIA—Daly City, Jefferson Union High
COLORADO—Grand Junction, Washington
DISTRICT OF COLUMBIA—Benning, Pierce
ILLINOIS—Aurora, Bardwell, Beaupre; *Champaign*, Jr. High; *Chicago*, Tennyson; *Mendota*, Lincoln; *Payson*, Payson Grade, Seymour Community High
INDIANA—Fort Wayne, Irwin; *Indianapolis*, Penn; *Terre Haute*, Collett, Deming
IOWA—Keokuk, Keokuk Public Schools, Jr. High, Sr. High; *Ottumwa*, Ottumwa Public Schools, High, Washington Jr. High; *Sioux City*, Irving
KANSAS—Anthony, Anthony Public Schools, Anthony High, Lincoln Jr. High, Pleasant Valley, Washington
KENTUCKY—Owensboro, Owensboro Public Schools, Emerson, Franklin, Jr. High, Robert E. Lee, Lincoln, Longfellow, Sr. High, Trade High, Washington, Wilson
MASSACHUSETTS—Gloucester, Point Primary; *Mt. Hermon*, North Gill; *Wellesley*, Hunnewell; *Whitman*, Reed; *Worcester*, Edgeworth St.
MICHIGAN—Detroit, Fairbanks, Hubert; *Holland*, Jr. High
MINNESOTA—Minneapolis, Franklin Jr. High, Hawthorne, Howe, Madison
MISSISSIPPI—Gulfport, Gulfport Public Schools, East Ward, Central, Jr. High, Sr. High, North, West
NEBRASKA—Kearney, Kearney Jr. High
NEW JERSEY—Irvington, Clinton Ave.
NEW YORK—Oneonta, Center St.
OHIO—Cleveland, Tremont; *Delphos*, Lincoln; *Licking Co.*, Alexandria Public Schools, Elem., High; *Miamisburg*, Miamisburg Public Schools, Auditorium, High, Intermediate; *Middle Point*, Middle Point; *Nashport*, Nashport; *Pemberville*, Pemberville; *Toronto*, Toronto Public Schools, High; *Van Wert Co.*, Hoaglin-Jackson; *Warren*, McKinley
OKLAHOMA—Okmulgee, Okmulgee Public Schools, Checotah, Emerson, Franklin, Horace Mann, McKinley, Okmulgee High, Roosevelt, Webster, Wilson
PENNSYLVANIA—Berks County, Amity Twp., Bally Borough, Bethel Twp., Birdsboro, Exeter Twp., Fleetwood Borough, Greenwich Twp., Longswamp Twp., Lower Alsace Twp., Marion Twp., Mount Penn Borough, Ontelaunee Twp., Pike Twp., Richmond Twp., Robeson Twp., Shillington Borough, So. Heidelberg Twp., Spring Twp., Tulpehocken Twp., Union Twp., W. Leesport Borough, W. Reading Borough; *DuBois*, DuBois Public Schools, Central Jr. High, High, Hubert St., Olive Ave., Second Ave., South Ave.; *Milton*, Grant, Pollock; *West Pittston*, West Pittston Public Schools
SOUTH CAROLINA—Walterboro, Walterboro Public Schools, Grammar, High
SOUTH DAKOTA—Lennox, Lennox Public Schools, Grade, High; *Madison*, Washington
UTAH—Salt Lake City, Highland Park
VERMONT—Burlington, Champlain, Converse
VIRGINIA—Lynchburg, Fort Hill
WEST VIRGINIA—Bridgeport, Bridgeport Grade; *Buckhannon*, E. Main St.; *Charleston*, Fernbank; *Clarksburg*, Towers; *Hinton*, Central, Greenbrier; *South Charleston*, Zogg O'Dell
WISCONSIN—Jefferson, Jefferson Elem.; *Milwaukee*, Ludington

THREE YEARS

ALABAMA—Atmore, Atmore; *Pell City*, Pell City Public Schools, Avondale Mill, Sr. High
ALASKA—Haines, Haines
ARIZONA—Hayden, Hayden Public Schools, Grammar
CALIFORNIA—Chico, Central; *Colusa*, Colusa Union High; *Los Angeles*, Amestoy Ave.; *Monterey*, Del Monte Elem.; *Stockton*, Monroe; *Westwood*, Jr. & Sr. High
COLORADO—Greeley, Cameron; *Washington Co.*, Washington Co. High Schools, Akron Sr. High, Cope High, High Prairie High, Lindon High, Lone Star High, Otis High, Platner High, Roosevelt High
ILLINOIS—Palestine, Palestine; *Springfield*, Matheny Elem.

INDIANA—Indianapolis, Public No. 20, Public No. 43; *Kokomo*, Douglas; *Noblesville*, Third Ward; *Perru*, Lincoln; *Vincennes*, LaSalle
IOWA—Estherville, Estherville Public Schools, Jackson, High, Lincoln, McKinley, Roosevelt Elem., Roosevelt Jr. High; *Iowa City*, Longfellow
KANSAS—Dodge City, Lincoln; *Junction City*, Departmental; *Paola*, South
LOUISIANA—Morse, Morse High
MASSACHUSETTS—Arlington, Locke; *Melrose*, Warren; *Norwood*, Callahan; *Waltham*, T. R. Plympton
MINNESOTA—Minneapolis, Loring, Lowell, Lower, Morris Park, Van Cleve; *Owatonna*, Owatonna Public Schools, Jefferson, Jr. & Sr. High, Lincoln, McKinley, Roosevelt; *St. Paul*, Sheridan; *Horn Lake*, Horn Lake Voc. High
NEBRASKA—Elgin, Elgin Public Schools; *Kearney*, Kearney Public Schools, Bryant, Emerson, Sr. High, Kenwood, Whittier
NEW HAMPSHIRE—Alstead, Vilas High
NEW JERSEY—Palmyra, Palmyra Public Schools, Delaware Ave., High; *Ridgewood*, Franklin Jr. High, Union St.
NEW YORK—Corning, Northside Grammar, Northside Primary; *Glens Falls*, Jackson Heights; *Malverne*, Lakeview
OHIO—Barberton, Oakdale; *Barnesville*, Barnesville Public Schools, Elem., High; *Cleveland Heights*, Boulevard Elem.; *Columbus*, Reeb Ave.; *Fostoria*, Fostoria Public Schools, Center St., Columbus Ave., Crocker St., Fostoria High, Sandusky St., Sixth St., Union St.; *Gratis*, Gratis Village; *Hardin Co.*, Alger-Roundhead Rural, Forest-Jackson Rural, Ridgeway-Taylor Creek; *Mansfield*, Brinkerhoff, W. Fifth St.; *New Philadelphia*, East Elem., West Elem.; *Steuensville*, Lincoln; *Wood Co.*, Lark; *Luckey*, Troy Twp.; *Wren*, Wren Village
OREGON—Milwaukie, Wichita; *Portland*, Hudson
PENNSYLVANIA—Berks County, Alsace Twp., Bechtelsville Borough, Earl Twp., Hamburg Borough, Lower Heidelberg Twp., Maxatawny Twp., Mohnton Borough, Penn Twp., Robeson Borough, Sinking Spring Borough, Tilden Twp., Upper Tulpehocken Twp., Washington Twp., Wernersville Borough, Womelsdorf Borough
SOUTH CAROLINA—Clinton, Clinton Public Schools, Academy St., Sr. High, Florida St., Hurricane, Long Branch, Providence
WEST VIRGINIA—Charleston, Littlepage; *South Charleston*, Central
WISCONSIN—Jefferson, Jefferson High; *Madison*, Randall; *Oakfield*, Oakfield
WYOMING—Granger, Granger; *Rock Springs*, Yellowstone

TWO YEARS

ALABAMA—Montgomery Co., Cottage Hill, Sidney Lanier High, Pintlala Jr. High; *Tuscaloosa*, Tuscaloosa Public Schools, Jemison, Jr. High, Sr. High, Stafford, Verner, West End
CALIFORNIA—Chico, Chapman, College Elem.; *Livermore*, Arroyo Del Valle; *Monterey*, Oak Grove Elem.; *Placerville*, Grammar; *Pescadero*, Pescadero Union High; *San Francisco*, Douglas; *Vallejo*, Roosevelt Elem.
COLORADO—Englewood, Washington; *Windsor*, Elem. Platoon
DELAWARE—Lincoln, Lincoln; *Wilmington*, S. G. Elbert
DISTRICT OF COLUMBIA—Brent, Dennison Voc. Takoma
ILLINOIS—Dundee, Dundee; *Enfield*, Enfield Community High; *Golden*, Community High; *Harrisburg*, Logan; *Jerseyville*, Jerseyville Grade; *Peoria*, Irving; *Sherrard*, Community High; *Waukegan*, Washington
INDIANA—Bruceville, Bruceville; *Center*, Center Grammar; *Connersville*, Maplewood; *Greentown*, Union Twp.; *Indianapolis*, Public No. 52; *Rosedale*, Aliceville; *Vincennes*, Clark Elem., George Rogers Clark Jr. High, Lincoln High, Vincennes Twp., Francis Vigo
IOWA—Ames, Ames Public Schools, Beardshear, Central Jr. High, Louise Crawford, Lincoln, Roosevelt, Sr. High, Welch Elem., Welch Jr. High, Whittier; *Sioux City*, West Jr. High; *Waterloo*, Waterloo Public Schools
KANSAS—Burr Oak, Burr Oak High; *Dodge City*, Dodge City Public Schools, Central, Coronado, Jr. High, Roosevelt, Sr. High & Jr. College, Sunnyside; *Hamilton*, Hamilton Rural High
KENTUCKY—Ashland, Putnam Jr. High; *Bloomfield*, Bloomfield; *Kenton Co.*, Kenton Co. Public Schools, Bromley, Forest Hills, Crescent Springs, Dixie Heights, Independence, Simon Kenton, Park Hills, Piner, Spring Lake, Visalia
LOUISIANA—Georgetown, Georgetown Jr. High; *New Orleans*, Sophie Gumbel Home for Girls, Samuel J. Peters
MAINE—Westbrook, Bridge St. Grammar, Warren
MASSACHUSETTS—Erving, Leverett; *Shutesbury*, Wendell Supervisory Union Public Schools, North Leverett, East Leverett, Erving, Farley, Center, Millers Falls, Moores Corner, Shutesbury Center, Wendell Center, Wendell Northwest; *Springfield*, Robert O. Morris
MICHIGAN—Detroit, George Jr. Trade, Jacoby, Marion Law, Parke, Pasteur, Williams; *Holland*, Holland Public Schools, East Jr. High, Froebel, Lincoln, Longfellow, Sr. High, Van Raalte, Washington; *Inkster*, Inkster; *Saginaw*, Stone
MINNESOTA—Minneapolis, Clay, Tuttle

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