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NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES



SEPTEMBER
1938

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Between Editor and Reader

REUBEN T. SHAW, elected at New York to the Presidency of the National Education Association, comes from Philadelphia, where the Association was organized in 1857. He is head of the Science Department of Northeast High-school, Philadelphia. He is especially interested in the program of teacher welfare, in federal aid, and in achieving the 10 percent increase in Association membership—the goal voted by the Representative Assembly for 1938-39.

Dr. Shaw was born on a farm in Delaware County, Ohio, October 8, 1884. His mother was for thirteen years a rural teacher and he attended a one-room red brick schoolhouse, graduating later from the highschool in the town of Delaware, the county seat. He achieved his B. S. degree from Ohio Wesleyan University in 1905 and his Ph.D. degree from the University of Pennsylvania in 1926. Since 1909 he has taught in Philadelphia highschools.

Dr. Shaw is a man of powerful physique, greatly interested in sports and the out-of-doors. He especially enjoys exploring the mountain wilderness.

For many years he has been actively interested in teacher organization—local, state, and national. As a leader in the Pennsylvania Education Association he helped to secure the passage of important legislation, bearing on qualifications, salaries, and retirement. In recognition of this service, his associates in the West Philadelphia Highschool presented him with a Life Membership in the National Education Association. He has long been active in the Association and in its Department of Classroom Teachers. As chairman of the Association's Committee on Amending Charter, 1934-37, he led in bringing about substantial changes in the Charter granted by Congress. He brings to his service as President a fine understanding of the Association's mission and the purpose to make 1938-39 a year of growth and achievement.

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

VOLUME 27
NUMBER 6

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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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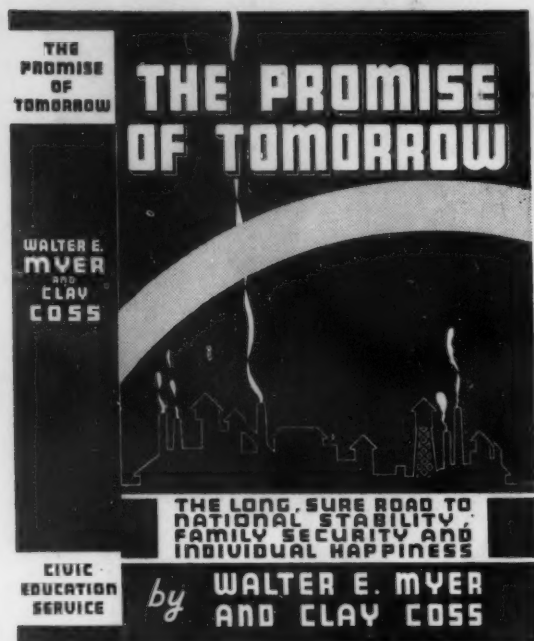


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Walter E. Myer is Director of the Civic Education Service, and Director of the Discussion Group Project of the Department of Secondary School Principals of the National Education Association.

Clay Coss is Associate Editor of the Civic Education Service weekly publications: The American Observer, The Weekly News Review, The Junior Review, and The Civic Leader.

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[Cont. from page 192]

Peabody Institute of Professional Relations

☆ A MOST INTERESTING report covering this Institute will appear in THE JOURNAL for October. Persons interested in the Proceedings of the Institute will find them in the September *Peabody Journal of Education*, for which send 40¢ in stamps to Dr. S. L. Smith, Peabody College, Nashville, Tenn.

Executive Secretary Honored by His Alma Mater

☆ AT THE ANNUAL commencement of Indiana University on June 13, 1938, Willard E. Givens received the honorary degree of Doctor of Laws. In conferring this degree, President Wells said:

The success of the University can be measured only by the success of its graduates. We glory in all of their achievements, but we take a special pride when one of our own rises to unusual heights in the educational world. Mr. Givens, you first dealt with the problems of the teacher in a one-room rural school in this state. You were successful in that work, and, as a consequence, in rapid succession came teaching experience in elementary and high schools of urban centers, and in colleges and universities. You have occupied administrative positions of great importance not only in the school systems on the mainland, but also in the Territory of Hawaii. Now you hold a position of unparalleled prominence and power in the educational world as executive director of the nation's most powerful organization of teachers.

In a period in which educational leaders are striving to shake off outworn traditional forms of our school system and reshape it realistically in terms of present economic and social conditions, it is reassuring to know that a person with your breadth of training occupies such a strategic position. Willard Earl Givens, in recognition of your outstanding accomplishments and of the promise of your work for the future, your Alma Mater gladly confers upon you the degree Doctor of Laws, with all the rights and privileges thereto appertaining.

Literature and Life

☆ THIS ADDRESS by Pearl Buck (see page 171) was one of the most popular features of the New York convention. Born in West Virginia, Pearl Buck was taken to China by her missionary parents. She spent many years as a teacher there before returning to the United States. She is the author of the Pulitzer prize novel, "The Good Earth," published in 1931.

Rio de Janeiro To Be Host to WFEA in 1939

☆ PAUL MONROE, president of the World Federation of Education Associations, announces that the 8th Biennial Conference of the WFEA will be held at Rio de Janeiro in August 1939. Scholarly lectures and stimulating discussions will be interspersed by programs of colorful entertainment typical of the rich cultural Portuguese inheritance of the people of Brazil.

It is the desire of the World Federation to encourage a mutual understanding and good fellowship between educators of South America and those of North America. Teachers in all parts of the United States and Canada will welcome an opportunity to travel in South America during the summer months under the excellent auspices provided for the WFEA conference. Literature and full information regarding travel plans will be available thru the WFEA Travel Bureau, 1201 16th St., N. W., Washington, D. C. Write at once to World Federation headquarters so that adequate transportation arrangements may be made.

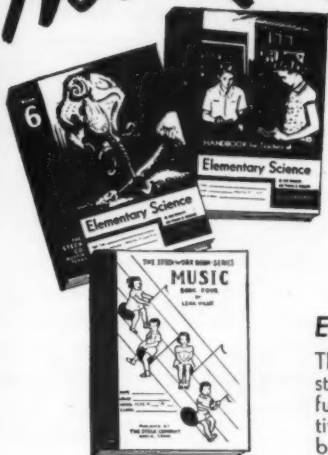
Educational Policies Commission

☆ MEMBERS of the Commission and consultants met with officers of the NEA Department of Classroom Teachers and affiliated groups June 26 at the New York convention to discuss possible means of cooperation. The 350 persons in attendance heard addresses by Mary D. Barnes and Emily A. Tarbell for the Department and John K. Norton and A. J. Stoddard for the Commission.

Textbook Clinic

☆ UNDER THE AUSPICES of the American Institute of Graphic Arts, a Textbook Clinic has been [Cont. on page A-118]

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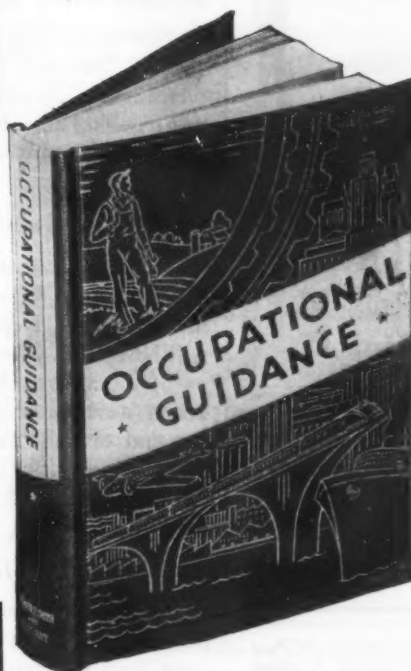
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[Cont. from page A-116] formed with the purpose of promoting greater interest in improved textbook design and of providing a common meeting-ground for people interested in the writing, publishing, illustrating, designing, manufacturing, and use of textbooks. For information, write to Blanche Decker, executive secretary of the Institute, 115 East 40th St., New York, N. Y.

Pedagogy thru Pictures

☆ THE PRESENTATION on page 187 of a teaching unit by means of a series of pictures with explanatory legends is made possible thru the cooperation of the Santa Barbara, California, public schools: Curtis E. Warren, superintendent; Lillian A. Lamoreaux, director of instruction; Clara F. Peterson, art supervisor; and Francis W. Noel, director of visual education. Other schools are invited to send to THE JOURNAL similar sets of teaching units told thru photos.

Dr. Stoddard to Philadelphia

☆ A. J. STODDARD, superintendent of the Denver, Colo., schools has accepted the superintendency of the Philadelphia public schools, to take office in the fall of 1939. Dr. Stoddard was formerly superintendent at Providence, R. I. A former president of the American Association of School Administrators, Dr. Stoddard is chairman of the Educational Policies Commission.

Empire State at Top

☆ NEW YORK State won double honors in 1937-38. She had the largest total NEA membership of any state in the Union, 23,616. She also made the largest percentage of increase, 107 percent more than in 1936-37.

Cleveland Convention, AASA

☆ THE SIXTY-NINTH annual convention of the American Association of School Administrators, a Department of the NEA, will be held in Cleveland, Ohio, February 25-March 2, 1939. All the large downtown hotels were reserved to capacity before the end of July. As usual, single rooms are exhausted. The chairman of the Housing Bureau is Mark Egan, 1604 Terminal Tower, Cleveland.

Pension Facts for Teachers

☆ TEACHERS INTERESTED in learning important facts about sound actuarial retirement laws will find answers to numerous questions in *Pension Facts for Teachers* [American Book Co., 1938]. The author, Ida E. Housman, is president of the Council of Teachers' Organizations of New Jersey.

The NEA on the Air

☆ FOUR TIMES each week thruout the 1938-39 school year, programs sponsored by the National Education Association will be broadcast on the nationwide radio chains of the Columbia Broadcasting System and the National Broadcasting Company. The series will begin on each network during October after the change to Standard Time from Daylight Saving Time.

Columbia Broadcasting System

The broadcasts on CBS will be for reception in the nation's classrooms, especially adapted to social science, literature, and music classes. Printed helps for the teacher in connection with these programs may be obtained free in advance. Write to the National Education Association, Washington, D. C.

Tuesday—"THIS LIVING WORLD." Suitable for upper elementary grades, junior and senior highschools. This program is a continuation of "EXITS AND ENTRANCES," broadcast in the school year of 1937-38. Programs will be one-half hour in length, dramatic in character, originating in the United States and foreign countries, and will present H. V. Kaltenborn, dean of radio commentators, in an interpretation of the events dramatized.

Friday—"SONGS AND STORIES FROM FAR AND NEAR." Especially adapted to elementary grades; will include music, literature, and dramatic stories of the peoples of the world; to originate in the United States and foreign countries.

National Broadcasting Company

Wednesday—A continuation of the series known as "OUR AMERICAN SCHOOLS" will be broadcast each Wednesday evening to interpret the needs, aims, and achievements of the American schools and the current problems of teachers and the profession. This program is especially adapted to the general public.

Saturday—The Saturday morning program on the National Broadcasting Company will be broadcast as "FLORENCE HALE'S RADIO COLUMN," and will continue as it has for a number of years to discuss intimately with parents and teachers the educational problems of youth. Past-president Florence Hale will be in charge of the series. Especially adapted to the home.

Announcements of the NBC programs for distribution to the public may be obtained free in quantities, upon request to the National Education Association, Washington, D. C.

All four of the [Cont. on page A-120]

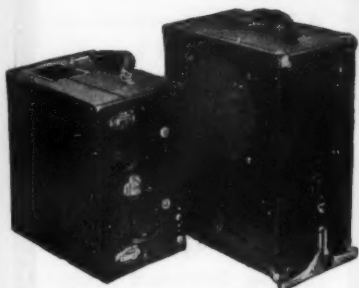
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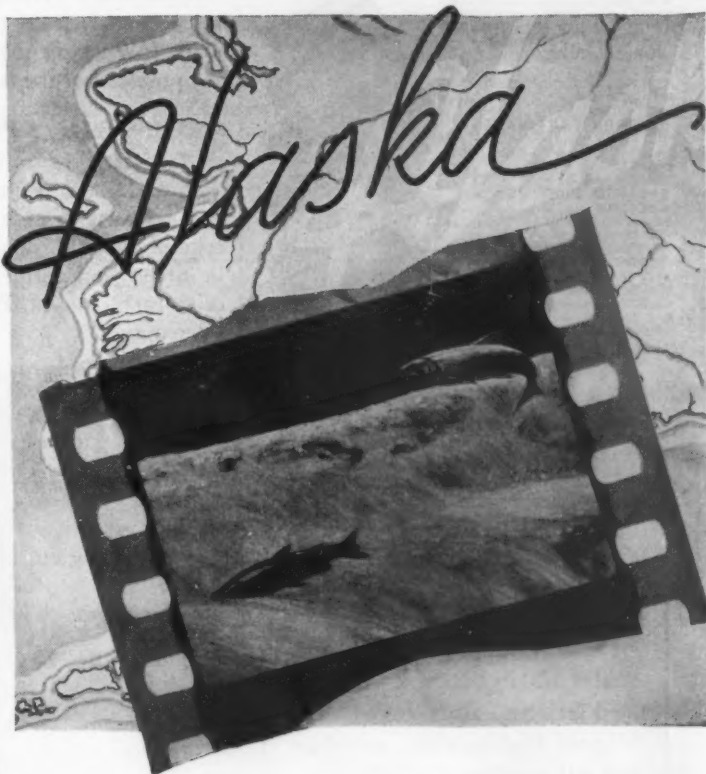
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[Cont. from page A-118] radio programs sponsored each week by the Association, as it enters its eighth year in nationwide broadcasting, will be found helpful as supplements to local programs of educational interpretation. These broadcasts are an important feature of the Association's work in keeping the public interested in the problems of the teacher and the school.

Continuous Service

☆ THE FALL ISSUES OF THE JOURNAL are sent to former members of the Association the first of each month, pending receipt of dues. This policy has been adopted in order that former members may receive each issue of THE JOURNAL without interruption.

Association Platform

☆ AT THE NEW YORK CONVENTION the platform, which appeared in THE JOURNAL for September 1936, was readopted as there published except for minor changes, chief of which was a plank urging that "the Constitution of the United States should be amended to provide for the prohibition of child labor."

Department of Art Education

☆ THE FOLLOWING OFFICERS of the NEA Department of Art Education were elected at the New York convention: President, Clara MacGowan; vicepresident, Jane Betsy Welling; secretary, Mrs. Annabel J. Nathans; treasurer, Dora Hatfield; directors: Grace Baker, Elizabeth W. Robertson, William E. Warner, J. B. Smith, and Sally B. Tannahill. A Department committee will be at work during the coming year on research for determining teacher qualifications in art.

Monopoly of Propaganda

☆ "WHAT IS TRULY VICIOUS," observed *The New York Times* in an editorial, September 1, 1937, "is not propaganda but a monopoly of it." This monopoly is seen most clearly in totalitarian states where all channels of communication are controlled by the government. The extent to which the propaganda machinery of a country has been brought under the control of one organization or a group of related organizations is a useful measure of the degree to which absolutism dominates it, of the extent to which democracy has been eliminated.—From *Propaganda Analysis* for May 1938, issued by the Institute for Propaganda Analysis, Inc., 132 Morningside Drive, New York, N. Y.

Early Birds

☆ EARLY PAYMENT of dues increases the strength of the Association. It eliminates the expense of mailing notices regarding dues to members and makes it possible

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Resolutions Committee

☆ J. O. POWERS was chairman of the Resolutions Committee which reported at the New York convention. W. F. Hall was vice chairman; Helen Bradley, secretary. The resolutions appear on page 180.

New National Records

☆ TWO NEA RECORDS were broken last year: The total membership, 195,605, was the largest in the history of the Association, 14,377 more than in 1936-37; and the 15,075 registrations at the New York City convention also set a new alltime high record.

Former Superintendent at Cleveland Dies

☆ ROBINSON GODFREY JONES, former superintendent of the Cleveland schools, who was president of the NEA Department of Superintendence, 1921-22, died August 19 at the age of sixty-six.

New NEA Publications

The Structure and Administration of Education in American Democracy, published June 1938 by the Educational Policies Commission, outlines guiding policies with reference to the scope and structure of public education and administration at local, state, and federal government levels. The Commission sees the common-school system meeting the needs of youth from four to twenty years of age. The plan includes a program of general education extending from nursery school and kindergarten thru the tenth grade, and a varied program of secondary education including vocational and college preparation as well as terminal courses carrying the youth thru the junior college years. Federal financial assistance to the states for education, without federal control, is declared to be sound policy and necessary to the provision of equal educational opportunity. In a discussion of the relations of private educational enterprises to the common-school system, the Commission reaffirms the principle of complete secularization of tax-supported public education. Obtainable from the Commission, 1201 16th St., N. W., Washington, D. C., at 50¢ per copy.

Horace Mann at Antioch, by Joy Elmer Morgan—608 pages, clothbound, with 26 illustrations, most [Cont. on page A-123]

"To Promote the Cause of Education" . . . Bulletin 1938, Misc. No. 2

- A pictorial presentation of the functions, activities and services of the Office of Education. A valuable working tool for educators. 80 pages, adequately illustrated. Price 20 cents.
- Send orders, with remittance, to Superintendent of Documents, United States Government Printing Office, Washington, D. C.
- Ask for Bulletin 1938, Misc. No. 2.

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OFFICE OF EDUCATION



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—Ethel G. Childs, Buffalo, N. Y.

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"While playing kittenball on playground duty, I fractured and dislocated the little finger of my right hand. The doctor's bill was twelve dollars and it would have had to be paid out of my last month's check. However, T.C.U. came flying to my rescue by air mail. They paid the bill in full, and now I have my last check complete to apply toward my summer vacation."
—Esther Ewald, Arcola, Ill.

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I am interested in knowing more about T.C.U. Protective Benefits. Send me, without obligation, the whole story.

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American Education Week 1938

The material prepared by the National Education Association to assist you in planning your observance for 1938 is

NEW IN CONTENT NEW IN FORMAT

A new procedure plus a new goal has resulted in an unquestionably superior type of materials to assist you in conducting your American Education Week program in 1938.

Each packet listed below contains six 5½ x 8½ inch loose-leaf folders of 16 pages each or a total of about one hundred pages of practical, usable material prepared by the field committees as described on p. 188. The first folder in each packet consists of general administrative suggestions. Each of the remaining five are built around one of the daily topics for the five school days of American Education Week. The folders are attractively printed by the offset process with colored covers and well illustrated.

Adaptations in the topics for the observance listed on page 188 have been made where necessary to better suit the material to the needs of the various school levels.

LIST OF MATERIALS Combination Packets

Each of the four packets listed below contains posters, leaflets, and stickers plus six 5½ x 8½ inch folders of 16 pages each as described on page 188:

- The Kindergarten-Primary School Packet
- The Elementary School Packet
- The High School Packet
- The Rural School Packet

A Teachers College Packet has also been prepared which carries a special 24-page folder and some of the folders from other packets for use in training schools of these institutions.

Price of Packets: 50¢. No discounts for quantities. The six folders in each packet sell separately at 10¢ each and in addition each packet carries an average classroom supply of posters, leaflets, and stickers.

Separate Items

Poster—11½ x 17 inches in three colors. Price: 40¢ per package of ten. Sold only in packages of ten.

Leaflet—"How Your School Helps Your Child." Four pages, 3 x 5 inches, built around the report of the Educational Policies Commission, *The Purposes of Education*. Illustrations and text on the four major areas of objectives proposed. In two colors on white stock. Price: 35¢ per package of 100. Sold only in packages of 100.

Leaflet—"The School and Democracy." Four pages, 3 x 5 inches, black ink on white stock. Has been available in previous years. Price: 25¢ per package of 100. Sold only in packages of 100.

Leaflet—"The American School." Four pages, 3 x 5 inches, black ink on white stock. Has been available in previous years. Price: 25¢ per package of 100. Sold only in packages of 100.

Sticker—1½ x 2 inches in three colors on white stock. Use on report cards, letters, menus, etc. Price: 25¢ per package of 100. Sold only in packages of 100.

Discounts on more than one package of above separate items: 2-9 packages, 10%; 10-99 packages, 25%; 100 or more packages, 33⅓%.

Send your order today to

THE NATIONAL EDUCATION ASSOCIATION
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NEWER PRACTISES IN READING IN THE ELEMENTARY SCHOOL

1938 Yearbook

Department of
Elementary School Principals

480 pages

\$2.00 per copy

What It Contains—Reading is recognized as the keystone of the elementary school program; therefore this 1938 Yearbook presents a distinctive and useful picture of the problems and effective practises of elementary schools in teaching children to read. More than fifty authors have contributed approximately 500 pages of vital material.

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Consult us—any size job interests the "Master Printer"

JUDD & DETWEILER
IN THE NATION'S CAPITAL

[Cont. from page A-121] of them full-page—is published on the eve of the year 1939 which marks the 100th anniversary of the first public normal school in America. The book tells the dramatic story of Horace Mann's life and tragic death at Antioch College, and includes all of his important addresses as President, two of which have never before appeared in print. On Horace Mann's contribution to higher education, the author writes: "It is usually said that the distinctive thing about the Antioch of Horace Mann's time was its liberalism in opening its doors to all, regardless of race, sex, or creed, and in doing what not even Oberlin had yet done—placing women on its faculty on the same basis as men."

"We believe that even more distinctive than this liberalism were other phases: First, the conception of higher education as being folk education, responsible directly for meeting the needs of the people. Second, the experimental attitude toward higher education which had become so crystallized in set patterns that it needed then, as it does today, a willingness to question tradition and to try new things. Third, the supreme emphasis placed upon moral and religious feeling, exemplified in right conduct as the basis of higher education." Order \$2 postpaid from the Horace Mann Centennial Fund, NEA, 1201-16th St. N. W., Washington, D. C.

The 17th Yearbook of the Department of Elementary School Principals, "Newer Practises in Reading in the Elementary School," will be available September 15. Sent to Department members without charge, the Yearbook sells for \$2 to non-members of the Department.

The October National Elementary Principal will contain a report of the meetings of the Department of Elementary School Principals held in New York, June 26-30.

Recent reports of the Committee on Tenure are: *Court Decisions on Teacher Tenure, Reported in 1937* which points out, among other important facts, that in 1937 the proportion of decisions against teachers continued in about two cases out of every three. *An Analysis of State Statutes for Six Professions*, the purpose of which was to determine what restrictions are put upon admissions to and expulsions from certain professions as compared with teaching; the report is being issued as the Sept. 1938 *Research Bulletin*. *Analysis of Schoolboard Rules* is a study of printed schoolboard rules and regulations dealing with employment conditions of teachers. *Status of Teacher Tenure* is a revision of the *Handbook on Teacher Tenure*. Price, 25¢ each.

The *Research Bulletin* for May 1938, "Why Schools Cost More," shows clearly that the gross expenditure, over a period of years, for public education does not show the true trends in school costs. Account must be taken of increases in pupil attendance, improvements in school services, and decreases in the purchasing power of the dollar. The real ability of schoolboards to purchase facilities for the children in attendance has not increased as rapidly as the total expenditure would seem to indicate. The widespread understanding of this fundamental fact is of supreme importance at the present time. The report develops an index of the school expenditure dollar, believed to be more satisfactory than indexes based upon general trends in costs of living. Price, 25¢.

The National Association of Deans of Women, an NEA Department, published in June 1938 the first issue of its new quarterly *Journal*. This publication will take the place of the *Yearbook*, which has been a convention proceedings issued annually since 1923, and the informal *Bulletins*. Under the new plan, more articles and studies of special interest to deans will be published.

New mimeographed publications include "Teacher Welfare Legislation, Jan. 1, 1937, to May 1, 1938," a 13-page summary, single copies of which will be supplied on request; "Retirement Legislation, 1935-38," a 17-page summary of state legislation between Jan. 1, 1935, and June 1, 1938, single copies supplied on request; and "Educational Interpretation," a list of 190 references, price 10¢.

The *Review of Educational Research* for April 1938, "Finance and Business Administration" represents the third cycle of treatment of finance and business administration. \$1 to nonmembers of the AERA.

Status of the Married Woman Teacher is a report of the Committee on Equal Opportunity which offers support to school authorities and others who oppose discrimination and are dedicated to the principle of merit in the employment, promotion, and retention of teachers. Another report of this committee is *Variations in Personnel Practices Affecting Teachers*, which points out discrepancies in personnel practices. Price of each, 15¢ per single copy.

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



THE new Filmosound 138 contains many new refinements and advancements which make this compact, convenient projector more desirable for school use than ever before. Yet with no change in the recently reduced prices!

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THE TRUTH ABOUT JOHN JONES*...

by A. E. DUNCAN
Chairman of the Board
COMMERCIAL CREDIT COMPANY



JOHN JONES is one of millions of American wage-earners, salaried and professional workers whose annual income is more than \$1,000. He occasionally purchases articles on the instalment plan.

His critics would have you believe that he fosters heedless buying of luxuries, promotes extravagance, piles up debt and contributes to or prolongs a business depression. They believe that his instalment purchases are a huge proportion of all retail purchases, which is not at all true.

I believe it is my duty as head of a national organization, with 4,500 employes, specializing in financing instalment sales, to tell you the truth about John Jones—*sound instalment buyer*—and to offset much misinformation which has been and is being spread about him.

Depressions are not caused by people's purchases. Purchase and consumption create *more* business, *more* jobs, *more* wealth, *more* prosperity. Depressions are caused when people *stop* normal purchasing. To blame any depression on the instalment purchasers means that instalment buying must *drop off* in much greater proportion than cash or short term credit buying.

*A symbolical name, not that of any person.

The facts shown by the recent report of the United States Bureau of Foreign and Domestic Commerce are that the estimated total instalment sales during 1937 were only 12.2% of total estimated retail sales, compared with 11.8% for 1936, 10.9% for 1935, and 13% for 1929; also, that the average amount of credit outstanding on retail instalment accounts during 1937 was about \$2,900,000,000.

Total retail sales during 1937 approximated \$41,000,000,000, of which only 12.2%, or \$5,000,000,000, were instalment sales and 87.8%, or \$36,000,000,000, were for cash or on open credit. A 40% *drop* in all retail sales, during a depression, based on 1937 figures, means a *drop* of 4.88%, or \$2,000,000,000, on all instalment sales; but it would also mean a *drop* of 35.12%, or \$14,400,000,000, in retail sales made for cash or on open credit.

It must be obvious, then, that the drop in volume of sales for cash or open credit, and not the drop in instalment sales, causes and prolongs a business depression. A total

retail instalment debt of \$2,900,000,000, which is reduced during a depression, need not cause concern.

Systematic saving is one of the basic principles of accumulating wealth. Sound instalment buying encourages the budgeting of family income and systematic saving for investment in durable family possessions. It produces mass buying power and makes mass production possible, which results in much lower prices on articles generally sold on the instalment plan. It has helped build great industries—the automobile, refrigerator and radio industries. It keeps factories busy and labor employed. It has raised America's living standard far above that of any other nation. It has made yesterday's luxuries today's necessities.

Upon the above facts, I believe that all reasonable persons will find that John Jones—*sound instalment buyer*—is not a menace. He is a worthy and valuable contributor to the prosperity of American business and to the happiness of American life.

A. E. Duncan

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VOLUME

The New York Convention

USING THE THEME, "The Responsibility of Education in Promoting World Citizenship," President Caroline S. Woodruff presented at the New York convention one of the most distinguished and helpful programs in the Association's history. It was distinguished:

For the sustained emphasis given to problems of world understanding at a time of increasing and imperative need for cooperation among all nations.

For President Roosevelt's address with its encouraging statements on federal aid for general education and on freedom to learn.

For the grace, dignity, and force of President Woodruff's presiding and the farreaching vision of her official address, which appears in full in this issue.

For the number and importance of leaders in public life who took part—President Franklin D. Roosevelt, French Ambassador De Saint-Quentin, Colombian Minister Pumarejo, United States Senator Elbert D. Thomas, Congressman Noah Mason, Governor Herbert H. Lehman, Mayor Fiorello H. LaGuardia.

For the hospitality and cooperation of the educational and civic authorities of New York City and State.

For the excellence of the printed committee reports submitted to the Representative Assembly.

For "Skylines, a Pageant of Education thru the Ages"—a brilliant and inspiring presentation of man's struggle upward, of which three performances were ably given in the Brooklyn Technical High-school Auditorium.

For a most inspiring Life Membership dinner program.

For the excellence and variety of music furnished by the city's schools under the leadership of George H. Gartlan, director, and his associates.

For attention given to the problems confronting youth during this period of farreaching transition.

For the spectacular demonstration of their efficient work by the Police and Fire Departments of New

York City in the final program at Madison Square Garden.

For the variety and strength of the programs of NEA departments and allied groups.

For a registered attendance of 15,075, with an all-time high of 1672 delegates to the Representative Assembly.

For the comprehensive and instructive exhibit of the work of all the children in all the New York schools, which attracted great crowds to its four acres of floor space.

For the NEA Exhibit, which was attractively set up and well attended in the air-conditioned rooms of the Pennsylvania Hotel.

For the contribution made by Mrs. Franklin D. Roosevelt in presiding over the great meeting at the World's Fair Grounds. She was presented and graciously accepted Life Membership in the National Education Association.

For the widening interest in radio, both for convention publicity and as an instrument of instruction.

For the comprehensiveness of newspaper and radio coverage of the convention.

For the fine condition of the Association's finances as reported by Treasurer Offenhauer and Chairman Saunders of the Board of Trustees.

For the farreaching services performed by the Association for its members as recorded in the annual report of Secretary Givens, which indicated the largest membership in the history of the Association, a total of 195,605.

A FULL REPORT of the convention including addresses, committee reports, and minutes of the Representative Assembly may be had early in October in the 1000-page volume of *Proceedings*, which is available without cost to Life Members and \$5 members and to others at \$3 per copy. Certain addresses and reports will appear in later issues of THE JOURNAL.

Joy Elmer Morgan

FEDERAL AID

to the fore

THE MAJOR ISSUE before the New York convention was the imperative need for immediate legislation providing for federal aid to equalize educational opportunity. Especially significant is the clear encouragement given by President Roosevelt in his address (see next page) looking toward such aid.

Distinguished speakers who addressed the convention on this important topic included representatives of both houses of Congress—Senator Elbert D. Thomas of Utah, chairman of the Senate Committee on Education and Labor and co-author of the Harrison-Thomas-Fletcher Bill, and Congressman Noah Mason of Illinois, a former president of the Illinois Education Association.

"It is in keeping with the necessities of the time that we turn to federal aid for education," declared Senator Thomas before the first general evening session. Answering critics who assert that federal aid is contrary to our states' rights theory, that it means federal control, or is unconstitutional, the Senator traced the "evolving theory of cooperation between state and nation" and pointed out that the federal aid of the past has in no sense harmed the local control or marred our Constitutional spirit. He continued:

"It is in keeping with the growth and development and the meaning of American citizenship and the relation of that citizenship to the theory that education is basic in American democracy that we extend now the cooperative spirit and justify federal aid on the score that all persons born in the United States shall have an equal opportunity in the attainment of the fundamentals of education.

"American democracy, resting upon the theory of a trained citizenry, a citizenry growing into more complex activities as time goes on, conscious of the worth of that American democracy both to himself and to the world, marches on with the growth and development of our Constitution. Thus, federal aid, viewed as a co-operative activity, cooperative on the part of the state and the nation; cooperative on the part of the state, the nation, and the citizen; cooperative in the development of

our constitutional scheme in harmony with Marshall's great notion that the Constitution was set up to endure thru the ages, and in harmony, too, with our presentday enlightened concept of that Constitution as the instrument of the people in the accomplishment of their objectives—I repeat, federal aid for education viewed in this sense finds its place and keeps its place in the development of American democracy. We may even go farther—it is a base upon which that democracy rests. Both reason and purpose underlie American democracy; both reason and purpose will preserve it, but it is only thru the medium of trained minds and trained persons that reason and purpose, and therefore democracy, can be maintained. Fellow teachers, that is your mission. That you may better fulfill your mission thru federal aid will be our task."

Congressman Mason presented before the tenth annual Life Membership dinner the "viewpoint of a school teacher from Capitol Hill."

"Having been a school teacher for over thirty years, naturally I see everything thru a school teacher's eyes. . . . When Congress appropriates one billion dollars each year as a defense fund against imaginary enemies from without, possible but not probable enemies, the school teacher part of me can't help wondering how much better it would be if Congress would take one-tenth of that amount—the amount called for in the Harrison-Black-Fletcher Bill last year—and set it aside as a defense fund against real enemies within, such as ignorance, disease, crime, poverty, and the many isms that trouble us today."

The Congressman called the report of President Roosevelt's Advisory Committee on Education "one of the most comprehensive reports ever made in the field of education in the United States" and urged that teachers give united support to the Harrison-Thomas-Fletcher Bill, which seeks to translate into law the recommendations of this committee. He concluded his address with this challenge:

"There is a real battle in the offing before Uncle Sam can be persuaded to assume his fair share of the educational load. Therefore, the teachers of America should

present a united front if they want to convince doubting Congressmen on the Hill that such legislation should be passed. What are you going to do about it?"

In the first of the eighteen resolutions adopted at the convention, the Association again expressed itself in favor of federal aid for education: "The National Education Association recommends increased federal participation in the support of public education without federal control of educational policies."

At the semi-annual meeting of consultants *ex officio* to the Educational Policies Commission, held during the New York convention, attention was called to the Commission's newest document, *The Structure and Administration of Education in American Democracy*, prepared in collaboration with George D. Strayer, which deals with the subject of federal relations to education. This document—the second in the Commission's trilogy on education in American democracy—may be secured from the Commission, 1201 16th St., N. W., Washington, D. C., for 50¢ per copy with discounts on quantity orders.

"Report of Advisory Committee on Education and Impending Legislation" was the subject of a round table before the second session of the National Council of Education, with George F. Zook, president of the American Council on Education, discussion leader.

The Association's Legislative Commission, which during 1937-38 has been actively engaged in "sponsoring legislation to provide federal assistance to the states in the financial support of public schools thru the Harrison-Thomas-Fletcher Bill," met during the convention to discuss plans for a steady campaign of information and organization to the end that federal action will be taken by Congress in 1939. In the report of this Commission, Chairman Sidney B. Hall, state superintendent of public instruction, Virginia, stated that "at the opening of the next session of the Congress the legislation will be brought forward again. . . . During the next few months campaigns preceding the general election in November will be under way. During that time a concentrated effort should be made in every state and Congressional district to obtain pledges from candidates for the Congress favorable to federal aid for public education."

PRESIDENT ROOSEVELT



International News Photo

Supports Federal Aid

"LADIES AND GENTLEMEN, the President of the United States!" With these words Mrs. Franklin Delano Roosevelt introduced to an audience of 20,000 educators the chief speaker before the NEA "International Program" at the New York World's Fair Grounds on June 30. In appearing before the nation's teachers and reaffirming his faith in American education, President Roosevelt was following a precedent set by other Chief Executives. "Ladies and gentlemen, the President of the United States!"—it was probably thus that James Buchanan was introduced to the convention which he received at the White House in 1859, the first President to recognize the organized teaching profession. Of the imposing body of Presidential statements since Buchanan's day, none have shown a clearer recognition of the significance of education in a democracy and none have set forth more clearly the responsibility of the government for a program of action than the following words of President Roosevelt:

DR. WOODRUFF, members of the National Education Association:

I am glad to come here today to this great meeting, and I am especially happy that, I think for the first time in my life, I was introduced by my wife.

If you have followed the arguments of financial experts over the last few years, you have guessed that they have as many theories of keeping books as there are ends to serve. They do not always agree on the definition of capital, and they even disagree on what is an asset and what is a liability. That is true both in private business and in government.

But whatever differences bookkeepers and financiers may have over the rules of their professions, no man or woman of commonsense can forget, or allow government to forget, what are the true and ultimate assets and liabilities of a nation.

The only real capital of a nation is its natural resources and its human beings. So long as we take care of and make the most of both of them, we shall survive as a strong nation, a successful nation, and a progressive nation—whether or not the bookkeepers say other kinds of budgets are from time to time out of balance.

This capital structure—natural resources and human

beings—has to be maintained at all times. The plant has to be kept up and new capital put in year by year to meet increasing needs. If we skimp on that capital, if we exhaust our natural resources and weaken the capacity of our human beings, then we shall go the way of all weak nations.

Before we can think straight as a nation we have to consider, in addition to the old kind, a new kind of government balance sheet—a long-range sheet which shows survival values for our population and for our democratic way of living, balanced against what we have paid for them. Judged by that test, which is history's test, I venture to say that the long-range budget of the present Administration of our government has been in the black

and not in the red.

For many years I, like you, have been a pedagog—of course many people who are not strong on spelling will get that word mixed up with demagog—striving to inculcate in the youth of America a greater knowledge of and interest in the problems which, with such force, strike the whole world in the face today.

In these recent years we have taught the prudent husbandry of our national estate—our rivers, our soil, our forests, our phosphates, our oils, our minerals, and our wild life.

Along these lines we have made mighty strides—come further than in all the years before in knowledge of how to grapple with the problems of maintaining the estate that our forefathers handed down to us.

With the dissemination of this knowledge, we have taken action. Few men begrudge what that action has cost, because it has been based on operations physically large and spectacular, dramatic, easy to see.

I am thankful that I live in an age of building, for it is far easier to dramatize to yourself the importance of the object if you see it while it is coming up, than if you come along later and see it only in its completed stage.

And so we are fortunate today in seeing the New York World's Fair of 1939 in the construction stage. This glimpse will make it mean more to us when we come back and see it completed next year.

The other half of the preservation of our national capital is likewise a problem of husbandry—the conserving of health, energy, skill, and morale of our population, and especially of that part of our population which will be the America of tomorrow.

This also is a problem of the fullest use, the fullest development of precious resources of ability, human ability, which cannot be stored and will be lost if they remain unused. No nation can meet this changing world unless its people, individually and collectively, grow in ability to understand and handle the new knowledge as applied to increasingly intricate human relationships.

And that is why the teachers of America are the ultimate

guardians of the human capital of America, the assets which must be made to pay social dividends if democracy is to survive.

We have believed, we have believed wholeheartedly, in investing the money of all the people on the education of the people. That conviction, backed by taxes and backed by dollars, is no accident, for it is the logical application of our faith in democracy.

Man's presentday control of the affairs of nature is the very direct result of investment in education. And the democratization of education has made it possible for outstanding ability, which would otherwise be completely lost, to make its outstanding contribution to the common weal.

We cannot afford to overlook any source of human raw material. Genius—genius flowers in most unexpected places; "it is the impetus of the undistinguished host that hurls forth a Diomed or a Hector."

No government can create the human touch, the self-sacrifice which the individual teacher gives to the process of education. But what government can do is to provide financial support and to protect from interference the freedom to learn.

No one wants the federal government to subsidize education any more than is absolutely necessary. It has been, and, I take it, it will continue to be, the traditional policy of the United States to leave the actual management of schools and their curriculums to state and local control.

But we know that in many places local government unfortunately cannot adequately finance either the freedom or the facilities to learn. And there the federal government can properly supplement local resources.

Here is where the whole problem of education ties in definitely with the natural resources of the country and the economic picture of the individual community or state.

We all know that the best schools are, in most cases, located in those communities which can afford to spend the most money on them, the most money for adequate teachers' salaries, for modern buildings, and for modern equipment of all kinds. We know, too, that the weakest educational link in the system lies in those communities which have the lowest taxable values, therefore, the smallest per capita tax receipts, and, therefore, the lowest teachers' salaries and the most inadequate buildings and equipment.

We do not blame these latter communities. They want better educational facilities, but simply have not enough money to pay the cost.

There is probably a wider divergence today in the standard of education between the richest communities and the poorest communities than there was 100 years ago; and it is, therefore, our immediate task to seek to close that gap—not to close it in any way by decreasing the facilities of the richer communities, but by extending aid to those less fortunate.

We all know that if we do not close this gap it will continue to widen, for the best brains in the poorer communities will either have no chance to develop or will migrate to those places where their ability will stand a better chance.

To continue that parallel between natural and human resources, it is well to remember that our poorest communities exist where the land is most greatly eroded, where

farming does not pay, where industries have moved out, where flood and drought have done their work, where transportation facilities are of the poorest, and where cheap electricity is unavailable for the home.

All of this leads me to ask you not to demand that the federal government provide financial assistance to all communities. Our aid for many reasons, financial and otherwise, must be confined to lifting the level at the bottom rather than to giving assistance at the top.

Today we cannot do both, and we must, therefore, confine ourselves to the greater need.

In line with this policy, the federal government during the past five years has given relatively more assistance to the poorer communities than to the rich.

We have done it thru direct relief and thru work relief, thru the Resettlement Administration and the Farm Security program, the National Youth Administration, and thru the rehabilitation of flooded, or stranded, or dust-blown areas. We have provided schoolhouses, colleges, libraries, educational equipment, and sanitation in every state in the Union, and I include "sanitation" because it has always seemed to me that good health and good education must go hand in hand.

We have placed many millions of dollars in the field of adult education thru the Works Progress Administration, and, here again, most of the money has been expended in the poorer communities of the land.

I have spoken of the twin interlocking assets of national and human resources and of the need of developing them hand in hand. But with this goes the equally important and equally difficult problem of keeping education intellectually free. Freedom to learn is the first necessity of guaranteeing that man himself shall be selfreliant enough to be free.

Such things did not need as much emphasis a generation ago; but when the clock of civilization can be turned back by burning libraries, by exiling scientists, artists, musicians, writers, and teachers, by dispersing universities, and by censoring news and literature and art, an added burden is placed upon those countries where the torch of free thought and free learning still burns bright.

If the fires of freedom and civil liberties burn low in other lands, they must be made brighter in our own.

If in other lands the press and books and literature of all kinds are censored, we must redouble our efforts here to keep it free.

If in other lands the eternal truths of the past are threatened by intolerance, we must provide a safe place here for their perpetuation.

Yes, there may be times when men and women in the turmoil of change lose touch with the civilized gains of centuries of education; but the gains of education are never really lost. Books may be burned and cities sacked, but truth, like the yearning for freedom, lives in the hearts of humble men and women.

The ultimate victory, the ultimate victory of tomorrow, is with democracy, and thru democracy with education, for no people can be kept eternally ignorant or eternally enslaved.—An address before the New York convention, NEA. June 30, 1938.

Into One Great Educational Brotherhood



International News Photo

Presidential Address by
CAROLINE S. WOODRUFF

President-elect Reuben T. Shaw
greeted by President Woodruff

WE HAVE come together here this morning from all over this great land in the interest of public education to discuss the responsibility of education in bringing about better world conditions. If I were to ask you what is the one great objective of education, one that embraces all others, most of you would say in words that signify "to bring about a better world."

Today [June 27, 1938] on the battlefield of Gettysburg there is assembling a distinguished group, a handful of men bowed with years, all that are left of those boys, the blue and the gray, the guests of the nation this week. They are there on the 75th anniversary of that bloody battle which alone cost the lives of more than 30,000 young men of this nation—from the North and the South—slaughtered and wounded in an attempt to settle a great national question, each side struggling for a principle as it saw it.

They are there to dedicate a monument—not to the youth, their comrades who fell there. They have come to consecrate a shrine symbolizing peace and human brotherhood. On that battlefield a new white shaft will be dedicated this week, topped by an ever-burning torch, the eternal light of peace, to show to all the world that the people of this nation are committed to eternal peace and that no internal disagreements shall ever again call forth the life blood of its youth.

Today, also, the representatives of the nation's teachers are assembling here to dedicate themselves anew to a faith in human cooperation and brotherhood that was lighted long ago. Six years before the struggle at Gettysburg, eighty-one years ago the 26th day of next August, a handful of teachers—forty-one men and two women—from the District of Columbia and twelve of the thirty-one states then belonging to the Union, met

at Philadelphia, for the purpose, in the words of the principal speaker at that first gathering of the nation's teachers, of organizing "those who believe that the time has come when the teachers of the nation should gather into one great educational brotherhood." It was a significant hour. That was the birth of the National Education Association and those baptismal words are the title of my message this morning—*Into one great educational brotherhood*.

In the seventy-five years since the battle of Gettysburg, the National Education Association of the United States has grown from a membership of 187 to an association numbering almost a quarter of a million, representing every field of educational effort from the pre-school thru the university, and representing every state and territory.

In these seventy-five years America as a nation has seen momentous periods of growth and development—social, industrial, and commercial. In the years since Gettysburg, years which parallel the development of the National Education Association, this nation has grown also to such moral and spiritual stature as to bring about the situation we are witnessing at Gettysburg this week. Seventy-five years ago a peaceful people knowing no other way of settling a dispute but thru shedding the life blood of its youth, today meet on that same spot to pledge eternal peace. Time alone has not brought about this change; other forces have been at work.

In this development, the nation's teachers have played a significant part. It is fitting that we join those who honor themselves this week at Gettysburg in our *own* rededication to the cause of peace and educational brotherhood—not alone to the internal peace that has long ago cemented us into a great, forever-united country, with our 3000 miles of frontier unfortified by a single gun—but a rededication to that understanding which contributes to goodwill among all the peoples of the world. We have, therefore, selected as the theme of this convention week—*The responsibility of education in promoting world citizenship*.

Treaties and peace pacts have been made but they have not settled the question. Nor have tribunals, nor conferences, nor even the church. As yet education has never wholeheartedly at-

tempted a solution and so we are daring this year to center our thought upon this theme, wholly conscious that we have chosen the long road and that building is a slow process.

Early in the year a questionnaire was given wide distribution from our National Education Association headquarters, asking: [1] What, in your opinion, constitutes world citizenship? [2] What can education do about it? [3] Are you willing to be quoted in your reply? This was sent to the officers of hundreds of national and international organizations; heads of universities and colleges; to lay, professional, and technical groups; to leaders in all countries of the world. Excerpts from these replies, which constitute a great body of opinion, are given in the official program of this convention. They may be used as a guide in developing a practical, working program.

The National Education Association has indorsed all movements leading to world peace since 1899, when, meeting in Los Angeles, it tendered officially its congratulations and support to the first peace conference in session at The Hague, and it has so recorded its attitude by resolutions year after year, ever since. As long ago as 1907 the following crisp sentiment was expressed in formal resolution: "The forces of this world should be organized in the interests of peace and not of war."

But in 1920, when the world was still trying to make secure the peace proclaimed at Versailles, a more than verbal expression was made. A plan of action was launched—the first one. The Association at Salt Lake City created a committee of five on foreign relations "which shall have authority, under this Association, to cooperate with like committees from other countries . . . for the purpose of finding a way of promoting world understanding for coming generations thru the children of today." This was action.

The committee was formed and, along with the committees of other nations, began at once to function, with the result that there assembled in San Francisco in 1923 more than six hundred persons representing the leading countries of the world. And out of this conference came the World Federation of Education Associations with an American, Dr. Augustus O. Thomas,

then state commissioner of education in Maine, as president. Provision was made for meeting biennially, and each of the biennial conventions since, including that in Tokyo last year, has more than justified the existence of the organization by focusing the attention of the countries of the world upon the obligations of the school to create attitudes of friendship and cooperation with the children and youth of other countries.

Again and again has this Association officially expressed its determination to aid in seeking ways of settling national and international differences other than thru war. In 1931 the Association recommended that the Peace Pact of Paris be taught in every school in this country. In 1934 it recommended also a program of education which would include the study of the history, interests, and problems of other nations, with the purpose of preparing both children and adults for cooperative living in the community of nations.

The dream of peace is not new; it is an age-old dream. Seven hundred years before the Christian era the prophet Isaiah foretold that the people of the future "shall beat their swords into plowshares, and their spears into pruninghooks." Isaiah's prophecy is a living faith, a living hope today. Only a little way from where we sit this morning—over the entrance to the International building in Rockefeller Center where every passerby may see—an American sculptor, Lee Lawrie, has cut into gray limestone in enduring form the words and the symbol of that long-ago prophecy of Isaiah. Yes, and is it a coincidence that to make more vivid today that prophecy of 3000 years ago, a remarkable sculpture stands in the Metropolitan Art Museum here in this city—a bronze figure by Jules Butensky—of a powerful man holding an armful of swords on an anvil as he beats them into plowshares. These are but suggestions, gestures if you will, of the hope and the faith that dominated these artists and led them to portray their dream that should reach out to catch the thought of the multitudes.

This desire for peace and stability from earliest times has been more than a hope. It has been expressed and is being expressed in our political, economic, and social institutions, as will be seen in reviewing some of the great

movements to establish peace in the world's history.

The first great peace was maintained by the Roman legions and for two hundred years the *Pax Romana* helped for mankind the ideal of peace as a "way of living." It was an enforced peace, to be sure, and fell in utter confusion when Caesar's legions became ineffective.

Then, too, the religious leaders of the Middle Ages compelled their followers to refrain from war during certain seasons. This was not an armed peace but it was an enforced peace, with penalties prescribed for its violation.

And then on to 1648, after a thirty years' war had crippled a generation of European peoples, the first treatise on international law was compiled, but since there was no court thru which these laws might be applied in regulating the conduct of nations, it too was ineffective.

And we come on to modern times. The Pan-American Union has succeeded, since 1890, in settling amicably questions largely to do with trade involved in the international relationships of the two Americas.

In 1899 the International Court of Arbitration was established at The Hague, an institution which at least has kept alive among the nations a sense of responsibility for peaceful settlement of their disputes.

And following the greatest conflict of all times, the war-sick nations met at Geneva, to organize a League thru which wars might be made forever unnecessary. Its story we all know. Yes, and since the Treaty of Versailles, the principal nations of the world have met again and again in conference to limit armament, to effect trade agreements, and to exchange peace treaties. All these are signposts in man's efforts to establish and to preserve the peace of the world.

Notwithstanding these peace movements, as we assemble here this morning war clouds hang low over many nations and mankind finds itself today far from the destination pointed to by these signposts on the road to peace. In the final analysis, peace does not rest upon the intervention of authority, upon resort to courts, to treaty agreements, or huge armaments, all of which may be and have been defied and ignored. It

rests upon the spirit of individual goodwill which arises from understanding and cooperation toward a common purpose. President Roosevelt made it clear to the whole world, when in that memorable address at Buenos Aires a year ago, he said: "Peace comes from the spirit, and must be grounded in faith. . . . That faith arises from a common hope and a common design given us by our fathers in differing form but with a single aim—freedom and security of the individual, which has become the foundation of our peace."

Those of you who were in Atlantic City last February and were privileged to be among that vast audience of 15,000 people who had met to do homage to Helen Keller will never forget her reply to a question from one in the audience. "If today," he asked, "one wish only could be granted you, the greatest wish of your life, what would it be?" The audience sat hushed in rapt attention for the reply which was not slow in coming—each person anticipating a certain answer. Instantly she replied, in utter selflessness, "If I could have one wish granted, I should wish for world peace and brotherhood!"

All wars have their beginnings in economic selfishness—in the ambition, the intolerance, the prejudice, the hatred by which one or both of the parties to the conflict were swayed.

In selecting for the theme of this convention, "*The responsibility of education in promoting world citizenship*," we recognize that it is the business of education to deal with those human attributes from which war springs. It is the province of the schools to temper these human emotions with intelligence, to inculcate a spirit of tolerance, to lay a basis for appreciation of the rights and of the achievements of all peoples. It is the mightiest privilege of the school to educate its children for peace thru an understanding of human relationships. This teaching must begin with little children in their relations with one another—in their play and their work together in the schoolroom.

World citizenship does not imply an impractical idealism nor does it mean docile submissiveness; neither does it countenance for a moment indifference to the interests of one's own country. On the other hand, a desire for permanent peace between nations is the sound-

PRESIDENT WOODRUFF—And now, members of the National Education Association, whose official representative I am, we turn to the one who has generously presided over this closing session of the seventy-sixth annual convention; one whom we know today as the gracious First Lady of the Land; but today, yesterday, and tomorrow, one known to all as an understanding humanitarian, a world peace advocate; one who has opened up a new way for women, who has risen above non-essentials, free and unbound; one who fearlessly follows her own convictions with tolerance for opposing views, who has the common human touch, who has shown herself a master of time unhurried, a seeker of actuality, practical idealist; and one whose record in this profession of ours is significant as a teacher.

Anna Eleanor Roosevelt, in the name of the National Education Association, and with the authority vested in me as its president, I present to you this key, symbolic of the highest honor in the power of this Association to bestow, the key of honorary Life Membership in the largest organized body of educators in the world, which will admit you to all the rights and privileges and give to you the official entree to all the activities of the National Education Association of the United States for the rest of your life. The Association is honored by your acceptance.

MRS. ROOSEVELT—Dr. Woodruff, I am deeply honored to receive this key, and I thank you and the members of the Association for the privilege and honor which has come to me today. I am very happy to have been a teacher, and I hope I may continue to be in the future. Thank you.



est kind of patriotism. Freedom from war makes possible that cooperation necessary to achieve a more abundant life for one's own people and for all other peoples of the world.

Peace means opportunity to satisfy man's material wants, to devote time and energy to the advancement of human culture and of spiritual welfare, and it means opportunity to worship God as each human being may choose. All this may be acquired with a practice of world citizenship. Constructive peace is more than an opportunity; it is an obligation upon every individual to serve the ends of human existence. And it is the province of the teacher to impress that obligation upon children and upon youth, and to prepare them for cooperating in that service with other youth, the youth of all lands.

The only lasting peace is a positive peace, a living peace, founded upon action, upon cooperative effort. This concept has few words that seem fully

to express it. The term "citizenship" includes the obligations of an individual to his own community, to his own state, and to his fellow citizens. Therefore, to express the idea of an individual's responsibility to all nations and to their citizens everywhere, we have used the term, "world citizenship."

Out of the excerpts from the replies to our questionnaire, none more clearly expresses our ideal of world citizenship than the statement of Dr. W. W. Bauer, a member of the joint committee of the National Education Association and the American Medical Association, who said:

"In the history of medicine thru the ages, there is to be found an excellent example of what constitutes world citizenship. There are no international medical treaties, no formal pledges; but actions speak louder than words. The progress of medicine against disease is a truly international achievement spurred by healthy rivalries and seldom marred by nationalistic quarrels."

What is true in medicine is true in all the great achievements of the human race. The things that have contributed most to our physical and spiritual welfare have seldom been national in character. They have been attained thru the collaboration of citizens in one or more nations, and have crossed political boundary lines to relieve the peoples under every flag.

There is no French way of curing tuberculosis. No nation has a monopoly of the automobile, the telephone, the radio, the electric light, the music of Wagner, or the *Iliad* of Homer. Astronomers of every nation look at the stars with the instrument designed by Galileo. The fruits of science, agriculture, invention, sculpture, the most useful and desirable things of the world, bear the mark of no flag. The great masterpieces of literature have no national trademark. Shakespeare and Goethe, Tennyson and Molière, Emerson and Vergil—their words will live forever in all tongues.

And the true artist, scientist, educator, or statesman retains that pride and appreciation in his own field even in the face of adverse circumstances. An act of Toscanini, whose symphony concerts were broadcast each week last winter from this great radio center, illustrates this devotion to culture and to real achievement in spite of prejudices. He was loyal to his native Italy during the Great War and gave benefit concerts for charitable purposes during those tragic years. He conducted a military band even under fire at Monte Santo, while it was being stormed by the Italian troops. He did not hesitate to lead his orchestra in German music and in Rome played the *Götterdämmerung* funeral march over the protests of his friends. Great art, as we have said, belongs to all peoples and all ages, and the joy of the artist in its beauty is not dimmed by political animosities.

In response to the second question, "What can education do in promoting world citizenship?" there were many replies, most of which can be summarized in such words as "understanding," "appreciation," "cooperation."

The freedom of learning and teaching which is a characteristic of education offered to an individual for his own growth and not for some other individual, is emphasized in the reply of

the Secretary of the Interior, Harold L. Ickes: "Education can best develop world citizenship by inculcating the free interchange of ideas. The world has much less to fear from the spreading of evil than from the suppression of good."

The ideal of cooperation included in world citizenship is suggested in the statement of Ruth Bryan Owen Rohde, former minister from the United States to Denmark, that education should encourage "the recognition by the individual that he is a component part of a world community, to the welfare of which he owes definite duties, and from which he is entitled to receive protection."

Our schools may show war as it is, with all its horrors, but the knowledge of what man has done to promote peace and to practice its arts is of far greater importance.

The world has seen many war-threatening differences between nations settled amicably since 1918. Of these we have perhaps thought too little: The Tacna-Arica dispute which was settled by arbitration thru the President of the United States, the Argentine AntiWar Pact, the Balkan Pact, and others. We should take courage from the fact that thru the League of Nations, handicapped as it is, we are told that more than thirty controversies that seemed to make war inevitable have been settled by peaceful means. Yes, human attitudes do change.

We are making no study here of the fundamental causes of war but, as a step toward a knowledge and understanding of the peoples of the world, education should recognize the fact that economic security is an aspiration of all peoples, and that there will be no lasting peace or long-continued pursuit of the arts of peace until all the peoples of the world have at least food and clothes and shelter. Of these there is enough in the world for all and a balanced production and distribution waits alone for the knowledge and skill of men and women whose genius has grown with rapid pace thru the years.

Let the schools create a sense of obligation for service of man to man—of nation to nation—yes, to mankind, which we have called world citizenship. Let them teach the drama of human life which began on the gigantic stage of the world ages ago, the conflicts of

which are the struggles for food and warmth and shelter, for beauty, for health and spiritual perfection—the struggle to develop the latent capacities of man himself and the struggle of man to understand his God. Let them teach the children of the world to engage together in those struggles with that feeling of human brotherhood so beautifully expressed in the words of Quintus Aurelius Symmachus 1500 years ago. He said:

"Why should we not all live in peace and harmony? We look up at the same stars; we are fellow-passengers on the same planet, and dwell beneath the same sky. What matters it along which road each individual endeavors to find the ultimate truth? The riddle of existence is too great that there should be only one road leading to an answer."

Some will call this year's program but a gesture. A gesture, yes—but many gestures must be made before a thing crystallizes into a reality. We have no thought that out of this year's discussion of education's responsibility in building world citizenship will come peace between nations now at war or that other wars will not arise. But if the centering of our thought upon the responsibility of the members of our profession in building a concept of world relationships—be it world understanding, world citizenship, or world brotherhood—thru the children and youth who are entrusted to us—if this stimulates a bigger emphasis in the classroom, thence out into the homes, we may think of the year's program culminating in the dynamic presentations, on many programs this week, of thought and opinion as something more than a gesture.

And now in closing and as we go back to our homes to the work in education that is ours, may we ask ourselves in the words of that opening address in Philadelphia eighty-one years ago, when the National Education Association was born, if we who are assembled here today really believe "that the time has come when the teachers of the nation should gather into one great educational brotherhood." If so, the building of a vital, dynamic world citizenship will ultimate in an active thing, in something more than words, and this convention of 1938 in New York City will have a place in history unsurpassed by any other.

PROGRESS

—Man's Distinctive Mark Alone

MARY E. WOOLLEY

President-emeritus, Mt. Holyoke College, South Hadley, Massachusetts

ACHEERING aspect of a day in which one is not invariably tempted to use that adjective, is this great gathering and the subject which it has chosen. "The Responsibility of Education in Promoting World Citizenship" is a magnificent theme and out of the discussions of this week, approached from different angles, will come food for thought for many a day.

The choice of the subject is, in itself, an inspiration. Do you fully realize, I wonder, what it means to have an army, composed of thousands upon thousands of thoughtful men and women, marching under the banner that you have unfurled? It is impossible to compute the influence of this factor alone, that you consider world citizenship a *necessity* of the day in which we live and—to go a step further—a *possibility*. It is along these two general lines that I should like to direct your thought.

World citizenship, world understanding, world-mindedness, a necessity of the day in which we live? Is it? Can any sane observer of existing conditions hesitate as to the answer? There are times when one wonders whether there may not be an awakening as from a hideous nightmare, to find that the unspeakable cruelties in Spain and China and Ethiopia; the depths to which humanity has sunk in its racial animosities; the arrogant denial of individual freedom on the part of dictatorial governments; all these are not reality, but just the wanderings of a distorted imagination. It is hard to believe even in the light of the last five or six years; against the background following the World War it is incredible. I often think it fortunate for our sanity that imagination fails to picture fully the suffering of the day in which we are living, the agony of body and the anguish of soul among human beings, a great army that no one can number. But it is not only human suffering that makes the situa-

tion serious. The undeclared war in China, the aggression in Ethiopia strike at the foundation of human relationships, *the keeping of faith*.

The question before the world is a crucial one for the future of humanity, namely, can a treaty be entered into with a mental reservation, to be kept—or broken—at the convenience of the signer? "Unless there is faith, there can be no human relationships," said Grotius. The keeping of faith is fundamental to civilization, the cornerstone upon which it rests. Without it, the future spells the rule of might, the battle to the strongest, and ultimate chaos.

It is easy to understand the mood of the cynic in this day when "realism" is "in the saddle" and seems "to ride mankind." But cynicism is not the banner under which to set forth for conquest. Humanity is not caught in a net from which it cannot escape; never was there a more mistaken interpretation of world tragedy. There are calamities overtaking human beings in whose grip they seem helpless—floods, earthquakes, tornadoes, relentless seas—the cataclysms in which the individual is like a leaf in the wind. But it is not violent explosions of physical nature that are responsible for the crisis in which we are living. The tragedy of today is both man-made and preventable. It is a human crisis, due to the failure of human beings to realize their higher possibilities. The causes of this crisis are fundamental; for the cure we must turn to the fundamental, namely, to that which has to do with the human mind and the human spirit. The world will never be saved by formulas. The signing of pacts, the forming of organizations, are not effective in themselves alone. In order to endure the strain of human passions, they must have within them the power of thought, to solve human problems; the power of the spirit, to inspire right human attitudes.

And here enters the teacher! World citizenship is not only a necessity if civilization is to endure, but also a possibility. Again we encounter the cynic. There is a strangely persistent fallacy, even among otherwise intelligent persons, that man is a fighting animal and that we cannot expect anything more rational than force in the realm of international relations. He was at one time a cannibalistic animal, but in polite society that custom is no longer considered good form! In other words, "progress is man's distinctive mark." Education is based upon that theory. Dismiss it as untenable and the very foundations of our profession are undermined.

The progress of the day along mechanical lines has been so rapid during the last fifty years that the preceding years seem primitive by contrast. But when we turn to another phase of life—its human relationships—it is another story. We are not thrilled by the moving forward; on the contrary we are appalled by the falling backward. Are we on the verge of another Dark Ages? Is it possible that humanity is "on the downfall"? I do not believe it and you do not believe it.

But the simple statement of our belief is not enough. Let us show our faith by our works. And when I make that plea, I make it preeminently because of the audience which I am facing. I suppose that there is no group of human beings today having greater opportunity to shape the future than the group of which you are the representatives. "Every time I enter my schoolroom, with hardly a pupil whose name suggests American ancestry or American traditions, I am impressed by the fact that these boys and girls are citizens in the making," said a teacher in this city many years ago. Today it has become a question of *world* citizens in the making.

Generalities are easy. In the minds of many of my hearers there must be the question: "But what can I *do*?" There will be a multitude of answers in the wealth of suggestion from speakers in this week's program, experts in various fields. Already much is being attempted, encouraging because it indicates a new aim in education and a new attitude among educators. Many states have

valuable syllabi on international understanding, emphasizing the importance of a world outlook and the understanding of other nations, the existing machinery for peace, the causes and results of war, the efforts that various organizations are making to build world peace and to develop the international mind. The syllabi vary both in their spirit and in their emphasis. Also it is interesting to note that comprehensive and practical suggestions are not confined to any one section of the country. The Middle-west and the Far West, the South and the Atlantic states, share in this forward movement. As a New Englander, I am pleased that the syllabus of a state in my own native sphere is characterized by its emphasis on world events, stating as its "modest aim . . . the building of a better world thru world knowledge." I am saved from a temptation to "put my hat on with a shoe horn" by observing that it is a state quite far west that presents one of the most understanding insights into the purpose of a course on international relations:

"The most important task in the world today is the creation of a new attitude of mind that may transcend national boundaries. To be effective in the promotion of peace among nations, knowledge must be translated into modes of conduct on the part of individuals composing the nations. Education as provided by the schools and their cooperating agencies is a slow process by which changes in civilization may be effected, but it has proved to be the surest and most permanent. We need teachers trained in the command of these concepts."

Again, a Southern state offers an admirable unit on "The League of Nations."

But syllabi are only guideposts, pointing the way. It is the human factor that counts and here—as all along the line—it is the internationally-minded teacher who makes the internationally-minded pupil. It is not an extravagant statement that "the curriculum may be barren, the textbook negative or even positively nationalistic, but if the teacher himself is an internationally-minded person, he can counteract the unfavorable influence and do much to develop in his pupils an international outlook." In this phase of education, as in all others, the *teacher* is the secret of success—or failure. I sometimes wonder that we teachers are not more "cocky" than we are!

Education for International Cooperation

It seems to me that education will succeed in molding world citizens if it endeavors to develop in individuals, not what differentiates them, but what brings them nearer to each other, if it emphasizes less their particular or national character than what in them is common to all human beings. Allow me to recall how French thought, from Descartes up to our days, strove to bring out the universal character of human mind. Such is the reason for the importance placed upon general culture in French education. I know the importance you also attach to it in America. The future physician, the future electrical engineer, the future wood-engraver will learn, while studying the history of their technic, that the edifice of science or art was slowly erected in the course of centuries and that each scientist or artist has contributed his stone. It would be a vain task, most of the time, trying to determine which man or nation should be endowed with the honor of a discovery. General culture gives access to the common heritage of thought and science, toward which all nations have an equal right and duty.

From a convention address by the Ambassador from France
COUNT DOYNEL DE SAINT-QUENTIN

It goes without saying that back of the teacher is teacher-training. Is there any institution of more vital concern to the future of humanity than the one which plays so large a part in framing the point of view of the human being, to whom will be entrusted the citizens-of-the-world-in-the-making?

The task is not an altogether easy one. My audience knows that better than the speaker. There are even in this land of freedom, narrow-minded communities. But there has been no change in public opinion so marked as in the case of international relations. The National Committee on the Cause and Cure of War, representing millions of women, citizens of the United States, in its "Declaration of Faith," announces "that after thirteen years of conscientious research and study, it concludes that the universal abolition of war is not only possible, but certain." The Declaration adds:

"The human race commands its own destiny and as soon as enough men and women are intelligent, determined, and courageous enough, they will together find methods to settle their differences, thru conciliation, arbitration, and legal processes, and will relegate war to oblivion as an ancient and outworn relic of barbarism. . . . The destiny of the human race is to climb upward and onward."

Never did the educational Moses have more Aarons to uphold his hands—strong organizations of men and women, fertile in suggestions, prolific in programs and publications, adding spice to life in the variety of their methods but united in their determination that brute force shall give way to the law of reason.

This spirit of progress is not limited to the United States of America. Let us not labor under that delusion. When the day of eclipse shall have passed in Geneva, there will be brought to light one of the most valuable parts of the work of the Conference on the Reduction and Limitation of Armaments—that of the Commission on Moral Disarmament, the disarming of the mind, fundamental to progress in international relations.

An outstanding danger of today is the nationalistic menace, the inordinate desire of nations to be first. There is a desire to be "first" which carries within it not the undoing of others, but their more complete realization. "America first?" asked Woodrow Wilson, and answered: "Yes, first in moral leadership." To you, the teachers of America, is given preeminently, the opportunity to help in the realization of this ideal.

Literature *and* Life

By PEARL BUCK

*We ought when
we put down a book
to feel a deeper sense
of completion of self,
not of escape from it.*



THE SUBJECT upon which I have been asked to speak this evening is the contribution of literature to life—so large a subject that to say anything definite about it is like trying to hold two large separate stars in the universe and show their cosmic relationship. What is this cosmic relationship? A certain phrase was used in your letter of invitation for tonight. "What," that letter asked, "can literature contribute to world citizenship?" To know how to live in the world is to know how to be a citizen of it. Our topic seems to me best and most simply expressed thus: What, if anything, can literature contribute to the individual to enable him to know how to live in his environment?

The answer to this question depends, of course, on our definition of literature. Is literature what most people read, or what a few people have written? Are popular magazine stories literature? Are detective stories, romances, wild west tales, true heart confessions to be included in literature? And is that what we have to think of when we consider how literature contributes to life? Or are we to limit our definition of literature to a few books written by a few dead?

This we do know—most people in America know the mechanics of reading. We are not, of course, the most literate nation on earth. There are several nations where the literacy ratio is a good deal higher than ours, notably Japan. But somewhere along the way, even tho formal education does not persist beyond the grades, we have been exposed, tho very slightly, to what is considered great literature. We know, too, that most of us do not read very much after all, or if we read, it is in relatively small numbers. There is, of course, the much-talked-of competition with reading—radio, motion pictures, automobiles, and soon television all combine to keep people away from books and literature. A sort of life seems to be coming in which books could be largely eliminated and their loss scarcely

noticed. Indeed it is already here for many people.

All this is true. And yet it does not, I think, matter so much that the mass of the people are never going to read literature. The bits of Shakespeare and Browning and Tennyson—or whatever children have in school nowadays—are not going to affect them one way or the other. No, we have to acknowledge that literature is never going to contribute to most lives at all. Most people are going to the movies instead, not to a particular picture, but just to the movies. They will turn on the radio, not to a special program, but just turn it on. They will read newspaper headlines probably, and make a desultory choice out of the lurid array of popular magazines on the stand at the street corner or in the drugstore. If a book is talked about a great deal, as a few books a year always are in the United States, they may look into them curiously just to see what it is everybody is talking about. That is all.

I will confess this surprised me at first, since having lived so much of my life in a country where 90 percent of the population was illiterate, I had come to value literacy and to think people would read if they knew how. I see now, after four years of watching my fellow countrymen, that knowing how to read has little to do with reading. People learn to read in order to read advertisements, bills, sports announcements, and news—altho printed news does not matter so much since we are getting so many pictorial magazines. Of course, in the old days of silent pictures to know how to read was necessary, because of the captions, but now we have talking pictures—and we will have talking newspapers, they tell us, before long—and the radio gives us love and crime and wisecracks.

Practically, literature does not contribute anything to most people's lives.

This must be faced. Our system of education teaches average children a little of everything, from the essentials of mathematics and biology to how to make a dress or hammer nails. But it does not teach them there is anything in literature which is essential to their life. Knowing how to read is simply knowing how to use a tool. If there is no desire to use that tool, then the tool is not used. And by and large, the crowd neither hungers nor thirsts after literature.

But not all of us belong to that radio-turning, movie-going, unthinking crowd. What concerns me is that the intelligent people, the leading people, the people who have brains and whatever we possess of culture and very often of means—they do not read; or if they do, they read too often digests of books and essays and stories rather than the works themselves. Even quite intelligent people, who would be shocked to think they have no touch with literature, do not realize what a menace to literature a digest is. They pick up a digest magazine because they are busy, and by it are deceived into feeling they have read the best articles of the month. Indeed, I believe digest magazines are the more serious enemies of true literature, because their readers are among the more intelligent and think that in the digests they are keeping up with contemporary literature. Yet the habitual readers of digests inevitably lose the appreciation of style and grace in language, just as we would lose appreciation of food, its taste and color and texture, if we should take it in the form of chemical pellets. Our physical nourishment might be adequate, but mere physical nourishment from food is not enough. To get the plain meat out of a book or story or essay is to live on dull fare, so insidiously dull that we do not know what we are missing. So it is not enough to get the bare meaning out of a piece of music or of a painting or of a great book. *Mona Lisa* digested is nothing but a woman smiling. A digested symphony is nothing but a group of themes which can be played in five minutes. *Of Human Bondage* is a book without a plot, one which no magazine would accept as a serial, and which could be digested in a few pages of a small magazine.

When these digests are made of lit-

Events are
backing out for
us a new indi-
vidualism.



erature, people read them and think they know what it is all about. Yet they do not know what it is about. For they have missed that which makes literature. The blue pencil reduces everything to the dead tastelessness of a chemically prepared pellet. That graceful fleeting fancy, that individual quality which is the inherent mark of genius upon every material which it chooses to work upon is lost. People say they are busy. I say, if you have only half an hour, use it not for a hurried survey of the bones of books and magazines, picked for you by someone you do not know, who may have overlooked entirely the one incident, character, or quality which would have most enriched your reading, but use that valuable half-hour for reading entire, and as it was really written, one thing—a few real pages from a book, or one actual story or essay. You will have more in the end—more real food for thought, and your literary palate will not be dulled by a succession of small dishes prepared by the same cook in the same pot and all tasting alike.

Yet these people who read digests are the very people to whom literature would contribute much. They are, too, and this particularly perhaps of women, the ones who in their leisure pick up a book or a magazine to amuse or divert them instead of a book or a magazine to read. There is no harm in amusement and diversion. That is a legitimate reason for literature. What concerns me is that educated people are amused and diverted by the ephemeral, passing book or story or the smart, silly patter of a columnist, and not by literature. I am not surprised or concerned when Mrs. Jones, the janitor's wife, begs the librarian for a nice book with a lot of things happening but everything turning out all right. But I am concerned when Mrs. So-and-so in Sutton Place, a graduate of the finest schools of our country and wife of one of our leading men, uses her scant leisure, after all the worthy enterprises in which she engages, from Spanish relief to a rally of republican women, to read—what she does read. That lady once undertook to up-

braid an author for writing in a certain popular magazine. Said she, "I picked up a copy of *Purple Shadows* the other day and was astonished to find a story of yours in it. How can you write for such magazines?"

Said the author, "How can you read such a magazine?"

Said she, "My dear, I only do it for relaxation."

Whereupon I began to ponder why when she wants relaxation, she reads what even she considers trash. Why does the cheap, the ephemeral, the highly colored, the falsely romantic, relax and amuse the educated mind instead of boring it? Education, to be sure, has left this mark—it has taught people a sense of shame, so that they know they should have on their tables the great names and books of literature. But these are not what they really read.

The reason for this is that educated and uneducated, we Americans all want escape from reality. We dislike so much of what life is, we shrink so much from knowing more about it, that one still hears different people say, tho comic papers have made it a joke for twenty years, "I suppose that's a fine book, but I have enough troubles without reading about more," or, even more frequently, "When I go to the theater I want to be amused."

Now I have no complaint against escape literature. It is natural to want to escape from ourselves and the immediate circumstances of our lives, sometimes, but how can such childish stuff as is read afford any escape to the reasoning mind? How can the educated mind so often enjoy what is false in all its proportions and premises? How can it fail to appreciate and lose itself in what is true to life? No, the threat to literature, the check upon its development, is not from the low standards of the many ignorant, but from the low standards of the few intelligent, who too often demand of literature that it shall not be true art rather than that it shall.

There are reasons, of course, for this state of being. Foremost, perhaps, is our often boasted youth. I was talking about this the other day with a wellknown painter who said that during the war it was interesting to him to see the difference between the way the American soldiers and the French ones relaxed. The Americans wrestled and raced and

played jokes; the Frenchmen talked.

"What are those fellows doing?" one of the Americans asked him.

"Exercising," he replied, "just as you are."

"Talkin'?" That's no exercise!" the American said incredulously.

"Only for the mind," the painter replied gently. "Try it," he added. "It's fun, too."

The same difference appeared in their letters, which it was his duty to read. The Americans wrote letters of pure incident. "It rained today. Jimmy got caught AWOL. I saw a fellow from Stockton yesterday." The French letters were full of thought and reflection upon incidents.

Well, culture is after all a matter of time and long mellowing age. And collectively we are not old and individually we cling to childhood and its enjoyments. We don't want to grow up. I saw a film the other day. The theme was a sound democratic theme—that the joy of living is to do what you like. But in this film what was liked was only one thing—drinking tubs full of beer, getting very drunk, and running away from it all to a South Sea island. It exemplifies exactly what I mean—a limited and essentially immature form of enjoyment. And the reason for this is that the average person in America is not yet interested in life. That is, he is not interested in human nature and its true character. Or perhaps it would be truer to say he is interested in the activities of life, but not in its meaning or its philosophy. He is instinctively frightened of anything like a view of himself and why and how he is. And yet that view, of course, is what literature is.

What do we want when we read? We approach literature with a strange impossible sort of expectation. We ask, on the one hand, to be supplied with unrealistic romantic ideals so earnest as to be naive, which have, it seems to me, no reality of any kind, either actual or desirable, and on the other hand, we have this childish wish to be amused, or rather to escape from the very restrictions to which we cling. We ask to be uplifted and, or, amused—if possible, a little of both at the same time. Yet literature, it seems to me, has nothing essentially to do with either of these things, except incidentally. Literature cannot have as its function the satisfac-

tion of moralism or the wish to escape from it if it must deal simply with life as it is. And yet, at present, life is exactly what most people do not want. They want to read about a dream existence, where everything is as they wish it were—where all marriages are happy, where the poor, ugly girl becomes rich and beautiful, and where all evil persons are punished, or at least lose all the money and the girl.

I once had an impassioned letter from the editor of a certain popular magazine begging me to write her a story, a happy, cheerful, sweet story. "And," she added, "oh, if it could be about young love, that would be wonderful." Now to an adult, young love is not very interesting. It is a part of adolescence and youth, an experience which everyone suffers and recovers from. While it has a certain touching quality, its symptoms are so universally alike as to be extremely uninteresting. It is evanescent and almost purely biological—on the whole, quite a stupid business from the point of view of one primarily interested in the working out of character.

Then, a day or two later, I happened to meet a friend, also a writer, and I discovered that she too had received this letter, asking for stories of young love. We concluded, therefore, that this enterprising editor was trying to establish a corner on young love so that her magazine might have a new record of sales.

Well, you may say, these are only popular magazines. What about books? But Americans, as a whole, don't read books. In this country where everybody is supposed to know how to read, publishers consider a book successful if it sells four thousand copies, and excellent if it reaches ten thousand. Once or twice a year a good many people read a book—books sweeping into popularity and passing away again. There has been a vogue for historical novels in the last few years. But this is only another manifestation of the desire to evade and avoid life by taking refuge in another world where all endings are known and safe—and also where incidentally there was plenty of action.

I read modern American novels rather assiduously, as a matter of interest, and I find further evidence of what I have been trying to say, in the lack of interest in life. The characters are almost universally subordinated to the incident

and environment. That is, what apparently interests readers is how much characters hop, skip, and jump, and not how they feel and are. Characters are instantly recognizable types. "Good," "bad," "funny," "pretty" are about all the adjectives needed to describe them. Especially there is evident this poverty of character analysis and development in the so-called regional novels—very properly so-called, too, for they are novels of regions: the weather of the regions, the storms, the crops, the animals, the shootings and crimes, and so forth, but never, deeply, the people. There seems in our American literature especially to be no real relationship developed between the region and its people. Yet it seems to me only when that relationship is thoroly understood and portrayed can the result be even called regional literature.

I have recently come back from a journey thru seventeen central states of our country. As part of my preparation for this trip I read some of the regional novels. I was able to get a good idea of the landscape, of the weather, and of the history of various regions, and particularly amazingly good local color, but absolutely nowhere an adequate idea of the people. In all the books the people were the least interesting part because the most slightly developed and the least understood. Yet, even in a journey, it was the people who impressed me. The landscape, for instance, of South Dakota, is in some ways the finest I have ever seen in the world—the most amazing and the most strange, and the most beautiful. It is on such a scale and so peculiar, as well, that I cannot blame a writer for dwelling upon its shapes, its weather, and its devastations. But to me far more vivid than that terrific landscape are the people who live there. It seems to me they are the most magnificent people I have ever seen, dreamers, all of them, those who are left, people held to the country in spite of abject poverty, people who live in the dream of a tomorrow, believing still in the country they cannot but love. They are not really subordinated by the landscape. They tower above it, poor as death and as triumphant. What literature lies there, unwritten—and probably never to be written, because young love is not of primary importance and there is very little action! Outwardly people



*We are afraid,
we Americans, of
tragedy.*

seem static—they suffer and wait and dream, but what tremendous inner action there is in those three words! Not many people see the romance in a man's loving dry, black soil that will not yield him food and holding to it grimly because if there were water it would yield enormously, and tomorrow it may rain. Yet there is the essence of romance in it. But the ending may not be happy.

We are afraid, we Americans, of tragedy. I mean tragedy in the deep fundamental sense of the Greeks, who understood that life is tragic in its whole course from its unexplained beginnings to its unknown end. Even comedy in that Greek sense had its foundations in tragedy—a butterfly fluttering in gaiety over a dark and bottomless river. So long as we shrink in fear from acknowledging we are what we are—beings brought into this brief consciousness which we call life—and from accepting this, and from proceeding to the living and understanding of this life, we can have no great literature.

That is not to say that literature must always be sad, any more than that life is always sad. Indeed, life ceases to be sad when we accept its facts and know its limitations. It becomes, then, a time for enjoyment. To know that one day a joy will end is to make the joy infinitely sharper and more precious. The day is not less beautiful because night comes—no, day and night together comprise life, and literature must deal with all if it is to be an art, and not only with that brief moment of morning when everything is fresh and new. Noon comes, and heat and trouble and strength and freedom, and evening falls, and everything passes, and it is all life and therefore the stuff of literature. And there can be no appreciation of literature until there is appreciation of life entire. Until we do appreciate life entire and as it is, we will go on demanding that literature give us for a few dreaming moments what we wish life gave us all the time and never will—and that is not literature.

Literature contributes to life only the awareness of life itself. If its function is to teach, it is to teach men what they

are and help them to understand their own lives by showing them themselves. It cannot, or so I believe, teach abstractly or apart from life as it is. Literature cannot have a moral purpose in a primary form, tho it may follow that a lesson is taught. A writer, for instance, does not produce literature if he habitually writes propaganda. It may be that at some time in his life he writes propaganda which is literature. If the life which he is then living and portraying because he is living in it, expresses itself in some ardent declaration of faith, it may be propaganda and yet be literature, since it is not a cause which he sponsors, but the life which he is then living. Never ask, "What does this book teach us?" but ask, "What does this book show us about life?" if the book be literature. To say, then, that literature can never be propaganda is to speak as arbitrarily as to say literature must always carry a thesis and teach a lesson. But in all propaganda literature, the human beings must be more than ordinarily alive in order to carry the extra burden of propaganda, and the writer who goes out seeking causes about which to center his novel prostitutes his art as surely as does the one who writes merely for money. What I am trying to say is, if one's life is embroiled in some social storm for the time and he writes out of his own life, then he may safely write as sharp propaganda as he likes.

I will put it this way: What literature contributes to life is simply a clarification of life. We ought, if we read literature and learn to love it, to know ourselves and others better, and to have some little further idea of why we behave as we do. And we ought to welcome many books, and differences in authors, and variety even in the same author.

Yet why do we Americans not really welcome change, but only the same old romance? We love above all things the romance of a person's springing from unknown beginnings to sudden fame and fortune. It is as good, we say, as a movie. We are all generous in helping the unknown writer, or actor, or the newly elected president even. We take pride—very properly, too—in the fact that among us people can rise from the bottom to the top, and with incredible speed. But when they reach the top,

the story is ended. I cannot think of our treatment of Theodore Dreiser, for instance, without anger. I do not see any body of work in American letters to equal the body of his work. Yet how shamefully we neglect him! With a delight almost equal to that with which we raise people up we forget them. We have so little appreciation or understanding of individual genius. It is another manifestation of our lack of interest in life. Our interest is in the romance and the action which a career affords us as a story. To welcome to our shores a Thomas Mann or an Einstein is a romance. We are all charmed with it, especially since in it the hero is not Einstein or Mann, but America. What we shall do with them is another matter—probably forget them if they are quiet, and turn against them if they say anything we don't like. But we won't pay any attention to them as individual geniuses.

For we are not taught to be detached and catholic in our interests. Even our literary critics too often judge a book on some personal ground—whether they personally like the main character or not. I remember hearing a nice lady say of a recent character in a certain book, "I shouldn't like my son to marry such a woman." The finality of her tone was terrific. And she was a symbol of most readers of books, who limit the contribution of literature to their life by their prejudices and preconceived ideas and have no desire to know what life really is.

One ought to approach a new book as one approaches a new country, with curiosity and expectation, not wanting to find only what one knows and likes, but with the zest of learning about something new. Such an attitude would be the greatest boon to literature. What, then, literature can contribute to life depends to a large degree on what is demanded of the writer. The demands we make today are practically nothing.

I have chosen to take my subject in a practical sense, rather than to describe the abstract benefits of literature to the human being. You know those benefits as everybody knows. You teach that Shakespeare is great literature. "So what?" they say today. "So nothing," is what I reply. That is the whole trouble—so nothing. The abyss between literature and the average person today

is bottomless. Why is this? Why does life so terrify us that we need this constant escape from it? I think it is because as a people we have no philosophy with which to live. We do not know how to understand and enjoy life. We are really afraid all the time—afraid of what is happening and may happen—afraid most of all of death. We do not know how to accept whatever comes in the spirit of gaiety which a philosophy of life gives. There is a constant hue and cry over our economic chaos, but no one says anything about our chaotic lack of any sort of philosophy of life, tho if we had such a philosophy, our very economics would improve, because we would know what life is and what it is reasonable to expect of it.

And yet I feel nothing is stronger in our American people than the desire to find some sort of philosophy with which to face life. The desire is inarticulate, and it expresses itself in all sorts of ways, from swing music to theosophy. There is such an earnest blind longing to know what to make of life as it is, and it is coupled at the same time with a sort of fear of knowing, so that when anything serious comes near, it is evaded by the jazz touch. And so even literature is evaded, as something too serious, tho if they would only see, they would know that literature contributes to the understanding they want of what life is, and can help them to know, therefore, what their attitude toward life should be, as reasonable creatures. The contribution could be continuing and enormous, if it were only understood and wanted, since literature crystallizes and expresses for many what they only vaguely see and feel in their own lives and the life about them.

Is there any hope for the establishment of an American philosophy toward life which would result in a demand for real literature and an increase in its production? I think there is, by a difficult, half-blind, negative sort of process, being forced on us against our wills and almost without our consciousness, by world events. These events are hacking and turning out for us anew the shape of an individualism first planned for us in its simplest form centuries ago. I am reminded of that huge sculpture now being done at Rushmore in the Black Hills of South Dakota by Gutzon Borglum. There on

the mountain top from a rocky cliff are emerging the enormous figures of Washington, Jefferson, Lincoln, and Theodore Roosevelt. But the sculptor does not do it himself. He has only made the model, now standing in his studio—an inch to a foot, the scale is. The final sculpture is done not by his hands, but by dynamite. Sticks of dynamite laid by ingenious workmen deepen the lines in Lincoln's face and make plain the idealism of Jefferson's eyes. Dynamite blows tons of rocks away to shape the determination of Washington's profile. So dynamite, the dynamite of terrifying events elsewhere in the world, is forcing us to define our own opposite philosophy, the philosophy of individualism, and this may bring us out from the childishness and immaturity of our present retreat in the isolation of dreams, which has so nearly smothered our literature to death.

But a philosophy needs to be enriched and explained, and that again is literature's function. Philosophy and literature are closer together than any other two of the arts. They have their roots in life and their flowering in the expression and explanation of life. Philosophy is the skeleton, literature the beautifying covering flesh, dependent upon and yet shaping and shaped by the inner structure of philosophy. The flesh cannot stand alone without the skeleton, and without the flesh the skeleton is an arid collection of dry bones. They must be united.

Today literature seems to me to be slowly dying of uselessness, just as sight will fade if the eyes are never used. I do not mean only that present-day good writing is not often much read. I mean also that the established body of past literature—the only literature which we know is sure—is being neglected. So few people read today the literature of the past that it may as well be said nobody reads it and great books are coming to be only great names. There are, of course, motion pictures. But the sort of motion pictures which are now being made of works of literature are something worse than neglect. They are travesties and foolish parodies and outrages of *Tom Sawyer* and *The Travels of Marco Polo*, *Antony and Cleopatra*, and what not. The vitiating touch of silly and impossible romance is ruining even great books of the past,

Literature has its permanent marks. It is a connected growth, and its life-history is unbroken. Masterpieces have never been produced by men who have had no masters. Reverence for good work is the foundation of literary character. The refusal to praise bad work, or to imitate it, is an author's personal chastity.—HENRY VAN DYKE

as it ruins everything, and high and true romance is almost gone. Worst of all, people, seeing these pictures, imagine they need not read the book, since they have "seen the picture." Every parent and teacher ought to insist that no child see the picture made from a great book until the book has first been read. The book at least cannot spoil the picture.

And yet when it comes to ending what I have to say on this note, I find I am not willing to do so. I hope this is not contamination by popular taste. I hope I am not just demanding a happy ending, too. But I keep feeling this is not the true end of what literature is contributing and can contribute to our life. Literature is at once the purest of all the arts and yet the most easily defiled, because more than any art its source is in human nature, that is, in life. And so when human nature becomes defiled, as in certain periods in history it is beyond other periods, literature is defiled with it. There are times when the course of man is so corrupt that all minds become confused by that corruption. Then musicians can retire into their own seclusion and out of themselves alone draw pure melody. Painters can point the sea and the sky and the hills and those elements of the universe which never change. But writers cannot retire from life. Whether they will or not, they are forced to draw their material from human sources. If these are defiled, they are defiled with it, because the materials with which they work are defiled, and because the demand made upon them at such times is for a corrupt enjoyment.

We are in such an age now. In many

parts of the world pure literature is impossible to produce because of the dictation of political charlatans who have an absolute power for the moment. It seems a proved fact that creative writing is impossible in the totalitarian states. Nor is there any greater freedom in the Orient. China is too torn for anyone there to be able to write with the perspective necessary to literature, and the same is true of Japan. It is chiefly in the English-speaking nations and in France that any sort of freedom of mind exists for the creative writer. Yet in America at least the dread of the realization of life among the reading public is so strong as to be an actual and serious limitation which any writer is forced to consider, whether he will or no.

All rumination upon this seems to bring us back to the same dead end. And still I am not willing to leave the matter so. For in spite of everything, I believe in the enormous and deathless energy which produces literature somehow and anyhow in any age. It must be somewhere, even in this age. I am watching with interest the WPA writers. The federal theater at least is showing an independent vitality which is hopeful. The genuine creative writer is not usually greedy for money. He wants to have freedom of mind not to think about money; that's all. He does not want elaborate living because it interferes with his work. He wants security so that he can work, and work at what he thinks worth doing. It is not true that genius will out. It will not. Genius can be as easily crushed as any other delicate and sensitive thing by too extreme poverty, by discouragement, by foolish and blind criticism, by being born in an age unsuited to it. Perhaps under the care of the WPA, as rude as it is, the writer may find relief—that is, freedom to do his work, which is all he wants—together with masons and carpenters and tenant farmers and all the others who have been thrust out of the economic machine. I am not suggesting that writers should be removed from life as it is—only that they should not be compelled in order to live to write of a life that is not and never can be, a life of impossible, cheap romance.

It would be easy for me to do what many have done—simply shrug my shoulders at the mass of popular writing and say that it has nothing to do

with literature. But I cannot. I keep going back to it. It is what most people read—then it must have its importance somewhere in relation to literature. One cannot dismiss lightly a magazine bought and read by three million people or a book bought and read by thousands. It is important. It is a serious thing for literature if three million read—not literature, but something else which gives them greater satisfaction. I have put the blame on the people in the first half of what I had to say. But there is always the possibility that there is something wrong with literature. Jazz, so despised once, we have now come to think of as contributing something very especial to music. What it is we do not know, and shall not know until jazz is dead and its vitality has become merged into the great body of permanent music. Swing—is it fad or new rhythm? Who knows or can know in our generation? It must run its course until we see it take its true place in what is past. If it has a definite value for human beings, something will remain which no amount of scorn or ignoring can kill or even displace.

Perhaps it is literature which today has become devoid of philosophy—so devoid that it has no inner light, so that people, reading, have caught no real illumination of the life which most of us live so blindly from day to day. The vogue for historical novels has been, perhaps, because the novels of present-day life cast no glow. Perhaps people are not afraid of tragedy, after all, if it is their tragedy—that is, tragedy which they recognize as beyond mere sordid living. The greatest books have always been tragedies. *Madame Bovary* is one of the most tragic books ever written. So is *Resurrection*. So is *Of Human Bondage*. So is *Vanity Fair*. The list is long, and most of these books when they first appeared were met with criticism. People did not immediately like them. It took time to get over the first revulsion against sadness and see beyond into the light. But the books that people have kept on reading are the books with that inner warm light which makes them have a sort of timeless rightness and accord with life which is happiness in itself, as distinguished from amusement and a mere happy ending. These are the books which give life in the full—not slantwise from the

viewpoint of region or vogue. These are the books which have laid hold upon life and have had a philosophy to expound. A lesson is a glib thing—easy to teach, easy to learn and gabble off. But a philosophy is something wrought out of experience. It can be accepted or rejected but never learned by rote.

So this relation between human life and literature is more mutual than I first said it was. We should read literature—but only if literature satisfies some primary need of ours. If people must have a philosophy of life with which to appreciate literature, literature must also have a philosophy with which to satisfy the reader.

I do not need to say, I am sure, that by the word "philosophy" I mean no dry abstractions with no relation to human daily lives. I mean those questions which every creature capable even of simple thought asks himself in times when he is alone—hours which he may hate and dread and from which he seeks all sorts of escapes, but which, nevertheless, exist—those hours when he asks, who am I and why was I born and what is it all for? Who are these others and what have they to do with me and what have I to do with them? To ask these questions is to seek the essentials of some sort of philosophy of life. And to answer them in one way or another is the meaning of literature. Whenever a book, thru the direct voice of poetry or thru the voices of characters in a novel, recognizes these fundamental questions of the human heart, that book is read and lives on and on. And whenever a book ignores them, tho it achieves a momentary popularity, it passes on and is forgotten. Light upon the deep and primitive inquiry of the human heart is the primary contribution, then, of literature to life.

It may seem a curious contradiction to say on one hand that people demand nothing but amusement from literature and then to say that literature which only amuses does not satisfy them. But such indeed is the case. The American public is peculiarly constituted and full of contradictions. With all our childlike love of a good time, we never really have a good time unless we feel we are improving ourselves, too. The moral sense is very strong in us. It may be it is only that wellknown and famous puritan conscience, which,

it is said, is never strong enough to keep us from doing anything we want to do, but only strong enough to keep whatever we do from being pleasant. We may be trying, in all our desire for escape, to escape not from the realities of life, but from the reality of ourselves. If so, of course, escape is impossible, and yet, if it is impossible, the effort is all the more frantic. But none can escape that "Hound of Heaven"—his own self. And real literature has nothing to do with that attempt to escape. It has only to do with the pursuit, and it shows that the end of that pursuit is only the deeper and fuller understanding of that self.

I know from an old Buddhist book the story of the monkey who wanted to escape God, who had him in His hand. He was a great jumper, this monkey, and so he made up his mind to jump as far as he could and he did. When he came to himself after a stupendous leap, he found himself on a mountain top somewhere in a strange country. "Ah," he thought exultantly, "I have escaped!" Then he heard God's voice, very near, speaking. It said, "You have only jumped to the base of my thumb. You are still in my hand."

So there is no such thing possible as this escape which occupies so much of the reading of today. So long as we breathe we are in this world which incloses us. Literature does offer the only real escape—but deeper into the world and not away from it. And that is what it contributes to life—more life, more understanding of that life. Any good book is like a microcosm where in a small compass we can see how life functions. In our daily experiences we are lost in the largeness of all around us. We cannot understand all that is going on. But a good book catches a part of what is going on and holds it for us, and we can see relationships there, and causes and effects which escape us in the flying by of actual time and events.

We ought when we put down a book to feel a deeper sense of completion of self, not of escape from it. We ought to understand that self better and feel in closer accord with it and more content with it. If we do, then the book is literature, and literature has made its contribution to life.—An address before the New York City convention, NEA, June 28, 1938.

Governor Lehman on **FUNDAMENTALS OF EDUCATION**

LET ME as citizen and as Governor, enumerate some of the fundamental principles which characterize and, in my judgment, dignify our management of public education.

We have determined by long practice and by court action that the supervision and direction of education is basically a state function. We have, therefore, called upon the treasury of the state to bear a considerable portion of the cost of maintaining schools and

have adopted measures to bring a satisfactory minimum standard of educational opportunity, both on the elementary and secondary level, within the reach of every child in the state no matter what the wealth of the school district in which he lives.

We are committed to the principle that the growing science of education

Left to right: Mayor LaGuardia, speaking; President Woodruff; Governor Lehman



International News Photo

Mayor LaGuardia on **EDUCATIONAL OPPORTUNITY**

WE ARE very proud of our children. Please don't tell the people back home that you saw high buildings or big streets, but do tell them about the affection of this big city for its children. . . .

You certainly have a rare privilege and opportunity of rendering much useful service, not only in your own community but thru this great organization, to the entire country. . . .

It is not enough to have a perfect system of education in large cities and in some communities. We must have a complete and perfect system of public and free education for every section of the entire country.

At this very moment, when the attention of the country is focused on

your convention, when editorials and newspaper articles will speak of our great educational systems thruout the country, I would like to have published a map of the United States with big black blotches showing the sections and the communities where education is insufficient or utterly lacking.

Education, as I see it, is like public health. We have a great health department in this city. Our neighboring cities have health departments. We have an extensive service of preventive medicine, but what good does all that precaution do if other sections neglect their health and people with infectious diseases travel from one section to another?

Just as we need preventive medicine, just as we need health forces, just as we

and the fine art of teaching demand a high level of academic and professional training on the part of every teacher. We pledge the state to provide opportunity for such training, and we permit no person to teach in the public schools who does not meet the minimum standards set by the state for certification.

Believing that the laborer is worthy of his hire in every walk of life, we have established by law minimum salary scales for all public-school teachers.

Recognizing the high public service of the teacher, we have established in this great city and in the state at large teachers' retirement systems which give assurance of security in old age.

Believing that the faithful and competent teacher should be free from apprehension of security in his position, we have enacted tenure laws which protect our city and village teachers and which will in time, I believe, be extended to teachers in rural schools.

Being a conservative people, we have slowly and even reluctantly come to the realization that the one-room country school, so useful in earlier days, no longer satisfies our educational needs. A farreaching movement is under way which will eventually, and I hope speedily, centralize our rural schools.

It is to a state committed to these principles thru constitution and statute and practice to which I welcome you. —From an address before the New York convention, NEA, June 27, 1938.

need proper health departments all over the country to protect the entire population, so we need education. . . .

In addition to nearly 100 highschools, we have four colleges maintained and supported entirely by the City of New York, because the time is coming when no American child will be deprived of a college education because of the economic condition of his family.

Therefore, in addition to the little local problems that come up from time to time in our schools, as I see it, the great mission of the American teacher is to press forward that we may have the benefit of our system of education for every American child, and life, liberty, and the pursuit of happiness. I would say that with life, liberty, and education, we are sure of the pursuit of happiness.—From an address before the N. Y. convention, NEA, June 29, 1938.

AMERICA'S LARGEST CITY SCHOOL SYSTEM

HAROLD G. CAMPBELL

Superintendent of Schools, New York, N. Y.

THE TASK assigned to me is to tell about the largest city school system in the United States. We do not boast of the fact that it is a large school system, but we do boast that within that large school system not one of our wonderful teachers forgets the individual child. Out of this great mass, we are trying to carry on, not mass education, but real education.

Our organization is not only the largest—it is the most heterogeneous organization to be found anywhere in the world, heterogeneous as to race, social outlook, economic condition, and out of this, we are trying to make good American citizens.

Not only have we this large population, but we have a population that is always shifting from one part of the city to another. For example, in a recent committee study of maladjustments and delinquency in schools of this city, we found one school which started in February with a register of 1000 children. It closed the term at the end of June with a register of 1000 children. But during that term, there had been 1000 transfers out and 1000 admissions, so that at the end of the term, there was not one there who had been there at the beginning of the term.

I think school people will realize the difficulty that teachers have in handling such a problem. The thing we are proud of is the fact that our teachers are able to handle this type of situation.

New York City's million and a quarter individual school children, housed in more than 1000 buildings (representing an investment of half a billion dollars), constitute the sixth largest city in the United States. If all the children might pass in review before us in parade formation, it would take five days and five nights for them to pass.

Our system extends beyond the city's borders. There are classes for handicapped children and others in day camps, convalescent homes, hospitals, and institutions on Long Island and in

neighboring counties along the Hudson River. About 1,110,000 of our children are in regular day schools. The others are in parttime continuation, evening, and Americanization classes.

We have 612 elementary schools with approximately 669,000 students; 80 junior highschools with approximately 130,500 students; 47 academic and technical highschools with an enrolment of 255,000; and 24 vocational highschools with an enrolment of about 60,000 students, of whom 45,000 attend fulltime and 15,000 parttime.

There are 44 evening elementary schools with a register of 27,500; 23 evening highschools with a register of 56,000; and 11 evening trade schools with a register of 12,000.

Staff—Our teaching and supervisory staff numbers approximately 39,000. There are nearly 27,000 teachers in the elementary and junior highschools; 9300 in the senior, academic, and technical highschools; and 2128 in the vocational highschools. We employ more than 300 attendance officers to enforce the compulsory education law.

Our schools range in size from Public School 2, in the Borough of Richmond, with one teacher and 14 children, to the New Utrecht Highschool, in the Borough of Brooklyn, with 347 teachers and 9965 children. The smallest school is, in reality, a typical rural school with grades from 1A to 6B all in the same classroom taught by the same teacher.

The average size of our elementary-school classes is 34.7. In our senior highschools the pupil-teacher ratio is 31.5, and in the junior highschools we are organized on a basis of 36 pupils per teacher for regular classes, 25 in adjustment classes, 18 in industrial classes.

Costs—To finance our educational program there will be spent this year more than \$152,500,000, of which about \$54,350,000 is contributed by the state and about \$97,800,000 by the city. Federal aid amounts to approximately \$350,000, exclusive of the cost of WPA proj-

ects. Our per capita cost of instruction is \$103.05 in elementary schools, \$113.99 in junior highschools, and \$144.30 in senior highschools. Last year every \$100 spent for education in New York City was spent as follows:

For instruction and the agencies auxiliary thereto including the cost of playgrounds, recreation centers, and other items.....	\$88.74
For physical maintenance of the school plant including the cost of replacements and repairs.....	2.91
For physical operation of the school plant including the cost of heating and cleaning the buildings...	5.40
For administration and miscellaneous expenses.....	2.95

Trends in register—As in other parts of the country, our elementary-school register is declining, due to the lower birthrate and restricted immigration. We had 23,800 fewer pupils in our elementary schools this April than in April 1937. A gain of 3000 or so in the junior highschool hardly offsets this loss. Registration in senior academic and technical highschools, while it has grown enormously, is now leveling off. In the vocational highschools last year there was a gain of nearly 8000.

Experiments—Thruout our school system numerous experiments are being conducted, notable among them the experiment with the activity program which emphasizes the development of the child thru participation in actual experiences. Sixty-nine representative schools—60,000 children—are engaged in this experiment. At the special Speyer School, which we are conducting in cooperation with Teachers College, Columbia University, an effort is being made to devise more effective courses of study for slow and rapid learners.

From among our 612 elementary schools we have selected 70 in underprivileged neighborhoods, and assigned to them additional teachers so as to bring class registers down to 30 and in some cases to 25, and thus permit more individual instruction. Remedial programs have been instituted in these schools both in the tool subjects and in health education. The children are taken on trips to other parts of the city and every effort is made to overcome adverse effects of unfavorable environment.—From an address before the New York City convention, NEA, June 27, 1938.

COMMITTEE REPORTS

IN A NUTSHELL

THE COMMITTEE REPORTS of the National Education Association have for many years had a profound effect on the development of American education. The reports presented at New York were especially comprehensive, timely, and practical.

The Educational Policies Commission (A. J. Stoddard, chairman) reports: "Three fundamental interpretations of the relationship which public education bears to our national life, as well as four specialized statements of policy, mark the progress of the Educational Policies Commission during the past two and a half years."

The Committee on Academic Freedom (Henry Lester Smith, chairman) reports that it has examined a number of cases of dismissal which appeared to involve principles of intellectual and academic freedom. In order to gain a definite idea as to what the public expects a teacher to do and what a teacher thinks it is his duty to do, the committee is at work on a questionnaire to be answered by a cross section of the American public.

The Committee on Salaries (Willard S. Elsbree, chairman) proposes the following issues for immediate study: Should merit, apart from training and experience, enter into the determination of a teacher's salary? Should teachers be paid according to amount of training and experience regardless of grade or subject taught? What relationship, if any, should salaries bear to the cost of living by teachers? Should rewards for dependents be included in salary arrangements of school systems? Should men and women teachers receive equal pay for equal work? What groups should be responsible for study and formulation of salary policies in school systems? What factors should determine number and size of annual salary increments? What personnel in the school system should be included in a salary schedule? Should teachers be paid for as many months as school is in session or for twelve months? What policies should govern salaries of interns and substitutes?

The Committee on Tenure (Donald DuShane, chairman) asks: "Shall America have tenure for teachers which will encourage the search for, and teaching of, truth in our schools, or shall we have

intimidated teachers and the teaching of politically determined propaganda in our schools?" A most significant part of the report is that which cites examples of unjust treatment of teachers, including a report on two cases of unjust dismissal investigated by the tenure committee.

The Committee on Supply, Preparation, and Certification of Teachers (Bess Goodykoontz, chairman) is giving first consideration to questions of teacher supply and demand, leaving for later consideration the related questions of preparation and certification, which are now the subject of more detailed study by other groups.

The Committee on Equal Opportunity (Gertrude Mallory, chairman) urges that Association members work "for the establishment of equal status for men and women thruout the United States and all territories subject to its jurisdiction, and that in the daily work of the public schools they shall strive to 'establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity'."

The Committee on the Economic Status of the Rural Teacher (William McKinley Robinson, chairman) is making an extensive survey of social-economic conditions among rural teachers. The preliminary report shows that the highest average income for rural teachers is \$1397 for married white men, and the lowest is \$370 for single Negro women. Is it possible, asks the committee, to provide an adequate educational program for children when their teachers are paid such salaries as these?

The Committee on the Horace Mann Centennial (Payson Smith, chairman) in its final report records the history, calendar, and achievements of the Centennial. The enduring quality of the Centennial is indicated by the increasing number of state and local observances paying tribute to outstanding educators and educational events; enrichment of the curriculum by the addition of material about Horace Mann and about schools; the celebration of Horace Mann's birthday on May 4 as a

regular feature of many school calendars; the organization of Future Teachers of America; the growing list of schools named for Mann.

The Committee on International Relations (Annie Carleton Woodward, chairman) prepared an excellent 32-page report, "Promoting International Cooperation thru Education." This document—which discusses world citizenship from the standpoint of objectives, place in the school program, widely used methods, and sources of help in teaching—may be obtained from the National Education Association for 25¢.

The Committee on Credit Unions (James E. Moran, chairman) reports that "thru the establishment of an effectively operating credit union department in the National Education Association to foster the development of teacher credit unions, the NEA is making a signal contribution to teacher economic security. The function of the department will be to familiarize teachers in every state with the advantages of credit union operation, making available to them the knowledge and experience that has already been gained in regard to this means of saving their own money and using it to solve their own credit problems."

The National Council on Teacher Retirement of the NEA (George M. Pogue, president) reported the publication of a bulletin dealing with principles and procedures in the organization of new retirement systems.

Joint Committees—The following presented reports: *Joint Committee of the NEA and the American Library Association* (Margaret R. Greer, chairman); *Joint Committee on Health Problems in Education of the NEA and the American Medical Association* (Thomas D. Wood, chairman); *Joint Committee of the NEA and the National Congress of Parents and Teachers* (Mrs. J. K. Pettengill, chairman); *Committee to Cooperate with the American Teachers Association* (N. C. Newbold, chairman).

The work of other committees including Resolutions, Individual Guidance, and the Legislative Commission, is covered elsewhere in this JOURNAL. Material relating to other reports will appear in future issues of THE JOURNAL. For a more complete record of committee reports, consult the *Proceedings*.

RESOLUTIONS

adopted at New York City

[1] **FEDERAL AID FOR EDUCATION**—The National Education Association recommends increased federal participation in the support of public education without federal control of educational policies.

[2] **TAX EDUCATION**—The National Education Association condemns any campaign of propaganda for indiscriminate reduction of taxation without regard to social needs. The Association urges its officers, members, and affiliated organizations to carry on a systematic, intensive program for public enlightenment in order:

[a] to remind the public that certain functions of modern government are indispensable, and that these functions are in the main economically and efficiently administered;

[b] to show what the average taxpayer gets in return for his tax dollar;

[c] to show the vastly increased services which our modern civilization requires of education;

[d] to publicize the service which education returns for its share of the tax dollar;

[e] to counteract the tendency of taxing authorities to divert an undue proportion of the revenues from public schools;

[f] to give to the teachers of the nation a thorow understanding of the principles of taxation within the various states, so that they may aid in educating students and the general public on these questions.

[3] **TAX LIMITATION**—The National Education Association places itself on record as opposed to measures designed to place a constitutional limit on taxation within the various states.

[4] **TEACHING WITHOUT PAY**—Teachers should not be called upon to teach without pay in any so-called emergency where the public has the ability to provide additional funds for school support and fails to do so. The National Education Association believes that such practice retards the solution of the basic problem of adequate support for public schools.

[5] **TEACHER CERTIFICATION, SUPPLY, AND DEMAND**—The National Education Association urges the continued study of the problems of teacher certification and of adjusting the supply of adequately trained teachers to the demand for teachers.

[6] **TEACHER TENURE**—The National Education Association reaffirms its stand in full support of permanent tenure for teachers as a means of insuring to the children of the land the best possible instruction.

[7] **OATHS**—The National Education Association again affirms its opposition to any requirement that members of the teaching profession take discriminatory oaths.

[8] **CREDIT UNIONS**—The National Education Association approves the work that is being done in developing, perfecting, and extending the organization of teacher credit unions and recommends that an educational and informational program on the work of credit unions be carried on by the NEA.

[9] **GUIDANCE PROGRAM FOR YOUTH**—The National Education Association, recognizing the serious problems confronting youth thru unemployment, social maladjustment, unequal educational opportunities, and financial stress, recommends that the federal government and all organizations concerned with youth problems cooperate with the United States Office of Education and the departments of education in the several states in a concerted effort toward improved service to youth.

[10] **INTERNATIONAL GOODWILL**—This Association urges all teachers to continue to promote international goodwill. Toward this end the officers are directed during the ensuing school year to undertake a more active program than heretofore thru the NEA Committee on International Relations and in cooperation with the World Federation of Education Associations.

[11] **EDUCATIONAL PUBLICITY**—This Association favors the largest possible budget for the Association's public relations activi-

ties in order that it may [a] expand its present service thru the radio, the press, lay organizations, and other agencies, and [b] make available to state and local associations and school officials expert advice on publicity.

[12] **MEMBERSHIP**—The Association commends to the officers of teacher-training institutions the present plan of student membership in the National Education Association and urges that seniors in these institutions be given an opportunity to participate in this plan which establishes for them an active connection with their national professional organization. The Association further recommends that in all institutions engaged in preparing teachers for their profession, the study of the values, accomplishments, and procedures of national, state, and local education organizations be given a place in the curriculum.

[13] **AMERICAN EDUCATION WEEK**—The National Education Association urges that American Education Week be observed in the schools. The theme for 1938, "Education for Tomorrow's America," is of vital interest and significance to the future of American democracy.

[14] **HENRY BARNARD CENTENNIAL**—The Association hereby commends the movement to memorialize Dr. Henry Barnard, whose important work in behalf of public education began one hundred years ago.

[15] **APPRECIATION**—The National Education Association expresses its appreciation of the hospitality and courtesy of the City of New York extended thru its officials and thru the various school and civic organizations. The Association also tenders its appreciation to the press, the officials of the New York World's Fair, the Radio Center, the National Broadcasting Company, the Columbia Broadcasting System, the Mutual Broadcasting System, Station WNYC, Station WHN, the Boy Scouts, and to all others who contributed to the success of this convention.

[16] That the National Education Association expresses its profound appreciation to the President of the United States and to Mrs. Franklin Delano Roosevelt for their presence at this convention and for the interest in public education which their attendance at this closing session demonstrates.

[17] This Association stands for peace among nations and urges the President and the Congress to work intelligently, cooperatively, and unselfishly for world peace.

[18] That a Committee of not more than five be appointed to confer with the American Legion and other service organizations having constructive education programs with the view of enlisting their support toward the enactment of laws providing for federal aid to public education.



A scene from the pageant, "Skylines," presented at the convention

Wide World Photo

THE JOURNAL OF THE
NATIONAL EDUCATION ASSOCIATION

LET US CONTINUE TO GO FORWARD

*To Association members and persons
invited to become members:*

THE NATIONAL EDUCATION ASSOCIATION is yours. It can be no more and do no more than you—the individual members—make possible. Its strength is in your interest, goodwill, loyalty, and activity. It is a cooperative enterprise working for the common good. That the common good shall be exalted is especially important just now, for the alternatives are selfishness, division, and dictatorship. By what we do to build up our organization we can demonstrate our faith in democratic institutions and prove that free and voluntary cooperation is more powerful and more effective than dictatorship.

We must do first things first, and during these early fall months every member is concerned that the Association shall be made as strong as possible—that all memberships shall be promptly renewed; that new members shall be added; that the power of numbers and assured finance shall lay the foundation for a year of substantial achievement. If by our own efforts we demonstrate the will to go forward, we may then expect that democracy will go forward—that teaching will win added respect and power; that intelligence and cooperation as a way of life and government will triumph over force.

Read this issue of *THE JOURNAL*, which carries the report of our great New York convention. Note the tributes that leaders from every walk and station in life paid to teachers and to education. Their interest, their presence on the program, their eloquent testimony, express their faith in education. They recognize the leadership of the National Education Association and share in its great work. Their interest and their support are a challenge to us to go forward, fully awake to the trust that the nation places in its schools and their teachers.

Note especially President Roosevelt's address and his emphasis on federal aid as an immediate necessity. His statement gives encouragement for belief that legislation for federal aid will be forthcoming, thus bringing to victory a campaign which the National Education Association has led for more than twenty years. Education is going forward and it is going forward because teachers working together thru organization have kept the claims of the schools before the people. The need for doing this will in the future be greater, not less. Will you help to awaken every teacher to his responsibility to do his share?

This is a crucial year for education. The economic uncertainty will be reflected in many communities. Some teachers will be tempted to economize at the very points where they have most to gain—to reduce support of professional organizations when the full power of organization is most needed. Let us refuse to do that even tho it means sacrifice. Our schools have been built thru sacrifice

and they must advance thru sacrifice. Every teacher needs the benefits which organization brings. The teacher in the community with the least resources needs them most of all and stands to gain most as the coming of federal aid will prove. Let us seek to awaken all teachers to their professional opportunity.

The Association has kept its house in order during the difficult years since 1929. It has lived within its income. It has tried to make every cent count. It enters the new school year in good shape for effective service, but every gain in membership and income will make enlarged service possible. The prompt payment of dues and increased membership will make possible new constructive activities.

It is not necessary here to review in detail the contributions which the Association has made to the welfare of teachers, the schools, and the nation. That has been done again and again in *THE JOURNAL* and elsewhere. A few examples will be sufficient. In 1870 the average annual salary of teachers in the United States was \$189. Between 1917 and 1931, when the Association was most active in its salary campaigns, the average annual salary rose from \$655 to \$1440. During the transition years since 1931, it declined to \$1227 and would certainly have gone much lower had it not been for the Association's research work and publicity campaigns. The average annual salary has now started upward again and was approximately \$1350 in 1937.

Similar progress has been made in other phases of teacher welfare. For more than fifty years our Association has been fighting for tenure. In 1917 only five states had tenure laws. Twenty-seven states have now freed their teachers from the necessity of annual appointments and protect them against unfair dismissals.

Or take the Association's program of building up public understanding of the achievements and needs of the schools—thru conventions; thru its publication of more than 150,000,000 pages per year; thru American Education Week; thru magazines, newspapers, radio programs, speeches, and personal contacts. Largely as a result of this program in which leading citizens take part, education has held its own during these trying years better than any other large phase of American life.

Do you not wish to help go forward with this important work? Do you not wish to have a part in the Association's farreaching program? Do you not believe that every teacher should carry his share of the load? Will you not join the officers of the Association in working for the 10 percent gain in membership voted by the Representative Assembly? Let us continue to go forward.

Reuben T. Shaw
PRESIDENT

Willard E. Givens
EXECUTIVE SECRETARY

The COMPLETE ENLISTMENT of the Profession

THE MEMBERSHIP of the National Education Association on May 31, 1938, was 195,605—a new high record, 14,377 more than in 1937. That report indicates splendid progress but the membership of the Association is still far from the ideal toward which we are working.

There are approximately a million teachers in the United States, and our Association will never realize its full strength until every teacher is a member and we have achieved the goal of which leaders in the Association have been dreaming for years—"The Complete Enlistment of the Profession."

Speaking before the students of the 1919 summer session at Teachers College, Columbia University, Dr. James E. Russell, then dean of the College, discussed some of the problems connected with the development of a strong national teachers organization. He concluded his address with the following statement:

"My chief concern is to free teachers from local oppression, to change their status from employees of a schoolboard to servants of the state, to demand of them professional fitness and to expect of them professional service, and to evaluate their worth by their contribution to American citizenship. Once these ends are attained, I am certain the public will gladly pay the price. Center the united strength of half a million of teachers on these points, and the teacher's millennium will soon be ushered in."

During the first sixty years of its history the membership of the National Education Association was comparatively small, never more than 10,000. In 1917 it was less than 8000. Since that date it has grown steadily except for the depression years of 1933 and 1934, when it slipped slightly. It is now near the 200,000 mark and it should be at least half a million within a decade.

The Representative Assembly of the New York City convention adopted as the goal for 1938-39 "A 10 Percent Increase or More in Every State." To achieve this goal will require the re-enlistment of all who were members last year and the recruiting of 20,000 new

1938 VICTORY HONOR ROLL

STATES WHICH INCREASED THEIR NEA MEMBERSHIP 10 PERCENT OR MORE

STATE	STATE DIRECTOR	MEMBERSHIP MAY 31, 1938	PERCENT OF INCREASE
N. Y.	Frederick Houk Law	23,616	107
S. C.	A. C. Flora	1,108	72
N. C.	Elmer H. Garinger	1,292	70
Ark.	W. E. Phipps	575	61
Ala.	L. Frazer Banks	2,113	35
Conn.	Helen T. Collins	1,662	28
Vt.	Joseph A. Wiggins	760	25
Md.	Eugene W. Pruitt	1,320	23
Fla.	James S. Rickards	1,574	22
Me.	William B. Jack	1,446	22
N. J.	Lester A. Rodes	7,690	19
Va.	Mrs. Edith B. Joynes	2,710	16
R. I.	James F. Rockett	233	13
Alaska	Everett R. Erickson	296	13
Nev.	C. Layton Galbraith	723	11
Ind.	Charles O. Williams	6,611	10
Kans.	F. L. Schlagle	3,550	10

members. This can be accomplished easily if every member will do his part.

The problem of developing effective enrolment plans by which teachers may enlist simultaneously in their professional organizations—local, state, and national—is one of the most challenging with which our profession is confronted. Dr. John W. Studebaker, U. S. Commissioner of Education, in commenting upon this situation, recently wrote:

"Most of the plans employed for enlisting teachers in our professional organizations are antiquated. Usually the treasurer

BUDGET PLAN FOR DUES

The California Teachers Association recommends that every faculty adopt a professional budget. Many faculties use a form similar to the one given below:

{1} Faculty dues	\$..
{2} Local teacher organization..	\$..
{3} California Teachers Association	\$3.00
{4} National Education Association	\$2.00
{5} Other organizations.....	\$..
Total.....	\$..
(Signed)	

of the local association puts on a membership campaign early in the school year. A few weeks later some local representative of the state association organizes a drive for membership in that organization, and a little later a campaign for membership in the NEA is staged. Each of these drives costs considerable time and energy. There is much lost motion and wasted effort. Teachers become irritated. They don't like to be asked to pay dues so often. They realize that dues, like taxes, are necessary, but they resent too many solicitations. If teachers are ever to achieve the goals for which they are working, they must learn the art of organized cooperation, and if they are ever to secure a fully organized profession, a plan of simplified enlistment, facilitating the enrolment of every teacher quickly and easily will be one of the factors in its achievement."

The "budget plan" for payment of professional dues is growing in favor. Adopted some ten years ago by the Pennsylvania Education Association, it has proved a significant factor in enabling that state to set the pace for so many years in NEA membership. A modified form of this plan was adopted last year by New York State with conspicuous results. The California Teachers Association recommends the use of the enrolment form printed elsewhere on this page.

Experience has shown that wholesome enrolment records are usually the result of effective local leadership. Most good teachers intend to be members of their professional organizations—local, state, and national—but they are human and they wait for someone to collect their dues. In some communities the membership campaign is handled by the officers of the local associations thru "building representatives." This plan proves effective if the local officers and the building representatives are good salesmen and "follow thru" on collections.

The problem of enlisting the membership of our professional organizations is not particularly difficult but it is vitally important. It requires inspiring local leadership, a definite plan, persistent followup, and a certain amount of hard work. Where these factors exist, wholesome enrolment records are sure to follow and thru these will come the realization of the goal, "The Complete Enlistment of the Profession."—T. D. MARTIN, Director of Membership.

MEMBERSHIP IN EDUCATION ASSOCIATIONS-1938

States and other units	Number of teachers	Membership in National Education Association						Membership in State Associations			
		May 31, 1937	May 31, 1938	Percent of teachers members 1938	Relative rank 1938	Life Membership		May 31, 1937	May 31, 1938	Percent of teachers members 1938	Relative rank 1938
						May 31, 1937	May 31, 1938				
1	2	3	4	5	6	7	8	9	10	11	12
Total.....	937,794	181,228	195,605	21	.....	5,264	5,318	754,783 ²	769,957 ²	85 ⁷	.....
Alabama.....	18,873 ¹	1,571	2,113	11	39	72	73	17,181 ⁴	16,837 ⁴	89	30
Alaska.....	297	263	296	100	1	9	11	.....	.....	.....	.....
American Samoa.....	59	3	7	12	38	0	0	.....	.....	.....	.....
Arizona.....	3,746 ¹	1,839	1,934	52	5	52	50	3,497	3,746	100	9.5
Arkansas.....	12,699 ¹	358	575	5	53	63	63	6,252 ²	7,199 ⁴	57	50
California.....	45,211	16,218	17,099	38	10	467	469	34,828	35,412	78	39
Canal Zone.....	213	10	8	4	54	3	4	.....	.....	.....	.....
Colorado.....	9,050	3,672	3,715	41	8	77	76	8,860	9,100	101 ⁸	7
Connecticut.....	10,566 ¹	1,295	1,662	16	26	60	63	10,534	10,529	100	11
Delaware.....	1,786 ¹	777	776	43	7	19	19	1,796 ⁵	1,786 ⁴	100	9.5
District of Columbia.....	3,056	1,383	1,370	45	6	99	106	2,230 ⁵	2,431 ⁵	80	38
Florida.....	13,077 ¹	1,285	1,574	12	37	61	63	10,500 ⁶	11,350 ⁴	87	31
Foreign.....	.....	143	138	.....	.....	14	14	.....	.....	.....	.....
Georgia.....	21,040	1,520	1,603	8	46	74	76	14,984 ⁴	16,143 ³	77	40
Guam.....	197	2	1	1	56	1	1	.....	.....	.....	.....
Hawaii.....	3,214 ¹	2,546	2,594	81	2	128	129	2,402 ⁸	2,581	80	37
Idaho.....	4,621 ¹	836	689	15	28	32	33	4,386	4,505	97	15
Illinois.....	47,677	11,523	11,459	24	20	249	262	44,126	44,475	93	24
Indiana.....	22,537	6,032	6,611	29	14	145	143	15,779	16,046	71	45
Iowa.....	24,837	3,172	3,295	13	34	95	93	20,291	20,959	84	33
Kansas.....	19,101	3,221	3,550	19	24	76	71	17,219	17,863	94	23
Kentucky.....	18,614	2,474	2,679	14	30	57	62	18,200 ⁴	18,454 ⁵	99	12
Louisiana.....	13,517	3,907	1,938	14	31	39	42	13,450 ⁵	13,750 ⁶	102 ⁸	5
Maine.....	6,290	1,183	1,446	23	22	42	46	6,468	6,637	106 ⁸	4
Maryland.....	8,800	1,071	1,320	15	27	49	50	4,717 ⁵	5,059 ⁵	57	48
Massachusetts.....	27,869	3,834	3,753	13	33	118	126	21,000 ⁸	20,700	74	41
Michigan.....	33,500 ¹	11,273	8,455	25	19	118	129	32,031	32,713	98	14
Minnesota.....	22,046 ¹	2,976	2,810	13	36	74	79	15,740	16,245	74	44
Mississippi.....	14,912	866	946	6	50	28	25	11,668 ⁴	11,024 ⁴	74	43
Missouri.....	25,598	5,712	5,826	23	23	132	129	23,624	25,648 ⁸	100	8
Montana.....	5,444 ¹	598	509	9	41	29	30	5,031	5,078	93	25
Nebraska.....	14,429 ¹	2,012	1,947	13	32	100	94	12,028	12,038	83	34
Nevada.....	916	652	723	79	3	6	6	702	740 ⁴	81	36
New Hampshire.....	3,025	420	443	15	29	14	13	2,789	2,800	93	26
New Jersey.....	28,317 ¹	6,464	7,690	27	17	189	190	27,500	27,296	96	18
New Mexico.....	4,225 ¹	592	560	13	35	40	41	3,713	4,107	97	16
New York.....	80,492	11,435	23,616	29	13	340	350	47,561 ⁸	48,094 ⁸	60	47
North Carolina.....	24,235	758	1,292	5	51	66	66	19,575 ⁴	22,390 ⁴	92	27
North Dakota.....	8,334 ¹	642	621	7	47	56	51	4,531	4,775	57	49
Ohio.....	42,380	16,722	17,237	41	9	491	490	39,889	40,346	95	20
Oklahoma.....	19,883	1,503	1,379	7	49	84	79	19,042 ⁵	20,100 ⁴	101 ⁸	6
Oregon.....	7,537	3,406	2,176	29	15	64	62	4,905	5,573	74	42
Pennsylvania.....	63,757 ¹	19,998	21,097	33	12	426	427	60,813	57,306	90	29
Philippine Islands.....	27,801	97	74	.....	.....	28	29	.....	.....	.....	.....
Puerto Rico.....	5,291	44	57	1	55	23	24	4,264	.....	.....	.....
Rhode Island.....	4,500 ¹	266	233	5	52	13	11	4,300 ⁸	4,436	99	13
South Carolina.....	13,768	646	1,108	8	45	26	25	13,087 ⁴	14,998 ⁵	109 ⁸	1
South Dakota.....	8,907	720	740	8	43	41	38	7,281	7,615	85	32
Tennessee.....	19,348	1,665	1,782	9	42	67	65	16,172 ⁵	18,113 ⁵	94	21
Texas.....	46,260	3,060	3,242	7	48	285	294	26,263 ⁴	30,740 ⁵	66	46
Utah.....	4,564	2,604	2,683	59	4	27	27	4,886	4,895	107 ⁸	3
Vermont.....	2,746 ¹	607	760	28	18	18	20	2,678	2,950	107 ⁸	2
Virginia.....	17,165	2,336	2,710	16	25	91	88	16,967 ⁴	16,637 ⁴	97	17
Virgin Islands.....	124	7	10	8	44	6	7	.....	.....	.....	.....
Washington.....	11,584 ¹	4,292	4,076	35	11	53	52	10,824	10,839	94	22
West Virginia.....	15,123 ¹	1,724	1,665	11	40	76	79	15,595 ⁵	13,752 ⁵	91	28
Wisconsin.....	21,941	6,433	6,303	29	16	124	125	20,427	20,917	95	19
Wyoming.....	2,695	620	630	23	21	28	28	2,119	2,230	83	35

THIS table shows the facts regarding professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 181,228 on May 31, 1937, and 195,605 on May 31, 1938. This latter figure is 21 percent of the 937,794 teachers in the United States and territories. The Life Membership in the National Education Association was 5264 on May 31, 1937, and 5318 on May 31, 1938.

The figures for state associations for May 31, 1937 show a membership in these associations of 754,783. This figure for May 31, 1938, is 769,957 which is 85 percent of the 903,812 teachers in the forty-eight states, District of Columbia, and Hawaii.

In the United States in 1937, 20 percent of the teachers of the country were enrolled in the National Education Association; the corresponding percent for 1938, given at the head of column 5, is 21. The percent of teachers

enrolled in state associations in 1937 was 85; this same percent, given at the head of column 11, was enrolled in 1938. The preceding percents are based upon the number of teachers in each state in 1935-36; as reported by the U. S. Department of Interior, Office of Education. The figures of column 2 include teachers, principals, and supervisors in public elementary and secondary schools. The figures for state associations (columns 9 and 10) are based on signed reports from officers of those associations.

* The letter "e" indicates that the figure is an estimate.

1 Figure furnished by officials of state associations.

2 Less than one percent.

3 Total for reported and estimated memberships.

4 Membership in colored state teachers association is an estimate. Figure includes en-

rollment in both white and colored associations (separate organizations).

5 Includes enrollment in both white and colored associations (separate organizations).

6 The rank of the New York State Association is lowered by the fact that New York City teachers at present work wholly thru local organizations. There are approximately 45,000 teachers in this state outside of New York City. When this figure rather than the one given in column 2 is used in calculating the percent of teachers who are members 107 percent is obtained. This would change the rank in column 12 to 4.

7 Calculated on the basis of the number of teachers in the forty-eight states, the District of Columbia, and Hawaii.

8 The percents in excess of 100 percent are accounted for by the fact that members are enrolled among laymen and teachers in private schools and institutions of higher learning.

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From LEADING SPEAKERS

TWO MEN were discussing a weighty matter in the presence of the young son of one of them. Harassed somewhat by the seemingly endless questions of the boy, the father gave him a picture puzzle on the face of which was a map of the world. The boy was intrigued by the puzzle and immediately set about to solve it. The father thought he would be relieved of bother for some time and continued his conversation with his friend. To his amazement, freedom from annoyance was very brief, for in two minutes the boy had the picture put together again and once more was disturbing his father. "How in the name of heaven did you get the world together in so short a time?" asked the father. "Oh, that was easy," said the boy. "There was a picture of a man on the back of it and if you put the man together right, the world will take care of itself." The boy spoke more wisely than he knew. The making of world citizens is an educational undertaking involving the training of the individual in the qualities which characterize the citizen of the world.—George Hjelte, superintendent of playground and recreation, Los Angeles.

At the Life Membership dinner, Secretary-emeritus J. W. Crabtree, on behalf of the National Education Association, presented an honorary Life Membership to Virginia Sappington, young heroine-teacher, of Kansas, who saved the children of her school from death in a tornado.



Wide World Photo

A HEROINE AT THE CONVENTION

SINCE IT VOICES broad, universal states of feeling, dependent upon no specific conditions of time and place that might tend toward division and disunity, music becomes a language for that wordless understanding by which men come to comprehend the hearts of their fellowmen and the meaning of life itself. By such states are men's souls nourished, strengthened and guided; and within that bond of understanding they discover again their essential kinship, find new dignity in human life, and feel again the call of a world in which men may move in peace toward happier goals than those that now impel them.—Will Earhart, director of music, Public Schools, Pittsburgh, Pa.

IN THE AMERICAS we believe that thru intellectual freedom we can endow the average citizen with a knowledge and appreciation of true values; that in his appraisal of major problems such as those bearing on international relations, he may be free from class interests, partisan feelings, religious, racial, and national prejudices; in other words, that he may be free from the tyrannical habits of thought and mental attitudes so easily acquired thru indoctrination where intellectual and educational freedom does not exist or where ignorance prevails.—Don Miguel Lopez Pumarejo, Minister from Colombia.

WORLD WELLBEING can be brought nearer by the teacher. From the smallest and remotest red schoolhouse to the greatest city educational institution, the power of the teacher is a mighty current. Let it sweep on thru the years, till boys and girls everywhere are ambassadors of goodwill and world understanding and friendship.—E. A. Hardy, representing teachers of Canada.

LET US boldly face the future, determined that we will hasten the dawn of "World Peace." Let us implant within the heart of every child love of justice, love of honor,

love of true liberty, peace and goodwill. Your great nation has been built upon the solid foundations of freedom and liberty, and your teachers have built and are now building wisely and well. We in England are one with you in this matter, and together the children of America and of England can bring about what we all so much desire—peace.—James Sunter, National Union of Teachers of England.

MORE RAPIDLY in education than in any other area of human endeavor the Negro has made progress within the last two generations. Much of this progress is due to the fact that the attitude of the South on the education of the Negro has been steadily changing for the better thru the years. To conclude that there are no present serious problems in the education of Negro children would, however, be a fatal mistake. There is yet an immediate and persistent need for more education, for better education, and for higher education among Negro children in this country.—Garnet C. Wilkinson, first assistant superintendent of schools, Washington, D. C.

IF THERE IS one thing possibly in which New York is peculiar, it is to be found in the delegation of her educational administration to a nonpartisan state board of regents and her freedom from all school control by any political official whatsoever. It seems to me, fellow members, that you must have found it exceedingly refreshing to find a governor, then a mayor, point out that they not only have no power or responsibility in matters educational but do not even wish to have, believing that these affairs should be left to those who are independent of politics and who have a distinctive educational outlook. Of this, I am very, very proud, and it seems to me that in this respect alone possibly, New York comes the closest to being unique.—Frank P. Graves, state commissioner of education of New York.

OUR HOPE for the future is that an education based on appeals to self-interest, to hate, and devoted to destruction cannot be permanent. Time and experience work for an education of reason and of ideals. The great question is—can the stable and fundamental maintain itself until the other processes eat themselves out, and the long-tested methods triumph over the "acids of modernity"? This is a question for the future and for the youth now in the process of being educated.—Paul Monroe, president, World Federation of Education Associations.

THE HERITAGE of past art is a powerful force to soften present rivalries. One who has learned to love the arts of Japan, of Germany, of Italy, to think of these countries in terms of their music, their gardens, their temples, their dances and paintings, their peasant costumes, has a hard time brushing aside these memories when a political dispute arises. The people of those countries feel much the same way about us and about other countries, even tho their governments are at the time shaking fists at each other. Much as propaganda offices may try to suppress these bonds of sympathy . . . they meet with stubborn resistance.—Thomas Munro, curator of education, Cleveland Museum of Art.

FOR THE BEGINNING TEACHER

*"Perfection is made up of trifles,
But perfection is no trifle."*

EACH AUTUMN a hundred thousand new teachers enter the schoolrooms of America. We are happy to welcome these newcomers into the fellowship of the teaching profession. With the hope of aiding the beginning teacher to help herself or himself succeed in the always challenging but sometimes perplexing business of teaching, the following checklist has been prepared. Let each beginner ask not once but often:

PERSONAL

I. Is my appearance as attractive as I can make it?

Are my clothes suitable, becoming, and of sufficient variety to avoid monotony for the students? ☐

Am I wellgroomed, with my hair neat, my nails clean, my clothes pressed, my shoes in good repair? ☐

Do I stand erect rather than leaning and lounging on the desk? Is my carriage graceful? ☐

Do I avoid mannerisms such as fidgeting, twirling a pencil? ☐

And, for the woman teacher: If I use cosmetics, do I do so conservatively and skilfully? ☐

II. Have I the buoyant strength that comes from good health?

Are my health habits sensible and regular: Do I get sufficient fresh air and sunlight? Do I have proper eating habits? Do I have adequate rest and exercise? ☐

Am I free from health defects that are remediable? ☐

Do I avoid habits injurious to my health? ☐

Do I have my "nerves" under control, rather than using them as an alibi? ☐

Am I maintaining enough reserve strength to go thru the year without developing chronic fatigue? ☐

Have I the cheerfulness and radiance of spirit that bespeak good mental and spiritual health? ☐

III. Do I make a good impression when I speak?

Have I ever had my voice tested thru a recording so that I really know whether it is low-pitched and pleasant? ☐

If I have a voice defect such as mumbling, nasality, or inarticulation, am I applying proper remedies? ☐

Am I always seeking to increase my vocabulary? Do I consistently consult the dictionary as to pronunciations about which I am uncertain? ☐

Am I constantly on the alert to improve my English, to keep it worthy of imitation by my pupils? ☐

IV. Do I have a pleasing personality?

Do I refrain from overuse of "I," "me," and "mine"? ☐

Have I a sense of humor? Am I able to remain calm and poised in spite of provocation, avoiding self-pity, refusing to have my "feelings hurt," and profiting by criticism and suggestions? ☐

Have I at least one hobby and a versatility of interests? ☐

Am I well enough informed in current events, music, literature, sports, and other fields that my conversation is not limited to "talking shop"? ☐

PROFESSIONAL

I. Am I making professional growth?

Am I a participating member of my local, state, and national educational associations? ☐

Have I studied and do I abide by the code of ethics of the profession? ☐

Am I proud of my profession and acquainted with its history? ☐

Do I read regularly at least two professional magazines? ☐

Am I building a personal library of well-chosen books, spending at least 1 percent of my salary for this purpose? ☐

Am I a thoro student of an important area of human welfare, such as the cooperative movement or world peace? ☐

II. Do my classes proceed smoothly and profitably?

Do I plan the work definitely in advance of each class? ☐

Am I familiar enough with my subjectmatter that I have a reserve margin of information? ☐

Are my instructions and assignments clear and reasonable? ☐

Do I treat my students as friends, yet maintain reserve and dignity so as to keep their respect? ☐

Do I have a real interest in my pupils that makes itself felt in fair treatment? Do they have opportunity to discuss grades and other problems with me? ☐

Do I secure good order thru interesting class activities, to which each child makes a definite contribution, rather than thru enforced obedience? ☐

Do I handle difficult children individually outside of class, without calling class attention to their misbehavior? ☐

By selfrating, supervisors' suggestions, and in other ways do I discover my

teaching weaknesses and try to conquer them? ☐

Do I experiment with new methods, to avoid getting into a rut? ☐

III. Are my relationships with my colleagues satisfactory?

Do I cooperate with administrators and teachers? ☐

Am I doing my share of duties outside the classroom—lunchroom and playground supervision and the like? ☐

Am I generous in congratulating my colleagues on their successes? ☐

Do I make reports and records punctually and accurately? ☐

Do I look upon faculty meetings as an opportunity to learn? ☐

Is it an inflexible rule of mine never to make disparaging remarks about a fellow teacher? ☐

IV. Am I a "good neighbor" in my community?

Do I really live here, or am I a suitcase teacher, whose main interests and activities are centered outside this locality? ☐

Do I participate in community activities, such as church? Do I vote? ☐

Am I visiting the homes of my students so as to understand their backgrounds, needs, and problems? Do I show the parents that I am genuinely interested in their boys and girls? ☐

Am I an active worker in the parent-teacher association? ☐

Do I vitalize my teaching by relating it to the life of the community? ☐

Do I maintain a social and moral standard worthy of my profession? Am I prudent in my choice of out-of-school associates? Have I made a wise choice for a rooming and boarding place? ☐

Do I endeavor to interpret the schools to the public? ☐

REFERENCES

The teacher who wishes to make this selfanalysis most effective will find specific help in the following:

[1] "Ethics of the Teaching Profession." JOURNAL of the NEA, Mar. 1935, p90.

[2] "Fit to Teach," *Ninth Yearbook of the Department of Classroom Teachers*. Washington, D. C.: NEA, 1938. 276p. \$1.

[3] Gray, Lillian. "Suitable Dress for Professional Women." JOURNAL of the NEA, Jan., 1932, p3.

[4] Lowth, Frank J. "The First Days of School." *The Grade Teacher*, Sept. 1937, p38. See also "The Rural Teacher, Advice about Her Social Life," p74.

[5] Meyer, Nathan G. "Personality Can Be Cultivated." JOURNAL of the NEA, Sept. 1937, p205.

[6] Ridout, Albert Kilburn. "The Teacher's Voice." JOURNAL of the NEA, Sept. 1937, p207.

—MILDRED SANDISON

MAKING A PICTURE ALBUM

Pedagogy thru Pictures

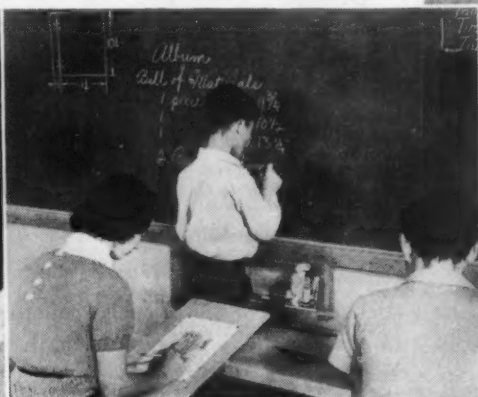
"One picture is worth a thousand words." The public schools of Santa Barbara, California, are cooperating with THE JOURNAL in presenting teaching units told by photographs. Other schools are urged to send photos illustrating "pedagogy thru pictures."



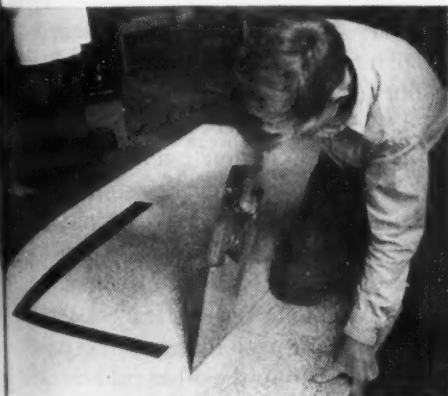
1—A store window inspires creative interest



2—Choosing a Mexican album



3—Making original design, figuring



4—Laying out and cutting stock



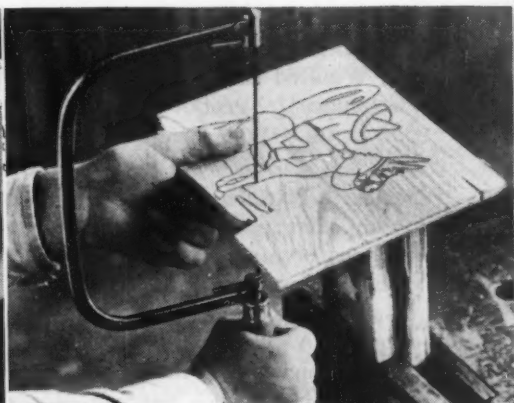
5—Planing to size



6—Sanding surface, boring holes for laces



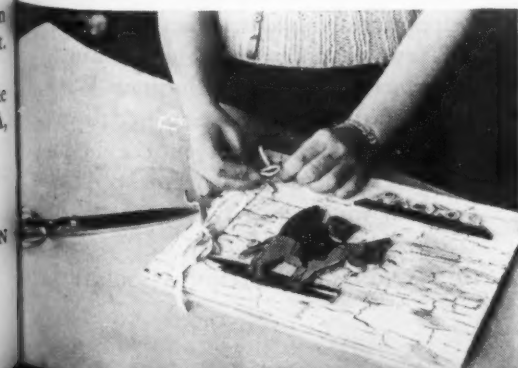
7—Applying shellac and crackle lacquer



8—Cutting the design



9—Choosing and applying paint



10—Tying the very last knot

11—Voted a good job, well done.



"EDUCATION FOR TOMORROWS AMERICA"

THE GENERAL THEME FOR AMERICAN EDUCATION WEEK, 1938



The Poster

DAILY TOPICS

SUNDAY,	NOV. 6—	<i>Achieving the Golden Rule</i>
MONDAY,	NOV. 7—	<i>Developing Strong Bodies and Able Minds</i>
TUESDAY,	NOV. 8—	<i>Mastering Skills and Knowledge</i>
WEDNESDAY,	NOV. 9—	<i>Attaining Values and Standards</i>
THURSDAY,	NOV. 10—	<i>Accepting New Civic Responsibilities</i>
FRIDAY,	NOV. 11—	<i>Holding Fast to Our Ideals of Freedom</i>
SATURDAY,	NOV. 12—	<i>Gaining Security for All</i>

AROUND this topic is to be built the eighteenth annual observance of American Education Week, November 6-12, 1938, sponsored by the National Education Association, the American Legion, and the United States Office of Education.

Elsewhere in this issue of THE JOURNAL, President Roosevelt points out that an educational program adequate to the times for all citizens is imperative if democracy is to succeed. Since education is so vital to American democracy, it is highly fitting that annually during American Education Week there be nationwide consideration of our educational system and its relation to the democracy it serves.

American Education Week serves as a time when the teaching profession, parents, and citizens thruout the entire nation, join in a consideration of the schools—what they are doing, the modern methods being used, how well the schools are meeting the needs of the times, and what may be required to make them more effective.

American Education Week in 1938 as a national observance will be successful, however, only to the extent that it succeeds in local communities.

The National Education Association has again prepared materials to assist schools in the observance. Many of the materials are of an entirely new type. Items such as posters, stickers, and leaflets will be continued. Replacing the handbooks and manuals of previous years, however, will be a series of loose-leaf folders. These will be carried in the kindergarten-primary, elementary, high-school, and rural packets.

In addition to the posters, leaflets, and

stickers, each of these packets contains six of the 5½ x 8½ inch looseleaf folders. Every folder contains 16 pages, making a total in each packet of about one hundred pages of practical, usable material prepared by field committees. The first folder in each packet consists of general administrative suggestions. The remaining five are built around the daily topics for the five school days of American Education Week. The folders are attractive, well illustrated, with colored covers.

Committee chairmen for the kindergarten-primary packet:

Ella Ruth Boyce, director of kindergartens, Pittsburgh, Pa., public schools; Chloe E. Millikan, director, Kindergarten-Primary Education, Northwest Mo. State Teachers College, Maryville; Josephine C. Foster, principal, Nursery School and Kindergarten, University of Minnesota; Anne DeBlois, director of kindergartens and primary grades, Evansville, Ind., public schools; Winifred E. Bain, Teachers College, Columbia University.

Chairmen for the highschool packet:

Thomas P. Pfaender, physical director, New Ulm, Minn., public schools; Eugene K. Robb, supervising principal, Bedford, Pa., public schools; Bertie Backus, principal, Alice Deal Jr. Highschool, Washington, D. C.; A. Q. Bennett, instructor, Urbana, Ill., highschool; R. M. Bole, instructor, East Highschool, Superior, Wis.

Chairmen for the elementary-school packet:

William J. Jones, principal, Whaleyville, Va., highschool; Mrs. Irene Huss, elementary grade supervisor, South St. Paul, Minn.; Mrs. Leversia L. Powers, director, Primary and Special Education, Chester, Pa., public schools; Mary Margaret Roach, principal, Roach School, Decatur, Ill.;

Olive K. Funk, principal, School No. 45, Indianapolis.

Chairmen for the rural-school packet:

Godfrey M. Elliott, principal, Oakvale, W. Va., public schools; Edna I. Murphy, supervisor of rural schools, Grand Rapids, Minn.; Martha E. Dewey, Eastern Montana State Normal School, Billings; Genevieve Bowen, director, Rural Education, State Teachers College, Duluth, Minn.; Neola Skala, acting secretary, Nebraska State Teachers Association, Lincoln.

In addition to the work of the committees, each folder carries a special 1000-word article on the topic of the folder by an authority on the subject.

Adaptations in the topics listed above to better suit the materials to the needs of various groups have been made where necessary. Examples: In the elementary-school materials the topic, "Holding Fast to Our Ideals of Freedom," was changed to "Developing Independence of Thought and Action"; in the rural packet, "Improving Our Rural Schools" was substituted for the Friday topic.

In addition to the packets described above, there is a special teachers college packet. It contains posters, leaflets, stickers, a special 24-page folder, and certain of the folders from the other packets.

You will find an abundance of practical help in these folders—general suggestions, playlets, hints for exhibits, materials for speeches, plans for parent-teacher meetings, and other types of assistance. The material in the American Education Week folders carried in the packets will be useful thruout the year as well as during American Education Week. With these folders at hand any teacher or school official can plan and carry out an effective American Education Week program with a minimum of time and effort.

All packets are now available, 50¢ each. Order early while the stock is plentiful and there is ample time for you to make the most effective use of them. See prices of individual items on page A-122.

"New and different" is the best way to describe the American Education Week materials that have been prepared to help you plan your 1938 observance of this occasion. Let them help you make AEW count in your school system.—L. W. A.

The Meaning of INDIVIDUAL GUIDANCE

WE HAVE TALKED much about children's being more important than subjects but we have neglected many important matters because of pressure to cram the mind. Now comes an NEA Committee on Individual Guidance, under the chairmanship of Herbert R. Stolz, a man of unusual insight and practical sense, to emphasize the child as the central figure in education and to tell from actual experience how to make him the central figure in reality as well as in theory.

The Committee was appointed in December 1937, the result of a carefully considered decision of the NEA Executive Committee to attempt to assist classroom teachers, principals, superintendents, and others to provide an increasing degree of personal guidance for the pupils in our schools. Committee members are listed on page 192.

The Committee submitted its first report to the Representative Assembly at the New York convention. As one of its first tasks, it has undertaken to formulate material for publication in *THE JOURNAL*, designed to enlist the widest interest. This article is the first of a series which will appear monthly this year—one of the most practical and valuable series *THE JOURNAL* has published.—J.E.M.

WHAT IS INDIVIDUAL GUIDANCE and why are people talking about it? Is it just a new name for education? Does it mean that swivel-chair educators have just rediscovered the importance of good classroom methods and wish to dress them up with a new title to make them more attractive? Does it imply that at last we have reached such proficiency in testing the mental capacities of children that we can chart in advance for each child the exact course of training which will prepare him for vocational efficiency?

Of course, the Committee on Individual Guidance thinks the answer to each of these questions is "no"—otherwise it would not have sponsored this series of articles. However, we recognize that the word "guidance" is used to include many different meanings and that this vagueness has led to skepticism. We are convinced that when the meaning of individual guidance becomes clear to teachers and principals, skepticism will

Herbert R. Stolz

*Assistant Superintendent of Schools,
Oakland, California*

give place to a belief that such an emphasis is both important and useful. In this and the succeeding articles we shall try to describe individual guidance in terms of specific illustration in the hope that from these examples you will see the general meaning.

In your class of forty children have you a boy who is so noisy that he disturbs other pupils? Do you know whether he is like that at home, on the playground, at the movies? Have you tried to understand what makes him do it? Have you talked it over with him as you would talk over something interesting with a friend? Have you and your principal tried to find ways in which this boy can feel important without interfering with other people? When something has to be done toward controlling him in class do you use disciplinary measures appropriate to his motives? Have you made a point of praising him when he has achieved greater selfcontrol during a limited period? Then you have been practicing individual guidance.

In similar fashion, individual guidance might be illustrated for a girl who does not get along well with the other children, for a boy who stammers, for a boy who comes from a home where English is not spoken, for a girl who is delicate and easily fatigued, for a boy who is always fighting, for a girl who holds fast to the teacher's apron strings.

Of course, individual guidance includes much more than this. It uses technics of individualized instruction in school subjectmatter; it includes health inspections, examinations, and the followup for correction of health handicaps; it uses individual and group tests of academic capacity and achievement. It involves teacher, principal, parent, and others in cooperative planning and action. It means fitting the whole school program to a child as well as helping a child to profit from the program.



Works Progress Administration

But individual guidance as an emphasis in education means more than collecting test data, urging parents to have a child's tonsils removed, giving a child special help in reading, or setting up a cumulative record form. All these things may be useful, but it is the attitude and understanding of the teacher and the principal which will make or defeat the effort. To make education fit each child we must get away from the idea that guidance is the exclusive domain of the specialist. We must start with a teacher who thinks of each of his pupils as an interesting young friend whom he *wants* to understand and help. He gathers information about each child and puts it together into a pattern which seems to explain why he behaves as he does. If the teacher needs more information or help in interpreting it, he seeks the assistance of the principal or parent, or seeks the aid of a specialist, if available. Even without any other assistance, he can go a long way in carrying out individual guidance which may be of great importance in his pupils' lives.

We see, then, that individual guidance is a part of education; that it stresses the differences among pupils rather than the likenesses; that it emphasizes warm, personalized feeling toward each pupil as well as systematic effort to understand him; that it includes all those procedures which are directed to meet the needs, not of children in general or of the class in general, but of some *particular boy or girl*.

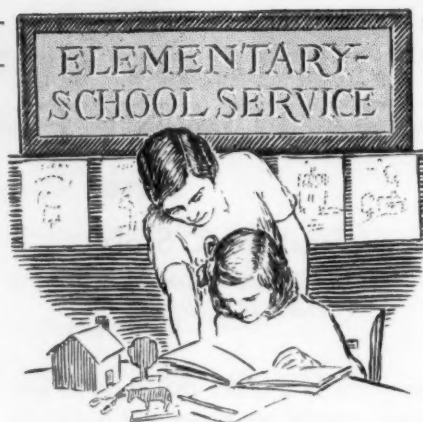
AN ELEMENTARY-SCHOOL TEACHER—Some four years ago I was awarded an M.S. degree. I happened to finish when times were hard; any job was difficult to find and the ideal job almost impossible to locate. I had aspirations—yes, plenty of them. I had hopes of a principal's job and I wouldn't have turned down a job as superintendent. With some years of experience behind me and the best training offered in one of our state institutions, I felt I was competent to handle most school problems.

But all the time this was going on I had a family. They were healthy, happy youngsters and I had a hankering to keep them that way. So I took the first job that came my way, teaching fifth grade in an elementary school. It was quite a come-down to what I expected but it meant security for my family.

The years have slipped by and I'm still at the same job. I have gotten more kick out of this job than I could express with a mere typewriter. In a number of cases I have been able to enter the lives of these children, to give them a more enjoyable attitude toward school and sometimes toward life in general.

But all the time there has been a drawback to this job of mine. Oh, I don't mean the salary. It is pitifully small but it isn't the chief drawback. Occasionally I meet people whom I knew of old, with whom I went to school or under whom I studied. And almost invariably when I tell them I am teaching in the elementary school, I hear an "Oh"—the kind used when someone doesn't turn out well.

I can't help feeling that perhaps I have failed in gaining the goal I should have attained with my training, and yet I can't see why. I have taught in college, substituting for my major professor; I have taught in highschools and junior highschools; and this job I have—these little people of ten and eleven years—calls for as much or more skill than any other age of citizens except those younger. Why then should not the elementary-school teacher be rewarded with equal rank and salary? For after all it is he, or she, who lays the foundation for all that is to follow, and education like houses must rest on solid footing, if it is to endure.—*Gilbert H. Andrews, Logan, Utah.*



WHAT DO YOU TEACH IN YOUR ELEMENTARY SCHOOLS?—We teach boys and girls. In the elementary school we believe that boys and girls should:

- Learn to read well.
- Learn to write legibly.
- Learn to use the English language easily and correctly, both written and spoken.
- Learn how to spell common words.
- Understand the meaning of numbers and use them skilfully in four fundamental processes to solve simple problems.
- Understand the world about them—flowers, birds, trees, sky, insects, animals.
- Understand the importance of and strive to keep health and to be safe.
- Learn to play and work together—know and accept pleasantly rules of the game.
- Know the important places of the earth and gain an appreciation of their peoples.
- Understand something of the growth of our own country.
- Engage in many types of plastic and graphic arts for selfexpression.
- Know the great literature, poems, stories, and nonfiction of their maturity level.
- Learn to sing and enjoy music individually and together.

Have opportunities to develop individual aptitudes and expand special interests.

—*Pauline G. Staats, supervisor of elementary schools, Pittsburg, Kansas.*

ARE YOU ENCOURAGING THE CHILDREN in your classes to play the simple games that give children diversion, activity, and companionship within the home environment? Why not make a list for class discussion of the games the children in your room play at home? Education for leisure begins with the wholesome activities people already enjoy.

SCHOOL MOVIES—A series of 16mm. silent curriculum pictures covering several grade levels and a number of subjects may be rented at low cost from the Library and Visual Service of the Pasadena schools, 581 Garfield Avenue, Pasadena,

Calif. Subjects include "We and Our Health," "The Romance of Exploration," and others. Pupils are the actors; settings are classrooms and playgrounds.

WHY NOT TRY THIS?—To encourage initiative and responsibility, a country school in Meshawville, S. C., posts the following list of duties each week on the bulletin board. Each child is assigned a different duty for a week:

- [1] Keep the room clean, Myrtle.
- [2] Keep the room in order, John.
- [3] Dust the furniture, Ann.
- [4] Arrange the flowers, Amy.
- [5] Water the plants, Henry.
- [6] Fill in attendance chart, Joe.
- [7] Fill in weather chart, Mary.
- [8] Feed the pets, Robert.

WHAT IS YOUR CHOICE?—The September book-of-the-month-for-elementary-teachers is suggested by Mrs. Marion E. Hawes of the Enoch Pratt Free Library. THE JOURNAL will appreciate hearing from others who wish to name worthwhile books for elementary teachers. Mrs. Hawes writes: "Let's Go to School: Integrative Experiences in a Public Elementary School" by A. H. Horrall (McGraw, 1938, 434p) reports the change of teaching from the old professional methods to progressive integrative teaching. Details of planning for the new curriculum and establishment of objectives and aims are discussed. Three units are present in detail." Contains numerous photographs, complete references, and lists of material.

FOR YOUR HEALTH-EDUCATION NOTEBOOK—"Select any ten children from almost any schoolroom in the country and examine their mouths. Nine of those children will have one or more decayed teeth." So states the 68-page pamphlet, *Mouth Health of School Children*, recently published by the Joint Committee on Health Problems of the NEA and the American Medical Association, telling what the teacher can do in the school dental program. Order from NEA, 25¢.

MAY WE HEAR FROM YOU?—Everett R. Erickson, of the Alaska Education Association, suggests that teachers exchange ideas for school programs—holidays, birthdays of national heroes. THE JOURNAL will be glad to serve as a clearinghouse for worthwhile learning units.

AMERICAN EDUCATION WEEK is a vital project for every highschool. Turn to page 188 for information concerning materials available to help you plan and carry out your observance.

PERSONAL GROWTH LEAFLETS—*Your Life in the Making*, first in the series of Personal Growth Leaflets to be published by the National Education Association, was issued last spring. More than 100,000 copies were distributed during the graduation season. The second in the series entitled *Your Mind in the Making* is now available. These leaflets may be used in homerooms, guidance classes, and in other ways. Despite the complexity of the times there are certain central factors in an individual's life which persist today as in earlier generations when the exterior world was simpler. Toward these essentials the Personal Growth Leaflets are directed. The leaflets are attractively printed 3 x 5 inch booklets of 16 pages each. One cent each in any quantity but no orders accepted for less than 25 copies; cash must accompany orders for \$1 or less.

YOUTH TELL THEIR STORY is the title of a study of the conditions and attitudes of young people in Maryland between the ages of sixteen and twenty-four conducted by the American Youth Commission. More than 13,000 young people were interviewed. An attractively illustrated book of 273 pages based upon the study may be had from the American Council on Education, Washington, D. C., for \$1.50.

THE FORGOTTEN PUPIL IN THE HIGHSCHOOL was the theme of meetings of the Department of Secondary Education of the NEA at the New York convention. Addresses will be published in fall issues of *Secondary Education* sent free to Department members. Any highschool teacher who is a member of the NEA may join the Department by sending \$1 to Association headquarters, 1201 16th St., N. W., Washington, D. C.

STUDY AIDS—Teachers in the Rochester, New York, schools have tried a variety of how-to-study devices. From a study of 2000 pupils from the 7th to the 12th grades, Charles E. Finch, former assistant superintendent of schools, recently



found that the pupils like assignments with "clear, concise, interesting requirements accompanied by full directions and explanations." Encouraging are the reasons the pupils gave for studying:

To get high marks.....	14.9%
To please the teachers.....	.6
To be able to take part in the recitation	4.6
To win honors or scholarships....	8.4
To learn things I want to know....	28.3
To please my parents.....	6.9
To improve my mind.....	43.3

THE NEW CONSTITUENCY—A generation or two ago the primary function of the highschool was to prepare a selected and relatively homogeneous group for further study at the college or university level. The obligations of the highschool today, however, are not confined to the selected few; they extend rather to all the youth of the community. Many of the pupils who enter highschool at the present time have little or no interest in the older curriculum offerings. The curriculum of the highschool must be subjected to a thoro reorganization in order that it may be made to serve the interests of its new constituency.—From *The Problems of a Changing Population*, report of the National Resources Committee issued in May 1938.

THE INTERNATIONAL FRIENDSHIP CLUB of Roosevelt Highschool, Wyandotte, Michigan, encourages the writing of letters to students in foreign countries and sponsors international festivals including motion pictures, dinners, exhibits, and entertainment by foreign students. Helpful material for such groups and others interested in education for world goodwill may be found in the recent report of the Committee on International Relations of the NEA. Copies may be secured from the NEA for 25¢ each.

FUTURE TEACHERS CLUBS—Local groups of Future Teachers of America may secure without charge a set of suggestive programs to aid in planning meetings. Attractive sterling silver FTA pins are now available for members. The price is 50¢ each. For programs or pins write to the National Education Association, 1201 16th St., N. W., Washington, D. C.

A JUNIOR SCIENCE FAIR will be held at the New York World's Fair in 1939. From ten to twenty young people from the New York City schools will be continuously engaged on various scientific and engineering projects of their own choosing. Each pupil will spend a week in the project and more than one thousand will take part at the Fair during the year.

SCHOOL MOTION PICTURES—Have you made a motion picture in your school? The Committee on Standards for Motion Pictures and Newspapers of the National Council of Teachers of English is holding a conference by mail so that all interested may learn from one another. Communicate with Hardy R. Finch, Greenwich Highschool, Greenwich, Connecticut.

CONSUMERS' COOPERATION is a course of study recently issued by the Minnesota State Department of Education, including activities for junior and senior highschools.

DISCUSSION GROUP PROJECT—The state and district coordinators of the Discussion Group Project of the Department of Secondary School Principals will hold a meeting in Chicago on October 3 and 4 to exchange experiences and discuss plans for the coming year. The purposes of this project are: First, to secure active and effective consideration of the reports of the Committee on Orientation entitled *Issues of Secondary Education* and *Functions of Secondary Education*; second, to develop a permanent organization whereby workers in secondary education may meet regularly in local groups to consider their problems.

SUGGESTIONS WANTED—If you have an idea, interesting fact, or reference suitable for this page, send it to THE JOURNAL, 1201 16th St., N. W., Washington, D. C.

Secretary, Health Department



N. P. Neilson, professor of hygiene and physical education, Stanford University, who has been serving as president of the American Association for Health, Physical Education, and Recreation. On September 1 Dr. Neilson gave up the presidency to become executive secretary of the association, with offices in the NEA headquarters building in Washington, D. C. Since the merger in July 1937 of the American Physical Education Association and the Department of School Health and Physical Education of the NEA the new Department has held two meetings. The first was the convention held at Atlanta, Georgia, April 20-23, 1938. At this four-day meeting 1800 conventioners listened to discussions that sought closer cooperation between health specialists and classroom teachers. The Department also held sessions in conjunction with the NEA at the New York convention, June 26-30, 1938, where special emphasis was placed upon the recreation problems of rural areas. The Department enrolls a membership of about 9000. Publication of its magazine, *Journal of Health and Physical Education*, will be continued with Elmer D. Mitchell, University of Michigan, as editor.

The Meaning of Individual Guidance

☆ CALL THE ATTENTION of your friends and associates to this article on page 189. The NEA Committee on Individual Guidance is seeking to promote individual guidance thru addresses to groups of teachers,



principals, and superintendents at local, state, and national meetings. Program-makers desiring speakers are invited to write to the chairman or members of the Committee for suggestions. The Committee also desires to learn of elementary schools which are now placing special emphasis upon individual guidance and which might furnish practical suggestions



The Annual Banquet of the Department of Classroom Teachers marked the climax of the New York City convention. The principal address, "Some Aspects of Education for Citizenship," was given by Katherine F. Lenroot, chief of the United States Children's Bureau.

for other schools and other teachers. The members of this Committee are: Harriett M. Allyn, academic dean, Mount Holyoke College, South Hadley, Mass.; Edwin A. Lee, director, National Occupational Conference, New York, N. Y.; Lois Hayden Meek, professor of education, Teachers College, Columbia University, New York, N. Y.; Douglas A. Thom, director, Division of Mental Hygiene, State Department of Mental Diseases, Boston, Mass.; and Herbert R. Stolz, assistant superintendent of schools, Oakland, Calif., *chairman*. To assist the Committee in the collection and dissemination of information about individual guidance, President Woodruff appointed a nationwide advisory committee of individuals from the state teachers associations who are interested in individual guidance and who can contribute significantly to the project.

Professional Dues

☆ THE APRIL 1938 issue of the *Bulletin* of the American Library Association carries an interesting article regarding requirements for membership in various professional organizations, including information regarding dues. The following tabulation is taken from this article:

American Association of University Professors	\$ 4
American Bar Association	8
American Institute of Electrical Engineers	15
American Library Association (proposed dues)	5
American Medical Association	7
American Society of Civil Engineers	25
National Education Association	2

Elementary School Principals

Thirty-three states were represented at the Second Annual Conference on Elementary Education, sponsored by the Department of Elementary School Principals at New York University, July 1-15, 1938. (See photo below.) Dean John W. Withers and Professor Robert K. Speer, by their cooperation and planning, made this second conference a great success. The first hour of the morning session consisted of a lecture by some eminent educator. This was followed by discussion groups. Conference members came together in the evening to discuss their own problems. Secretary Eva G. Pinkston of this Department reports that plans are being made now for a Third Annual Conference to be held during the summer of 1939. (Cont. on page A-116).

