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Pages 8-20

January 1938

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Between Editor and Reader

THE TWO WORST THREATS to the wellbeing of America are: *First*, the efforts of the powerful corporate interests abroad to drag her into war to protect their imperialistic invasion of weaker countries, and *second*, the continued efforts of the banker utility group in America to thwart reform and to destroy leadership on behalf of the people wherever such leadership appears. Many communities today are sending out of the community to absentee holding companies enough money in excess charges on local services to pay every teacher in the community a reasonable salary. This draining off of community wealth by monopolies and distant financial institutions who return much less than they take lowers the standard of living and points toward bankruptcy. Just as every individual must earn his way and balance his budget or move toward bankruptcy, so every community must take in as much money as it pays out or grow steadily poorer. Herein lies the strength of the cooperative movement in which people perform services for each other, own their public utilities, and keep their money in the service of community enterprises.

In many communities schools will be seriously handicapped by lack of finances during the next few years. Teachers have not only a right but a duty to find out enough about the economic life of the community to understand whether it is headed for better times or for bankruptcy and why. The connection between economy and the general welfare is well illustrated by the following news item from *The Washington Daily News*, Oct. 21, 1937:

"The financial condition of the city of Independence, Maryland, is so good, Mayor Roger T. Sermon announced today, that the city will underwrite the entire Community Chest charity needs of \$20,000.

"Careful husbanding of civic income from a \$1,000,000 municipally owned electric light plant and economical administration of civic spending has enabled the city council to reduce taxes, give discounts on electric light bills, and appropriate \$44,000 for civic improvements, he said."

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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The Journal

of the

NATIONAL
EDUCATION
ASSOCIATION

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

OF THE UNITED STATES

VOLUME 27
NUMBER 1

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

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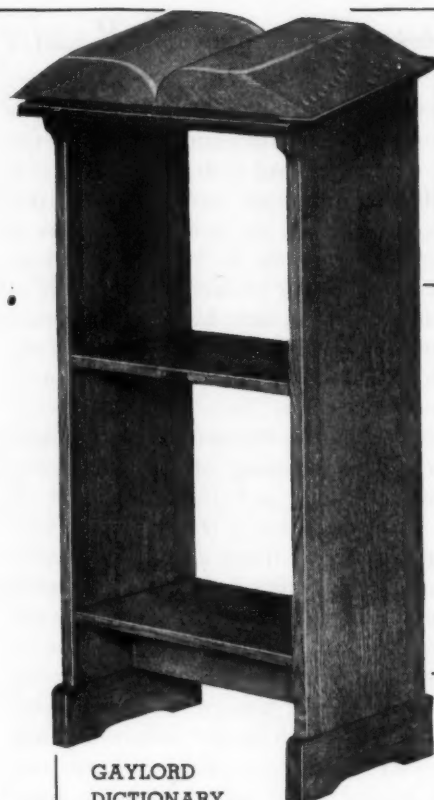
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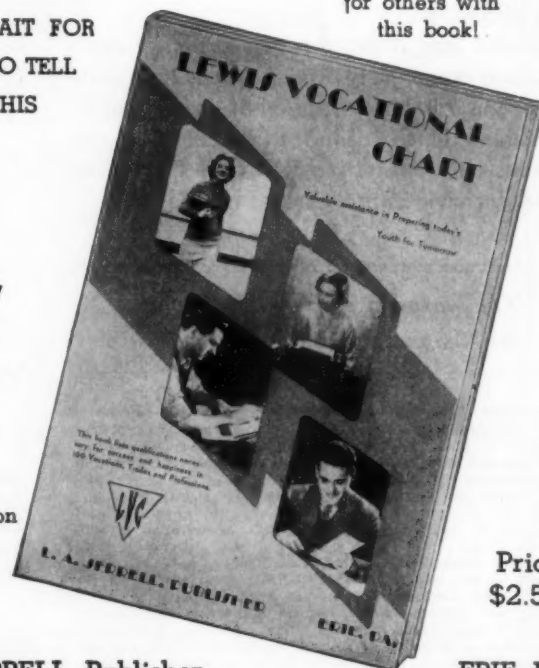
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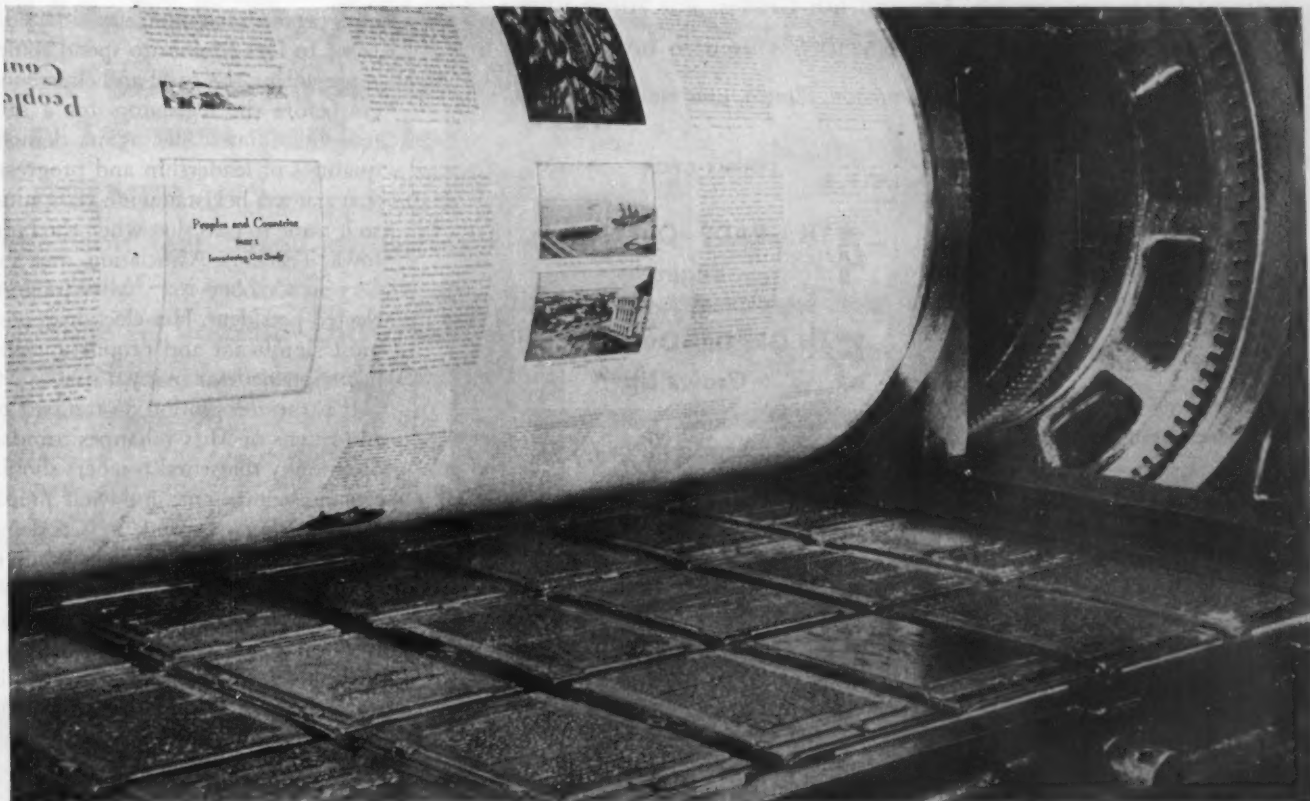
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[Cont. from page 30] a deaf ear to attractive offers that came to her from numerous superintendents of schools in towns to accept teaching positions with them.

When important legislation was pending during the session of the General Assembly of Iowa last winter, those who knew her qualities of good judgment and personal and professional integrity, invited her to come to Des Moines to spend some weeks representing the rural and classroom teachers before the legislators for a safe, sane retirement law. She again demonstrated qualities of leadership and progressiveness that gained her statewide recognition and so it came to pass that when the Northwest Iowa Teachers Association met in Sioux City in October 1937, Miss Johannes was elected president. Her election is one of the most significant and prophetic things that has happened for many a day.

It is the recognition on the part of cities and towns of Miss Johannes' fundamental philosophy that rural teachers should be as capable, competent, and well prepared as other teachers. Second, it is a demonstration of the principle of democracy in education that teachers in the lower salary level group are as much entitled to recognition and position as other teachers. In the third place, it recognizes worth, loyalty, and devotion to the cause of education. This may be commonplace in some states, but for Iowa it is a new experience. It is a prophecy of the constantly increasing importance that must continue to be given to rural education. When rural teachers are chosen to places of prominence and power in teacher organizations, there can be no reason why they should not affiliate with their professional organizations.—Charles F. Pye, secretary, Iowa State Teachers Association.

The great majority of our students scarcely have the financial means to carry them thru the year, many being forced to drop out at the end of this quarter because of the fact that they do not have the funds necessary to continue.—A Midwest teachers college president.

Dates to be remembered—

January 29, 30, or 31—Child Labor Day. The struggle for the abolition of child labor in the United States is far from ended. You can aid in this fight thru the observance of Child Labor Day. For suggestions, write to the National Child Labor Committee, 419 Fourth Ave., New York, N. Y.

February 2—National Social Hygiene Day. For information address the American Social Hygiene Association, 50 West Fiftieth St., New York, N. Y.

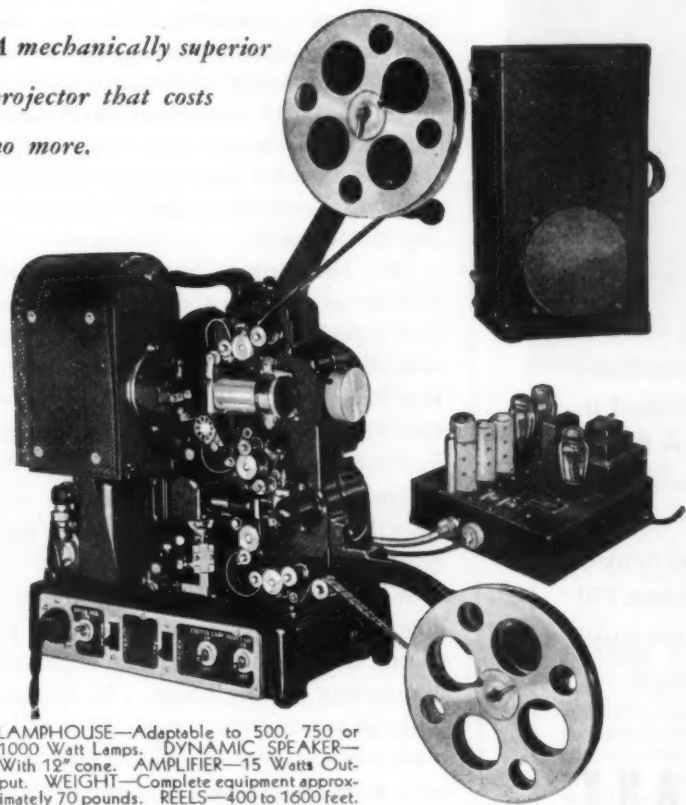
February 26-March 3—Atlantic City meeting of the American Association of School Administrators. See page 23.

April 20-23, 1938—Convention of the American Association for Health and Physical Education, a department of the NEA, to be held in Atlanta, Ga. [Cont. on page A-10]

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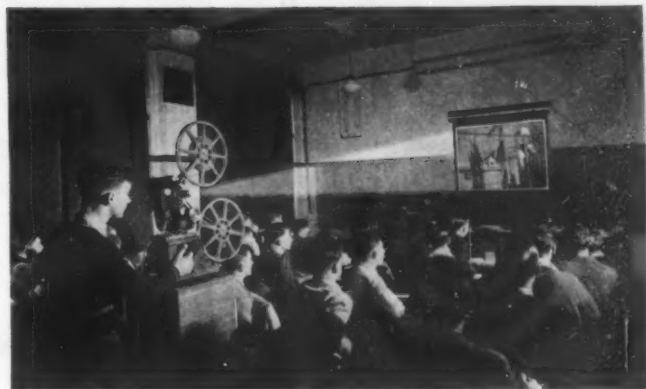
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[Cont. from page A-8]

Chauncey Wayland Smith—As THE JOURNAL goes to press, word is received of the sudden death, on Dec. 4, 1937, of Chauncey Wayland Smith, state superintendent of schools for Nevada.

Educational Policies Commission—*The Unique Function of Education in American Democracy* has been so widely distributed among the educational profession as to require a third printing in nine months. To date more than 22,000 copies have been sold, and the demand remains steady.

The Federated Council of Cincinnati Teachers Organizations has issued a beautiful 45-page booklet, "Eight Hundred Thousand Children," giving facts about the Cincinnati schools 1829-1937. Both illustrations and text are worked out with unusual effectiveness.

Henry Barnard, noted educator and contemporary of Horace Mann, was born in Hartford, Conn., Jan. 24, 1811. Many school systems will wish to give attention to this birthday anniversary on Monday, Jan. 24, 1938. For an article about him, see THE JOURNAL for Mar. 1935, p234, and the *Eleventh Yearbook* of the Department of Superintendence.

Dr. Bohannon honored—On November 4, 1937, two dozen present and past superintendents of schools of North-east Minnesota held a "Farewell Appreciation Party" for E. W. Bohannon, who retired from the presidency of Duluth State Teachers College on January 1, 1938. Dr. Bohannon had served as president ever since the founding of the college over three decades ago.

Will you help us?—One of the most difficult problems in connection with the editing of THE JOURNAL is to find suitable illustrations for the cover. The editorial staff will appreciate any suggestions which readers care to offer and will be glad to receive photos which might be considered in this connection.

Effective cooperative advertising—Superintendent Harry Clark of Knoxville, Tenn., carries a brief paragraph regarding NEA services in each issue of his *Weekly Bulletin* to principals. These paragraphs are selected and adapted from the leaflets and letters sent monthly by Secretary Givens to all superintendents and principals. Cooperation like this helps interpret the program of the NEA to principals and teachers alike.

A school for safe driving is being conducted by Lincoln Highschool, Seattle, Wash., with the assistance of the local PTA and the WPA. Twenty-five lessons

in safe driving are given to both students and adults.

"Peace, We've Got It, Let's Keep It" is the motto of the National Youth Peace campaign being conducted by the Junior Highschool of Kent, Wash.

My December JOURNAL arrived today and I am delighted to read the articles dealing with the war situation. Congratulations! It's great. Also, congratulations upon being able to get that lovely cover picture with all it means for Christmas, school, and peace. Do give us more next month! Every article was so very fine.—Annie C. Woodward, NEA State Director for Mass.

Emily A. Tarbell, president of the Department of Classroom Teachers, completed an extensive field trip thru the West in December. Miss Tarbell spoke at the annual meetings of several state education associations and before many local groups. Her itinerary took her into twelve states.

Credit unions—Thirty thousand federal employees in the District of Columbia are members of credit unions, with assets of \$1,600,000. Since organization began in 1934, the credit unions have made loans totaling \$4,800,000, which would otherwise have come from small loan companies charging a much higher rate of interest.

School children at Riverside, Ill., demonstrated for themselves in the school-room that they can't win against the odds of slot machines. The PTA installed a confiscated machine in the school and as various members of the class played it, others kept tally on the blackboard. It did not take long to learn that there are no profits to be made, except by the owners of these crooked machines.

How the people are impoverished—Cigarette sales for the year 1937 approximate 164,000,000,000, a new peak, according to Poor's stock reports. Money spent in this way cannot be used for schools, roads, houses, and community chests.

Proportional Representation is the title of a 177-page book, another in the series of timely titles being issued by the National Home Library Foundation, a non-profit group located in Washington, D. C. Cloth-bound copies cost only 25¢ each. This is an important book because it deals with a relatively new instrument of democracy. The following quotation is from this little book:

When you go to market you dare to ask for what you really prefer—let us say veal cutlet—even tho you think it is probably not available. Why? Because if there is no veal cutlet you can at once ask for beefsteak, your second choice; and if there is no beefsteak either, for your third choice, and so on. If you were limited by law to the expression of only one choice [Cont. on page A-12]



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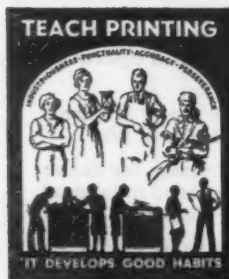


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[Cont. from page A-11] of meats, you might ask for bologna sausage, not because you preferred it, but because you thought it most likely to be in stock. In our elections we get political bologna *ad nauseam* because we vote for it; and we vote for it, in spite of the fact that we do not want it, because we are made helpless by the limitations of the ballot. Until we have sense enough to give ourselves the same freedom on the ballot that we have in ordering meat at the butcher's we deserve to eat political bologna indefinitely.

New NEA Publications

The *Revised Report on Teachers' Oaths* brings up to date a similar report issued in Oct. 1936. It contains the texts of the various oaths and laws in the different states which require them and also contains the NEA resolutions on the subject. It is a 29-page mimeographed report. Price, 15¢ per single copy.

An attractive clothbound edition of Horace Mann's great *Fourth of July Oration* has just been published by the Committee on the Horace Mann Centennial, 1201 16th St., N. W., Washington, D. C. The book [clothbound, 50¢ a single copy, 16op. illus.] includes a brief sketch of his life. "The greatest of our Independence Day Orations," it is ideal for commencement and Christmas gifts, and for study in civics and history classes.

The *Review of Educational Research* for Dec. 1937, "Special Methods and Psychology of the Elementary-School Subject," summarizes the results of research studies during the past three years. Price, \$1 per single copy.

Teachers and Cooperation, an attractive bulletin of 84 pages, has been prepared by the 1938 Yearbook Committee of the Department of Supervisors and Directors of Instruction preliminary to the production of the yearbook itself. Having in view the aim of preparing children to live successfully in a democracy, administrators and teachers are invited to participate in the experiment of developing skill in cooperation in the classroom. From these reports of the actual experiences and the results achieved by those who take part in the experiment will come the material on which the committee will base its recommendations for a definite program of procedure. This material will appear in the Department's Eleventh Yearbook. Price of the bulletin, 25¢ a copy.

The January issue of *Educational Method* meets a longfelt need for material dealing with children of the intermediate grades, ages eight to thirteen. The special editor of this number, Professor Lois C. Mossman, has gathered contributions from persons who are particularly well-qualified to discuss understandingly the needs and problems of this much-neglected but important group—the pre-adolescents. Professor Kilpatrick, Dr. Stolz, Dr. Zachry, and Professor Mearns present in turn the philosophical, the medical, the psychological, and the creative viewpoints, while accounts of actual experience in the classroom are contributed by outstanding teachers of these grades. Price, 50¢ a single copy.

Discounts for quantities on all above publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33 1/3 percent. Send orders to the National Education Association, 1201 16th St., N. W., Washington, D. C.

[Cont. from page 32]

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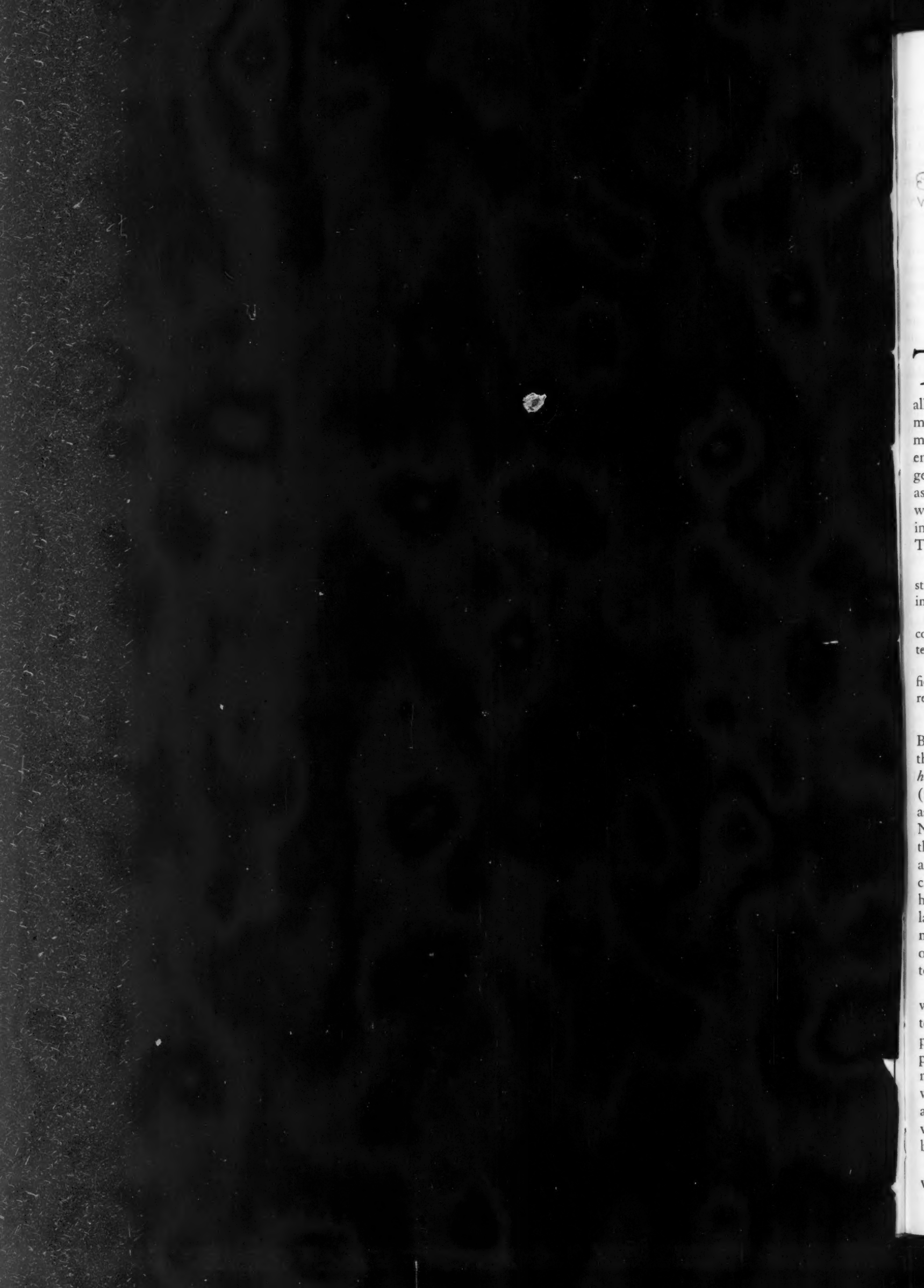
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New Elements for Highschool Curriculums

THE ENRICHMENT of the highschool curriculum—especially in smaller schools—moves slowly in spite of all the work that has been done by committees and commissions. There has been more talk about enrichment than actual enrichment. It is the purpose here to suggest some simple concrete things—such as many schools are now undertaking—which any highschool faculty or even individual teacher could easily apply. Three main areas of enrichment are:

First, the awakening of selfhood, the student's aspiration, a sense of opportunity in his own life, and of responsibility for it.

Second, the enrichment of existing courses that have failed to keep alive in terms of changing times.

Third, the exploration of entirely new fields with full preparation for lifelong reading.

In his great poem, "The Testament of Beauty," Robert Bridges sets down as the arch instincts of man's nature, *selfhood* and *breed*, to which he adds *ethick* (the whole realm of religion and law) as the supreme achievement of *beauty*. Noble selfhood is the foundation and there can be no greatness without it. In an earlier day when every child began to carry his share of the chores as soon as he could walk, the home made a much larger contribution to selfhood than now. Here is involved the whole field of guidance, the task and duty of every teacher.

The thing the schools most need is within the power of ourselves as teachers to supply. It is a greatly increased emphasis on character growth as a daily personal enterprise of everyone connected with the school. The gap between what we know how to do and what we actually do is too great. We have allowed verbalism, formalism, mechanism, to get between us and the child so that we give

too little attention to awakening his self-respect, building up his ambition, guiding the growth of his ideals, inoculating him against temptation and bad habits, inspiring him to take charge of his life and to make something of it.

Guidance is the job of every teacher in every type of school every hour of every day. If the purpose to build up character in the individual is held always in mind, common sense will find ways to reach that end. No effort to arouse aspiration and establish right purposes is ever lost and the teacher who holds such aims may be sure of the highest happiness—the joy that comes from a sense of being really useful.

Most of the problems of discipline would disappear were selfhood and the sense of selfdiscipline thoroly aroused. No organization is right and no curriculum sound if the school does not succeed in awakening practically the entire studentbody to a sense of selfhood. This is a severe test, but it is inescapable.

The enrichment of existing courses can be brought about by introducing new elements into them. For example, build highschool mathematics around two problems: How can I finance my life? How can this community finance its life? Personal finance covering the expected seventy years of life, illustrated by numerous examples collected by personal interview, is filled with human interest and, properly related to local economics, opens up the whole field of human values. Much of the breakdown of our civilization is in our failure to perceive the local community as an organism that must have a life of its own with a balanced economy.

Or try this, especially if you are in a small town of a few hundred population: Ask the class to think of the community as an organism and to consider

its economy and its financial relations with the outside world. If money which goes out is balanced by money coming in, the community will hold its own. If the balance is in its favor, it may grow. If it sends out more money than it receives year after year, it must eventually go bankrupt and people will have to leave. Make a list of the ways money comes into the community; of the ways it goes out; of the effects of absentee ownership. Is money going out for services which could be better performed by the community for itself? Consider the cooperative movement. In other words, study "local economics" and think of economics as "accounting" not as abstract theory.

As another example, build into the social studies curriculum the social-economic goals of the National Education Association. There is no better text in the social studies than the 25¢ NEA pamphlet, "Implications of Social-Economic Goals for Education." (See pages 8-20 of this JOURNAL.) Why not obtain enough copies for a class and try it?

Or yet again, get from the U. S. Superintendent of Documents, Washington, D. C., a complete file of the publications of the National Resources Committee, giving especial attention to resources in your locality. One of the best of these reports came out during the summer of 1937 under the title: *Technological Trends and National Policy*. (\$1, 388p, paper.) What's going to happen to all of us as a result of technology? Here it is lined out by experts in such great fields as agriculture, mining, transport, communication, power, chemicals, electricity, metallurgy, and building. Twelve inventions receive special attention.

Or build a unit around community beautification and conservation of resources. Details on town planning for

schools may be secured from the New England Town Planning Association, 50 Congress St., Boston, Mass. Nature study or art classes may assume responsibility for a reforestation project similar to that sponsored by the Minute Service Club of Roosevelt Highschool, Seattle, Wash. In the past five years these boys have not only planted twelve thousand trees but have aroused in school and community a real interest in conservation—forests, game, fish, flowers, water-supply, soil resources. Projects for roadside development might include the investigation of legal status of signs and billboards erected along the highways, and a campaign for roadside beautification.

In history and English classes—try biography as a means of getting at character growth and values. (See p21.) There are three approaches—the reading of wellknown biographies; the writing of an autobiography by each child covering the events of his own life; and the writing of biographies of the finest citizens in the community. These approaches reinforce each other. A pupil who is working on his own biography will want to read biography. A pupil who is writing the biography of the person in the community whom he regards as one of the best people is faced with the necessity of considering the traits that are best, of realizing that it is no accident that people are respected, trusted, loved, and honored. Some of the best products may well be published in local papers. Build up a fine biography collection in the school library.

Here is another project that calls for critical discrimination. Have the children make up in mimeograph form a set of readers—one for each of the grades. They will select from every source—even from their own writings—material which they regard as best. They will write introductory notes and decide on the order and method of presentation. Local geography, biography, and history will have a place in these readers.

To encourage students to read newspapers and magazines with discrimination and to search for items that are really significant, a good plan is to have the class keep a looseleaf notebook allowing one page to each day, recording on this page from one to five items which have most importance. The items in JOURNAL pages "Civic Education thru

the Press" (Dec. 1937, p297-98) will suggest the type of information which should not be overlooked. Each week three students might assume responsibility for this daily history. The book can be bound at the end of the year as a permanent addition to the school library. Each page should be dated and signed by the members of the committee composing it.

Or again, teach the school in the school, using some of the fine Horace Mann materials now available. Write to the Committee on the Horace Mann Centennial, 1201 16th St., N. W., Washington, D. C., for suggestions and information. Or organize a "Future Teachers of America" club, using the 50¢ packet and other materials available thru the NEA.

Projects in home nursing are especially suitable for junior highschool girls. They can be taught practical nursing with emphasis on cleanliness and order. There are tasks they can perform in their own homes. They can volunteer service to homes of the neighborhood—bathing the baby for a mother who is ill or obliged to work; caring for children; reading to the sick; brightening the day for some shut-in. There is personality growth as well as health and civic training in such projects.

Or introduce a course, for boys, in home and family life. Rochester, N. Y., highschools now give such courses for the practical consideration of questions including choice, care, and repair of clothes, the father's responsibility in the home, principles of home ownership and renting, budgeting expenses, elements of household repair work, economical buying of food, and elements of a nutritious diet.

Another way to bring the program of secondary schools closer to the needs and realities of modern life is to organize among teachers and administrators discussion groups for the consideration of vital issues and problems of secondary education. Information concerning these groups, sponsored by the Committee on Planning, Department of Secondary-School Principals, NEA, may be secured from Walter E. Myer, 1201 16th St., N. W., Washington, D. C. Ask for free copies of "Problems of Secondary Education," a discussion outline based on the reports, "Issues of Secondary Education" and "Functions of Secondary Edu-

cation." These reports may be obtained from H. V. Church, 5835 Kimbark Ave., Chicago, for \$1.10 each or 55¢ each if ordered by a member of the Department of Secondary-School Principals. This material, while prepared for adults, may well be brought to the attention of high-school classes.

The preparation for lifelong reading is the hardest test of all. It implies real awakening of the mind, the development of purpose, discrimination, and a sense of truth. Fortunately, there are now a number of excellent periodicals free from the pressures of the highly corrupted advertising of today. To this group belong:

[1] *The American Observer*, Washington, D. C., an admirable weekly discussion of national and international affairs.

[2] *The Readers Digest*, Pleasantville, N. Y., which has quickly become the favorite general reader of adult America.

[3] *Student Life*, 5835 Kimbark Ave., Chicago, Ill., a periodical of student leadership sponsored by the National Association of Secondary-School Principals and the National Highschool Honor Society.

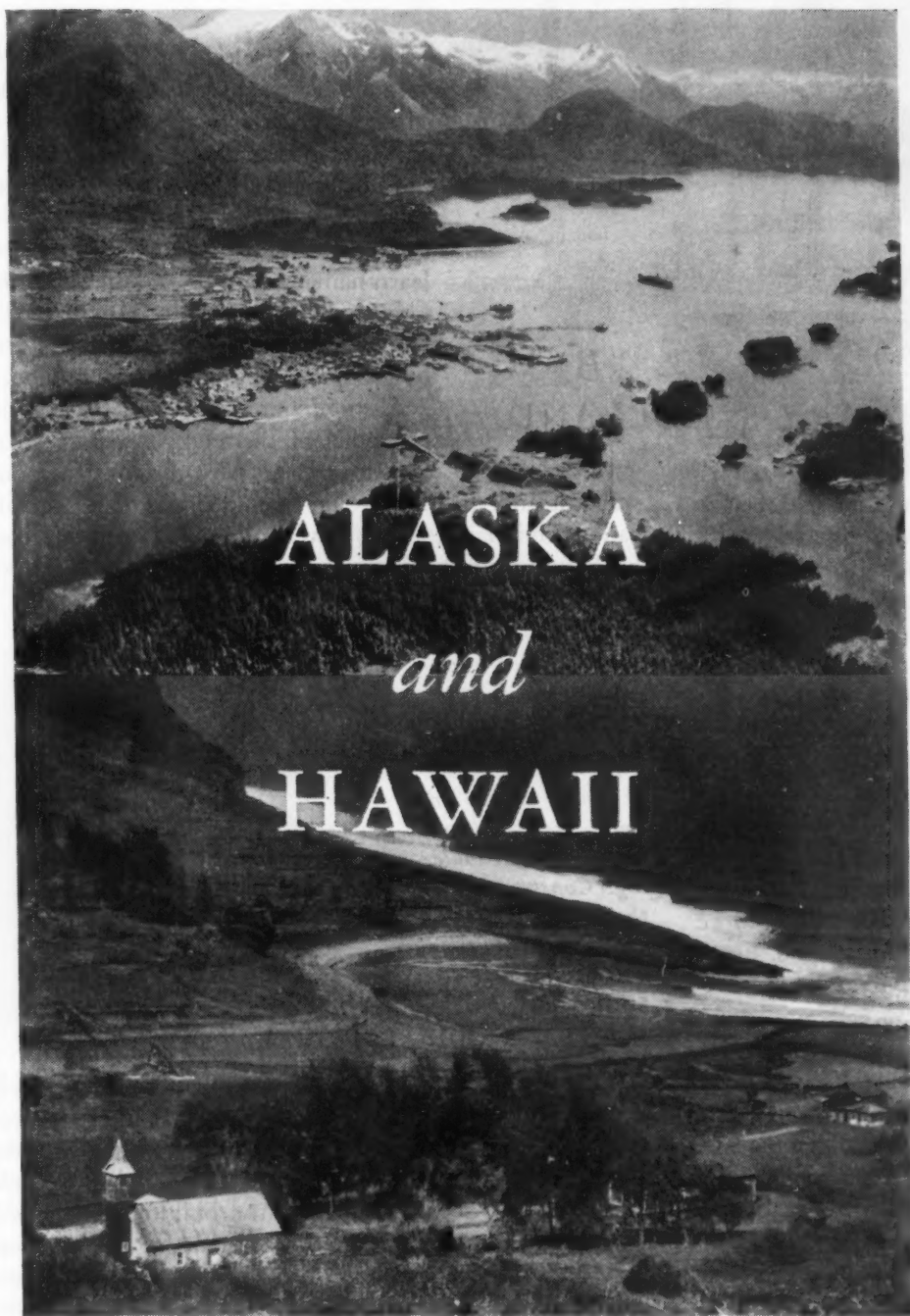
[4] The 25¢ volumes of the National Home Library Foundation, Washington, D. C., most of which could well be added to highschool reading lists. Here is inexpensive material dealing with money, politics, war, cooperation, and education. Write the Foundation for a complete list.

[5] The publications of the Foreign Policy Association, 8 West 40th St., New York, N. Y., able discussions in a field of pressing current concern.

The whole wide field of highschool reading is opened up by a 5¢ pamphlet which may be had from the Superintendent of Documents, Washington, D. C. It is Edith A. Lathrop's *Aids in Book Selection for Secondary-School Libraries*. The library is the heart of the intellectual life of the school and may well contain exhibits showing collections of books which students have made for their home libraries, looking toward a wellrounded program of sustained reading.

The best teachers have always been highly original. The teacher who introduces one new enterprise each year will grow in initiative, originality, working power, and joy in life. What the world needs now is new enterprise and vision. Education can prepare youth to meet this need by introducing new enterprise into the school itself.—JOY ELMER MORGAN.

The NEA in



WHEREVER the American flag flies, members of the National Education Association are to be found. Teachers under the flag whether in continental United States, in Hawaii, in Alaska, in Philippine Islands, in Puerto Rico, in Virgin Islands, or in the Canal Zone are banded together in our national professional organization.

Nor is membership limited to these areas. There are members of the Association in the following countries: Argen-

tina, Australia, Belgium, Brazil, Burma, Canada, Chile, Cuba, Egypt, England, France, Germany, Greece, Hungary, India, Japan, Malay States, Mexico, Persia, Scotland, South Africa, Russia, Sweden, Turkey, and Wales.

The teaching groups of Hawaii and Alaska are especially notable for their contributions to our national professional organization.

For many years there have been more members in the NEA from Hawaii than

there are public-school teachers in these beautiful islands which gem the mighty Pacific. The membership count May 31, 1937, showed that altho there were only 2512 public-school teachers, there were 2546 members, or 101 percent membership.

The Hawaiian delegation is always large compared to the number of teachers in Hawaii, especially when the distance this group must travel is considered. In 1936 there were 27 delegates from Hawaii and in 1937 there were 30—an indication of the high level of professional spirit in these islands. And this delegation doesn't just attend. Its members take an active part professionally.

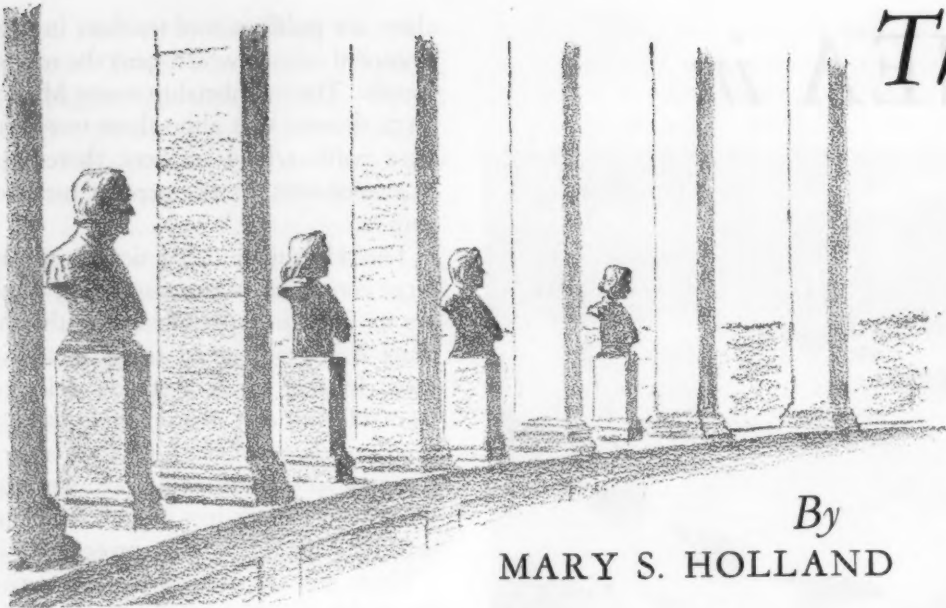
Then, too, the extracurriculum activities of this group cannot be slighted. The summer meetings of the Association are traditionally brightened by the Hawaiian delegation. Never a convention goes by without some general section or group, or several of them, having on their program the songs and dances from the Hawaiian delegation. These are always highly popular with those in attendance.

In recent years a very fine practice has been developed between the National Education Association and the Department of Public Instruction in Hawaii of exchanging one office secretary for six months out of each year.

And now let us shift the scene to Alaska. Here we find another group of teachers who make their presence felt at NEA conventions. They do this thru regular professional activities and other projects which do much to give color to the summer meetings. For example, at Detroit the Alaskan delegation furnished for the Life Membership dinner place cards and favors characteristic of unique features of Alaskan life. This group also brought a highly interesting Alaskan exhibit which was viewed by more than 2000 people. The Alaskan teachers carry out such activities because of their vital interest in professional organization.

But the strength of their interest is shown not alone in such colorful activities. It is also exhibited in the less dramatic but equally important business of professional enrolment. On May 31, 1937, there were enrolled in the National Education Association 263 of the 321 public-school teachers in Alaska, or 82 percent. The highest percent of enrolment of any state was 72.

Hats off to Alaska and Hawaii!



The Challenge

By

MARY S. HOLLAND

IN THE JOURNAL of the National Education Association for November 1935, a challenge was offered to the teachers of America to use the national Hall of Fame at New York University as a basis for unit activity, having as its aim character education. ["Our American Heritage of Leadership," p249-56.]

Shortly afterward, there appeared in *Current Events* a news story listing names of three great Americans chosen to the Hall of Fame by the college of electors in the 1935 election. A lively interest in the article was manifested by my thirty-five seventh-graders, and in a discussion which followed, many erroneous ideas concerning the Hall of Fame were brought out. Many students were confusing the Hall of Fame with Statuary Hall in the Capitol. More definite information was desired by the entire class. From this beginning, there developed an activity unit that excited keen interest thruout the school.

The following teacher objectives were set up: *General*—[1] To accept the challenge offered by these pioneer men and women to our youth; [2] to so evaluate the ideals and contributions that they might become a real heritage to the pupils; [3] to convince the students that opportunities for success and service in a democracy lie in educational, scientific, and spiritual fields to as great an extent as in military and political careers. *Specific*—[1] To promote cooperative group living; [2] to encourage and direct intelligent use of reference books and other supplementary reading material; [3] to improve oral and written skills; [4] to provide situations of varied character in which individuals of diverse abilities might excel.

A class committee was appointed to write to New York University for information. The pupils were then asked to list questions about the Hall of Fame, for which they desired answers. Questions were tabulated and reported.

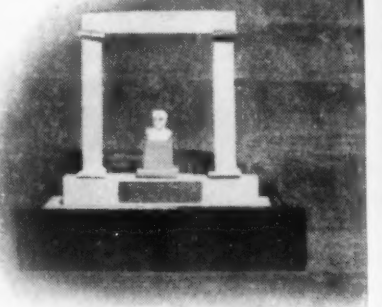
The class was divided into six groups and each group supplied with a copy of the November 1935 JOURNAL. A preliminary test given to the groups revealed that the class was familiar with an average of 32 members of the Hall of Fame. Posters illustrating the outstanding contribution of each of these persons to the American heritage of leadership were made, after which the groups prepared a de-

scription and selected a member to be responsible for an explanation to other groups. A short biography of each of the great personages was written.

Daily news of international affairs led to a desire on the part of the class to correspond with various countries to learn names and ways of honoring their famous personages. Letters to fifteen different countries were written, revised by group and individual, and mailed.

A more familiar knowledge of the personnel of the Hall of Fame led to questions as to why certain other outstanding individuals were not included. Complete qualifications and plans for voting were assembled from reference books and from the material sent to the class by New York University.

Right, a bust made of soap; next column, the cardboard model of the building. Construction of the latter required the combined ingenuity of class and teacher.



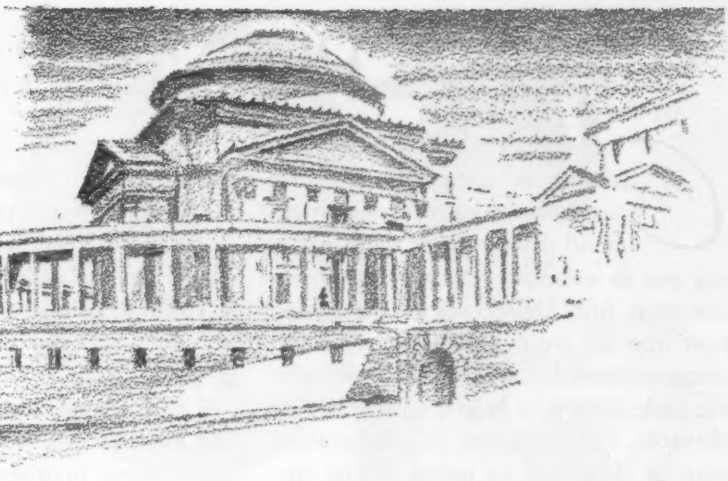
A definite interest in the building which houses the Hall of Fame grew rapidly. Questions regarding the arrangement of statues arose. The class studied photographs carefully and decided that understanding would be much clearer if a cardboard model of the building were constructed. Every pupil took part in constructing the intricate parts, and in the assembling of the building. As the colonnade was circular, the first new skill needed was finding the radius required to draw a circle of the size desired for the floor foundation. The formula needed for this purpose was explained by the teacher. Repeated references to photos, measurements, and proportions were essential. Making a detail, showing the placing of the busts and the inscriptions, stimulated an interest in the carving of busts from soap. Creditable pieces of work resulted.

As discussion continued, the class suggested that many persons not eligible to the national Hall of Fame might be included in a state or county Hall of Fame. The children decided to cast ballots to select four groups: Candidates eligible for the national Hall of Fame; future candidates for the Hall of Fame—including great Americans still living; famous citizens of our state, Georgia; outstanding citizens of our city and county.

of the Hall of Fame

Since we planned to invite the upper grades to participate in the voting, letters of explanation were written and sent to five classes. A questionnaire including the necessary information was prepared by the class after careful discussion and elimination. This was sent to the upper grades with the letters of explanation.

A group of the less skilful pupils made the four necessary ballot boxes which were placed in a conspicuous place in the room. The ballots took the following form: Name, date of birth and death, claims to recognition.



which he admires most, and in a two-minute talk to the class, bring out clearly the relation between the character traits possessed by the person, and his achievements.

At the conclusion of the unit, notes of invitation were sent to several classes that had been interested, to parents, the principal, and others to visit the classroom and hear the various groups explain their posters and sandtrays.

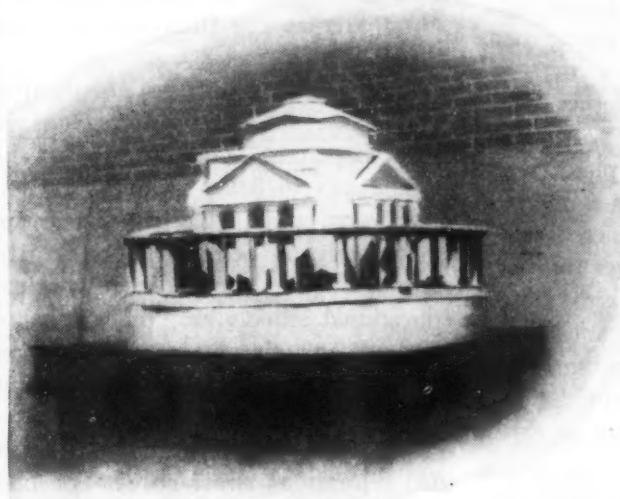
Integration of many subjects has been possible during the activity. The course of study in literature was found to include works of the sixteen authors honored by the Hall of Fame. These gained a new meaning. (Illustrations: Hawthorne's *Great Stone Face*, Clemens' *Tom Sawyer*.) Art appreciation included class study of Whistler's famous "The Artist's Mother," and Stuart's "Washington."

Opportunities in oral and written English have been unlimited: Reports, descriptions, letters, explanations, invitations, biographies, stories prepared from outlines, and other individual and group activities. The pupils used information they had gathered in their original sentences in grammar and spelling, and added many new words to their vocabularies.

Hobbies were found to be directly related to the unit. The philatelists brought in many stamps that had been issued in honor of Hall of Fame persons. Many of the pupils who had become interested in birds found an old friend in Audubon. Pupils whose library cards showed very few books voluntarily read became keenly interested in reading for the information desired by the class. Almost every page of history touched the life of someone in the Hall of Fame. Many of the skills in arithmetic found place in the construction of posters and building.

The fact that only five of the present seventy-two members of the Hall of Fame are military figures emphasized for the pupils the importance and value of peaceful pursuits. An appreciation of their educational opportunities was deepened thru acquaintance with the work of such educators as Horace Mann, Mark Hopkins, and Alice Freeman Palmer. Ideals of democracy, exemplified in the unselfish patriotic zeal of Washington, Jefferson, and other statesmen, have a real meaning to the thoughtful student.

The keen interest and participation of many pupils who followed a thoughtfully prepared plan, leads the teacher to believe that in a large measure some of the desired outcomes have been accomplished.



The class used the exact method used by New York University in making final selections. Acting first as the University Senate, the class as a body, received names suggested, and in open discussion, considered qualifications, and rejected those names judged not suitable. Four committees on nominations, representing the four groupings, then went into session to evaluate more carefully, make and classify a list of nominations, and prepare information to support the claim of each candidate. By secret ballot, the class, acting this time as the College of Electors, chose ten names for each group. Posters on which were lettered the names elected, and silhouettes or original drawings depicting the contribution of each, were prepared for candidates for the national Hall of Fame, future candidates, famous Georgians, and outstanding citizens of Bibb County.

We plan to send the name of Sidney Lanier, judged the outstanding Georgian, to New York University to be considered in the next election.

As permanent material to leave in the classroom, the class is preparing a book containing stories of the achievements of the present members of the Hall of Fame, together with original illustrations. A looseleaf book is being used so that future names may be added.

For final evaluation, each pupil was requested to prepare a choice of the three characters in the Hall of Fame

The PIONEER DAYS of the Dean of

CHANGES IN SOCIETY as a whole are always easier to comprehend if we can see them working out in some particular phase of our common life. Developments in education may be studied in those who are being educated and also in those who are endeavoring to help the process. For example, the evolution of coeducation may be described in terms of the students or in terms of the administrative officer most closely concerned—the dean of women.

The earliest holders of this office were of course in the first coeducational institutions. Oberlin College is celebrating this year its centennial of coeducation on the college level. Conditions found there are typical.

Oberlin, opened in 1833, had a Female Department and four departments for men—Preparatory School, Teachers' Seminary, Collegiate and Theological Departments. The school was to provide:

"... the most useful education at the least expense of health, time, and money . . . the thoro qualification of Christian teachers, both for the pulpit and for schools; and the elevation of female character, by bringing within the reach of the misjudged and neglected sex, all the instructive privileges which hitherto have unreasonably distinguished the leading sex from theirs."

Of the forty-four students who entered, fifteen were girls. In 1834 some members of the Female Department were allowed to attend classes in the Collegiate Department. The final step to coeducation was taken in 1837 when four young women and thirty young men enroled in the freshman class of the Collegiate Department.

Since the work of the dean of women is bound up with the welfare of the girls, the nature of her work depends upon the prevailing conditions of education for women. How did these pioneer girls live and work?

Their studies were the usual classical course of that day. Greek and English Composition were studied thruout, Latin for three years, Hebrew and mathematics, for two years. Logic, rhetoric, political economy, natural philosophy,

astronomy and chemistry, moral philosophy, and sacred music were required for graduation. Freshmen were confronted with Cicero, Xenophon, the Acts of the Apostles in Greek, anatomy, physiology, geometry, trigonometry, algebra, universal history, and the Bible!

"Learning and Labor," the inscription on Oberlin's seal, was a practical reality. Each young man spent a minimum of three hours daily in such occupations as construction and repair of college buildings, gardening, and milking the college cows. The young women served meals, scrubbed floors, and cleaned their own rooms and those of the young men. They received $2\frac{3}{4}$ cents an hour for washing and mending the clothes of the young men.

The meals served were plain, since college authorities followed a contemporary diet theory which considered bread the chief element. Sometimes this was varied with vegetables, baked apples, and puddings. Tea, coffee, and spices were forbidden. A separate table was provided for those who insisted upon meat and were willing to pay an extra charge.

Extracurriculum activities were the literary societies organized for men and women separately, the Oberlin Female Moral Reform Society, and the coeducational Musical Union. All students were required to attend church services twice on Sundays. On one day a week there was a young people's prayer meeting and on another day, a religious lecture. Chapel was held daily; classes were begun with prayer, and meals with the saying of grace.

The coed's day was a strenuous one: rise at 5 o'clock; private devotions for half an hour; breakfast; room in order at 8; studies, work, and the noonday meal; chapel at 5; the evening meal; retire at 10. According to one of the first coeds, the first year was filled with trials, perplexities, and discouragements. But the young women persevered.

Three of the girls, Mary Hosford, Elizabeth Prall, and Caroline Rudd, finished the course, passed the final examinations, and were duly recommended as "suitable candidates for the first de-

gree of the Arts." At the Commencement exercises nine young men and these three young women received degrees. Essays were presented by all, but those of the women were read by a professor. Two of the young ladies chose "A Lady's Apology" and "True Heroism" as essay subjects—appropriate topics in view of their own experience as pioneers in a new and radical move in education. The Oberlin experiment had been watched with skepticism but after these first women had graduated, it was admitted that coeducation had succeeded.

What became of the first coeds after graduation? The record for marriage was 100 percent. This dropped in the middle 40's to 80½, during the Civil War to 75, and in recent years to approximately 60 percent. This would seem to support the statement that coeducational schools are "match" factories—not an unimportant consideration as a large proportion of such marriages prove successful.

Who were the first deans of women and what was their role? The first woman to do the work of dean at Oberlin—Mrs. Marianne Parker Dascomb—was known officially as the "Lady Principal of the Female Department." The first catalog (1835) contains the following account of this department:

"Young ladies of good minds, unblemished morals, and respectable attainments, are received into this department and placed under the supervision of a judicious lady, whose duty it is to correct their habits and mould the female character. They board at the public table, and perform the labor of the steward's department, together with the washing, ironing, and much of the sewing of the students. They attend recitations with young gentlemen in all the departments. Their rooms are entirely separate from those of the other sex, and no calls or visits in their respective apartments are at all permitted."

Here we can see the outlines of the Lady Principal's activities: Supervision of living and working conditions, improvement of manners and morals, and regulation of the relations between

n of Women

the young men and the young women.

When the girls entered the regular Collegiate Department in the fall of 1837, the Lady Principal was Mrs. Alice Welch Cowles. She is mentioned in a letter written by Mary Hosford in 1841: "Most of the faculty are now in favor of women taking the college course, and Mrs. Cowles is advising all those young ladies who have strength and means to take a thoro course."

What were the problems of these early deans of women? One of the chief objections to college education for women was the current belief that young ladies could not stand the physical strain. With the daily program so strenuous, one of the dean's problems was undoubtedly to help the girls maintain their physical fitness. The work done by the young women in connection with meals, rooms, and laundry was probably under the direction of the Lady Principal.

Once a week she lectured to the girls:

"She holds up before us the great laws of life & health, teaches us that we are fearfully and wonderfully made and not guiltless if we trample upon these laws. Again we listen to her kind voice pointing out some defect in character, habits, manners, etc., and the remedies suggested."

Among the subjects treated were engagements, marriage, hygiene, politeness, dress, qualities essential for a minister's wife, and "rules for gaining knowledge and improvement."

There were difficulties in connection with the course of study. It may be imagined that the Lady Principal was called when a corpse exhibited in the anatomy class proved too much for the "females." When Oberlin was given a telescope, the Lady Principal "was a bit hesitant about allowing the lady students to stay up after hours to look at the heavenly bodies." An effort was made in 1839 to combine composition classes for men and women but several of the latter "went to their rooms and wept at the dire necessity." The faculty was petitioned against this change and

Mrs. Dascomb, Oberlin's first dean of women, known as the "Lady Principal." Right, Mrs. Johnston, first to bear the title "Dean of Women" at Oberlin.



By MARGUERITE KEHR

it was abandoned when the Lady Principal declared that "from modesty or delicacy the young ladies felt reluctant to read their compositions in the presence of men."

There were also problems of community living. Rules for the young ladies, proposed in part by themselves, regulated the daily schedule, and included such prohibitions as "no going to the pantry or bake-room without reasonable excuse." After the noon meal the women students met in the living room to report their own failures in keeping the rules.

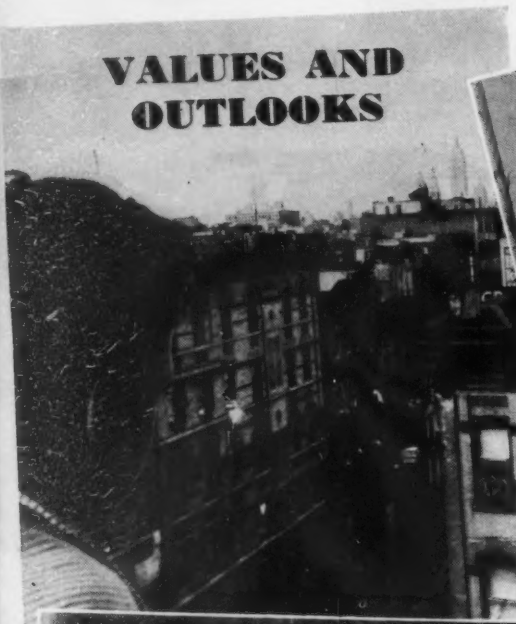
Coeducation, then as now, brought problems of the relationship between men and women. "Gentlemen were forbidden to tarry in their rooms while the young ladies were cleaning them." In the early 40's two sophomore men who visited a young lady lying ill in her room were summarily dismissed in spite of high scholastic standing and excellent reputation. The following resolution was adopted by the Oberlin Female Moral Reform Society: "That the disgrace of the gentleman who takes improper liberties with a young lady shall be as great as that of the young lady who permits such liberties."

In spite of differences in dress, manners, and freedom of activity, there are ideas and attitudes which have not changed even today. Along with the timidity and delicacy of the first Oberlin young ladies, there were the courage and determination of the pioneer woman. The modern coed has her place in the academic world, but still needs at times to contend for her rights. In the first statement of rules for the Oberlin young ladies, we can see the germs of stu-

Miss Marguerite Woodworth, present dean of women at Oberlin.

dent government and the honor system.

In the appearance, ideas, training, and scope of work the dean seems to be quite a different person from the Lady Principal, but there are fundamental likenesses. Even today she must occasionally do battle for the rights of women students. She has the same problems of housing and living, employment, educational guidance, the relationship between men and women, and all the individual problems of dress, manners, and personal development. The instruction which the early dean gave on the problems of engagement and marriage is being given by many deans today, along with help in finding a place in the multiplicity of occupations open to modern women. The Lady Principal's relationship to her girls is still that of adviser, helper, and understanding friend.



**VALUES AND
OUTLOOKS**



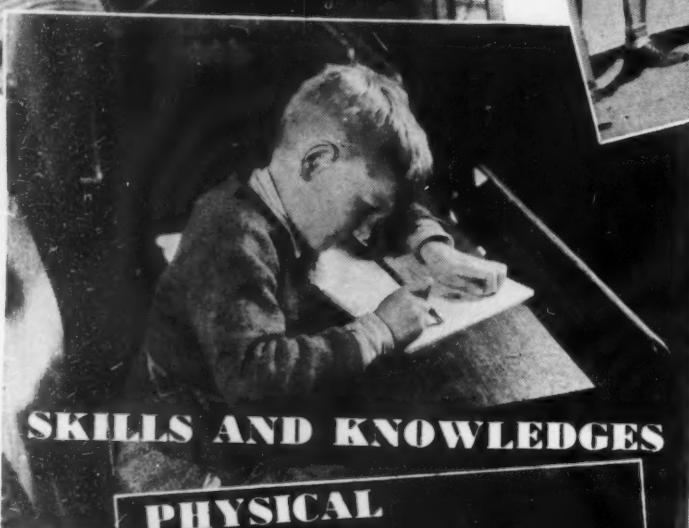
**ACTIVE, FLEXIBLE
PERSONALITY**



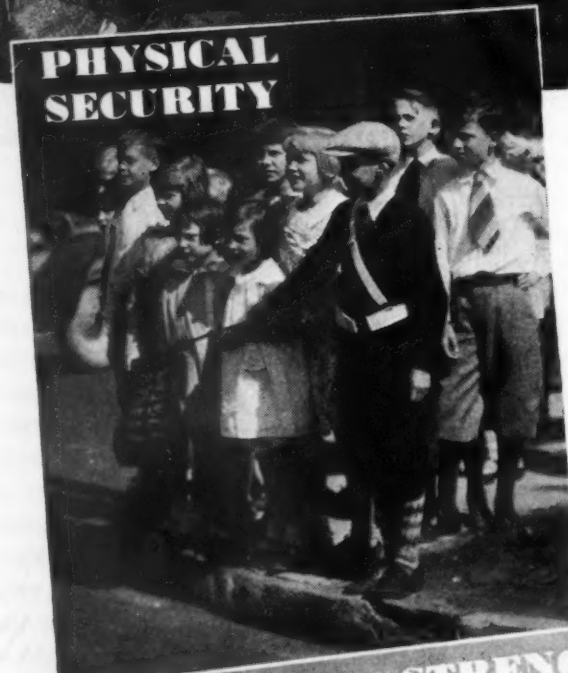
**SUITABLE
OCCUPATION**



ECONOMIC



SKILLS AND KNOWLEDGES



**PHYSICAL
SECURITY**



HEREDITARY STRENGTH

*Credit lines for
these photos appear
on the ten follow-
ing pages.*

The **FUTURE** of

WHAT KIND of a country do we want? Like the colonists and the pioneers, we have our chance to build the kind of civilization we want. More than two million people are born into the United States each year. More than eight million within a presidential quadrennium become sovereign voters. Old leadership dies; new leadership comes on.

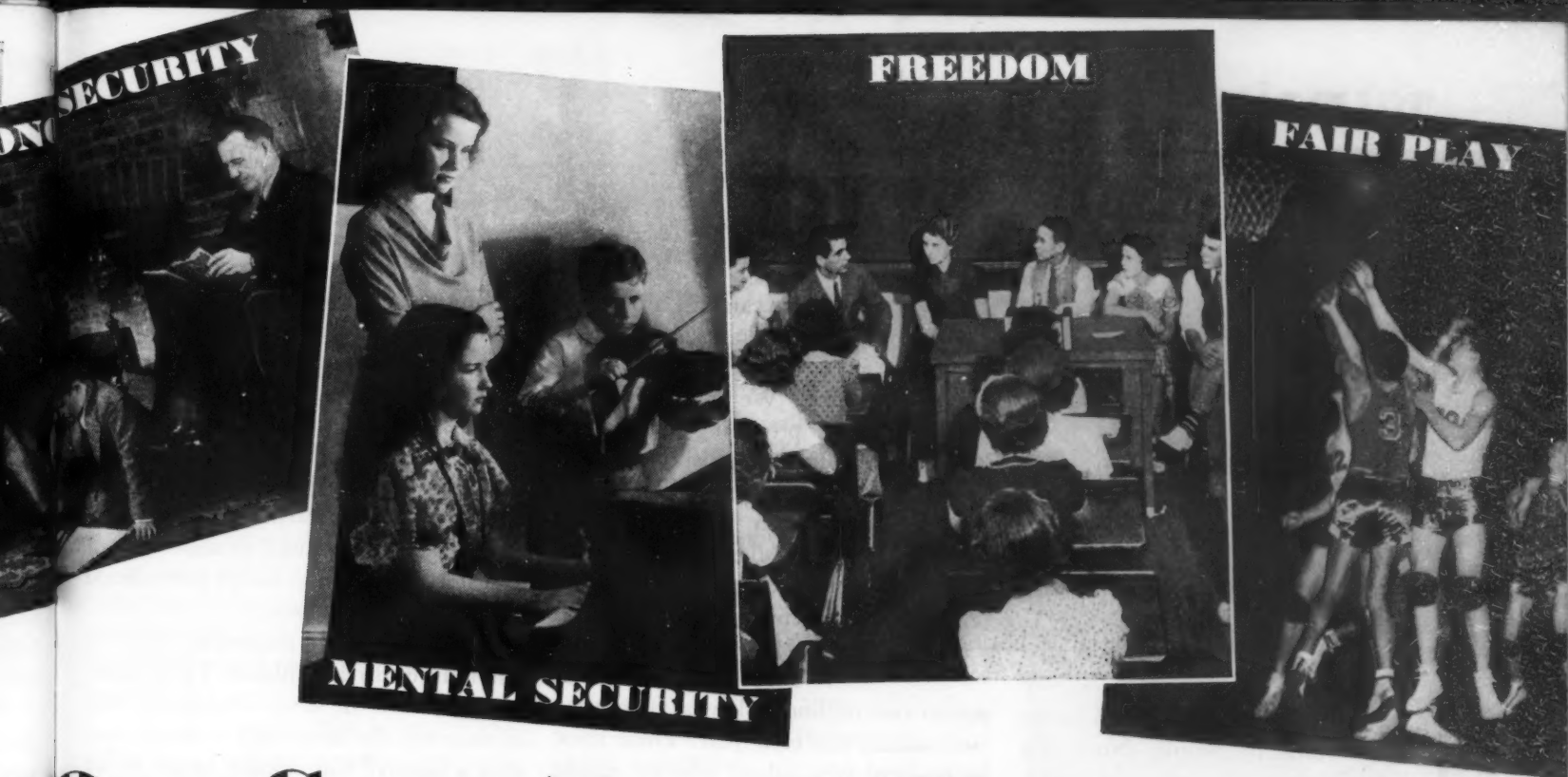
As we face the future, toward what kind of a civilization shall we bend our efforts? What shall the goals be? How shall we work out on this continent the historic purpose of "life, liberty, and the pursuit of happiness" as the right of every citizen? How shall we apply the aspirations of the Founding Fathers to the opportunities and resources of a new age?

Without purpose and ambition we cannot expect to advance. A policy of drift and indifference is as fatal to a nation as to an individual. We tend to become what we will to become, what we sacrifice for, and what we work toward. The things which our parents emphasize and which our schools attach importance to become the values toward which we work. What shall those values be?

In 1931 the National Education Association created the Committee on Social-Economic Goals of America. This Committee, after long study and discussion of goals toward which thoughtful Americans may move, issued its first report in 1934, *The Social-Economic Goals of America* (see *THE JOURNAL* for Jan. 1934, p5-12).

A year later the committee published a descriptive bibliography, *Creating Social Intelligence* (NEA, 50¢ a copy, 93p) which shows how outstanding schools are teaching social-economic material.

In 1937 the Committee continued its work in a publication, *Implications of Social-Economic Goals for Education* (NEA, 25¢ a copy, 126p).



Our Country

It is the purpose of this feature in *THE JOURNAL*, which is based on the 1937 report of the Committee, to present these goals in brief and simple form for the use of teachers and for discussion in highschools, colleges, and adult groups.

Ten goals are set forth. They are the characteristics which the Committee believes thoughtful Americans desire for themselves and their posterity:

- [1] Hereditary strength
- [2] Physical security
- [3] Culture—skills and knowledges
- [4] Culture—values and outlooks
- [5] An active, flexible personality
- [6] Suitable occupation
- [7] Economic security
- [8] Mental security
- [9] Freedom
- [10] Fair play and equal opportunity

[1] *Hereditary strength*—that everyone shall be well-born under conditions which will conserve his innate strengths and capacities. The building of a sense of individual responsibility for the future of the race is an educational obligation.

[2] *Physical security*—that everyone shall be protected from accident and disease. This involves the building of a powerful public sentiment demanding care in the prevention of accidents and disease, which means reorganizing our systems of sanitation and medicine so that their full benefits will come to all.

[3] *Participation in an evolving culture: skills and knowledges*—both individual and social wellbeing demand that every individual shall master those skills and

knowledges which will enable him to use and enjoy the culture of the group.

[4] *Participation in an evolving culture: values and outlooks*—that everyone shall be put into possession of the values, standards, and outlooks that reflect the experience of the race and regulate the attention of the individual, determine his choices, organize his activities, and mold his personality.

[5] *An active, flexible personality*—that everyone shall have such opportunities as will foster the development of initiative, ability to meet new problems, weigh facts, resist prejudice, and act cooperatively.

[6] *Suitable occupation*—that everyone shall enjoy the sense of being useful which honest labor brings; that through vocational guidance, training, placement, and advancement, each shall be enabled to use his skill where it will mean most to himself and society.

[7] *Economic security*—that everyone shall enjoy a minimum income sufficient to provide a reasonable standard of living. Increasingly we think in terms of the right to a job, the minimum wage, security of tenure, and like devices.

[8] *Mental security*—that everyone, especially in childhood and adolescence, shall have affection, toleration, and understanding of life needs, which will foster the best development of his personality.

[9] *Freedom*—that everyone shall enjoy the widest sphere of freedom compatible with the equal freedom of others. How to preserve the fullest measure of freedom at a time when social living is necessarily surrounding each of us with a network of "traffic regulations" which the welfare of our neighbors imposes upon us, is a very real problem.

[10] *Fair play and equality of opportunity*—that everyone shall act and expect others to act in conformity with the highest good of all. Fair play is simply the Golden Rule boiled down to two words. It rests upon mutual respect for the rights of others and must depend for its attainment upon goodwill more than upon law.

Education for



H. Armstrong Roberts

IN EVERY COMMUNITY you will observe many kinds of people. Note first their widely varying physical capacities ranging from the weak and crippled to the exceptionally strong. What physical capacities are best for our country? People also differ in their mental capacities. Some have unusual gifts, others high intelligence. Most of us are of average mentality. A few are feeble-minded, epileptic, etc. Which of these intellectual capacities do we wish to preserve?

There are also differences in character and personality. Some people are highly sensitive to the rights and feelings of others, willing to sacrifice personal advantage to the common good. Others seek ever to promote personal advantage, sometimes little mindful of the common welfare.

And there is another group which includes delinquents, criminals, and the mentally deficient. Instead of contributing to the common good, these people become a burden upon their associates. How shall affairs be so managed that the unfit will not bear children?

The future of our country is vitally involved in education for hereditary strength. As links in the chain connecting past and future, each of us is a trustee for our country's welfare. When a person is intrusted with other people's money, he feels a strong obligation to keep it safe. How much greater is our responsibility as trustees for that stream of human vitality which comes to us out of the past and which thru us will flow into the unknown future, carrying strength or weakness, survival or extinction.

There are several facts upon which

nearer two million. Likewise more than two million die each year. These must be replaced with others who are strong and full of vigor. Otherwise the nation will drift backward.

Second, people with larger incomes or special talents tend to be careless of their obligation to rear children, to overstress personal success, or to waste their energies on luxuries and indulgences.

Finally, the hereditary defectives at the present time are increasing somewhat more rapidly than the remainder of the population. No nation can be considered to have achieved its best hereditary strength so long as its defective stocks are holding their own, or are even increasing relatively to its superior stocks.

From these facts, what policy of education should the nation pursue? To prevent the unfit from having children, three methods are being used by society and by individuals: segregation, sterilization, and voluntary control of conception. For the lower types of feeble-minded and for those who are so mentally unstable that they have little control over their actions, the only possible means of preventing reproduction are thru segregation or thru sterilization.

But it is not sufficient to eliminate the deficient and unstable. The second question is how can the sound and the able be encouraged to rear children? We must create thru education a sense of responsibility for the future of the race (*hereditary-conscience*) which will move our strongest men and women to bear children. An average of three children to each couple is required to maintain our population at its present size.

we can base a program of education for hereditary strength:

We are rapidly approaching a decrease in population because fewer people are born each year. Each year in the United States nearly three million children used to enter school as beginners; now the number is

Young people must be educated to look upon marriage and the rearing of several children as an ideal, and to recognize that parenthood brings solid personal satisfactions which far outweigh mere physical or social deprivations. What instruction does your school give in homemaking, rearing a family? Are eugenic facts presented to show that it is a duty for some to accept parenthood and for others to abstain?

Poverty is often a controlling factor in the failure to rear children. How many young people in your community find it economically impossible to marry and rear a family? Can society assure to all those of sound heredity an income adequate to the upbringing of three or more children? Suggested methods include: mothers' wages, family subsidies, widows' aid, graded family taxes, unemployment insurance, no employment barriers against married women and mothers, and above all the placing of a definitely recognized social value on parenthood.

At the same time, the knowledge of birth control should be freely available to all classes, poor as well as rich. The federal statute preventing the distribution of birth control information works a hardship on the underprivileged classes. They are exposed to commercial exploitation when they are forced to seek birth control information from sources other than a reputable, competent physician.

In conclusion, all programs of education for hereditary strength must be based on the widely varying capacities of each child—physical, mental, and temperamental. How can school practices bring out the best in each individual? Does the program foster physical growth and maturity? Is there too much stress on formal achievement which creates tension and ill-health?

Is there an adequate program for the gifted child? One child in every hundred in the United States is as far above average as the feeble-minded child is below average. The rearing of children by these highly gifted young people would greatly improve our national stock.

II

THE FIRST GOAL, the improvement of our human stock, is a worthy goal for our nation. But a people born with superior capacities do not necessarily live full and useful lives. How can these capacities be conserved and developed?

A strong hereditary base can be ruined by inadequate medical attention at or before birth, contaminated milk, improper home care, a speeding automobile, a gangster's bullet, or one of a thousand conditions largely outside the individual's control.

You can observe these factors as they affect your own community. How many people die in your community each year? What are the causes of their deaths? Assuming the normal span of life to be 70 years, how many years are lost in your community thru premature deaths? How can your community provide medical care for people with low incomes? What proportion of the people in your community live in unsanitary quarters? Should better housing for the poor be provided at public expense just as education is?

For too long a time our medical resources have been used primarily for cure instead of prevention. While we spend over \$3,600,000,000 a year on medical care (including some \$360,000,000 for "patent medicines," most of them worthless), there is available only a small fraction of this amount for prevention. Not long ago, a state legislature raised its appropriation for bovine tuberculosis control from \$100,000 to \$250,000 per annum, and at the same time refused to raise the allotment for study of tuberculosis in human beings from \$5000 to \$10,000.

"If the general public were to take advantage of all the attributes of scientific medicine and public health that are available at the present time," observes the California State Department of Health, "the immediate advancement of our civilization would be so astonishing as to be beyond the comprehension of the average individual."

The most effective way to apply this knowledge is in the field of preventive medicine, and next to the home the best

place to begin is in the schools thru:

[1] *School sanitation and healthful school living*—To protect the child from hazards to health and life, as well as to set up before him standards for later life, there should be provided modern fireproof construction; adequate lighting, heating, and ventilation; pure water; toilet facilities, proper seating; and the like. In planning the school program, the effect of all activities on the health of the child should be considered. Is provision made for hot lunches for those who cannot go home at noon? Is there proper alternation of rest periods, relief drills, assemblies, exercise, and work periods? Are special classes for handicapped children provided?

[2] *Physical education* should be offered in such variety as to provide a place for every student. In all schools adequate playfields should be kept in good condition. There should also be some form of gymnasium.

[3] *Health instruction*—The study of personal and community hygiene should be begun at about the third grade and continued thru high school and college. Special attention should be given to:

[a] *Good nutrition* is so necessary for health that instruction in foods and their relation to health should be included in every program of health education.

[b] *Safety education and first aid*—In 1936 traffic deaths increased to 36,800. Greater care would prevent a large proportion of these accidents. For instance, if 82,110 injured pedestrians in 1936 had crossed the street at intersections, instead of between intersections, deaths and loss of time and money might have been avoided.

[c] *Alcohol education*—Modern scientists state that alcohol is not a stimulant but a narcotic which lessens selfcontrol. According to a report from the Coroner of Cuyahoga County, Ohio, of 110 fatal traffic cases tested, 45 percent showed the presence of enough alcohol to cause intoxication in most persons. The excessive use of alcohol among persons under thirty, rendering them uninsurable, increased 183 percent in one company from 1932 to 1936. The sale of alcoholic beverages is estimated to have reached almost five billion dollars per year. More and better instruction in this field is needed on all school levels.

[d] *Sex-social hygiene*—This subject

Education for

PHYSICAL SECURITY



Courtesy, Detroit Public Schools

should be related to personal and community hygiene, biology, social science, home economics, and other subjects. In general the teaching should point out that the highest and most satisfying form of family life is found in monogamous love and marriage.

[e] *Mental hygiene*—See pages 14 and 17.

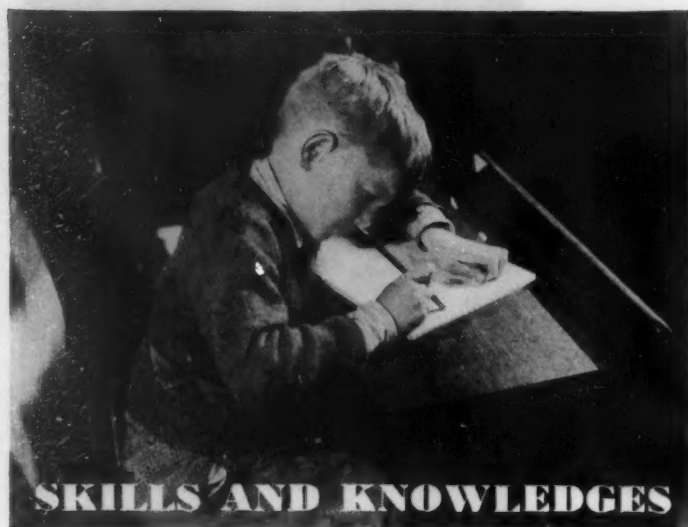
[4] *Health services*—The school should provide for periodical health examinations and inspections, control of communicable disease, and classification of students. Health examinations should be made *each year* by qualified physicians.

Control of communicable diseases in the school should be definitely in the hands of school authorities. Special tests for smallpox, diphtheria, and tuberculosis should be made and vaccination or antitoxin provided.

A classification of all students made upon the basis of the medical examination will enable the school to adapt its facilities to individual health needs.

The remedying of health defects should be provided by the public health and medical agencies of the community, or if they neglect their responsibility, by the school. The cost of group medical service would not be as great as when given by individual practitioners. The cost would have to be met largely by taxation. This service should be available without charge to every child whose parents are "unable or unwilling" to engage a private physician.

Education for Culture:



Courtesy, New York Public Schools

D ID YOU EVER STOP to think what your life would be if you could neither read nor write? For many centuries—when religion was the chief fact of life—people could not read their Bibles. Then Luther and Tyndale by their translations of the Bible almost started a new civilization.

The same is true of writing. It was not until people began to write their experiences down and form the records which make comparisons possible, that any sort of intellectual or social progress was made. In arithmetic, what we now teach in the early grades was a few centuries ago the curriculum of the university. This marvelous expansion in the human mind thru the teaching of the Three R's has been the foundation of progress.

The school is the instrument thru which most people come into possession of the group culture. The school, which has been too largely an institution for transmitting the culture of the past, must apply the best in the culture of the past to the solution of civic, social, and economic problems. The school will then become a means of evolving a finer culture.

What are the skills, technics, and knowledges which every individual should have in order that he may enjoy the culture of the group and cooperate in making a better culture and society?

Language and culture—The power to express oneself clearly and accurately in oral or written language is indispensable. Language plays the major role in the skills involved in scientific thinking. Social relationships require language adequate to converse, to speak in public,

to make introductions. *Reading and culture*—No culture can maintain itself or advance unless its members have the reading habit. To attain information certain skills, such as ability to use library and reference helps, are necessary. Once skills are acquired, the most important reading technique is the selection of worthwhile reading matter.

Science and culture—For a life of rich interests and experiences the world of nature makes a strong contribution. In spite of the great advances in science, many people still cannot think scientifically.

Number and culture—In order to make satisfactory adjustment, the individual must be able to solve the arithmetical problems that life presents. Precise information in regard to how arithmetical functions in home management, business, taxation, public expenditure, banking, and investing is needed more than ever before.

Art and culture—The major purpose of art education is to help individuals in their capacity as consumers. Art also gives an incentive for continuing the search for what is better in all things.

Music and culture—Music is one of the most powerful agents of culture in developing attitudes, bringing joy, inspiring action, and arousing ambition.

Social interdependence and the social studies—To enjoy the cultural heritage of the race, the individual must understand our institutional life. In an organized society, no individual is self-sufficient; nor is any institution, or even any nation. The social studies should give a vision of world citizenship.

Truth, demagoguery, and civic education—The individual must understand this age, appreciate the problems of democracy and of despotism, the meaning and value of liberty, the difference between demagog and statesman.

History and culture—There is constant need for ability to search for truth,

demand evidence, understand the dependence of present on past.

How do individuals acquire these skills and knowledges? The school is only one agency for selecting, transmitting, and evolving culture. Other agencies include radio, telephone, automobile, airplane, telegraph, and press, and such institutions as the home, church, library, museum, playground, clubs, and local, state, and national governments.

The motion picture—The Payne Studies revealed the motion picture as one of the most powerful cultural influences in our society today, with an admission to movie shows in America of seventy-seven million per week, eight million of whom are children. A large percentage of the pictures deal with love, sex, or crime. The movies have helped to direct 10 percent of the boys and 25 percent of the girls, inmates of reformatories, into delinquent or criminal careers. Many movies, of course, have been of value in transmitting desirable elements in our culture.

The radio is another new invention with tremendous cultural influence, which in this country is controlled almost entirely on the profit-economy basis. The individual can now enjoy great symphonies or lectures prepared by the best minds. But he may also listen to cheap music or receive suggestions as to conduct injurious to himself and society.

The press—Much emphasis in the press today is on the negative forces of society such as crime, divorce, or the hatreds of people toward one another. The profit-economy motive has controlled the press too largely. On the other hand, much that appears in our newspapers and periodicals represents the finest elements in our culture.

The home transmits some of the most basic virtues in our culture. Society suffers today from the weakened power of the home. This basic institution must be strengthened.

The church was formerly, after the home, the most important means in society thru which culture was transmitted. Today, however, it is an agency confined too exclusively to the religious elements in our culture.

SOCIAL-ECONOMIC

III

IV

TO WHAT VALUES and ideals do you attach importance? What practices in the life around you do you think right? What wrong? What is good conduct in a certain situation?

How to decide such questions is one of the most perplexing problems faced by society today. For individuals wholly to reject age-old standards means chaos; to accept them blindly means slow progress. How to encourage a critical attitude without destroying relatively permanent standards is the problem.

It seems clear that with the present enormous amount of information and experience bearing upon almost any one of our standards and values, no one person, however learned and critical, can encompass the whole field. Even the group needs to weigh the sifted experience of past generations. The individual needs to respect not only the accumulated experience of the race but also that of contemporary society.

Contemporary values and goals shift and change with changing conditions. But there is a second set of standards and values older and more nearly universal. It enjoys the allegiance of peoples who do not believe in democracy, as well as those who do. It is enforced by social and religious sanction, and by law. While the detailed statement differs with the circumstances of life, a few principles may be mentioned:

[1] *Justice and fair dealing.*

[2] *Honesty*—One specific form of honesty is the respect of such property rights as are recognized by the group.

[3] *Truthfulness*—Devotion to the truth is essential to all social activity.

[4] *Observance of covenants*, both implied and expressed, is necessary to the maintenance of a social group.

[5] *The recognition of regularly constituted authority*—The individual is under obligation to exhaust every regularly constituted means before resorting to extra-legal means to overturn authority. When he has done so, the burden of proof that his motives are high and his course just is upon the individual who flaunts the authority set up by the group.

[6] *Due regard for the rights and feelings of others*—This is represented in its ultimate expression in the Golden Rule.

[7] *Cooperation and mutual help*—The advance of civilization has brought a steady increase in mutual help. Many feel that world cooperation is essential to the further development of civilized cultures.

[8] *The disposition to carry one's own load*, thru the cultivation of such personal attainments as industry, endurance and strength, selfcontrol, skill, and knowledge.

[9] *Tolerance and respect for individuality*—Civilized man has come to recognize a sphere within which the individual is free to make his own decisions.

If these standards are universally recognized, why does education need to bother about them? Because universal recognition does not mean universal observance, or clear understanding and hearty acceptance on the part of every individual, or conformity in practice.

How can the school develop understanding and appreciation of these standards? The first and most important factor in attitudes is knowledge and understanding. It is important that feelings should be continually controlled by ideas and knowledge. The skills and knowledges described in the preceding goal are important also in developing attitudes. Assuming that means are adopted to insure such understanding, there remain certain technics which may supplement understanding by stimulating emotions and thus produce attitudes. Among these technics are:

[1] *Ritual* employs ceremonies and symbols as means of welding together the attitudes of the group. Churches, nations, courts, universities, lodges use ritual.

[2] *Music* is often a powerful agency of ritual. To take part is more effective than merely to listen.

[3] *Drama*—Taking part in and witnessing dramatic performance give a more vivid grasp of events and persons than is obtained by verbal description alone.

[4] *Literature*—Fiction and poetry, if well chosen, supplement the more abstract forms of treatment.

[5] *Art and architecture*—Beautiful pictures, sculpture, and buildings awaken admiration, not only for themselves but for what they represent.

[6] *Sportsmanship*—Athletic games and sports, if managed with that end in view, may encourage fair play and regard for the concern of the group.

VALUES AND OUTLOOKS



Courtesy, New York Public Schools

[7] *Hero worship*—Attachment to persons as symbols of causes and of the common interest is a universal method of intensifying attachment to the causes themselves.

As the child grows older, some change may well take place in the relation between the education of intellect and emotion. Until he is seven or eight years old, the child quite naturally and properly accepts the attitudes of the adults in his community as represented in their ritual and other observances. From about seven to twelve years of age the child learns thru association with his equals, as well as with adults, that rules are simply the expression of the conditions under which cooperative activity may be carried on. He learns that rules may be modified by mutual consent. In the third stage, critical judgment and sense of social responsibility come into their own.

The mature individual will exercise his own judgment in the selection of rituals and other technics. But this does not imply their abandonment. It merely implies that such technics will come to be viewed as means and not as ends. It is important that all social institutions come to be regarded in the same light. They will then be respected so long as they serve their purpose but will be exchanged as soon as it appears that other institutions will serve the purpose better. Even the Constitution of the United States is a means and not an end.



Courtesy, Los Angeles Public Schools

ACTIVE, FLEXIBLE PERSONALITY

STUDY the personality of the people you most love and admire. What qualities do they possess? In what spirit do they face new problems? Do they meet the requirements of fine personality as defined by the Social-Economic Goals Committee:

"Participation in our cultural resources should promote personalities who are active, not passive and inert; who are motivated by intelligently chosen purposes, not by misguided impulse from within or casual pressure from without; who are not set and rigid, but who readapt flexibly to social change and to the consequences of their own prior conduct; who express their individual differences, but who do it in ways that are cooperative and socially contributory, not selfcentered and egoistic."

This definition, however, does not constitute a complete discussion of the problem of personality. Its purpose is to set the stage for further inquiry. What is our standard or criterion for determining when purposes are "intelligently chosen," or for singling out those persons who act "in ways that are cooperative"?

It is when we attempt to set up standards that conflicts begin to emerge, conflicts that have left their trail of blood and misery across the pages of history. Since earliest times vested interests have sought to justify their claims to special privilege by devising standards which sheltered them from criticism. In the domain of government it was the "principle" of divine right; in religion, divine revelation; in industry and commerce,

the institution of private property. These interests would not dream of denying that purposes must be "intelligently chosen." But they would insist that these ideals be interpreted in terms of such "principles" as those just named.

Standards of some kind are clearly necessary, if the notion of active, flexible personality is not to be degraded to the level of unlovely jellyfish. For "divine right" we may substitute "consent of the governed"; for revelation we may substitute "the light of nature"; for private property we may substitute communism—but changes of this kind appear to be merely another form of dogmatism.

Instead, then, of interpreting the meaning of personality in terms of a predetermined way of life, we may try to reverse this relation and make the way of life depend upon the changing needs of developing personalities.

Our cultural heritage represents a vast collection of elements from the past. The average person today believes in economic individualism and also in collectivism; in conventional patriotism and also in internationalism. New values frequently displace others, but only to the extent necessary to make room for themselves.

The result is that incompatible beliefs and attitudes exist side by side in a peace that passes all understanding. This curious fact is a major obstacle to the development of insight and initiative necessary for active, flexible personality. It is precisely at this point that education finds its greatest opportunity today.

If mere flexibility were our aim, we should be obliged to conclude that the average person has nothing to learn from us. Everyday social living bestows upon him an acrobatic nimbleness of adjustment to an amazing variety of beliefs and attitudes. In periods of social calm this situation breeds a superficial and misleading sense of adjustment. In periods of stress it results in bewilderment. Action is inhibited by beliefs which have strong social sanctions behind them. We may trace many of the maladjustments of our young people to this deeper source. They are too worldly wise for naive idealism and too

much dominated by traditional patterns for independent thinking.

This is a situation for which education can provide a remedy. It can provide for the release of energy thru an effective reorganization of belief and conduct. This reorganization must be based on areas in our civilization where our basic attitudes, beliefs, and ideals are in conflict with one another as we are called upon to act. At the moment the greatest tension falls in the field of economics and industry, but other points of maladjustment, such as religion and government are not far away.

How will this point of view change the emphasis in teaching? When the social sciences are being studied, attention will be given to group conflicts arising from a departure from custom and tradition. In the sciences we get a conception of the universe which discards supernaturalism and encourages man to become master of his destiny.

In brief, all the wide range of educational materials can be used to create both a need for a painstaking study of beliefs and attitudes, so as to secure a coherent way of life or outlook; and also a willingness to assume personal responsibility for this task of reconstruction.

But the obligation upon education does not stop at this point. The school itself must be made over into a way of life in which active, flexible personality, in the democratic sense, may be realized. In all its activities the school will provide situations in which thought and action are each developed in terms of the other. Young people will be encouraged to share with their elders in enterprises for the common good.

A school of this kind will be unhappy if its pupils and students do not develop a positive interest in the common welfare and an equal interest in striving to promote that welfare. It will be unhappy if the students do not develop an interest in building a defensible philosophy of life. It will further be unhappy if this philosophy of life and this regard for the common welfare abide simply in the realm of ideas, not so connected with actual life as to bring forth conduct appropriate to insight.

VI

WHAT ARE the opportunities for employment of young people in your community? What percent of the last five graduating classes of your highschools are unemployed? Is there opportunity to learn new skills or trades? Is there discrimination against the older people in the employment of workers?

As you study the occupational life of your community, you will observe many devices set up to provide vocational guidance, training, placement, and advancement. Upon what principles should such a program be based?

[1] Work which is suitable to the skills and capacities of the individual and which at the same time yields a reasonable income is of prime importance in the development of a satisfactory personality.

[2] Guidance toward securing of necessary education in suitable fields of work is a continuous process thruout life.

[3] Recognition of individual differences both in persons and in fields of work, must underlie guidance, training, and placement.

[4] Tho the need has long been recognized for specialized training in the professions and certain skilled trades, in a world of changing industrial and social conditions most workers must think in terms of fields of work rather than specific jobs.

[5] A more satisfactory occupational adjustment can be attained thru widening the range of opportunities horizontally as well as thru advancement in a given vocation.

[6] The increasing trend toward postponement of entrance into industry of young people, makes necessary provision for activity which, altho noncompetitive with regular industry, shall furnish for this group during the years preceding admission to employment the character-building benefits of work experience.

Guidance—The special function of guidance is to help the individual marshal the facts about himself and about occupations, in terms of a plan of life to be lived by him. This may involve a long or short term of schooling, a long or short period of training, a specific occupation or merely a general field of work. In every case, however, it should mean consistent, continuous proceeding toward a definite goal.

Beginning with the junior highschool and thereafter thruout life, there should be available to every individual a free counseling and guidance service. The records starting with the birth certificate should continue thru and beyond school.

Training—In formulating a program of training several factors must be considered: the length of the youth's dependency upon his parents for support; his ability to profit by various types of instruction; his willingness to sacrifice to acquire training; the number of persons that can be absorbed in a given vocation.

It is best to postpone specialized training until after the period of restlessness accompanying adolescence. Furthermore, presentday vocations are so controlled by technological developments that a period of non-specialized training is desirable and necessary. "Exploratory" courses to acquaint students with their abilities and give them an insight into the requirements of many vocations, give a desirable background for specific vocational training.

Whatever vocation has been entered upon, the education and training of the young worker must be continued thru parttime and evening schools where he can secure help to hold his job, to secure advancement, or change to a better job.

Conditions prevailing thruout many industries make a *retraining* as well as a *training* program necessary. Jobs become extinct because of changes; people become sick or unable physically to perform their regular work; industries or firms move out of the community or close down; or new processes replace the old. Many people are unemployable without further training.

In the professions, as in other vocations, practices and methods are continually changing. To enable professional workers to keep pace with these changes, specialized training should be provided thru short, intensive courses.

Placement and advancement—An important factor in the proper life adjustment of an individual is his placement in an occupation which provides him with present satisfactions as well as opportunities for advancement. To ac-

Education for



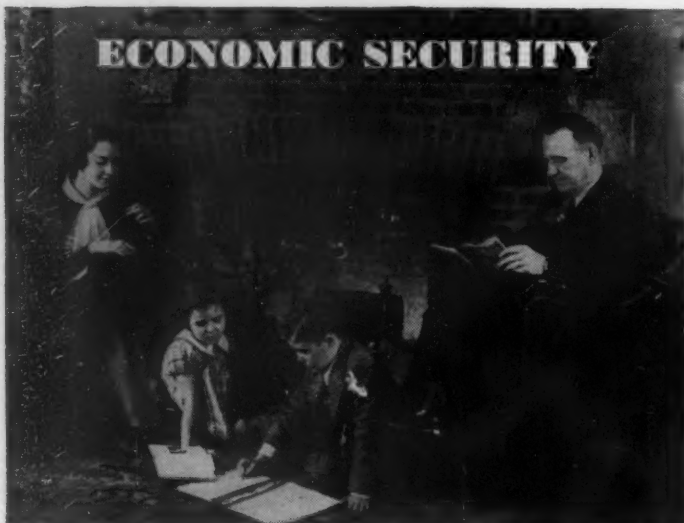
Washington Post

comply such adjustment, it is necessary to analyze his skills and qualities, to analyze requirements and possibilities of work opportunities, and to endeavor to place him in the position for which he is best qualified.

The first technic to be used is that of preparation and use of accurate individual records which have been started in the schools. Equally detailed records of the various positions in which individuals can find employment are necessary.

Another technic is that of defining occupations in terms of modern conditions under which work must be performed and of the qualities required in workers. The thousands of job titles so long in use are confusing and sometimes meaningless. A reclassification of occupations is needed to group together those operations requiring essentially similar skills and abilities. This would open to the individual a wider horizontal range of work opportunities.

If society is to render any really vital service in the occupational adjustment of unemployed individuals, there must be a system of wellplanned public employment offices, equipped with adequate records both of the individuals and of the positions available, and manned by a competent staff. The effective functioning of such a public employment service calls for the development of a junior placement service closely integrated with the guidance and counseling work of the public schools.



H. Armstrong Roberts

WHAT FORM of insecurity do you fear most? Probably the greatest threat to the security of most people is the dread specter of unemployment with all that it means in mental breakdown, ill-health, loss of skill and self-respect. How many people in your community are on public relief? Is there more unemployment than in neighboring cities of similar size?

The breakdown of our economic machinery is today apparent in every community and points to the need for greatly increased economic planning in the public interest. The individual is today a pawn of forces which he neither recognizes nor understands. Here lies the deepest cause of insecurity and here lies the task of the school in helping people understand the causes and possible remedies of economic insecurity.

How can our country meet the problem of economic insecurity? What efforts are being made first to meet the risks to individuals; second to avoid physical waste; and third to effect changes in our economic framework?

What are the risks to which individuals are subject? [1] *As private citizens*, individuals are threatened with such natural disasters as fire, flood, and the like. They may suffer damage to property or person inflicted by their fellows. They may suffer dependency in childhood thru accident or illness, and in old age or widowhood, and now more than ever thru loss of income.

In pioneer days an individual would ask his neighbor for help. Now the community, state, and nation extend neighborly aid. Our standards of poor relief have become higher. Recent social se-

curity legislation is a step toward economic security on a nationwide scale. Mothers' wages, family subsidies, and widows' aids have also been worked out in many communities.

[2] *As employees*, individuals face various types of insecurity including unemployment.

Employees often have

little control over the conditions of their employment—hours of labor, wages, safety standards, and the like. Occupational diseases and accidents take a mounting toll. These threats to security can be met only thru cooperative effort and thru legislation—by unemployment insurance, factory safety laws, workmen's compensation acts, collective bargaining, and the like.

[3] *As entrepreneurs and managers*, individuals are faced with still other kinds of risk. Business depressions over which they have no control may wreck their profits. Technological change may mean ruinous demands. Expanding governmental activities often mean expanding competition and supervision.

[4] *As debtors or creditors*, individuals may lose their life savings in bad investments. The holding company and huge corporation create risks which are only partially met by blue-sky laws, corporation laws, accounting standards, and public supervision of speculation.

[5] *As consumers*, individuals must choose from an array of products about which they cannot be adequately informed. The consumer is bombarded with a ceaseless flood of products, yet makes little effort to choose intelligently among them. Save for the growing consumers' cooperative movement, he is lacking in organization. There are hopeful signs of activity in recent years which have borne fruit in laws regulating weights and measures, labeling, in pure food and drug acts, in rebellion against high prices caused by "monopoly groups," and the like.

These problems of individual insecurity are intimately bound up with the

wealth and resources of the nation. From one point of view, the struggle for security is a matter of conserving the fruits of economic effort and the resources on which they depend. People are beginning to recognize that even in rich America, resources are limited. There are at least three major types of wastes:

[1] wasteful technological processes; [2] wastes in distribution, as for example, extravagant competitive advertising; and [3] those wastes, less easily recognized, which arise from shortsighted planlessness in our economic activities.

Both government and private groups are extending their efforts to husband our natural resources. Drought, dust storms, and floods have proved the cost of denuding the lands of vegetation. But waste of natural resources is only part of a story of wasted manufactured materials, of spoilage in warehouses because there is "no market" (tho millions are on relief rolls), of idle and deteriorating machines, or tragically wasted manpower. Such wastes have their roots deep in the social-economic order. In their sum they are an insistent challenge to society and to the schools.

It is everywhere admitted that our system of reliance on individual initiative operating thru contract and supported by a legal system built around the concept of private property, is on trial. In defending it, government in recent years has hastened to redefine property rights, has sought to manipulate the value of money, and has tried to prescribe conditions under which individuals may engage in business.

Whether or not our economic system can be made to provide greater economic security has become an all-engrossing issue, upon which, apparently, the future of our civilization hangs.

The role of the government must be analyzed. The part of political agencies must be weighed, and the value of individual initiative appraised. The school is in no position to write any neatly detailed prescriptions, but it must seek to clarify central issues and to provide that background of critical experience without which there cannot be intelligent judgment and purposeful action.

VIII

WHY DO WE ACT and believe as we do? Where do we get our standards of right and wrong? There are today so many conflicting ideas and beliefs, so many moral and ethical codes, that the individual has few, if any clearcut guides to follow. Probably never before have so many individuals faced the responsibility of finding mental security for themselves, instead of receiving it in the traditions and customs of the group.

It has been the historic role of religion to provide man with basic ideals of conduct. The mental insecurity that now exists arises primarily from the breaking up of the beliefs of our traditional religions. The age-old concepts of human nature and conduct, reinforced by law, ethics, and religion, are now being challenged by scientific studies of human behavior.

Students of human conduct tell us that delinquents, criminals, prostitutes, homosexuals, sex offenders, the mentally disordered, and others who violate the laws or customs, are really the victims of the fears and anxieties inflicted upon them in early childhood. From this viewpoint the need of prevention is clear, thru a saner, wiser, and more affectionate child care, and a revision of our concepts of human nature and conduct.

One of the most important ideas coming from the recent studies is that the conduct of an individual is dominated largely by these feelings of hostility and guilt which, largely unconscious, drive the individual into all manner of behavior antagonistic to family and social welfare. Thus it would appear that the ambitious strivings that mark our political and economic and professional life are derived from these basic personality feelings of not being wanted or loved, of inadequacy and guilt.

These more recent views of human nature and conduct are in no way contradictory to the basic teachings of Christianity. The New Testament and the most recent ideas of psychiatry both accept the view that the individual's conduct needs to be understood in the light of his personal history, and that

affection is essential to children and to adults.

If the concept of our social, economic, and political (including international) difficulties as essentially the outcome of the individual's desperate striving for escape from inner unhappiness is accepted, then our social-economic goals will require critical scrutiny. So far as our education accepts uncritically individual ambition and striving, it may be helping to perpetuate the very social ills it wishes to abolish.

With so many children suffering from a profound sense of loneliness or inadequacy, much of our educational effort is sheer waste, if not worse, because it does not touch the student's acute personality needs. It is as if we had hospitals in which doctors and nurses carried on their daily routine wholly indifferent to the agonizing pains that their patients dared not reveal, except for occasional outbreaks of disorder and efforts to escape. Such an analogy is not fantastic, as the clinical evidence shows, since children daily endure fears and unhappiness that they dare not reveal until some outbreak—misconduct, delinquency, truancy—compels attention.

Early childhood and adolescence are the two crucial periods for the individual's mental security. Education must rely upon the home, supplemented by nursery schools and parent education, to make its contribution to mental hygiene in the earlier years. For the adolescent boy and girl, education must assume a much larger responsibility since young people are then confronted with serious problems that threaten mental security. The adolescent tasks are: To achieve a wholesome attitude toward sex and mating, to free himself from parents and family so as to grow up and mature, and to work out a design for living. Inability to meet these tasks is apparently responsible for most adult breakdowns and failures. At the period when boys and girls are most concerned with these life adjustments, the schools put on the greatest pressure for academic achievements and threaten the child with failure, thus intensifying his insecurity.

Education for



H. Armstrong Roberts

MENTAL SECURITY

All adolescents need help in this period, help that schools must give if it is to be provided. The signs of anxiety among young people are growing, increased by social-economic insecurity and the growing cultural conflicts and confusion. If this anxiety is not met by education, youth will seek its own releases, as we may plainly see abroad, where young people are turning to leaders who provide a mass treatment for their mental insecurity and anxieties. Men cannot be socially-minded so long as they are mentally insecure, emotionally immature, and hostile. Man must accept himself and learn to live at peace with himself before he can be generous, tolerant, and altruistic.

As we begin to accept these views of human nature and conduct, to see how personality defects give rise to antisocial behavior, much illness, and most mental disorders, a hopeful attitude toward the future becomes possible. We are not at the mercy of a human nature that is innately wicked and destructive, but rather we suffer from the consequences of failure to provide tenderness and toleration to children, adolescents, and adults. To supply such affection the schools should play a major part. This step calls not so much for a change in subjectmatter as for a warm, human concern and respect by teachers for the personality of the child and a recognition of the life concerns of the student as his most urgent educational need.

FREEDOM



Courtesy, Los Angeles Public Schools

THE OLD SAYING that "eternal vigilance is the price of liberty" has especial significance at the present time. The lesson of history is that the forces which hinder freedom change with every great change in human relations. Consequently freedom is an eternal goal which must be forever won anew.

The freedom for which our forefathers battled was primarily freedom from absentee political power. In consequence, there developed the tradition that the chief enemy of liberty is governmental power. We now realize that the real encroachments upon the rights of the individual are not primarily political, but economic.

During the earlier history of our country, the important freedom of the people was located in actuality in the nonpolitical sphere. With free land, a sparse population, and a continent to subdue, there was room for everyone—not merely physical room but room to carve out a career. The frontier constantly beckoned onwards. While the frontier was geographical, it was also economic and moral. It proclaimed in effect that America is opportunity. This freedom of opportunity more than political freedom created the real "American dream." Even after conditions changed, it left its enduring impress in the distinctively American idea of freedom of opportunity for all alike, unhampered by differences in status, birth and family,

antecedents, and finally, in name at least, of race and sex.

But the situation did change and changed radically. Free land practically disappeared. The people became urban instead of rural. Industry became more and more centralized, more and more under the control of concentrated finance. Success came to be measured by enlargement of income and increase of size and quantity. The concept of liberty as the equal right of every individual to conduct business and make money free from social restraint, so long as he broke no law on the statute book, coincided with the notion that government is the chief source of oppression.

It is under such conditions as these that freedom has become a goal to be struggled for instead of being a fact to take for granted. To illustrate:

The period of economic individualistic freedom undoubtedly promoted invention and initiative and hastened the industrial development of the country. But it also encouraged the spirit of reckless speculation which has placed a heavy burden on present and future generations. It furthered exploitation of natural resources, as if they were incapable of being exhausted. Conservation of the public domain and restoration of wornout land to fertility are the penalties we have to pay. Without abundant store of natural resources, equal liberty for all is impossible.

There is little genuine freedom possible without a reasonable degree of security of work and of income. Nor does the restriction of freedom end with the immediate victims of unemployment and insecurity. The rising tide of protest by business men against taxes imposed by public relief shows that they too feel that their range of productive activities is being limited. Few of them, however, go into the causes which produced the situation.

One further illustration of the way in which existing conditions limit individual freedom is found in the rapid growth of narrow nationalism. It would be a great mistake to suppose that constraint of freedom is confined to the countries

IX

of Europe which are governed by dictators. Because of acute nationalism every nation at present lives under the burden imposed by past wars and under the pall of threat of future wars. There is no single force so completely destructive of personal freedom as modern war. War is a kind of wholesale enslavement of entire populations.

There is one domain, however, in which fear of government action never became dominant in American life. That is the domain of education. The American faith in education has been grounded in the belief that without education the ideal of free and equal opportunity is an idle fantasy.

This fact imposes a great responsibility upon the schools. What have they done to bring the social-economic goal of freedom nearer realization? What have they failed to do? What can and should they do to combat the threats which imperil freedom?

Such questions call attention to another phase of freedom—intellectual freedom. The Bill of Rights in the Constitution guarantees freedom of belief, of speech, of the press, of assembly, and of petition. Eternal vigilance is indeed the price of such liberties. The enemies of liberty of thought and expression, especially where such liberty might encroach upon privileges possessed, are organized and determined.

The ultimate stay and support of these liberties are in the schools. For it is they more than any other single agency who are concerned with the development of free inquiry, discussion, and expression. The schools have the responsibility of seeing to it that those who leave its walls have ideas that are worth thinking and worth being expressed, as well as having the courage to express them against the opposition of reactionaries and standpatters.

Unless the spirit of free intelligence pervades the organization, studies, and methods of the schools themselves, it is idle to expect them to send out young men and women who will stand actively and aggressively for the cause of free intelligence in meeting social problems and attaining the goal of freedom.

X

FAIR PLAY" and "equality of opportunity" are two of the most familiar slogans in the United States, yet our national life seethes with conflicts over unfairness. Recall examples of unfairness in your own community. Is there prejudice against certain racial groups? Is there discrimination against workers? Is there misleading advertising? Is the deathrate higher among low income groups?

The principle of fair play may be stated as follows: "Men must play the game of life so that *each* will get as much as possible out of it." There must be fair play in all fields of human activity—domestic, social, religious, esthetic, educational, political, and economic—and everybody must be admitted to the game. There must be fair play between nations.

Many of our rules of fair play are outmoded. The sharply competitive rules of the frontier are not adequate in a cooperative city life. The rules affecting economic security, in particular, have not been revised to cope with new situations. It is as if we attempted to govern automobile traffic with the same rules of the road which were sufficient for oxcarts.

Two methods of securing fair play are actively in vogue: the compulsory and the voluntary. *The compulsory method* is chiefly represented by government, which enacts detailed requirements for fair play into law and enforces them, with the support of public opinion, thru courts, arbitrators, administrators.

Since the question of economic fair play holds the center of the stage, most of our illustrations will be drawn from that field. Until economic fairness is obtained on a reasonable basis, everything else will move along haltingly.

Our machinery for producing and distributing goods, and our financial institutions have grown so large and complex that if they are not skilfully operated for the social good, immense trouble and suffering result. If these facilities were properly operated, and the product well distributed, poverty could be abolished and all could live in relative abundance. If we are to have a chance at fair play,

we must first have a radically modified set of rules which will permit the government of industry and finance explicitly for the general welfare and not for private profit. Democracy must be extended to industry; workers, farmers, and consumers must exercise a franchise in the economic government.

Another step toward fair play is the curbing of cut-throat competition. The government must regulate private industry without creating a monopoly or else it must operate industry itself. If the industrial community cannot reorganize its affairs to provide at least the minimums of public welfare, then the profit system is doomed. A widely observed sense of trusteeship must replace the lust for profit.

In the game of American life government must be umpire, standing above conflicting interests and in our democracy "by majority vote deciding those interests and compelling standards which are in the public interest."

The voluntary method of securing fair play, is secured thru selfdiscipline by organized groups. In many professions, such as law, education, and medicine, the rules of fair play are embodied in written codes. The growing spirit of fairmindedness has also inspired an enormous range of efforts to secure fair play thru voluntary groups of a more general type than the professional ones. For example, legal aid societies seek to insure legal representation for the poor in court; interracial committees seek better understanding between Negroes and whites and fair play for Negroes in education, government, and industry; limited dividend corporations erect needed housing.

Our people now conduct their affairs under the inspiration of individualistic ambition or group loyalties—loyalties to fraternities, unions, race, and other associations. The problem is to broaden the boundaries of American loyalty to the nation and the world at large. The bitter experiences of millions, the increased capacity of Americans for considering both sides of questions, their schooling in associational life, have helped prepare the public for social thinking and acting.



H. Armstrong Roberts

Education for fair play must take place in the laboratory of group experience—group feeling, thinking, discussion, and action. Life situations must be studied in the schoolroom. The schools must also square their own practices with fair play principles. Can interracial understanding be secured, for example, if schools discriminate between Negro and white students?

As to specific political and social solutions, the teacher should present all sides of controversial questions and encourage students to make their own decisions on the basis of fact. The social studies offer a rich field for education of the here-and-now variety, for probing into local industrial, social, governmental issues.

Community and home activities are also effective in developing fair play. Group experience in dramatics, orchestras, playground programs and camping, and clubs provide fruitful conduct situations. The programs of Scouts, 4-H Clubs, and other agencies foster community service.

We conclude, then, that fair play in the United States, particularly that represented by the concept of social justice, can be secured lastingly only by a shift from narrow individualistic and group loyalty to a loyalty to the common good. This shift will be difficult but the American people are better prepared for it than ever before in their history. This loyalty can be created by training in the home, school, college, and community.

WHETHER these goals shall mean much or little depends on the individual teacher. These goals look forward to a peaceful adjustment of the many problems which now face the people and toward the greatest advance in human wellbeing the race has known. It is thru such processes rather than war and political pressures that mankind in the future must win its way forward.

Of necessity such broad purposes must be stated in general terms. It is for the teacher and the school head to translate these statements into concrete plans of action which touch every phase of the school's life: The character of teachers employed; relations between teachers and pupils, between school and community; the character of the building; the recognition on the part of the community as a whole that the school is the instrument thru which it must work out its destiny in an intelligently managed order. Times of rapid change are not only full of fears and discouragements; they are full of hope, literally bristling with opportunities to achieve quickly gains which under other conditions would seem impossible.

In the limited space available in these pages, or in the complete report of the Committee, it has not been possible to work out in detail the application of these goals to each of the grades in the elementary school and to the work of highschools and colleges. But the implications are clear so that any resourceful teacher who wishes to strengthen his own work and to make a contribution to the general good is in a position to do so. We shall get nowhere by following a policy of drift. Only by fixing our minds on right purposes and working steadily toward them can we achieve a future worthy the school system of this country.

Let educational workers on every level of the school system get a copy of the Committee's report, *Implications of Social-Economic Goals for Education* (NEA, 25¢ a copy, 126p). Study the report both individually and in study groups. Provide copies for the faculty and board of education. Discuss the goals in faculty meetings.



Courtesy, Washington Post

For Further Study

There are people into whose heads it never enters to conceive of any better state of society than that which now exists—who imagine that the idea that there could be a state of society in which greed would be banished, prisons stand empty, individual interests be subordinated to general interests, and no one seek to rob or to oppress his neighbor, is but the dream of impracticable dreamers, for whom these practical level-headed men, who pride themselves on recognizing facts as they are, have a hearty contempt. But such men—tho some of them write books, and some of them occupy the chairs of universities, and some of them stand in pulpits—do not think.—HENRY GEORGE.

Give copies of the report to ministers and leading citizens in the community. Suggest to the local editor that the various sections be reprinted as a series. Call the report to the attention of such groups as civic and professional clubs, young people's groups, farm organizations, and parent-teacher associations. Such groups may sponsor public forums to discuss the goals. For example, a forum on "Education for Security" will include the second, seventh, and eighth goals.

In the schools themselves, far-reaching changes have already been made in the curriculum to better prepare young people to achieve the nation's social-

economic goals. More than two hundred outstanding school programs are cited in the descriptive bibliography published as a separate part of the Committee's report, *Creating Social Intelligence* (NEA, 50¢ a single copy, 196p). These cases endeavor to answer the question, "What can the schools do?" A few principles may be drawn from the report:

[1] School experiences should be as intimately related to the regular life experiences of the learners as possible.

[2] Social and economic studies should have a larger place in the curriculum.

[3] The pupil rather than the subject must be the center of the teacher's interest.

[4] The evils of indoctrination must be avoided by using sound methods of teaching.

On every level of the school system the goals should be built into the social studies curriculum. Under each goal, let the student ask what he can do to bring about its realization in community, state, nation, and world.

In junior and senior highschools the goals may be particularly related to local problems. Encourage young people to study these goals in relation to their own homes, their neighborhoods, and the industries and enterprises of their communities. Is there security or lack of it? Order or disorder? Fair play or control by a few? For a study unit, see NEA JOURNAL, Nov. 1934, p205.

The goals are welladapted to student debates, the public invited, or to special assembly programs in which the goals may be used for the subject of talks by students. Suggestions for vitalized commencement programs based on the goals will be found in the 1938 Commencement Packet (NEA, 50¢).

The following materials in the social studies field will be suggestive:

[1] "Improving Social Studies Instruction," Nov. 1937 NEA Research Bulletin, 60p. 25¢; [2] 1936 Yearbook, Department of Superintendence, "The Social Studies Curriculum," 480p. \$2; also the 1935 Yearbook on "Social Change and Education," 384p. \$2; [3] 1935 Yearbook, Department of Elementary School Principals, "Socializing Experiences in the Elementary Schools," 416p. \$2; and [4] *The Unique Function of Education in American Democracy*, 129p. 50¢, Educational Policies Commission.

Let Students Write Their Own Life Histories

CARL G. WINTER

FIRST STUDENT HISTORIANS, then history students, is the way I start my United States history classes. The first assignment given to them is the writing of their life histories. This history is to start as far back as they can remember and progress to the present in chronological order, including all the events important in their lives.

Writing autobiographies has many values for the students. They view themselves, perhaps for the first time, objectively and a few even weigh their actions and achievements. Early childhood events seem unimportant and are forgotten, while the present looms larger and more important. Later, when our country's history is studied, it is easier for the student to see why in our early history only a few events stand out while in our present history many more events may be recorded of a period. Writing their life stories gives the students a feeling for the continuity of history.

The teacher will find that the writing of life histories aids him in obtaining a picture of the individual pupil, altho I do not feel that this is the prime purpose of the assignment. Types of students and individual interests are easily found because students stress events in those fields of activity in which they are interested. For instance, athletically-minded students tell of their thrill in some game they helped win, or how they learned to swim. Frequently certain psychological traits are told which the teacher can help to correct by judicious study and aid to the individual. Shy students will tell of having stage fright, or some other embarrassing situation, which, unknown to the student, has conditioned him since.

Life histories perform a further service to the teacher in keeping students busy while classes are being organized, books issued, and the like, because this first assignment is written in class.

The histories show how car-minded

we have become, for over one-half of last year's histories told of the writer's being in a serious car crash. Our school is a rural highschool with almost everyone owning some kind of motor vehicle.

A large majority of students like and want to be in school. Many tell how hard it is to persuade their parents to let them come to school and what sacrifices the students make to continue.

There also is a positive correlation between travel and the selfsufficiency or mental maturity of the pupil. Those who have traveled are usually surer of themselves, less bashful, and more mature in their actions and attitudes.

Another tendency noticed is that a number of years ago students remembered the World War or post-war events such as the Armistice or a relative's homecoming. This made the war a part of his generation and experiences. His feelings were rather strong in contrast to the student of today who thinks of the war as something that happened very long ago. Today's generation thinks of the World War as happening soon after the Civil and Spanish American Wars, just as an older generation thought of the American Revolution and the Civil War as a unit.

The next assignment, which is to be done outside of school, is for the student to write the life history of his parents. Several cautions must be given. One, that the parents are involved only in order to aid the student in learning about the continuity of history and that the teacher is not trying to find out anything about the parents. This must be stressed, as many parents feel the assignment is a ruse to gain information about themselves. I make it a rule to treat the histories in strict confidence, read and pass them back as soon as possible. Another caution is that parents are to tell their stories chronologically from infancy on. Another, that the histories are to tell only what the parents feel has been important in their lives.

Most students find that parents do not mention the same events that their children do, unless it was an event of importance in both their lives, such as a serious illness. This difference between parents' and children's stories can be used to show how events in history are judged in importance by the way that they affect the lives of the people.

Parents' lives also show the student how important world events, such as the declaration of war or the Armistice, are remembered and used to group individual experiences around. The outside world exists in a haze in pupils' minds, and the parents' stories help the child to realize that he is a part of a larger world. Some pupils have told me that they learned of interesting experiences of their parents for the first time thru this assignment. Teachers will find that parents' histories will give an excellent background to the student.

This assignment is followed by one in which a grandparent's life is told or the history of the home or locality given. Most students will not be able to write a grandparent's history and may substitute the history of the locality.

Those writing on the history of their home or locality discover some aspects as to how the historian works, for frequently they will interview three or four people who have knowledge of the history of the locality. This should be suggested to them as one of the ways that they can learn about the area. Occasionally, students will ferret "old timers" of whose existence historians of a locality may not be aware, but whose knowledge and memory of early times are excellent. Some pupils produce actual title deeds to land giving its history, or go to the county courthouse, which is about fifteen miles from school, to obtain information. Much interest is aroused by having some student find two "old timers" whose stories differ or find the oral and written accounts to be different. A little training in the use of historical judgment as to the value of evidence can then be given.

Students approach the study of United States history with a better understanding of historical problems and a better ability to assimilate history after they have had the experience of being historians themselves.—From an article in *The Social Studies for Secondary School Teachers*, Oct. 1937.

ATLANTIC CITY

offers

— plenty of hotel accommodations

— many dining rooms

— excellent exhibit space

— meeting halls within easy walking distance

*— and the salt breath
of the deep sea*

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, FEBRUARY 26-MARCH 3, 1938

SCHOOL SUPERINTENDENTS attending the Atlantic City convention of the American Association of School Administrators will have a variety of program offerings from which to choose. The general sessions and smaller meetings of the Association itself, together with those of the twelve allied departments and organizations and some fifty other groups, will enable the convention visitor to listen to or to participate in a consideration of almost every educational problem with which he may be concerned.

Superintendent Charles B. Glenn of Birmingham, Alabama, president of the American Association of School Administrators, will preside at the ceremonial opening of the exhibits at 2:00 o'clock Saturday afternoon, February 26, in the Auditorium Exhibit Hall. The public address system will make it possible for everyone in the great hall to hear the three-minute address of welcome by Mayor C. D. White of Atlantic City and the response by President Earle F. Opie of the Associated Exhibitors. The brief ceremony will be concluded by the raising of the American flag as Dora Davies Williams, popular soprano, sings one verse of "The Star-Spangled Banner."

The National Society for the Study of Education will have two significant meetings, both on Saturday, in the Ballroom of the Atlantic City Municipal Auditorium. At the afternoon meeting, Part One of the Society's yearbook entitled, "Guidance in Educational Institutions," will be presented. It was prepared by a committee of which Grayson N. Kefauver of Stanford University is chairman. In this volume, a new and broad concept of guidance is set forth, embracing school counseling, orientation of new students, personality development, the adaptation of instruction, and the transition from school to community life. The afternoon program will stress guidance in its relation to the modern curriculum, to personality development, and to college work. A panel discussion by the speakers and members of the yearbook committee will conclude the program.

Entirely independent of the first section of the National Society's yearbook is Part Two, entitled, "The Scientific Movement in Education," which will be presented at the Saturday evening meet-

Something for Everyone

at ATLANTIC CITY

FEBRUARY 26-MARCH 3, 1938

ing. Frank N. Freeman of the University of Chicago is chairman of the committee which has prepared this volume. Its cardinal purpose is to show in what ways, to what extent, and with what consequences the scientific method of approach in educational studies has influenced educational theory and practice.

Dinners, always a convention feature, will be more colorful than ever at Atlantic City. College dinners are scheduled for Wednesday evening, as usual. For those who do not attend a college dinner, President Glenn has arranged a Friendship Dinner in the Auditorium at which over two thousand guests are expected. At the conclusion of the after-dinner entertainment, the guests will repair to a dazzling ice carnival in the arena.

On Saturday evening, February 26, the Department of Secondary-School Principals will have a banquet in honor of Charles H. Judd, at which President Robert M. Hutchins of the University of Chicago will be the principal speaker.

On Monday evening, the American Educational Research Association will hold its annual dinner. The banquet of the Associated Exhibitors will be at the Traymore Hotel on Tuesday evening.

McGuffey Readers will come into their own once more on Monday evening, February 28, as those attending the annual banquet of the Department of Elementary School Principals at the Traymore Hotel make or renew acquaintance with these classic schoolbooks. The *McGuffey Readers* were written several generations ago, but their influence on education still continues. William Holmes McGuffey, impersonated by Professor Ernest Horn of the State University of Iowa, will be present on McGuffey Night to supervise the teaching of a class of twelve "scholars" who actually studied *McGuffey Readers* in schooldays long ago. School Mistress Mary E. Leeper, executive secretary of the Association for Childhood Educa-

tion, will teach the class, with Professor C. A. Fullerton of Iowa State Teachers College as musicmaster.

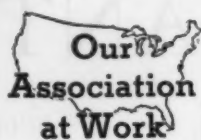
Persons attending the winter meeting for the first time frequently find it difficult to get acquainted in the face of the many activities crowded into convention week. A new convention event will be a reception and tea for new members at the Ambassador Hotel on Monday afternoon, February 28. President Glenn, members of the executive committee and past presidents will act as hosts on this occasion.

Railroad identification certificates, long familiar to convention goers, are no more. With the general reduction of fares something over a year ago, special rates for conventions were discontinued. However, reduced round-trip fares to Atlantic City are available from many points, particularly from the West and from the South. It is suggested that those interested confer with ticket agents in their home towns to ascertain what reduced round-trip fares may be effective and which routes will best meet their requirements in making the trip to the convention.

Whether one approaches Atlantic City from the North, West, or South, he will probably pass thru one of three interesting cities—Washington, Philadelphia, or New York. In each of these cities, headquarters will be open where those on the way to or from the Atlantic City convention may call for information, make sightseeing arrangements, or meet their friends. At Washington, the headquarters building of the National Education Association at 1201 16th St., N.W., will welcome visitors during the week. The Philadelphia Elementary School Principals Club, with headquarters at the Benjamin Franklin Hotel, will act as hosts to visiting educators in the City of Brotherly Love. In New York, the information service will be located at the Hotel Pennsylvania.

Curriculum Reconstruction

THE RECONSTRUCTION of the curriculum has been an important project of the National Education Association for more



than half a century. The "Report of the Committee of Ten," published in 1893, is a conspicuous milestone in the history of American education. The preface of the 1894 reprint of the report carries the following significant statement:

"While there is much diversity of opinion respecting many of its recommendations, there is substantial agreement that this report is the most important educational document ever issued in the United States."

Dr. Charles W. Eliot, president of Harvard University, 1869-1909, and president of the NEA, 1903, was chairman of the committee and associated with him were such eminent leaders as William T. Harris, James B. Angell, and Henry Churchill King. This report marked the definite beginning of the emancipation of secondary schools from the domination of college entrance requirements, interpreted largely in terms of mathematics and ancient languages. It included the findings of nine national conferences made up of leading educators in as many subject fields and its progressive character is suggested by the following paragraph:

"The public will doubtless be impressed at first sight with the great number and variety of important changes urged by the conferences; but on a careful reading of the appended reports it will appear that the spirit of the conferences was distinctly conservative and moderate, altho many of their recommendations are of a radical nature."

The "Report of the Committee of Fifteen," published in 1895, is another important pioneer document in the fields which it covered: the training of teachers, the correlation of studies in elementary education, and the organization of city school systems. This committee included such leaders as Andrew S. Draper, William T. Harris, James M. Greenwood, and William H. Maxwell.

In 1910 the NEA Department of Sec-

ondary Education adopted resolutions requesting the colleges to discontinue the entrance requirement of a second foreign language and to recognize as electives all subjects well taught in the highschool. A committee of nine on "The Articulation of the High Schools and Colleges" was appointed and reported under that name in 1911, 1912, and 1913. The committee recommended in 1911 that the completion of practically any broad, well-planned, highschool curriculum should be accepted as preparation for college.

In 1912 this committee recommended that a "Commission on the Reorganization of Secondary Education" be appointed with twelve subcommittees to study the reorganization of highschool subjects. This was done and among those who served on the Commission and its subcommittees were Thomas H. Briggs, P. P. Claxton, Alexander Inglis, Henry Turner Bailey, James F. Hosis, and William H. Kilpatrick.

"Cardinal Principles of Secondary Education," issued in 1918, is another important milestone in the history of curriculum revision. More than 130,000 copies of this report have been distributed in pamphlet form and condensed statements of the "Seven Objectives" have been reprinted in thousands of publications. This report, prepared by the "Commission on the Reorganization of Secondary Education" as a guide in directing its studies, was one of fifteen published by the U. S. Bureau of Education.

The curriculum yearbooks published by the Department of Superintendence of the NEA were prepared in response to the growing need of further study in the field of curriculum reconstruction. They also further stimulated the movement on a nationwide scale. These yearbooks, prepared by national leaders, are still recognized as authoritative sources:

"The Nation at Work on the Public School Curriculum" (1926); "The Junior High School Curriculum" (1927); "The Development of the High School Curriculum" (1928); "The Articulation of the Units of

American Education" (1929); "Character Education" (1932); and "The Social Studies Curriculum" (1936).

Several *Research Bulletins*, by their wide distribution and suggestive character, also gave added impetus to the movement. Among these were:

"Keeping Pace With the Advancing Curriculum" (Sept. and Nov. 1925); "Creating a Curriculum for Adolescent Youth" (Jan. 1928); "Education for Character" (Mar. and May 1934); "Modern Social and Educational Trends" (Nov. 1934); "Creating Social Intelligence" (May 1935); "Better Reading Instruction" (Nov. 1935).

The NEA Department of Secondary-School Principals has recently given major emphasis to the problem of curriculum reconstruction thru the work of its committees. Each of its national meetings since 1917 has included the curriculum as an important part of its discussions. The Committee on Orientation, in its statements regarding the "ten issues" and the "ten functions" of secondary education, has attracted much attention and has pointed schoolmen once again to a critical, constructive examination of the secondary-school curriculum. This Department is now sponsoring a "discussion group project" designed to stimulate discussion, evaluation, and study of the "issues" and "functions." Thru this service hundreds of discussion groups are concentrating their attention upon these problems. Out of this work it is hoped that ways and means will be found whereby needed changes in the secondary-school program can be effected.

Other Association departments have likewise directed the attention of their members to the problems of curriculum reconstruction. These include:

Bulletins of the Department of Rural Education: "Organization of Curriculum for One-Teacher Schools" (Feb. 1933), "Economic Enrichment of the Small Secondary-School Curriculum" (Feb. 1934); the 1935 Yearbook of the Department of Elementary School Principals, "Socializing Experiences in the Elementary School"; Yearbooks of the Department of Supervisors and Directors of Instruction: "Materials of Instruction" (1935), "The Development of a Modern Program in English" (1936), "The Changing Curriculum" (1937); and Volume VII, No. 2, of the *Review of Educational Research*, "The Curriculum" (Apr. 1937).

—T. D. MARTIN

STRUCTURE *and* ADMINISTRATION of PUBLIC EDUCATION

The Educational Policies Commission submits its conclusions on certain urgent problems facing the public schools. This article is a condensation of a longer report which may be obtained free on request from the Commission, 1201 16th St., N.W., Washington, D.C.

EFFECTIVELY FREE EDUCATION—The American ideal of equality of opportunity thru education has not yet been fully realized. There are children for whom meager educational opportunity is provided. There are others who because of the lack of sufficient economic resources have been denied the opportunity for education at the secondary and higher levels. Effectively free education involves, in addition to free tuition, the provision of books and educational supplies, of transportation where children live remote from the schools which they should attend, and of maintenance grants which may be necessitated by the low incomes of the families from which pupils come.

Scope of American education—Education should be provided for all children and young people so long as their continued schooling is clearly indicated as desirable to society and to the individual on the basis of his ability, ambition, and character. The old distinction between elementary and secondary education, based on the selective character of the latter, is rapidly disappearing. Our schools now enrol approximately 60 percent of the population between fourteen and seventeen years of age inclusive. Significant educational opportunities should be provided for an even larger percentage of this group. In the latter years of the secondary-school period terminal courses should be provided for those for whom such opportunities are individually and socially desirable. Examples of this type of adjustment are found in vocational schools and in the technical and business courses now offered in institutions of junior college grade. Free public education should include higher education for exceptionally able young people who should prepare for professional pursuits or engage in study and research.

However adequate the opportunity in elementary and secondary schools maybe, there will always remain the need for education in adult life. Among the opportunities which should be included in a comprehensive program of adult education are training for vocational readjustment, the study of social and political questions, opportunity for the creative use of leisure time, and guidance in the pursuit of intellectual or artistic achievement.

Reorganization of units of attendance and administration—There is need for the reorganization of units of school attendance and of administration. This is peculiarly true in sparsely settled areas. Desirable improvements in education can often be brought about thru consolidation of small schools and provision of transportation. When larger schools are organized in the rural areas, a more generous program can be provided without greatly increasing the cost. It is possible, as well, to extend the period of education to include a complete secondary school, and sometimes to add technical training at the junior college level.

The small unit of administration which prevails in many states makes difficult if not impossible the provision of competent professional leadership. A school system should be large enough to provide a differentiated curriculum which takes account of the varying needs of children, and to make available the services of supervision, health and physical education, census, attendance, research, and the like.

Education a unique function of government, independent in control, administration, and finance—One of the most important considerations in the administration of schools is the autonomy enjoyed by the local board of education in the development and maintenance of the schools. The state should set

the general pattern within which the local school system is developed. It should make available to local communities the services of supervision and research. The unique function of education in our society requires that its control and administration be set apart from the branches of government which are commonly changed in personnel and in policy by the votes cast at a single election. Schools should not be removed from the control of the people; rather, the people should be enabled to act directly in this most important area of government.

In line with this fundamental principle, the board of education elected by popular vote commonly enjoys full responsibility for the determination of the program of education and its support. Denial of this independence has been found where the board of education becomes subordinate to the executive authority in local government thru the appointment of its members, or to the fiscal authority thru review of the education budget. These practices have tended to deny to the people the possibility of expressing their will with respect to the educational program and its support.

Cooperation with other social agencies—The school has a responsibility for the welfare of children greater than that enjoyed by any other social agency. It accepts the obligation to see that every individual in its care is given opportunity to develop his potentialities to the fullest possible degree. It often serves best when it acts as an agency for the coordination of the necessary health, welfare, recreation, and other services. The school must therefore rely not only upon its own budget and personnel but also must cooperate fully and intelligently with many other agencies.

Participation of teachers in the formulation of educational policy—Schools are organized for the sake of educating children, young people, and adults for participation in our democratic society. Those who contribute to the common good must base their participation upon independent thinking and broad sympathy. They must learn to work in cooperation with others for the realization of their common ideals. If we seek to

develop these traits in the lives of those enrolled in the schools, we must be sure that they are characteristic of teachers.

No one is in better position than the teacher to speak with authority concerning the number of children who can be organized successfully for group work. The judgment of competent teachers will furnish a sound basis for the choice of educational materials and supplies. Teachers achieve their highest efficiency when they work under physical conditions which are conducive to satisfaction and comfort for themselves and for those in their classes. If they are to attain their greatest efficiency, the services provided for securing regularity of attendance, for the promotion of the health of pupils, for their guidance and adjustment, both within the school system and in the larger community, must be understood and be participated in by teachers. Teacher participation in the determination of educational policies is not only a matter of individual understanding and service but more significantly a matter of group discussion and recommendation.

There was a time when a traditional curriculum was imposed upon teachers and pupils. With the development of the teaching profession, the revision of the curriculum has come to involve the very highest type of professional endeavor on the part of all teachers. The release of teachers from classroom duties for work in the development of school curriculums is one indication that administrators are eager to secure the contribution which must be made by those who work with boys and girls.

Teachers should also consider matters of policy which lie outside the areas of curriculum and methods of teaching. Revision of salary schedules, improvement in standards for selection of professional workers, determination of policies having to do with the tenure of teachers, provision of retirement allowances—all are matters for serious professional consideration by teachers. And so for every other major matter of policy presented to the board of education for determination.

The place of the responsible executive—However adequately all members of the staff of a school system may contribute to the development of policy, there remains the necessity for the competent executive in the administration of the schools. All members of the staff

may thru their representatives present recommendations to the board of education for review and for determination. When a policy or program has been adopted by the board of education, sound administration requires that the chief executive officer—the superintendent of schools—in cooperation with principals of the individual schools and with the assistance of those who render special services, carry the adopted policies into effect. This does not contemplate or require regimentation. It does, however, demand that degree of uniformity which makes possible the realization of the program adopted by the board.

State responsibility for education—In the administration of education within the state it is desirable to place responsibility in a state board of education. This body should have responsibility for the selection of the chief state educational officer. Members of the state board of education should be named by the governor from the state at large, and confirmed by the legislature. The members of the board should enjoy long, overlapping terms, to the end that no governor be required to appoint a majority of the members of the board during a single term of office. The staff of the state department of education should be chosen on the basis of merit, without reference to party affiliation or place of residence.

State responsibility for school support and for stimulation of local initiative—The state should guarantee an acceptable minimum program of education in all administrative areas within its borders. The burden of taxation in support of this program should be equalized among all of the people of the state. This will require a larger contribution to the support of education out of state funds than is now commonly the case. The state department of education, thru the activities of the professional executive supported by a staff of highly competent professional workers, should supply the research, experimentation, and leadership which will stimulate local communities to their highest endeavor.

Federal participation in school support—The states vary greatly in wealth and in income as related to the number of children to be educated. The people of the nation move from state to state as economic opportunity beckons. These conditions, together with the well-established fact of our economic interdepend-

ence, require the support of public education on a nationwide basis. Federal support should be based upon the need for support in relation to the ability of each of the several states to finance an acceptable minimum program of education. Federal funds should be distributed among the states on an objective basis. Ideally and in the long run, federal support for education should be provided for the purpose of encouraging all types of public education within the states. In the light of current practice, it is desirable that moneys already allocated by the federal government for particular phases of education be continued.

Federal support without federal control—Legislation providing for federal support for education should be based upon scientifically determined measures. We have available a body of tested experience in the apportionment of state funds for education and evidence of the variations in the needs and abilities of the several states to support public education. Appropriations, determined by the needs of the several states in relation to their ability to support education, should be turned over to the states without specifying the particular phase of public education to be supported from these funds. No distribution of funds should depend upon the exercise of discretionary authority by any officer of the federal government. It is sound policy for the federal government to contribute to the support of education within the several states without seeking to control or to administer the schools or to determine curriculums or methods of teaching. Any good that might come from federal support would be more than outweighed by the evil that would arise were control and administration to be vested in the central government.

The American tradition of state and local control in the administration of schools is sound. Decentralization makes possible experimentation and enables us to adapt our schools to the needs of the people living in greatly varying areas. It denies to any group or party temporarily in control of the central government the opportunity thru propaganda to regiment the thinking of the American people. It calls for acceptance by the people of responsibility for the development of this most significant public service. Local administration of education is the school of democracy.

Federal Charters *and* Licenses for Corporations

THE BILL I have introduced in the United States Senate to provide a national system of licenses and charters for corporations engaged in commerce among the states goes to the heart of the issue now rapidly developing in American politics—whether there shall be more or less government in ordinary economic affairs of the people. The American theory of government from earliest times has been, "that government is best which governs least." But for fifty years the government has been expanding.

On June 30, 1936, exclusive of those enlisted in the army and navy, there were 824,000 federal employees. The number of employees who had regularly taken examinations and had been appointed under the civil service laws on that date was 498,000. On June 30, 1900, there were only 94,893.

This growth has been due to the fact that there is no public agency in the country except the federal government great enough to match the power of the huge corporations which now dominate our economic life. For a generation, as these corporations have grown, spreading across state lines, over-awing state legislatures, we have turned to Washington for protection of public interest.

On June 1, 1930, according to figures compiled by Berle and Means in their invaluable work, *The Modern Corporation and Private Property*, 200 of the largest nonbanking corporations had combined assets amounting to \$81,000,000,000, or approximately half the corporate wealth in the U. S. More important than this concentration of economic power in the hands of a few corporations was the fact that control of this wealth was steadily falling into fewer hands within the corporations.

The number of stockholders has been tremendously increased. Twenty-five years ago the stockholder who owned less than a hundred shares in any corporation was almost nonexistent. Today there are tens of thousands of stockholders owning from one to a hundred shares. They contribute the largest pro-



Joseph C. O'Mahoney

U. S. Senator from Wyoming, whose proposal merits the active support of everyone concerned with the future of our republic.

portion of the capital, but nothing to the control.

The commercial and economic life of our people, managed when the Constitution was drafted, by natural persons who exercised direct control of their property, is now managed by corporations, the stockholders of which exercise no control over it. It must be obvious that such a situation—ownership without control and responsibility—cannot continue.

Stockholders in these great organizations meekly sign their proxies in blank every year conveying to the managers unlimited power to do what they please with the money and assets of the corporation. Many of these managers use their powers to enrich themselves by the payment of huge bonuses, by entering into contracts with subsidiary corporations which they own, and by innumerable corporate devices, violating every rule of financial integrity. All of this has contributed directly to the unemployment problem.

Unless we establish a sound, equitable national rule for the selfgovernment of industry, there is no alternative but the continued growth of the bureaucracy at Washington.

When the Constitution was adopted, business was essentially local in its scope. The commercial relations among the states were carried on by individual traders. The corporation as an instrumen-

tal of commerce was practically unknown. Indeed, in those days Adam Smith predicted that the joint-stock company would never come into general use, because men could not be expected to manage other people's money with the same interest and efficiency they managed their own. What Adam Smith overlooked was that brilliant, ambitious men would rapidly learn how, thru the corporate device, to use other people's money for their own benefit and raise themselves to positions of economic mastery.

The framers of the Constitution recognized that the new nation should have control of national commerce, and accordingly it was provided that Congress should have the power to regulate commerce with foreign nations and among the states. Because the genius of our people has always been to give the individual citizen the largest possible freedom, this power was exercised only when absolutely necessary. Meanwhile the corporations created by the states began to expand.

A corporation has no rights; it has only privileges. It exists only by virtue of a grant from some government. Heretofore these grants have been made by state governments, and the principal cause for conditions which brought about the depression was the fact that these corporations, which control so large a proportion of the national wealth, are creatures of state governments which are without jurisdiction to regulate commerce among the states.

A few states, in order to invite the revenue which is derived from corporation fees, have made it possible for ambitious men to create interstate corporations under charters which give them unrestrained power to do as they please with the money of their stockholders and to exploit all classes of the people—labor, investor, and consumer. Officers and directors may actually vote themselves contracts by which they gain unconscionable profits at the expense of their stockholders.

This system was one of the principal

causes of the tremendous losses in stocks and bonds occasioned by the collapse of 1929. Unless we take steps to correct that situation now, in another ten years we shall have a collapse far greater than that thru which we are now coming.

When the depression came, the cities were unable to cure it. The states were unable to cure it. Even big business was unable to cure it, and the people finally had to turn to the federal establishment. Only by the action of the federal government was this country saved from complete disaster. Industry was just as powerless as the states. President Hoover wanted to stop the depression and he called the leaders of industry to Washington and asked them if they would not please do something about it. Nothing was done, because, altho the problem was national, economic power was in the hands of state corporations and the federal government was without statutory authority to establish a uniform rule and devise a national cure. So we had to use the taxing power and the power to borrow money.

We were without statutory authority, but we were not without constitutional authority, because the Constitution gives to the federal government the power and duty to regulate commerce among the states in the public interest. Corporations engaged in this commerce are instrumentalities of that commerce, and hence are subject to a constitutional exercise of federal power.

No state since the establishment of this government has been admitted to the Union until its constitution was approved by Congress. Yet we permit states which cannot set up their own government without consent of Congress to create corporations which dominate and control the entire commercial and industrial life of the country under charters which have never been submitted to any national authority for public approval.

Therefore, I propose that instead of permitting this national commerce to continue to be controlled by corporations created by the states, we pass a federal law which shall clearly define the corporate powers of all interstate corporations.

The proposal embodied in my bill is not intended to clothe the federal government with any new power or give to any agency of Congress new authority

to direct business. Because laws like the Interstate Commerce Act and the Federal Trade Commission Act have given federal boards discretionary power, most people when they hear of federal licenses and charters conclude that this means more interference by government in private business. I am trying to get away from that sort of interference. I am trying to get back to fundamental principles. I am trying to restore to business the power to govern itself rather than to vest any new powers in the federal government.

I would require every corporation engaged in commerce among the states to take out either a federal charter or license. The charters are for corporations yet to be created. The licenses are for corporations already created. By a license I do not mean a permission to do business which can be granted or withdrawn according to the will of some government official. The word is used merely to indicate the authority granted by the people's government to natural persons to engage in business among the states as a corporation but on terms and conditions which public conscience recognizes as necessary if we are to have justice for labor, investor, and consumer. Into those licenses and charters will be written the fundamental powers of the corporation, defining what it can and cannot do.

Instead of giving more power to government officials to distinguish between "good" and "bad" trusts, I propose to take away from corporations and from corporate managers the corporate power to do the things which experience teaches us lie at the basis of our economic ills. Under the proposed federal charter or license, no officer or director would have the power to deceive his stockholders, to enter into contracts against their interest and for his own benefit.

How important this is may be judged from the report issued by the Securities and Exchange Commission on December 26, 1936. This Commission has made a study of the holdings of officers, directors, and principal stockholders in the 1736 corporations, the securities of which are listed on national exchanges. On December 31, 1935, these 1736 corporations with outstanding shares amounting to more than two billion, were controlled by 15,000 persons who owned only 21 percent of the stock.

This is not democracy; it is not Amer-

icanism; and until the way has been found to establish a national rule for these corporations, we shall not have found a permanent cure for our economic ills.

Most corporate managers are altogether honest and efficient. Most corporations are created by states which do not have the loose corporate laws that have caused most of our trouble. But as long as even one state permits loose charters, then those few persons who desire to use the corporate device to exploit all the people may and will continue to do so. If this continues, then, as certainly, will continue the expansion of the federal power. And if the federal power continues to expand, then to a greater and greater degree the freedom of the individual will be controlled.

It is not necessary to have either a centralized bureaucracy or centralized money power controlling the affairs of the people of this nation. All that we need to do is to provide a system of national charters for that national commerce upon which our economic life depends. The bill I have introduced points the way we must go if we are to preserve our American ideals of individual liberty.

After seven years and the expenditure of billions of dollars by the federal government, creating the largest national debt in all history, we still have in the United States eight or nine million unemployed persons, of whom about 2,350,000 are employed on federal work projects, with almost 500,000 employable persons on relief rolls ready and anxious to work, but for whom no work is provided. In addition, it is estimated that there are at least 4,000,000 persons who have not written their names on relief rolls but who are without employment of any kind and without resources. The government cannot continue to support these people on a miserable security wage. The way must be found to absorb them in commerce and industry, and this we cannot hope to secure until we establish a national rule for national commerce—a rule which shall banish child labor and which by some reasonable provision for minimum wages and maximum hours will increase the consuming power of the masses of the people, without which we cannot solve the unemployment problem.—From a radio address by Senator O'Mahoney.

NOTES and ANNOUNCEMENTS

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WITH JOURNAL AUTHORS—

MARY SUTTON HOLLAND [4] teaches the seventh grade in the Charles H. Bruce School, Macon, Ga.

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MARGUERITE KEHR [6] is dean of women at the State Teachers College, Bloomsburg, Pa.

★

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The article on page 24 is the third in a series by T. D. MARTIN, director of the membership division, NEA.

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JOSEPH C. O'MAHONEY [27] is United States Senator from Wyoming.

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MY TRUST

I am a teacher—

And trusting, childish eyes

Look unto me confidently,

Their little hands in mine,

To follow me, to anywhere.

Be my way or high or low or middle ground

They follow.

Oh, let me feel

What mighty trust is mine!

I am a teacher—

And ardent, restless, longing youth

Look unto me expectantly,

Fulfillment of their dreams to aid.

As I lead they follow.

Oh, let me take the upper road

Leading to the heights

And they must follow.

A mighty trust is mine!

One there was

Known thruout the ages

And over all the world—

The Great Teacher,

Who leads forever to the Light.

His name I bear.

Oh, wondrous thought

That challenges my highest, best.

I am a teacher.

—CAROLINE S. WOODRUFF,

President, National Education Association

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Be sure to read the article on corporations [see page 27] and to use it in social studies classes. Ask your congressman for more material. If absentee corporations are allowed to overcharge the people, schools and other local enterprises cannot be supported.

Flag salute decision—Children whose religious beliefs forbid them to salute the American flag cannot be expelled from the public schools for failure to do so, Federal Judge Albert B. Maris has ruled. His ruling came in the case of two children, Lillian and William Gobitis, members of the Jehovah's Witnesses sect, who were expelled from a Minersville, Pa., school two years ago.—United Press Dispatch, Dec. 1, 1937.

The New York City Convention

—Thousands of teachers are planning the summer of 1938 to include attendance at the 76th convention of the National Education Association to be held in New York City, June 26-30, 1938, and summer enrolment in higher institutions of learning in New York City or other Eastern points.

The annual convention of the teachers has not been held in New York City since

[Cont. on page 30]

"OUR AMERICAN SCHOOLS"

OUR AMERICAN SCHOOLS, which began its seventh year on the air in October under the joint sponsorship of the National Education Association and the National Broadcasting Company, celebrated American Education Week, Wednesday, November 10, with a feature program from Arlington House, now called the Lee Mansion, in Arlington Cemetery. The broadcast of a program from some patriotic shrine during American Education Week is an annual custom of the NEA. Previous broadcasts of this type were held in the Statue of Liberty in New York harbor and from Washington's headquarters at Valley Forge.

Since American Education Week is celebrated that week which includes Armistice Day, it is appropriate that officers of the American Legion take part. National Commander of the American Legion, Daniel J. Doherty, delivered a brief address from Arlington House following the presentation of dramatic episodes from the life of Robert E. Lee. The episodes included Lee's crucial decision when offered at almost the same time the command of the Northern army and a position with the troops of Virginia. The drama portrayed also General Lee's acceptance of the presidency at Washington and Lee University following the cessation of hostilities between North and South. Emphasis was placed upon Lee as a great educational leader in reconstructing a war-torn South.

Our American Schools began October 13 a series of programs depicting the part that education has played and is playing in the building of a democratic nation. The series began with the development of education in New England along with the ideal of selfgovernment represented in the New England town meetings and in the independence of a people who had left their homeland to find freedom from political and religious domination. Succeeding programs portrayed the development of the school systems of the Northwest Territory, and dramatized the contributions to education of such men as Thomas Jefferson, Thaddeus Stevens, Ephriam



The NEA Broadcasters around the microphone at Arlington House. From five to twelve experienced actors take part each week on "Our American Schools." A studio orchestra of the NBC furnishes music for the programs.

Cutler, Henry Barnard, and James M. Greenwood.

After the special programs of the Christmas and New Year holiday season the NEA Broadcasters inaugurated a new series devoted to "what is going on in the American schools today and why." These programs are planned essentially for parents who are puzzled by the introduction into the modern school of courses and methods and objectives which were unfamiliar to them in their own school days.

More than a million posters and announcements of these broadcasts have been distributed. The programs are offered on the red network of the NBC. Additional stations are joining the acceptance list each week. It is hoped that before the close of the school year all of the stations on the red network of the NBC will be taking these programs locally.

Additional announcement folders are available free to schools, parent-teacher associations, civic organizations, and others who wish to give publicity in their communities to *Our American Schools*. Write to the National Education Association asking for free copies of these attractively printed leaflets in such quantities as may be used to advantage. The leaflets include announcements of the Saturday morning broadcasts of *Our American Schools* under the direction of Dr. Florence Hale each week, and of other programs broadcast under the auspices of the NEA.



This photograph of the Horace Mann Club, Future Teachers of America, Laramie, Wyo., High School, was sent to THE JOURNAL by Miss Bernice Clifton, sponsor of that organization. Does your school have a Future Teacher group? If so, we will appreciate receiving an account of its activities. THE JOURNAL has available a 50¢ packet for Future Teacher clubs. Order from the NEA.

1916. Delegates will look forward to the educational opportunities of the trip to New York in addition to the professional inspiration of a great meeting. Millions of people, including citizens of all nations, visit New York annually as a world metropolis and center of art, music, theater, and entertainment. Tours of New York City and side trips to spots celebrated in history and literature, from Sleepy Hollow to Fraunces Tavern, will feature the extracurriculum activities of the convention.

The headquarters of the New York meeting will be maintained at the Pennsylvania Hotel where delegates will register and exhibits will be displayed in the hotel's exposition rooms. Accommodations may be obtained in downtown hotels at prices that range from \$2. Some who plan to attend summer schools in New York City or its environs will find it convenient to establish themselves in summer school living accommodations far enough in advance to take advantage of attendance at the convention. For hotel reservations, write to the Hotel Committee, Room 1003, 12 East 41st Street, New York City.

Why not name a school for Horace Mann?—Every city and county in the United States should have one school named for Horace Mann. If schools which are so named will write to the Horace Mann Centennial Committee, 1201-16th St., N. W., Washington, D. C., special materials will be forwarded for the school library without cost.

Thomas Street School, Rome, N. Y., will henceforth be known as the Harvey E. Alter School, in honor of Mr. Alter, who in June completed 43 years of teaching, 17 of these as principal of this school. Mr. Alter is a life member of the NEA and of the Department of Elementary School Principals.

Phi Delta Kappa, professional education fraternity, has taken over the publication of *Educational Abstracts* formerly published in New York and edited by Norman J. Powell. Paul M. Cooke, executive secretary of Phi Delta Kappa, will be the editor and W. A. Stumpf, associate editor. The new address of *Educational Abstracts*

is Room 408, 1180 East Sixty-third Street, Chicago, Ill.

Nationwide American Education Week Poster Project for 1938—Plans have been completed for this project which will be of interest to those schools thruout the country which teach art. The plan is to have highschool students produce original posters in three colors. The best poster submitted will be selected as the official national AEW poster for the 1938 observance. Write to the Division of Publications, NEA, 1201 16th Street, N. W., Washington, D. C., for complete information.

The Department of Elementary School Principals has been receiving many requests for study outlines covering the 16th *Yearbook*. Dr. Samuel Berman, chairman of the Editorial Committee for the 1937 *Yearbook*, has made an outline for study of each chapter of this yearbook. Those groups using the *Yearbook* as a study text may secure a set of outlines for 25¢.

One hundred percent appreciation—Superintendent Stoops of Jacksonville, Ill., included the following paragraphs in his Nov. 17 *Bulletin to Principals and Teachers*:

I wish to congratulate the entire teaching force on reaching the 100 percent membership goal. As inadequate as teachers' salaries may be, they are approximately double what they were twenty-five years ago. During all these years, the *National Education Association* has worked incessantly to make teaching a real profession, with well-established standards of preparation, and with salary schedules which will attract our more promising young people into teaching as a life work.

Anyone who has spent two or three decades in the public schools will agree with me that the gain in technical training and teaching efficiency of our teachers has been marked. At the same time teachers have gained the confidence and respect of parents to a greater degree than ever before. The credit for this professional improvement and professional recognition is due largely to a continuous publicity program by the *National Education Association*.

We may feel proud of our membership in the greatest education organization in the world. Our membership fees help to continue the good work that has been so ably begun. This means additional public recognition of the worth of our public schools, additional respect on the part of the public for teaching as a profession, and additional financial support from local, state, and federal sources.

School interpretation thru radio broadcasts—Gordon Alford, a student in the Lewiston, Idaho, Highschool, reports to THE JOURNAL that a new series of radio broadcasts, designed to bring the people of the community into closer contact with the school, was inaugurated in October. Each week the local radio station brings its portable equipment to the high-school auditorium where a class broadcasts its regular recitation. The public is given an opportunity "to sit in on every class in the highschool and junior highschool."

The public schools of Salina, Kansas, celebrated during the week of November 15-19: The Horace Mann Centennial; the 100th anniversary of the establishment of the first kindergarten; the 75th anniversary of the establishment of the first public schools in Salina; and the 25th anniversary of W. S. Heusner's services as superintendent of the Salina schools.



Mrs. Rosalie Johannes Thorn

A rural classroom teacher has been chosen president of the Northwest Iowa Teachers Association. Three years ago a little group of Iowa teachers made up their minds that the rural teacher should be as much interested in professional organization and in the problems of education as teachers in cities and towns. They were convinced that the only effective method to bring the gospel of education to rural teachers was thru organization, and they started out to establish County Rural Teachers Associations. One of this group of live wire, highly professional rural teachers was Rosalie Johannes.

Two years ago she was chosen president of the Iowa State Rural Teachers Association and while holding that office she went from county to county all over Iowa urging rural teachers thru county superintendents to organize not only in the interests of the welfare of rural teachers, but more particularly in the interests of the children whom they taught. Quite a proportion of this traveling was done outside of school hours and at her own expense, because she believed in the worthwhileness of what she was undertaking.

Miss Johannes believed that teaching a rural school was just as important as the teaching of the largest school in the largest city in the state and that the children in rural schools were entitled to the same educational advantages as children in towns. She, therefore, turned [Cont. on page A-8]

WE INTERPRET FREEDOM too often in a negative sense as freedom from interference. It should have a constructive positive meaning. The fact that only one out of five teachers is enough interested in positive freedom to join the National Education Association is not to our credit as a profession. We should do better. What are you doing to interest others in NEA membership and professional growth?

New Life Enlistments

THE TOTAL NUMBER of Life Members enrolled in the National Education Association prior to December 1 was 5868. The following Life Members have been reported since the list was published in the December JOURNAL.

ALASKA—Richard B. Knotts
ARIZONA—Maurice Case
ARKANSAS—L. H. Taylor
FLORIDA—V. W. Clark
ILLINOIS—Harriet Allen, George B. Calhoun, Walter E. Dahm, John V. Leigh, Olive B. Ogden, F. C. Thomas
INDIANA—Simon H. Irick
KENTUCKY—James A. Cawood, Gretchen Berg Meyer, T. W. Oliver
LOUISIANA—C. J. Rordam
MICHIGAN—Edward Knighton, Dorothea Schaffer
NEW YORK—M. Donald Adolph, Ralph W. Haller, Emily A. Tarbell, Martin Wilson, Margaret Wylie
OHIO—John R. Goodrich, Dwight B. Ireland
OKLAHOMA—William D. Carr
PENNSYLVANIA—Frank P. Kyle, William C. Laderer, Jr.
TEXAS—Mary Pearl Collins
VERMONT—William Dustin White, Jr.

Completed Enrolments

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

NINETEEN YEARS

COLORADO—Greeley, Washington
GEORGIA—Americus, High
OHIO—Columbus, Fulton; Elyria, Allen, Garford, Gates, Hamilton, McKinley, Roosevelt

EIGHTEEN YEARS

COLORADO—Colorado Springs, Buena Vista, Washington
MAINE—Mapleton, Mapleton Public Schools, Castle Hill, Chapman, Mapleton Elem. High
NEW JERSEY—Bridgeton, Vine St.
OHIO—Marietta, Marion, Norwood
VIRGINIA—Norfolk, Clay
WYOMING—Cheyenne, Converse

SEVENTEEN YEARS

COLORADO—Arvada, Grade; La Junta, La Junta Public Schools, Columbian, Gardens, Jr. High, Boys' Club, Lincoln, N. La Junta, Park, Sr. High
ILLINOIS—Elgin, Columbia; Waukegan, Waukegan Twp. High
INDIANA—Hammond, Columbia, Kenwood, Riverside, Wilson
LOUISIANA—Grand Cane, High
MASSACHUSETTS—Brookline, Devotion
OHIO—Norwood, Allison St., Sharpsburg
PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, High, Baker, Curtin, East End, Eldorado, Emerson, Endress, Fairview, Franklin, Garfield, Irving, Jefferson, Keith Jr. High, Keystone, Lincoln, Logan, Lowell, Madison, McKinley, Miller, Noble, Penn, Pleasant Valley, Prospect Park, Roosevelt Jr. High, Special Teachers & Supervisors, Stevens, Washington, Webster, Wehwood, Whittier, Wilson, Wright
WYOMING—Cheyenne, Churchill, Clark

SIXTEEN YEARS

CALIFORNIA—Bakersfield, McKinley; Berkeley, Washington
CONNECTICUT—Stamford, Weaver
ILLINOIS—Elgin, Franklin, Garfield, Lowrie



INDIANA—Wabash, Wabash Public Schools, Century, East Ward, Jr. High, Miami, Sr. High, South Side, West Ward
IOWA—Burlington, Burlington Public Schools, Corse, Grimes, Lincoln, Mann Jr. High, North High, Oak St. Elem., Oak St. Jr. High, Perkins, Prospect Hill, Salter, Saunderson, Sr. High & Jr. College, Sunnyside, Washington
MICHIGAN—South Haven, South Haven Public Schools, Hartman, Indiana, Jr. High, Sr. High
NEW YORK—Lockport, Clinton, Cross, Hawley St., Walnut
OHIO—Bellefontaine, Bellefontaine Public Schools, High, Central, Fulton, Hubbard, Lincoln, McBeth, North, Special Teachers & Supervisors; Cincinnati, Pleasant Ridge; Wooster, Bowman St.
WISCONSIN—Kenosha, Durkee, Durkee Annex, Lincoln Jr. High; Wausau, Irving, Schofield Grade

FIFTEEN YEARS

COLORADO—Boulder, Whittier; Colorado Springs, Whittier; Rocky Ford, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington
ILLINOIS—Elgin, Grant, Lincoln; Pekin, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Jr. High
INDIANA—Fort Wayne, Washington
MARYLAND—Galena, Elem., High
MICHIGAN—Grand Rapids, Finney
NEW MEXICO—Roswell, Washington Ave.
OHIO—Columbus, Eighth Ave.; Norwood, N. Norwood; Wooster, Beall Ave.
PENNSYLVANIA—Berlin, Berlin-Brothersvalley; Erie, Burns

FOURTEEN YEARS

COLORADO—Colorado Springs, Midland, Steele
DELAWARE—Delmar, Delmar
IDAHO—Pocatello, Jefferson
ILLINOIS—Carpentersville, Dundee-Carpentersville; Elgin, Elgin Public Schools, High, Lord, McKinley, Sheridan, Washington, Wing; Naperville, Naperville Public Schools, Ellsworth, Naper, High, Special Teachers & Supervisors
INDIANA—Fort Wayne, Lakeside; Indianapolis, Julian; South Bend, Elder, Lincoln, Linden, Mussel, Oliver, Studebaker, Washington
KANSAS—Hutchinson, North Side
MASSACHUSETTS—Medford, Osgood; Melrose, Roosevelt
MISSOURI—Clayton, Clayton Public Schools, Bellevue, High, De Mun, Glenridge, Maryland, McMorrow, Wydown
NEBRASKA—Omaha, Jackson, Kennedy
NEVADA—Clark Co., Virgin Valley High, Mesquite, Moapa Elem., Moapa Valley High
NEW JERSEY—Englewood, Franklin; Hackensack, Union St. No. 2; Summit, Brayton, Jr. High, Roosevelt
NEW YORK—Binghamton, Columbus No. 5
OHIO—Columbus, Medary Ave.; Cuyahoga Co., Olmstead Falls; Findlay, McKee; Marion, Greenwood St.; Norwood, Williams Ave.; Youngstown, Jefferson
PENNSYLVANIA—Greenville, Brown, Columbia, Washington; Lehigh, Lehigh Public Schools, First Ward, High, Third Ward; Munhall, Munhall Public Schools, Sr. High, Ravine St., Twelfth Ave.; Steelton, Steelton Public Schools, Bent, East End, Felton, Fothergill, Hygienic, High, West Side
RHODE ISLAND—Jamestown, Carr, Clarke
TENNESSEE—Shelby Co., Shelby Co. Public Schools, Arlington Elem., Bartlett, Bolton, Brunswick, Capleville, Coleman, Collierville, Cordova, Ellendale, Forest Hill, Frayser, Gragg, James, Jeter, Levi, Lucy, Millington, Oakville, Rosemark, Whitehaven, White Station, Williams
TEXAS—Waco, Brook Ave.
WISCONSIN—Wausau, Central, Jones, Lincoln, Jr. High
WYOMING—Midwest, Grade

THIRTEEN YEARS

ARIZONA—Winslow, Winslow Public Schools, Jr. Sr. High, Lincoln, Roosevelt, Washington
COLORADO—Colorado Springs, Garfield, Hunt, Ivywild
HAWAII—Wailuku, Maui, Wailuku Elem.
ILLINOIS—Evanston, Lincolnwood, Willard
INDIANA—Fort Wayne, Harmar Intermediate; South Bend, Central Jr. High, Colfax, Riley
KENTUCKY—Louisville, Bloom
MAINE—Presque Isle, Aroostook State Normal
MASSACHUSETTS—Malden, Judson; Plymouth, Cornish, Hedge
MINNESOTA—Minneapolis, Whitney
MISSOURI—Kansas City, Leeds
NEW JERSEY—Camden, Read; Montclair, Grove St.; North Plainfield, Somerset
NEW YORK—Lockport, Belknap
OHIO—Ashtabula, Park Jr. High; Ashtabula Harbor, Ashtabula Harbor Public Schools, High, Jackson, Washington; Bellevue, Ellis, Jr. High, McKim, Pike; Columbus, Main St., Second Ave.; Lancaster, High; Logan, East Bldg., Jr. High; Lorain, Clearview; Mansfield, Bushnell; Marietta, Washington; Rossford, Eagle Point, Walnut St.; Wood Co., Jackson Twp. High; Youngstown, Elm
OREGON—North Bend, North Bend Public Schools, Central, High, Roosevelt, Westside
PENNSYLVANIA—Muehlenberg Twp., Muehlenberg Twp. Public Schools, Hyde Park, Rosedale, Sr. High, Shaeffer, Temple
TEXAS—Dallas, North Dallas High
UTAH—Murray City, Murray City Public Schools, Arlington, Bonnyview, High, Liberty
WASHINGTON—Spokane, Rogers High
WISCONSIN—Kenosha, Jefferson; Madison, Hawthorne; New London, New London Public Schools; Wauwatosa, Longfellow Jr. High, Wilson

TWELVE YEARS

ARIZONA—Clarkdale, Clarkdale Public Schools, Elem., High
CALIFORNIA—Anaheim, Washington
INDIANA—Indianapolis, McKinley
KANSAS—Norton, Norton Public Schools, Jr. High; Paola, High
MASSACHUSETTS—Springfield, Balliet
MICHIGAN—Coldwater, Coldwater Public Schools, First Ward, Fourth Ward, Lincoln Jr. High, Second Ward, Sr. High, Third Ward
MINNESOTA—Minneapolis, Washington
NEW MEXICO—Roswell, East Side, Missouri Ave.
NEW YORK—Rome, Gansevoort
OHIO—Ashtabula, Division, Pacific; Columbus, Leonard Ave.; Lakewood, Hayes; Lancaster, Lancaster Public Schools, East, North, South, Utica, West; Logan, Logan Public Schools, Sr. High, West Bldg.; Mansfield, Newman St.; Marietta, Jr.-Sr. High, Pike; McDonald, McDonald Public Schools, Grade, High; Rittman, Rittman Public Schools, First St., Primary, Sr. High; Warren, Willard
SOUTH CAROLINA—Walterboro, Walterboro Public Schools, Grammar, High
TEXAS—Houston, Park Place Elem.
UTAH—Salt Lake City, Lafayette; Alpine District, Alpine District Public Schools, Alpine, American Fork High, Cedar Valley, Harrington, Lehi Grammar, Lehi High, Lehi Primary, Lincoln Grammar, Lincoln High, Lindon, Page, Pleasant Grove Central, Pleasant Grove High, Sharon, Spencer, Vineyard
WISCONSIN—Ashland, County Normal; Manitowoc, Cleveland, Garfield, Jefferson, Madison, McKinley, Roosevelt; Wauwatosa, Lincoln
WYOMING—Cheyenne, Johnson, Park Addition

ELEVEN YEARS

CALIFORNIA—Alameda, Mastick, Washington; Needles, Needles Public Schools, "D" St. Elem., High, North Side Elem.; Pomona, Washington
COLORADO—Arvada, Arvada Public Schools, High; Canon City, Harrison; Colorado Springs, Columbia, South Jr. High
FLORIDA—Daytona Beach, Lenox Ave.; West Palm Beach, Central Jr. High
GEORGIA—Atlanta, Lee St., Stanton
ILLINOIS—Belvidere, Logan, Washington
INDIANA—Fort Wayne, Franklin; Hammond, Washington; Indianapolis, Kendall, Mott; Seymour, Emerson, Lincoln, Riley, Washington
KANSAS—Lawrence, Lincoln, Woodlawn
MAINE—Machias, Washington State Normal
MASSACHUSETTS—Athol, Main St.; Brookline, Driscoll
MINNESOTA—Minneapolis, Cooper
NEW JERSEY—Livingston, Roosevelt; Vineland-Landis Twp., Magnolia Road, Park & Second Sts., South Vineland
NEW MEXICO—Van Houten, Van Houten
NEW YORK—Kenmore, Harding Elem., Lincoln Elem.; Lockport, Pound
OHIO—Ashtabula, Chestnut Ave., Columbus Jr. High, West Jr. High; Bellevue, Bellevue Public Schools, Sr. High; Canton, Washington, Woodland; Lockland, Lockland Public Schools, High, Elem., Special High & Grammar, Wayne; Marietta, Harmar, Willard; Marion, Forest Lawn, Oak St., Olney Ave., Pearl St.; Ravenna, Ravenna Public Schools, Chestnut St., High, Highland Ave., West Main St.

OREGON—Roseburg, Roseburg Public Schools, Benson, Rose
 PENNSYLVANIA—Holidaysburg, Holidaysburg Public Schools, Gaysport, Hillcrest, Jr. & Sr. High; Montgomery Co., North Wales Borough
 VIRGINIA—Newport News, High
 WISCONSIN—Shorewood, Shorewood Public Schools, Atwater, Lake Bluff, High; Wauwatosa, Washington; Whitefish Bay, Whitefish Bay Public Schools, Clay, Cumberland, High, Richards

TEN YEARS

ILLINOIS—Belvidere, Belvidere Public Schools, Lincoln, Perry; Pekin, Community High
 INDIANA—South Bend, Harrison, Madison
 KANSAS—Lawrence, Pinckney; Wichita, Carleton, Kellogg, Lowell, Park, Skinner, Washington
 MASSACHUSETTS—Leominster, Pierce; Worcester, Thorndyke Road
 MISSOURI—Webster Groves, Lockwood
 NEW JERSEY—Bradley Beach, Grammar; Livingston, Central, Squiertown
 NEW YORK—Kenmore, Roosevelt Elem.
 OHIO—Columbus, Chicago Ave.; Lakewood, Madison, Taft; Marion, North Main St., Oakland Heights; West Carrollton, West Carrollton Public Schools
 PENNSYLVANIA—Montgomery Co., Hatfield Boro & Twp.
 TENNESSEE—Springfield, Springfield Public Schools, Main St. Elem., Woodland St. Elem.
 UTAH—Box Elder Co., Bothwell, Collinston, Corinne, Elwood, Fielding, Garland, Howell, Lincoln, Perry, Plymouth, Portage, Washakie
 VERMONT—Enosburg Falls, Enosburg Falls Public Schools, Grade, High
 VIRGINIA—Newport News, Magruder, Washington, Wilson
 WASHINGTON—Spokane, Havermale Jr. High, Libby Jr. High
 WISCONSIN—Kenosha, McKinley Elem., McKinley Jr. High

NINE YEARS

ARIZONA—Clifton, Chase Creek, High; Phoenix, Madison
 CALIFORNIA—Alameda, Versailles; Centerville, Washington Union High
 DELAWARE—Eastern Newcastle Co., Commodore MacDonough No. 53
 GEORGIA—Atlanta, Inman
 HAWAII—Hilo, Kaumana
 INDIANA—Indianapolis, Gregg, McCulloch; South Bend, Franklin, Girls' Pre-Vocational, Marquette; Terre Haute, Fairview
 KANSAS—Lawrence, Jr. High; Wichita, College Hill, Lincoln, Sunnyside, Waco, Woodland
 MASSACHUSETTS—Ipswich, Shatswell
 MICHIGAN—Detroit, Clippert
 MINNESOTA—Minneapolis, Garfield
 MONTANA—Glendive, Lincoln
 NEW JERSEY—Livingston, Livingston Public Schools, Harrison; Summit, Sr. High
 NEW MEXICO—Albuquerque, Marshall
 NEW YORK—Johnson City, Johnson; Lockport, Lockport Public Schools, High, Special Teachers & Supervisors
 NORTH DAKOTA—Fargo, Franklin
 OHIO—Canton, Martin; Champaign Co., Christiansburg-Jackson; Columbus, Everett Jr. High, Highland Ave.; Marietta, Marietta Public Schools, Fairview Heights, Terberg; Nelsonville, High; Wooster, Walnut St.
 PENNSYLVANIA—Hanover, Eichelberger Elem., Hanover St., High St., Jr. High; Mount Lebanon, Mount Lebanon Public Schools, Howe, Lincoln, Markham, High, Washington; Munhall, Franklin, Homestead Park, Nineteenth St.
 UTAH—Salt Lake City, Sumner
 VIRGINIA—Newport News, Jefferson, Reed
 WISCONSIN—Edgerton, Edgerton Public Schools, Elem., Jr. High, Primary, Sr. High

EIGHT YEARS

CALIFORNIA—Alameda, Sadler; Fresno, Rowell
 DELAWARE—Eastern Newcastle Co., duPont No. 7
 GEORGIA—Americus, Wheatley; Atlanta, Davis St.
 ILLINOIS—Glen Ellyn, Glen Ellyn Public Schools, Forest Glen, Franklin, Jr. High, Hawthorne, Main St.; Peoria, Harrison; Springfield, Hay-Edwards; Stockton, Stockton
 INDIANA—Indianapolis, Charity Dye; South Bend, Kaley, Nuner
 KANSAS—Holton, Holton Public Schools, Central, Colorado, High; Wichita, Fairmount
 MASSACHUSETTS—Medford, Hervey; Springfield, White St.
 MICHIGAN—St. Clair, St. Clair Public Schools, Jr. High, Second Ward, Sr. High
 MINNESOTA—Minneapolis, Greeley
 MISSOURI—Webster Groves, Bristol, Goodall
 NEBRASKA—Grand Island, Lincoln
 NEW HAMPSHIRE—Rochester, Maple St.
 NEW JERSEY—Carney's Point, Lafayette
 NEW YORK—Johnson City, Roosevelt; Kenmore, Lindbergh; Lockport, Washington Hunt
 NORTH DAKOTA—Fargo, Roosevelt Jr. High; Park River, Walsh Co. Agri. & Training
 OHIO—Akron, Firestone Park; Dayton, Fairview Ave.; Lake Co., North Madison; Lakewood, Lincoln; Lancaster, Cedar Heights; Nelsonville, Nelsonville Public Schools, Central, East, West; Sandusky Co., Green Springs, Washington Twp.
 UTAH—Salt Lake City, Hawthorne

VIRGINIA—Hopewell, Dupont, Highland Park; Newport News, Daniel, Jackson, Washington; Norfolk, Bay View
 WISCONSIN—Kenosha, Deming Ungraded; Wausau, Marathon Co. Normal; Wauwatosa, McKinley, Roosevelt

SEVEN YEARS

ALASKA—Cordova, Cordova
 ARIZONA—Clifton, Clifton Public Schools, South Clifton; Gila Bend, Gila Bend Public Schools, High, Theba Grade
 CALIFORNIA—So. San Francisco, Jr.-Sr. High
 COLORADO—Canon City, Madison
 ILLINOIS—Elgin, Special Teachers & Supervisors; Naperville, Granger
 INDIANA—Crawfordsville, Beard, Jr. High, Mann, Mills, Tuttle, Willson; Seymour, Seymour Public Schools, Shields Jr. High, Shields Sr. High, Special Teachers & Supervisors; South Bend, Monroe
 KANSAS—Hutchinson, Central, Grandview; Lawrence, McAllister, New York; Topeka, Gage
 MASSACHUSETTS—Arlington, Brackett; Medford, Cradock; Waltham, North Jr. High; Williamstown, Broad Brook, Mitchell, South Center; Winchester, Highland
 MICHIGAN—Flint, Washington
 MINNESOTA—Minneapolis, Northrup
 MISSOURI—Kansas City, Westport Jr. High
 NEW JERSEY—Highland Park, Lafayette; Summit, Jefferson
 NEW MEXICO—Albuquerque, Coronado
 NEW YORK—Kenmore, Special Teachers & Supervisors; Monticello, Monticello Public Schools, High; Poughkeepsie, Columbus, Krieger, Warring; Solway, Intermediate
 OHIO—Akron, Kent; Canton, Belden, Stone; Dayton, Fort McKinley; Garfield Heights, Elem., Park Knoll Elem.; Lake Co., Kimball, McKinley; Warren, Dickey Ave.
 PENNSYLVANIA—Benton, Joint High; Grove City, Grove City Public Schools, Central, High, Lincoln, Washington; Hanover, Special Teachers & Supervisors
 VIRGINIA—Bath Co., Valley High; Newport News, Special Teachers & Supervisors; Norfolk, Coleman Place, Norview High, Washington; Richmond, Cary
 WASHINGTON—Millwood, West Valley High
 WISCONSIN—Manitowoc, Co. Superintendent's Office, Wilson; Milwaukee, N. 38th St.

SIX YEARS

ARIZONA—Marana, Union High; Patagonia, Grammar No. 6; Ray, Ray Public Schools, Lincoln, High, Washington
 COLORADO—Colorado Springs, West Jr. High
 GEORGIA—Atlanta, Calhoun
 ILLINOIS—Cicero, Woodbine; Elgin, Abbott
 INDIANA—Fort Wayne, Ward; Indianapolis, Public No. 61; South Bend, Jefferson
 MICHIGAN—Flint, Hazelton
 MISSISSIPPI—Clarksdale, Clarksdale Public Schools, Bobo High, Clark Elem., Door Jr. High, Oakhurst Elem.
 NEW JERSEY—North Plainfield, Watchung; Westfield, Grant
 NEW YORK—Glen Falls, Big Cross St.; Rome, Columbus, East Rome
 NORTH DAKOTA—Fargo, Hawthorne
 OHIO—Canton, Allen; Lake Co., Garfield, Madison Rural; Norwood, Norwood View; Wooster, Pittsburgh Ave.; Youngstown, East High
 PENNSYLVANIA—Allegheny Co., Mifflin Twp.; Hanover, Walnut St.; Lansdale, Lansdale Public Schools, Broad Street, Green St., Jr. High, Sr. High, York Ave.; Montgomery Co., Lower Pottsgrove Twp., Hathboro Borough, Lower Moreland Elem., Lower Moreland High, Lower Providence Twp., Montgomery Twp., Narberth Borough, New Hanover Twp., Northern, Pennsburg Borough, Schuylkill Borough, Souderton Borough, Upper Frederick Twp., Upper Gwynedd Twp., West Point, West Pottsgrove Twp., Whitpain Twp., Worcester Twp.; Munhall, Woodlawn; Tioga Co., Putnam-Covington Joint School Dist.
 VIRGINIA—Hopewell, "B" Village, Patrick Copeland
 WISCONSIN—Manitowoc, Lincoln High; Milwaukee, Girls' Trade & Technical High, State St.; Wauwatosa, Hawthorne Jr. High, Jefferson

FIVE YEARS

ARIZONA—Florence, Grammar; Miami, Bullion Plaza, Inspiration Addition, Lower Miami
 CALIFORNIA—Alameda, Longfellow; Riverside, Palm Elem.
 COLORADO—Canon City, Garfield; Sterling, Franklin, Lincoln
 CONNECTICUT—Riverside, Riverside; Stratford, Garden; Waterbury, Bunker Hill Elem.
 FLORIDA—Miami, Riverside Elem.
 GEORGIA—Atlanta, Williams St.
 HAWAII—Hilo, Waiakea-uka
 ILLINOIS—Auburn, Cons. High; North Chicago, Central, Lindbergh; Peoria, Longfellow; E. St. Louis, Maplewood
 INDIANA—Indianapolis, Clark, Public No. 56, Public No. 68; South Bend, South Bend Public Schools, Administration Bldg., Central Sr. High, McKinley, Perley, Pulaski
 KANSAS—Hutchinson, Allen, Roosevelt; Lawrence,

Cordley; Wichita, Finn, Irving, Longfellow, Robinson, Willard
 MASSACHUSETTS—Gloucester, Babson; Plymouth, Mt. Pleasant; Waltham, Hardy; Winchester, Noonan
 MICHIGAN—Detroit, Nichols
 MINNESOTA—Minneapolis, Penn
 MISSOURI—Kansas City, Willard; University City, Boone, Hawthorne
 NEBRASKA—Grand Island, Platt
 NEW JERSEY—Atlantic City, Monterey Ave. Girls' Voc.; Franklin, Franklin Public Schools, Elem., Jr. & Sr. High; Tenafly, Browning
 OHIO—Akron, Buchtel High, Harris, Jackson; Columbus, Olentangy; Crawford Co., Holmes-Liberty; Delphos, Franklin, Jefferson; Elida, Elida Public Schools, Grade, High; Garfield Heights, Garfield Heights Public Schools, High, Maple Leaf Elem., Roosevelt Elem.; Lakewood, Grant; Logan, Central; Marion, Glenwood, Mark St., Silver; Newark, Newark Public Schools, Central, Cherry Valley, Conrad, Franklin, Hartzler, Hazelwood, Hudson Ave., Keller, Lincoln, Maholm, Mound, Riverside, Roosevelt, Sr. High, Texas, Wilson Jr. High, Woodside; Port Clinton, Port Clinton Public Schools, East, Jr. High, Sr. High, West; Sandusky Co., Riley Twp.; St. Bernard, St. Bernard; Van Wert Co., York Twp. Centralized; Wooster, Wooster Public Schools, Jr. High, Sr. High; Wyoming, Wyoming Public Schools, Colony, Elem., High
 OREGON—Oregon City, Barclay, Eastham, Mt. Pleasant, Sr. High
 PENNSYLVANIA—Allegheny Co., W. Homestead Borough; Greenville, Greenville Public Schools, Penn High; Hanover, Hanover Public Schools, Eichelberger High; Montgomery Co., Telford Borough
 UTAH—Box Elder Co., Clear Creek, Lucin, Riverside, Stanrod; Provo, Farrer Jr. High, Parker Elem.
 VIRGINIA—Bath Co., Mitchelltown
 WASHINGTON—Spokane, Field
 WISCONSIN—Beloit, Burdge Elem., Cunningham, Strong Elem., Todd, Wright; Milwaukee, Longfellow
 WYOMING—Sheridan, Linden Ave.

FOUR YEARS

CALIFORNIA—Alameda, Haight, Lincoln, Porter; Weaverville, Trinity Co. High
 COLORADO—Boulder, Boulder Public Schools, High, Lincoln, Mapleton, North Side Intermediate, Washington, University Hill; Canon City, Wilson Jr. High; Greeley, Lincoln Platoon
 DISTRICT OF COLUMBIA—Washington, Shepherd
 FLORIDA—Tampa, Ybor Elem.
 GEORGIA—Atlanta, Faith
 IDAHO—Pocatello, Tyhee, Whittier
 ILLINOIS—Chicago, Bell, Van Vlissingen; Sterling, Central, Lincoln
 INDIANA—Evansville, Highland; Indianapolis, Merrill, Public No. 31, Public No. 44, Public No. 45, Public No. 78; Terre Haute, Thornton Jr. High
 KANSAS—Lawrence, Lawrence Public Schools, Sr. High; Valley Falls, Valley Falls; Wichita, Wichita Public Schools, Adams, Alcott, Allison, Central, Douglas, Dunbar, East High, Emerson, Field, Franklin, Gardiner, Hamilton, Harry St., Hyde, Ingalls, Linwood, L'Ouverture, Mann, Martinson, McCormick, Meridian, Riverside, Roosevelt, Stanley, Webster, High School North
 MASSACHUSETTS—Belmont, Burbank; Holden, Rice
 MICHIGAN—Detroit, Monnier, Wilkins
 MINNESOTA—Minneapolis, Rosedale
 MISSISSIPPI—McComb, McComb Public Schools, East McComb, Grammar, High, North McComb, South McComb
 MISSOURI—Kansas City, Ashland, Bancroft, Yeager; Maplewood, West Richmond
 MONTANA—Glendive, Glendive Public Schools, Washington Jr. High
 NEBRASKA—Grand Island, Sr. High
 NEW HAMPSHIRE—Portsmouth, New Franklin
 NEW JERSEY—Camden, Mount Vernon; Highland Park, Irving; Summit, Hamilton; Wineland-Landis Twp., Chestnut & West, New Italy, Oak & Main St., Trento Ave.
 NEW YORK—Batavia, Washington; Lockport, Part Time; Olean, Public No. 3; Poughkeepsie, Three Year Unit Trade; Rochester, Indian Landing
 NORTH CAROLINA—Durham, East Durham
 OHIO—Akron, Administrative Bldg.; Canton, Baxter, Market; Carroll Co., Perrysville; Clyde, Clyde Public Schools, Elem., High; Lockland, Arlington; London, London Public Schools, Central, High; Marion, Vernon Heights Jr. High; Youngstown, Hillman, Lincoln, Myrtle, Roosevelt
 OREGON—Oregon City, Oregon City Public Schools, Jr. High; Salem, Richmond
 PENNSYLVANIA—Allegheny Co., Harrison Twp.; Chambersburg, Chambersburg Public Schools, Buchanan, Franklin, King St., Sharpe, Stevens, Sub-High, Washington High; Munhall, Andrew St.; Pittsburgh, Clayton; Snyder Co., Beaver Voc. High
 TENNESSEE—Davidson Co., Jordonia
 UTAH—Box Elder Co., Bear River High, Central, Junction; Emery Co., Emery, Ferron Elem., Huntington Elem., N. Emery High, Orangeville, S. Emery High; Provo, Provo Public Schools, Dixon Jr. High, Franklin Elem., Maeser Elem., Sr. High, Timpanogos
 VIRGINIA—Bath Co., Millboro, Thomastown Elem.
 WASHINGTON—Seattle, Dunlap [Cont. on page A-12]