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NOVEMBER 1938

Harold M. Lambert, Philadelphia

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Between Editor and Reader

NOVEMBER is election month. And what a momentous month! Perhaps this year it will elect the Congress that will put us in or keep us out of devastating world war. Certainly it will elect the Congress that will decide momentous internal issues and help to determine national trends for a generation. The old leadership is going off the scene and a new coming on. What will be the character and purpose of this new leadership? What an opportunity for the right men and women!

This decade is like the 1850's. The old party lines are broken and new ones have not yet formed. There is much bitterness and confusion.

The Republicans accuse the Democrats of buying the elections with relief to the unemployed and federal grants for public works.

The Democrats accuse the Republicans of buying the elections for generations with tariff subsidies and special favors to the great corporations who filled their campaign chests and saw that the newspapers were favorable.

Perhaps Washington was right. Perhaps the real battle is not between one party and another but between the people and special privilege. Four great dangers to our system of government are blind partisanship; the tendency of more powerful sections of the country to oppress the weaker thru absentee ownership and control; the corrupting influence of the great corporations; and the miseducation of the adult population by a monopolistic press and radio.

The public-school teacher cannot become actively partisan in hotly fought issues, for he represents all the people and to do his best work must have the goodwill of most of them most of the time—but he can at least emphasize the importance of free elections; the moral obligation of every citizen to vote; and the necessity for intelligence, integrity, and a responsible concern for the general welfare. No teacher should fail to do that. And if every teacher does that this year and every year the future of the republic will be safely in the hands of the people.

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 28, 1921.

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

VOLUME 27
NUMBER 8

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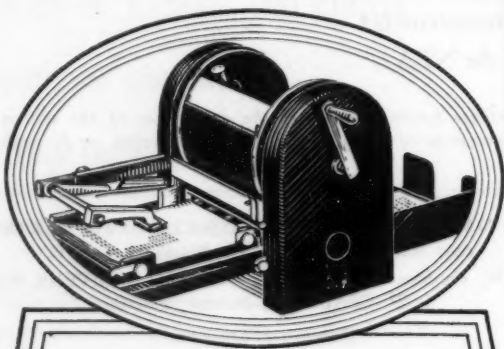
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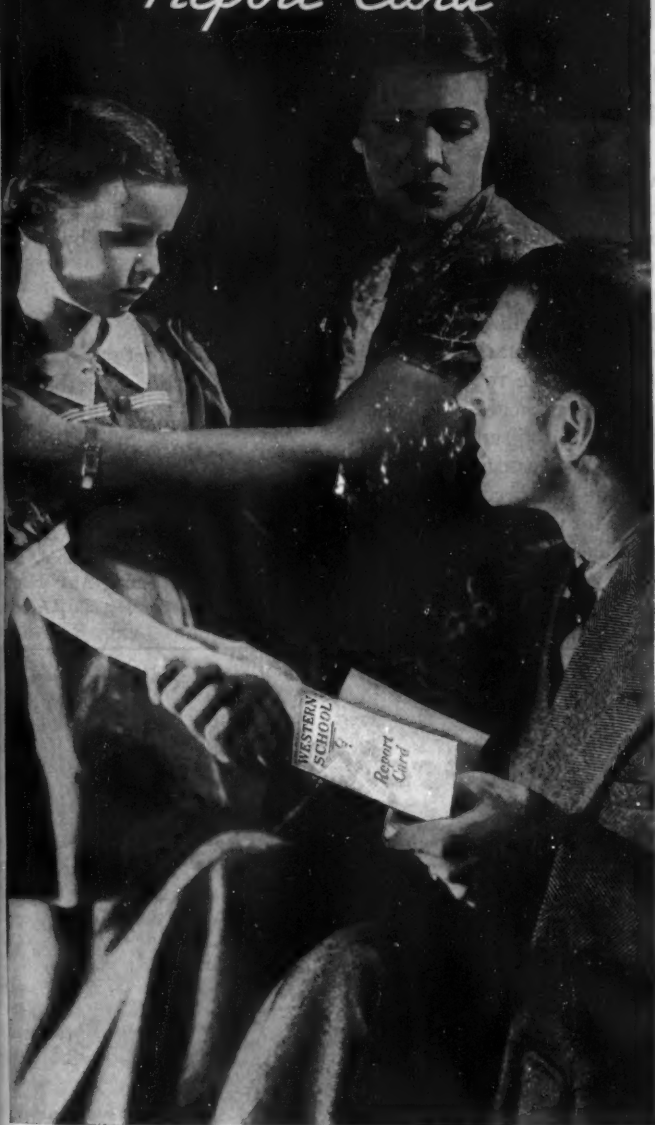
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[Cont. from page 255]

To Avoid Eyestrain

☆ ENGLAND'S National Institute of Industrial Psychology has been studying eyestrain as caused by blackboard work. It was discovered that dark blue letters on a yellow blackboard were read 15.4 percent more quickly than white letters on a black surface. A savings of 10 percent in copying time was achieved.—*Education Digest*.

Education Week in India

☆ A LETTER from the South India teachers organization reports the eighth annual celebration of South Indian Education Week, Oct. 31-Nov. 6. The theme is "Education for the India of Tomorrow" (as compared with the theme for American Education Week, "Education for Tomorrow's America") and the topics are: Schools and Our Cultural Heritage; Schools and Knowledge; Schools and a Healthy Nation; Schools and Character; Schools and Society; Schools and Vocation; Schools and World Goodwill.

Forgotten Schools

☆ GIFTS received by universities are rarely wasted. There are a variety of ways in which institutions of higher learning can put contributions to good advantage. And many public-spirited citizens and organiza-

tions, realizing the social value of education, have seen fit to bestow gifts on universities. . . . Universities are not, however, the only institutions of education that are deserving of assistance. Elementary schools and highschools probably affect more people, directly, than colleges do. . . . Primary and secondary education are basic social needs. Yet it is extraordinary how seldom donors seriously consider the high-school system or the primary-school system, even when the housing problem for the schools becomes acute.—Editorial in the *Ann Arbor (Michigan) News*.

National Association of School Secretaries

☆ THIS ORGANIZATION will meet in connection with the American Association of School Administrators in Cleveland, Feb. 25-26, 1939. Other meetings include the Institute at Los Angeles, Nov. 18, 1938, when President Louise Henderson will deliver an address. The Southern secretaries will meet in Dallas, Nov. 25-26. The 1939 meeting of the organization will be held in San Francisco in connection with the summer convention of the NEA. This association is emphasizing the factors which constitute a professional attitude for the school secretary. This organization has a membership of 1600, representing every state and the District of Columbia.

Charles E. Rugh

☆ MR. RUGH, professor emeritus of education, University of California, Berkeley, passed away on Thursday, September 29, following an operation. He began his work at the University of California in 1907 and retired in 1937, having served for thirty years as one of the ablest men in education in western United States. Founder of the University Highschool in Oakland, Mr. Rugh had been a member of the National Education Association since 1911 and a Life Member since 1926.

Volume of Proceedings

☆ THE 1938 VOLUME, covering the Atlantic City and New York conventions, is now going out to Life Members and \$5 members. Copies may be purchased by others for \$3.

AEW Student Projects

☆ THREE NATIONWIDE student projects have been conducted in connection with the 1938 observance of American Education Week.

In the *Highschool Cartoon Project*, students drew cartoons illustrating the daily topics for American Education Week. One of these is reproduced on p253. Grand and First Honor Awards went to Albert Muller, Mission Highschool, San Francisco; Eugene Hamaker, Santa Ana Highschool, Santa Ana, Calif.; Stanley P. Gilbert,

Teeth Like Other Tools Need Care. And, Chewing Gum is Good for Them

AS A WORKMAN is known by his tools so you can be judged by the cleanliness and care you give your teeth, your chewing tools. When you enjoy gum you help **WHITEN AND BRIGHTEN** your teeth because the gentle, natural process of chewing tends to scrub and **POLISH THE SURFACES** and remove food particles. Your smile becomes more attractive, too. Four ways toward Good Teeth are Right Food, Personal Attention, Dentist's Inspection and *Plenty of Chewing Exercise*.

**THERE'S A REASON, A TIME
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George Washington Highschool, San Francisco; Virginia Dea Lane, Girls Highschool, San Francisco; Robert Coomber, George Washington Highschool, San Francisco. First Honor Awards went to Mary Fuchs, Bosse Highschool, Evansville, Ind.; Armand Kirschbaum, George Washington Highschool, San Francisco; Frank Silver, Polytechnic Highschool, San Francisco; Sarkis Garakian, Polytechnic Highschool, San Francisco.

In the Highschool Poster Project students drew posters designed to call public attention to the observance and inviting parents and citizens to visit their schools. First Honor Award—Mischa Feinman, Arts Highschool, Newark, N. J.; Second Honor Award—Caroline Palilla, Langley Highschool, Pittsburgh, Pa.; Third Honor Award—Loretta M. Hoy, John W. Hallahan Catholic Girls' Highschool, Philadelphia; Fourth Honor Award—Edward Koslosky, Arts Highschool, Newark, N. J.; Fifth Honor Award—Richard Flading, Taylor Allderdice Highschool, Pittsburgh, Pa.

In the Highschool Printing Project the students set and printed in leaflet form copy which was provided them on the various topics for American Education Week. It was suggested that school printshops then run off quantities of these leaflets for distribution during American Education Week. Grand and First Honor Awards went to Bernard Hankin and Leo Wilhelm, The New York School of Printing, New York, N. Y.; Leonard Luck, Garfield Highschool, Akron, Ohio; Basil R. Greenough, State Trade School, New Britain, Conn.; Fred Fritts, Jr., Ithaca Highschool, Ithaca, N. Y.; Frank Abraham, Garfield Highschool, Akron, Ohio.

A Comparison of Dues

☆ SAYS *The Farmers Union Herald*, "Well-informed farmers know that dues in the Farmers Union are too low and that they should be higher. But there are some farmers who kick about dues of \$3.50 per year and think they should be lower. To all such we suggest that you look at these initiation fees and dues."

Organization	Initiation	Annual Dues
Painters' Union	\$22.00	\$38.00
Printers' Union	10.00	44.00
Iron Workers' Union	35.00	36.00
Sheet Metal Workers' Union	87.00	24.50
Barbers' Union	6.25	15.00
R. R. Brakemen's Union	12.00	24.00
Streetcar Men's Union	2.00	15.00
Steamfitters' Union	50.00	48.00
Teamsters' Union	5.00	24.00
Farm Bureau of Illinois		15.00

Study Outlines for the Yearbook of the Department of Elementary School Principals

☆ Two STUDY OUTLINES are available for use in connection with the *Seventeenth Yearbook* (Newer Practises in Reading in the Elementary Schools). No. 1, which covers the complete field of reading, is especially well adapted for college classes and those who have library facilities. No. 2 deals with the material as presented in the *Yearbook* itself. Each outline may be secured for 25¢ per copy from the Department of Elementary School Principals, 1201 Sixteenth Street [Cont. on page A-151]



Age of Innocence

Reynolds

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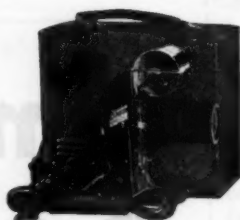
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[A-150]

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Legal provisions for expulsion from professions and revocation of licenses

Sampling of cases brought to trial against offenders

Causes of hearings and revocation of licenses

Some continuing problems

Bibliography

"Statutory Status of Six Professions"

Research Bulletin

Vol. XVI, No. 4

September 1938

56 pages 25 cents

(Discounts on quantity orders. Funds must accompany orders for \$1.00 or less.)

National Education Association of the United States

1201 Sixteenth Street, Northwest

Washington, D. C.

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

[Cont. from page A-149] Northwest, Washington, D. C. Both are for use in principals' clubs, faculty meetings, study groups, and the like.

Future Teachers of America

★ THE NUMBER of Future Teachers clubs in highschools and colleges (see page 225) is increasing rapidly. Groups wishing to organize may secure a 16-page leaflet, "Future Teachers of America," and a set of suggestive programs to aid in planning meetings. Leaflets, programs, and pins may be obtained from the National Committee, FTA, 1201 Sixteenth Street Northwest, Washington, D. C.

NEA To Meet in San Francisco

★ SELECTION of San Francisco as meeting place for the 77th annual convention of the National Education Association, July 2-6, 1939, has been confirmed by the Executive Committee. Schedules of hotels with their rates and other pertinent information will appear in detail in the Dec. JOURNAL.

Newbery Medal Books

★ THE SEVENTEEN books [see page 251] are: *The Story of Mankind* [Liveright] by Hendrick Van Loon; *The Voyages of Dr. Doolittle* [Stokes] by Hugh Lofting; *The Dark Frigate* [Little, Brown] by Charles Boardman Hawes; *Tales from Silver Lands* [Doubleday, Doran] by Charles J. Finger; *Shen of the Sea* [Dutton] by Arthur B. Chrisman; *Smoky* [Scribner's] by Will James; *Gay-Neck* [Dutton] by Dhan Gopal Mukerji; *The Trumpeter of Krakow* [Macmillan] by Eric P. Kelly; *Hitty, Her First Hundred Years* [Macmillan] by Rachel Field; *The Cat Who Went to Heaven* [Macmillan] by Elizabeth Coatsworth; *Waterless Mountain* [Longmans, Green] by Laura Adams Armer; *Young Fu of the Upper Yangtse* [Winston] by Elizabeth Foreman Lewis; *Invincible Louisa* [Little, Brown] by Cornelia Meigs; *Dobry* [Viking Press] by Monica Shannon; *Caddie*

Woodlawn [Macmillan] by Carol Rylie Brink; *Roller Skates* [Viking Press] by Ruth Sawyer; and *The White Stag* [Viking Press] by Kate Seredy. Schools can add these books to their libraries with the assurance that they are getting the best.

WFEA in Rio de Janeiro

★ HAVE YOU WRITTEN to the World Federation of Education Associations (1201 Sixteenth Street Northwest, Washington, D. C.) for information concerning the 8th Biennial Conference which will be held in Rio de Janeiro in August 1939?

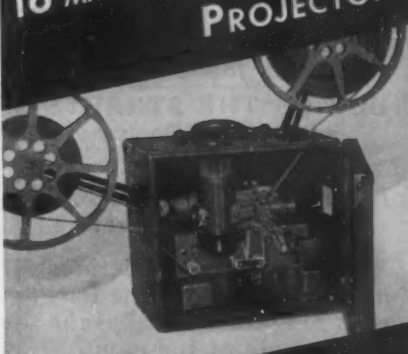
Department of Kindergarten-Primary Education

★ OFFICERS of this NEA Department for 1938-39 are: President, Ethelyn L. Mitchell, Chicago; Vicepresident, Ruth O. Ferguson, Mt. Vernon, N. Y.; Secretary, Jessie D. Reilly, Chicago; members of the executive committee: Ethel Massangale, Atlanta; A. Maud Sproat, Salt Lake City; Helen C. Baldwin, San Leandro, Calif.; and Grace L. Phelps, Detroit.

Salaries in 1938-39

★ HARRISBURG, PA., sends the first reply to the salary inquiry for 1938-39, mailed in September by the NEA Research Division to more than 3000 city school systems. Average salaries in Harrisburg are slightly higher than in 1936-37: \$1824 for the 188 elementary-school teachers, \$2153 for junior highschools, and \$2390 for senior highschools, as compared with \$1802, \$2074, and \$2327 two years ago. The number of teachers has increased from 430 to 441; the number of other employees whose salaries are reported has decreased by one, from 119 to 118. The salary schedule is of the preparation or single-salary type, ranging from a minimum of \$1000 for teachers with two years of professional training to a super-maximum of \$3400 for teachers with four years' [Cont. on page A-152]

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[Cont. from page A-151] training. The schedule has not been fully operative since 1932, but the cuts which still remain affect the higher salaries only and are much lighter than those reported two years ago. During the next few weeks replies to the salary inquiry will be received from hundreds of other school systems; it is hoped that the number will even surpass the total of 1895, covering 407,557 employees, received in 1936-37. A summary of the salary findings will be published in the Mar. 1939 Research Bulletin.

Toward NEA Membership Goal

☆ "ENCLOSED find a check for \$110 for fifty-five NEA memberships—I am pleased to announce that this makes our enrolment 100 percent." This letter recently received from Freda Kahl, secretary, Two Rivers, Wisconsin, Teachers Association, is typical of many reports arriving these days at NEA Headquarters. One hundred percent group enrolments help greatly toward realizing the 10 percent increase goal for 1938-39.

Of Course He's Right

☆ COMMENTING on the article, "The Teacher's Pronunciation" in the October 1938 JOURNAL, S. A. Lynch former head of the English Department, Iowa State Teachers College, Cedar Falls, writes:

Some people contend that the first pronunciation given in a dictionary accepted as authority is the one that should be used. Plainly this is an illogical requirement if a good dictionary gives two or three permissible pronunciations of a word.

According to Webster's New International Dictionary, Second Edition, the following words may be accented on either the first or second syllable: *detail, discourse, research. Advertisement* and *indisputable* may be accented on either the second or third syllable. The British pronunciation of *again* with the second *a* long is used by President Roosevelt and other prominent speakers. *Data* may be pronounced with the first *a* long as in *fate*, or like *a* in *father*.

I feel certain that many thousands of teachers are influenced by what THE JOURNAL prints; and, as a student and teacher of English for half a century, I am interested in the dissemination of well-authenticated information about English as the basis for classroom instruction, always keeping in mind that a living language is constantly, even tho slowly and slightly, changing, sloughing off old forms and usages and putting on new ones. The teacher of English should be constantly alert and reasonable in regard to such changes.

[Cont. from page 256] No. 7, Angell, Senior High. NEW YORK—Pine Plains, Central Sr. High; Poughkeepsie, Freshman High; Southampton, Entire System, Grade, High; West Nyack, Clarkstown. OHIO—Akron, Highland Park; Elida; Ohio City, Ohio City-Liberty Sr. High; Port Clinton, Entire System, East, Jr. High, Sr. High, West; Warren, Tod Ave. OREGON—Portland, Woodmere. SOUTH DAKOTA—Mitchell, Entire System, Central Jr. High, Litchfield, Sr. High, Whittier. TENNESSEE—Knoxville, Giffin. TEXAS—Burburnett, High. UTAH—Provo, Farrer Jr. High, Parker

[Cont. on page A-154]



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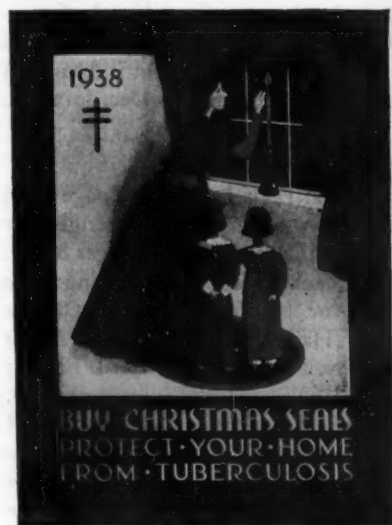
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 IOWA—Ottumwa, Entire System, Sr. High, Washington Jr. High
 KANSAS—Anthony, Entire System, Lincoln Jr. High, Pleasant Valley, Sr. High, Washington; Lawrence, Entire System, Liberty Memorial Sr. High
 MASSACHUSETTS—Belmont, Burbank; Malden, Franklin; North Adams, Houghton
 MICHIGAN—Holland, Jr. High
 MINNESOTA—Minneapolis, Howe, Madison
 MISSISSIPPI—Gulfport, Entire System, East Ward, Jr. High, North Central Ward, Sr. High, West Ward
 MISSOURI—Kansas City, Penn, White
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 NEW YORK—Hudson Falls, Entire System, Jr. High, Public No. 2, Sr. High
 NORTH CAROLINA—Dover, Fort Barnwell; Durham, Lakewood
 OHIO—Cleveland, Lawn; Delphos, Lincoln; Laramie, Perrysville; Miamisburg, Entire System, Auditorium-Kercher, High, Intermediate; Nashport, Nashport; Pemberville, Pemberville; Warren, McKinley
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 UTAH—Provo, Entire System, Dixon Jr. High, Franklin, Maeser, Sr. High, Timpanogos
 WEST VIRGINIA—Hinton, Greenbrier

FOUR YEARS

ALABAMA—Atmore, Atmore; Pell City, Entire System, Avondale Mills, Sr. High
 CALIFORNIA—Berkeley, Columbus; Westwood, Jr. Sr. High
 COLORADO—Idalia, High

GEORGIA—Atlanta, East Lake, Highland; Cochran, Cochran
 ILLINOIS—Palestine, Palestine
 INDIANA—Indianapolis, Skillen, Public No. 20; Noblesville, Third Ward; Rushville, Webb; Wolcottville, Wolcottville
 IOWA—Estherville, Entire System, Jackson, Lincoln, McKinley, Roosevelt Elem. & Jr. High, Sr. High
 KANSAS—Blue Rapids, Entire System, Grade, Sr. High
 MICHIGAN—Albion, Entire System, Austin, Dallymple, Gardner Grade and Sr. High, West Ward; Detroit, Vetal
 MINNESOTA—Minneapolis, Loring, Morris Park
 NEBRASKA—Kearney, Entire System, Bryant, Emerson, High, Kenwood, Whittier
 NEW JERSEY—Ridgewood, Union St.
 NEW MEXICO—Jal, Entire System
 NEW YORK—Corning, Northside Grammar and Primary; Mount Vernon, Longfellow
 NORTH DAKOTA—Minot, Lincoln
 OHIO—Bluffton, Entire System, Grade, Bluffton-Richland High; Canton, Clarendon, Roosevelt; Carrollton, Harlem Springs, Mechanicstown; Columbus, Siebert St.; Delroy, Dellroy; Kilgore, Kilgore; Leesville, Leesville; Luckey, Troy Twp.; Malvern, Malvern; Painesville, Mentor Ave.; Van Wert, Pleasant Twp.; Youngstown, Harrison
 OREGON—Bridge, Bridge; Forest Grove, Elem.; Milwaukie, Wichita
 PENNSYLVANIA—Berks Co., Alsace Twp., Bechtelsville Boro, Earl Twp., Fleetwood Boro, Hamburg Borough, Lower Heidelberg Twp., Mohnton Boro, Penn Twp., Robesonia Boro, Kutztown Elem. Training, Sinking Spring Boro, Tilden Twp., Washington Twp., Wernersville Boro, Womelsdorf Boro; Mansfield, State Teachers College
 TEXAS—Addison, Addison
 VIRGINIA—Alexandria, Woodlawn
 WEST VIRGINIA—Beckley, Lincoln; Charleston, Littlepage
 WISCONSIN—Milwaukee, Pershing; Sheboygan, Jefferson

THREE YEARS

ALABAMA—Hope Hull, Pintala Jr. High; Montgomery, Cottage Hill, Lanier High
 ALASKA—Egegik, Egegik
 CALIFORNIA—Livermore, Arroyo Del Valle; San Francisco, Douglas
 COLORADO—Windsor, Elem. Platoon
 DELAWARE—Lincoln, Lincoln
 GEORGIA—Atlanta, Couch; Decatur Co., Entire Co., Attapulgus, Bethany, Brinson, Climax, Faceville, Fowlstown, Mt. Pleasant Voc., Pine Hill, Recovery, Twin Lakes, W. Bainbridge

ILLINOIS—Edwardsville, Jr. High; Golden, Community High; Harrisburg, Bayliss, Jr. High, Logan; Peoria, Reservoir Heights; Waukegan, Washington
 INDIANA—Evansville, Third Ave.; Vincennes, Clark Elem. and Jr. High, Vincennes Twp.
 IOWA—Ames, Entire System, Beardshear, Central Jr. High, Crawford, Lincoln, Roosevelt, Sr. High, Welch Elem., Whittier
 KANSAS—Olathe, St. John Memorial High; Sedan, Entire System, Kilmer Grade, Sedan Jr. and Sr. High
 KENTUCKY—Bloomfield, Entire System; Kenton Co., Entire Co., Bromley, Crescent Springs, Dixie Heights, Forest Hills, Independence, Kenton, Park Hills, Piner, Spring Lake, Visalia
 LOUISIANA—Delcambre, High; New Orleans, Cap-dau; Romeville, Sr. High
 MAINE—Camden, Camden
 MASSACHUSETTS—Erving Union, Center Leverett, Center Shutesbury, Center Wendell, E. Leverett, Erving No. 1, Farley, Millers Falls, Moores Corner, N. Leverett, Wendell Northwest; Orange, Cheney St.
 MICHIGAN—Detroit, Bagley, Beard, Columbian, Edgewood, Gardner; Holland, Entire System, East Jr. High, Froebel, Lincoln, Longfellow, Sr. High, Van Raalte, Washington
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 MISSOURI—Kansas City, Pinkerton
 NEBRASKA—Potter, Sr. High
 NEVADA—Smith, Smith Valley Union Sr. High
 NEW HAMPSHIRE—Center Sandwich, Quimby
 NEW JERSEY—Irvington, Mt. Vernon Ave.; Perth Amboy, Vocational School No. 2
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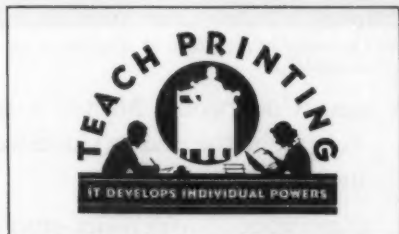


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IOWA—Clinton, Sr. High
KANSAS—Arkansas City, Guthrie; Chanute, Entire System, Trade; Ford, Public No. 4, Rural High No. 7; Minneapolis, Entire System; Harper, Entire System; Ottawa, Garfield
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SOUTH CAROLINA—Clearwater, Clearwater; Columbia, Hamrick, Logan, McCants, Moore, Withers
SOUTH DAKOTA—Doland, Grade, Sr. High
TEXAS—Amarillo, Wolfen
UTAH—San Juan, Entire Co., Blanding, La Sal, Monticello, San Juan High
VERMONT—Wells, Wells
VIRGINIA—Hot Springs, Warm Springs
WASHINGTON—Tacoma, Clover Park Jr.-Sr. High
WEST VIRGINIA—Danese, Danese

CURRENT YEAR

ALASKA—Golovin, Shungnok
ALABAMA—Jopka, Jopka
CALIFORNIA—Oakland, Bella Vista
COLORADO—Armel, Yuma Co. High
DISTRICT OF COLUMBIA—Washington, Ross
FLORIDA—Suwannee Co., Entire Co.
IDAHO—Boise, Arco
ILLINOIS—Carterville, High; Hillsboro, Burbank, Jr. High; Marshall, High; Peoria, Whittier; Sheridan, Community High
INDIANA—Converse, Richmond Twp.
IOWA—Des Moines, Elmwood; Waterloo, Hawthorne
KANSAS—Arkansas City; Roosevelt
KENTUCKY—Island City, Island City
MAINE—Sanford, Longtellow; West Forks, Burleigh High
MARYLAND—Emmitsburg, Entire System, Elem., High
MASSACHUSETTS—Lexington, Parker; Pembroke, Central
MICHIGAN—Detroit, Yost
MINNESOTA—Mankato, Franklin
MISSISSIPPI—Fernwood, High; Louise, Consolidated; Moss Point, Entire System
NEBRASKA—Allen, Entire System
NEW HAMPSHIRE—Dublin; Consolidated
NEW JERSEY—Linden, Public No. 8
NEW YORK—Geneva, Cortland
NORTH CAROLINA—Reidsville, Cherry Grove
NORTH DAKOTA— Fargo, Smith
OHIO—Beach City, Wilmot; Chauncey, Chauncey-Dover Exempted Village Schools, Grade, High, Sugar Creek Rural; Euclid, Shore; Lowellville, Lowellville; Millfield, E. Millfield Grade, W. Millfield Grade; Washington Court House, Entire System, Central, Eastside, Cherry Hill, Rose Ave., Sunnyside, Washington High
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PENNSYLVANIA—Stoystown, High
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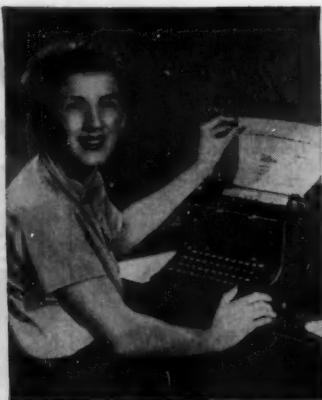
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OPPORTUNITIES are greatest where need is greatest. The first need of our age is to be taught the higher values, to be awakened to the importance of purpose, selfdiscipline, and excellence. This calls for teachers of exceptional character and outlook—a strong and constant stream of inspiring new teachers drawn each year from the best young men and women who are coming on. The organization, Future Teachers of America, which grew out of the Horace Mann Centennial, offers an opportunity to discover these promising young men and women during their highschool and college years; to emphasize essential elements in their character growth; to acquaint them with the unique function of education in a democracy; and to familiarize them with the various fields of education which offer possible careers.

Future Teachers of America calls for leadership of a high order. To one or more teachers in every highschool and college it offers an opportunity to pass on the great heritage of teaching to choice young spirits—eager to go forward and to make the most of themselves. It is one of the deepest joys of those who have skill and vision to make sure that their gifts shall live after them. Were it not for this joy and the sense of trusteeship which prompts people to pass on the best they have to the next generation, civilization would lose continuity and perish in confusion and chaos.

To highschool principals who wish to develop in their schools a nucleus of enlightened articulate students with a purpose, Future Teachers offers an instrument with large possibilities. Many of the clubs which have grown up with the activity program are mere forms providing activity with little personal growth or sense of values. Future Teachers clubs have a significant and inspiring purpose and content. In the library that goes to every club as it is chartered, there is emphasis on character growth and personality; on the lives of great teachers; on the opportunities in education and democracy.

To teachers college presidents who wish to attract to their colleges the most promising candidates for teaching, from each highschool class, Future Teachers offers an effective instrument for maintaining contact with young people in the highschools who

have given serious thought and sustained study to the choice of a career in education.

To college presidents in either arts colleges or teachers colleges, Future Teachers offers an opportunity to bring together one or more groups of selected students, with representatives from each of the class levels, into an effective organization which will emphasize and multiply the best influences in the school life and which can give leadership to many worthy school projects. No one can contemplate the prospect of becoming a teacher, study the lives of great teachers, and become familiar with the heroic struggles that have given us our educational opportunities—and remain indifferent to the finer values of life.

To the student in highschool or college who is considering the possibility of a career as a teacher, or who is definitely preparing to be one, Future Teachers offers an opportunity to get an earlier and a better start than would otherwise be possible. There are too many lost years between highschool, college, and the effective leadership of mature life. The values and the habits which one builds in highschool and college largely determine the pattern of his life and the magnitude of his achievement. Those who work in the Future Teachers clubs will associate with the finest people in the school and will carry on activities and studies of the utmost importance to them and to the school. They will get a running start in their preparation for the great enterprises of life.

Leaders are wanted. The qualities of leadership can be cultivated and developed. The Future Teachers movement calls for leaders of a high order among heads of schools, teachers, and students in a really great cause. For what cause could be nobler than making sure that strong men and women staff our educational enterprises? When war came in 1917 we recruited our best into the officers' training camps. Can we afford to recruit less than our best into the schools that prepare officers to carry on the battle against ignorance and indifference? Attractive materials for the use of teachers and students in organizing Future Teachers clubs may be had free on request from the National Education Association.

Joy Elmer Morgan



THE PRESIDENT'S MESSAGE FOR AMERICAN EDUCATION WEEK

NOVEMBER 6-12, 1938

THE WHITE HOUSE
WASHINGTON

September 27, 1938

To the teachers and Patrons of American Schools:

As American Education Week is once more observed throughout the schools of the United States opportunity again is afforded to evaluate the part which our schools play in the preservation and promotion of democratic life.

The conflict is still sharpening throughout the world between two political systems. The one system represents government by freedom of choice exercised by the individual citizens. In the other, and opposing system, individual freedom and initiative are all made subordinate to the totalitarian state. In this conflict the part which education plays in each ideology is crucial.

Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education. It has been well said that no system of government gives so much to the individual or exacts so much as a democracy. Upon our educational system must largely depend the perpetuity of those institutions upon which our freedom and our security rest. To prepare each citizen to choose wisely and to enable him to choose freely are paramount functions of the schools in a democracy.

So I think it is of happy significance that one of the topics selected for emphasis in this year's observance of Education Week is: "holding fast to our ideals of freedom." Upon the maintenance of those ideals depends all of our happiness.

Franklin D. Roosevelt



Above, Underwood and Underwood Photo; right, photo from 38th Annual Report of the Superintendent of Schools, New York.

A SHORT TIME before his death, Justice Oliver Wendell Holmes remarked to a friend, "At the age of ninety-three I have about lost interest in improving my mind." A great many people are not able to improve their minds at any age, but there seem to be possibilities for most of us, at least until the age of ninety-three. At all events, I labor under the impression that I am among the fortunate and feel quite convinced that I have improved my mind a little in recent years.

A part of that improvement has come from contact with real teachers in the public schools—classroom workers and superintendents. Altho I had managed to get thru the elementary school in Spiceland, Indiana, and gathered both knowledge and pleasant experiences on the way, I had not remained close to the process of elementary education. Life had led me far away—to universities at home and abroad, and I had been fortunate enough to find an ivory tower in the system of higher education at Columbia University. There, of course, I read learned books on education and had as students men and women who came from and went into the elementary schools.

But all that experience was remote from the trials and tribulations of the front line. After my retirement from the ivory tower, my experiences, tho more earthly, did not involve teaching John and Sue reading, writing, and arithmetic. At last by a series of "accidents" I became rather closely associated with front-line teachers and superintendents, as a member of the Krey Commission on the Social Studies under the auspices of the American Historical Association, as a member of the Glenn Commission on the Social Studies Curriculum, and as a friendly side-partner of the Educational Policies Commission. In these relations I heard actual classroom teachers and superintendents discuss their methods and problems, and what is more I became rather well acquainted with living personalities engaged in teaching boys and girls in the elementary and secondary schools. And, believe me, I did improve my mind.

Perhaps the times were auspicious. The commissions above mentioned carried on their work after the big burst of 1929, in days and years when the souls of men and women were sorely tried.

Education Enriched by LIVING

Charles A. Beard

Historian and Author, New Milford, Connecticut

The age of innocence had passed. The dream of Coolidge "prosperity," with bigger and better schools forever and ever had faded. Superintendents and teachers were struggling to carry on their work in the most adverse circumstances. It had been relatively easy to be a fair-weather patriot, to superintend and teach when "everybody was prosperous." But after 1929 the stresses and strains were frightful. Millions were unemployed. Homes were falling apart. All over the country struggling families were vainly searching for work. Children came to school ragged, cold, and hungry. Many children could not come at all, for lack of barest necessities. School funds were diminishing. School burdens were increasing. Teachers, even in rich cities, went for months without salaries and still worked away bravely, some of them borrowing money to help feed their ill-fed charges. Then "sunshine patriots" took to the woods and brave, selfsacrificing, and indomitable teachers stood by the cause. The real test of humanity is not prosperity; it is adversity. It was in such days and years that I learned something about teachers and superintendents.

This experience gave me an opportunity to contrast the positions and modes of thought possessed by college or university professors with those of school teachers, principals, and superintendents. How great the contrast. The securely placed professor receives his salary check regularly, from some source, and looks forward to a fair, if modest, pension at the end of the road. His students are generally well-fed and clothed, tho some of them are poor enough, no doubt. They do not come ragged and hungry to the classroom. They do not have to be fed, doctored, and nursed there. No stark realities of the suffering outside world are thrust into the utopian scene. Well-protected against the buffets of life, the professor can be high, dry,

and abstract in his discourse. The terms rent, interest, profit, income, wages, employment, unemployment, farm, factory, housing, family, and community, for example, fall from the professor's lips as words little burdened with the poignancy of life. If his students fall asleep, it is from ennui, not from hunger or lack of proper sleeping quarters at home. In other words, the professor does not encounter life at first-hand.

The world of the elementary teacher, principal, and superintendent, I discovered, is a different world. There, inescapable, before them is life, not artificial life, but the real sum and substance of it. Right there are represented the comfort and poverty, the health and illness, the assurances and trying perplexities, the delights and distresses of the people. To the teacher, the principal, and the superintendent the social studies cannot be abstractions. The very terms are pulsating with the content of living. Nor does the check for the support of the schools come automatically from the bursar's office. In some fashion the schools must serve the needs of the children and the community—or perish. Every dollar must come from taxpayers' pockets. No generous endowments, administered by remote trustees, cushion the impact of life on the schools.

More could be said, but these hints are sufficient. After working with and talking to teachers, principals, and superintendents in those trying days, I became convinced that the gulf between college or university instruction and elementary instruction is too wide, that the front-line workers carry burdens little appreciated by ivory-tower dwellers. Even more—I became convinced that the front-line workers had a realistic sense of the social studies not possessed by many, if any, professors of the subject. They might not be adepts in ontology and epistemology, but they could fill the words of

higher instruction with content from experiences from the substance covered. It was an education for an ex-professor to go to school to elementary teachers and superintendents; and other professors, active and retired, might well profit from the example.

Yet it may be said that the education of professors is a matter of slight importance. In this particular instance it is, but by and large, if education is significant for life, then the enrichment of the higher learning by first-hand contacts with elementary work is among the

necessities of the case. After all, isn't education, high or elementary, for people? If not, then for whom or what?

If all this be discounted, then I have one more point to add. Out of the experience above mentioned, I also became convinced more than ever that the future of American democracy depends upon popular education. If we are to overcome the stresses and strains of our civilization by democratic processes rather than by the sword, then the foundations must be laid by the front-line teachers. If we are to widen the civiliza-

tion of the people, as distinguished from the culture of an elite, teachers must be advance-guards. From what I have learned of them and their work I have reached the conclusion that it is exactly this function which they are now fulfilling, not as well as the best among them would desire, but in a way full of promise even in this hour so beset by perplexities over the very fate of civilization.—From *The National Elementary Principal*, published by the Department of Elementary School Principals of the NEA.

One if

OUR AMERICAN SCHOOLS will celebrate American Education Week on Wednesday evening, November 9, 1938, six o'clock EST with a special broadcast originating from the steeple of Old North Church in Boston, and presenting a dramatic story of Paul Revere and the Revolution. The broadcast will be on the coast-to-coast (red) network of the National Broadcasting Company.

The National Commander of the American Legion, which sponsors American Education Week jointly with the National Education Association and the United States Office of Education, will participate.

This American Education Week feature is a high spot in the regular programs of *Our American Schools*, broadcast every Wednesday evening at six o'clock EST, thruout the school year, under the direction of the National Education Association, which is devoting its 1938 fall series to the general subject of "Schools of Democracy."

The Old North Church program will emphasize loyalty to country as a quality of good citizenship, in keeping with the purpose of similar broadcasts in past years from patriotic shrines including Valley Forge; the Statue of Liberty in New York Harbor; Mt. Vernon; and Arlington, home of Robert E. Lee.

Christ Church, better known as "The Old North Church," located on Salem Street, near the summit of Copp's Hill overlooking Boston Harbor, is one of the old landmarks of that historic city. It was built in 1723. Its slender spire



OLD NORTH CHURCH
Lantern drawn
from original
used for signal,
April 18, 1775.



reaches a height of one hundred seventy-five feet, and is supported by a belfry tower wall three and one-half feet thick. The imposing character of this tower marked it for the fame recorded on a graven tablet which, by order of the city of Boston in 1878, was set in the bricks high over the street:

THE SIGNAL LANTERNS OF
PAUL REVERE
DISPLAYED IN THE STEEPLE OF THIS CHURCH
APRIL 18 1775
WARNED THE COUNTRY OF THE MARCH
OF THE BRITISH TROOPS TO
LEXINGTON AND CONCORD

Fifteen years before the tablet was placed, Henry Wadsworth Longfellow

by land . . .

*A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing,
A spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom
and the light,
The fate of a nation was riding that
night. . . . —LONGFELLOW.*

had immortalized this event in a poem so well known and loved that Paul Revere is one of our national heroes whose place in literature takes precedence of his position in history.

Paul Revere, however, was by no means a legendary character. There were few who entered more realistically and with stouter heart into the tumultuous events that took place in and near Boston during the Revolution. His participation in the Revolution ranges from messenger to commanding officer of the fort in Boston Harbor. He was one of the "Indians" at the famous Boston Tea Party; manufactured gunpowder for the army; carried many messages to and from Hancock, Adams, and other leaders of the Revolution; and made the first paper money for the Continental Congress.

His most famous deed was, of course, the "midnight ride" which will be dramatized by *Our American Schools* from the story of that famous event which Paul Revere himself wrote, and which may still be seen in his own handwriting in the collections of the Massachusetts Historical Society.

—BELMONT FARLEY.

UNITED WE STAND

Reuben T. Shaw

*President, National Education Association
of the United States*

I AM HAPPY to bring the greetings of the National Education Association to this great convention of the American Legion. I have always been proud of the fact that I had a small share in the conferences which led to the establishment of American Education Week, during which the Legion, jointly with the National Education Association and the United States Office of Education, encourages in every way a better understanding of our schools and what they are doing.

In writing into its platform the objective of reducing the amount of illiteracy in the United States, and of fostering in the hearts of its citizens—native as well as foreign-born—those ideals of democracy which actuated the founding fathers of this country, the Legion has made an aggressive attack against the only enemy which has the power to destroy free selfgovernment.

J. Edgar Hoover has stated: "I have found thru experience that education of the proper kind is one of the most potent factors in America in combatting crime. Certainly, illiteracy must not be countenanced in our national life for it goes hand in hand with crime. In combatting illiteracy, we are combatting crime."

A study of the progress of communism and other anti-americanisms brings out the fact that they thrive only in a soil of ignorance fertilized with poverty.

The friends of democracy have long realized that selfgovernment could survive only when the people were intelligent enough to govern themselves. Our early legislatures appropriated lands and money for the support of schools. But the movement for education was not a dream of only the nation's leaders. In many communities the keepers of taverns—early centers of news and information—were forced to exhibit placards requesting that "Those who are *learning to read* please use last month's newspapers."

The effort to realize the equality of educational opportunity was one of the basic ideals of our forefathers. The right to an education at public expense is a recognized principle everywhere.

Compulsory attendance at school is required of children up to a certain age

in every state and territory. More significant than these is the lack of regimentation, and the insistence upon freedom to learn in the American schools. Our school systems are not organized in such a way that educational opportunity is restricted for any racial or social or economic class, as is still the case in some of the Old-World countries. Not only elementary school but highschool and college are, in theory at least, available and free to ambitious and capable youth regardless of the race or wealth or social position of their parents.

The extent to which young people are taking advantage of educational opportunity in the United States today cannot be paralleled in any other nation of the world. There are as many children enrolled in the schools of the nation this month as there were citizens in the United States a few years before the Civil War. Increased interest and achievement in education at the secondary and college level are especially remarkable. In 1890 there were 200,000 young people in American highschools. Approximately seven million have enrolled this year in those institutions. In 1890 there were 150,000 college and university students. That number has bounded to an estimated total of 1,200,000. We have reason to be very proud of the progress education has made in the United States. That progress has been made only because the education of their children is close to the hearts of the American people, because education is part of the New World dream of democracy.

Yet I come to you today as a representative of the nation's teachers to say that the American school is far from meeting the needs of our free government. The threat to democracy as a way of life, manifested in some parts of the world today, makes imperative a rapid and intelligent adjustment of our schools to meet these needs.

The success of a democracy is gauged perhaps most completely by the effec-

tiveness and universality of the education of its citizens. The raw material of American democracy in 1938 is the 130 million men, women, and children who make up the nation's population. Some 75 million of these are adults. Of these adults, it is estimated that only 2 million are college graduates; 9 million, high-school graduates; 32 million, elementary-school graduates; 32 million have not even completed the work of the elementary school. With this equipment, the American population is required to grapple with complex and vital problems—issues of economic adjustment; delicate issues of foreign policy; and other problems of an evolving industrial society.

In spite of our high ideals, therefore, the American people have never really given a fair trial to adequate education for the entire population as a preventive of social ills and as a method of social progress. Consider these facts:

[1] Nearly one million children between the ages of seven and thirteen are not going to school, because schools are not available for them to attend or are so located that attendance is practically impossible.

[2] Approximately three and one-half million youth of highschool age are not enrolled in highschool, because highschools are not available in their communities, or do not provide courses suitable to the abilities and needs of these forgotten youth.

[3] At least three million children of school age in the United States are handicapped—blind, deaf, or crippled. Most of these children are not receiving the education necessary to make them self-supporting citizens.

[4] More than one million school children are attending school where the term is less than six months in length.

These conditions exist largely because we have never really accepted education as a *national* responsibility. We have assumed that local communities, or the states, could cope with the situation in a manner advantageous to the nation as a whole.

Insofar as the responsibilities for education are concerned, state boundary lines mean less with every passing year.

Recently at a meeting attended by

practically all of the principals and superintendents of schools in a New England state, where there is least mobility of all in this country, the following questions were asked and the indicated answers were received:

[1] How many of you are now working in the locality where you received your beginning education? *Answer:* Five out of the 200 present.

[2] How many of you now rendering school service in this state received your common-school education in this state? *Answer:* Approximately 90 of the 200 present.

What was true of this group of educators is true of the entire population in New England. Even more extreme mobility characterizes our population in the West. More than one-half of the American-born residents in the state of California were born outside that state.

Because the means of travel increase, the population shifts will grow greater and more significant with the years. We are fast becoming a nation in contrast to an aggregation of communities absorbed in local interests. The denial of educational opportunity, therefore, in any one section of the nation is likely to react to the disadvantage of some other. A boy who was ill-prepared for vocation and citizenship in Alabama may ultimately find his life occupation in the automobile factories of Detroit, the orchards of the Hood River Valley, or the oil fields of Texas. Far from being a weakness, the mobility of our people gives the American nation a unity which it never had before. Truly the American people are *one people*, and as *one people* they must solve their educational problem.

Under our democratic system every individual has a right to an education. Even from the most selfish viewpoint it can be seen that every child in America should have the fundamentals of a common-school education including the knowledge of our government—how it came into existence, and how it functions. *Educated or uneducated, the people are sovereign.* It is a threat to our national security to put the ballot box in the hands of those to whom we have not given the essential education concerning our country and that for which it stands. James Madison's statement is just as true today as it was when he made it: "A popular government without pop-

ular information or the means of acquiring it is but the prolog to a farce or a tragedy, or perhaps both!"

It is fortunate that the Legion is a representative organization, that its members come from every economic level, from every geographic center, entertain all points of view religiously and politically, practice all the professions and vocations in which the American people engage. Because of this representative character, it can bring to bear upon the improvement of our schools all that the American people do or think.

I count it fortunate too that the Legion includes in its membership thousands of American teachers. For only thru the cooperation of the professional educators with representative lay citizens of the United States may our schools go forward. The advancement of the schools is a constant concern of every teacher. Our great national professional organization commends the Legion for all that it has done to provide better schools for American children, especially for those efforts they have made to make the schools in part an obligation upon the people of the entire nation.

Let us intensify these efforts before it is too late. Every year of delay means lost opportunities for millions of children.

A good many years ago I heard a story which left a definite impression on my mind. It was the story of a little golden-haired, four-year-old girl whose home was in Nebraska. She had all of those attributes which made her attractive to members of the community. Everyone loved her. Surrounding her hometown were great wheatfields that extended as far as the eye could reach. One day in the season when the grain was turning to the golden hue of that little girl's hair, she disappeared. When last seen she was playing near a great wheat field. It was supposed she had wandered into the tall stalks of grain and had lost her way. Her mother and her brother hunted for her. They floundered around in the wheat until it was dark, and they did not find her. They returned to the village, and members of the community joined the search with lanterns, and on into the night they tramped the wheat with no results.

Nearby villagers came in groups each with its own theory as to what had happened to the girl, and each following its

theory independently of the others. The second day was gone and the little girl was not found. Conferences were held. Differences of opinion were expressed. Vigorous expressions of what should be done were offered. No agreement was reached. Individual groups kept on thru the second night and the third day. The news spread still further, and helpful and curious seekers came until the population of the little village was trebled. Finally on the fourth day someone suggested that the search be definitely systematized and organized. As a result, long lines of men joined hands so that no small area of the wheat field could be missed. In a united plan they systematically covered the entire area. On the sixth day the search was completed. The child was found, but the child was dead.

Shall our efforts to provide education be delayed until the children who would benefit are dead? For many years we have talked about providing public education for all the children of all the people. We have adopted resolutions; we have appointed committees; we have planned and worked, some in one direction, some in another. Now it is time for the people of this country to join hands.

President Roosevelt's Advisory Committee on Education, after an eighteen-month study, has given us a sound basis for procedure. President Roosevelt himself has recently set forth the need for federal participation in local school support. A bill recognizing the principles of equality in educational opportunity will be introduced at the next session of Congress. The proposed measure is the result of long and careful deliberation of both professional educators and lay citizens. In the preparation of this bill, the American Legion has played a part. It is my hope that when this great convention of the Legion closes, you will have taken definite steps for united action—that you will create a committee of this organization, which in the name of God and country, will cooperate with a similar committee of the National Education Association looking forward to the early passage of federal legislation which will finally and completely eliminate from America the injustice of unequal educational opportunity.—From an address before the 1938 national convention of the American Legion, Los Angeles.



1—We washed the wool three times in lukewarm suds made with powdered soap. We patted it up and down and picked out the burrs. To rinse the wool, we patted it in clear warm water.



2—Then we lifted the wool out of the water, not even wringing it, to avoid matting the fibers. We spread the wool out on a newspaper near the window where the sunshine could dry it.



3—To card the wool we used two brushes of equal size, with bent wire bristles. One, along which we put the wool in little dabs, we held in the left hand resting on the knee. Then we brushed the other lightly over it to draw all the fibers in the same direction.



4—After the fibers were smoothly combed, we rolled the layer backwards, forming a long fluffy roll called a silver. We took the silver off the card and rolled it between both hands to mat the fibers together.

Working with Wool

PEDAGOGY THRU PICTURES

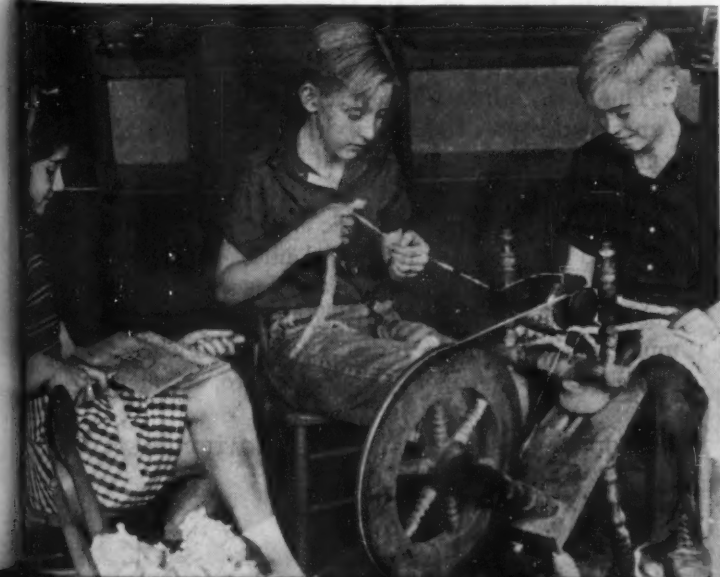
"My class is making lantern slides by following the directions given in the October JOURNAL," writes a teacher. "Please publish more of these teaching-units-told-thru-photos." This is the third in a series of illustrated activities in the Santa Barbara, California, schools.

5 (lower left)—We twisted the fibers into a heavy yarn, using a spinning wheel as was done in days of long ago. Today spinning is done by machinery.

tened the woven thread with a ruler to tighten the cloth.

7 (below)—A closeup of the loom. We enjoyed making the loom, but the real fun was the weaving.

6 (lower right)—We made small hand looms by nailing boards on the sides of a wooden box to hold the beams. We warped the loom by putting cotton string across the top and fastening it to the cloth tacked onto the beams. The harness, made of a frame with popsicle sticks on string beddles, was strung up on the warp. After tightening and fastening, we wound the woof thread (wool) onto a ruler and started weaving it back and forth, changing the shed each time. We bat-





Courtesy, Works Progress Administration

Our

AMERICAN MUSIC

Granville Eagler

*Supervisor of Music
Carrollton Public Schools, Ohio*

*A House of Dreams untold—
It looks out over the whispering treetops
And faces the setting sun.*

THIS INSCRIPTION carries the very spirit of American music. It was written about our own Edward MacDowell's log cabin in his woodland retreat in the New Hampshire hills. No one can live in America and know MacDowell's melodies without a stronger love for America in his heart. MacDowell's "Deserted Farm" is a tone poem of just such homes as existed in the rocky section of New Hampshire where he came to seek peace and solitude. The Peterboro Colony in New Hampshire for musicians is a living memorial to our great American and his wife, Marian Nevins MacDowell.

This is my first wish in teaching children the music of America, that they endeavor to learn several of MacDowell's compositions such as "To a Wild Rose," "To a Water Lily," and "Told at Sunset." Here is pure art music.

The study of American music is fascinating to American boys and girls for they live in a land of great musical possibilities—a land of many true folk songs. In the Carrollton Public Schools we have divided the study of American music into ten units: Indian, Colonial, Pioneer, Mountaineer, Cowboy, Sailor Chantey, Negro, Stephen Collins

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Foster, Civil War, and World War. Projects carried on with these units are described in *Music in the Integrated Program* (62p pamphlet, 1937, \$1.03 postpaid from the author). Our study of American music was preparatory to a spring festival or pageant to which we invited the entire community. This festival helped to seal American music in the hearts of everyone.

In staging "Our American Music" program, we arranged a school chorus, grouped by grades, at the back of the platform. At the front of the stage, a series of living tableaux represented the particular type of music. A reader told the story of American music as the program progressed.

An Indian village was pictured in the first scene. On each side of the stage stood an Indian chief, arms folded high. At his feet sat tom-tom players costumed in blankets and Indian headwear. At the center, squaws were working at large rug looms. Beside a wigwam sat an Indian boy and girl shaking gourd rattles. The chorus at the back sang Indian songs accompanied by Indian instruments.

The colonial period was represented by dancers in colonial costume—white wigs made of cotton, clothing of colored satins and laces—who danced the minuet and the Virginia reel. A chorus of seventh- and eighth-grade students at the back of the stage sang "An Old-Time Dance" by Mozart. The curtain was lowered to the music of a harpsichord.

In the mountaineer scene, "mountain men" sat on logs and smoked their corn-cob pipes and whittled, while the women strummed dulcimers. In the cowboy scene which followed, harmonica and guitar blended with the chorus of children's voices as they sang "Home on the Range." At the center of the stage four boys—two on each side—dressed as cowboys, twirling lassos, created the true atmosphere of this great American song.

The scene on Negro music showed a southern plantation in the cool of evening with Negroes sitting outside their cabin doors. In rhythmic accompaniment to the twang of banjo and the click of bones came the shuffle of dancing feet. A Negro mammy seated in a rocker was singing her baby to sleep with old lullaby and cradle songs.

For the scene on Stephen Collins Foster we used the pupils from a one-room rural school and duplicated their classroom as the stage setting. The rural children especially loved the melodies of Foster and enjoyed blacking up as little Negro boys and girls. The teacher played the banjo as the whole school, in semicircle on the stage, sang the lovely melodies.

In the Civil and World War scenes, a large chorus of junior highschool students was assembled at the back of the stage to sing such representative songs from the Civil War as "Dixie," and "Battle Hymn of the Republic," and for the World War, "Keep the Home Fires Burning," "Smiles," "Long, Long Trail," and "Over There."

In preparation for our study of American music, we placed on the music-room reading-table, such books as:

[1] *American Ballads and Folk Songs* by John A. Lomax and Alan Lomax. N. Y., Macmillan, 1934. 625p.

[2] *American Songbag* by Carl Sandburg. N. Y., Harcourt, Brace, 1927. 495p.

[3] *Music Highways and Byways* by McConathy, Beattie, Morgan. N. Y., Silver, Burdett, 1936. 252p.

[4] *Music of Many Lands and Peoples* by McConathy and Others. N. Y., Silver, Burdett, 1932. 268p.

[5] *Music Stories for Girls and Boys* by D. Cross. N. Y., Ginn, 1926. 156p.

[6] *The New American Song Book* by Marx and Anne Oberndorfer. Chicago, Hall and McCreary Co., 1933. 160p. Introduction on "America's Heritage of Song."

[7] *Our American Music; Three Hundred Years of It* by John Tasker Howard. N. Y., Crowell, 1931. 713p.

Each classroom had its own collection of books, musical instruments, and music bulletin-board. We found many of our songs in such music series as the *Foresman Books of Songs* and the *Music Hour Series*. We used the various school subjects to integrate and enrich our study of music as suggested in the following units:

INDIAN MUSIC

The Indian had developed a culture and art long before the white man set foot on our land. To study Indian music and art is to feel the real beauty of their life. Indian music deals with worship, war, healing, play, and the hunt.

The children studied Indian life, art, industries, and musical instruments, and brought pictures for the bulletin-boards. In each room an Indian village was constructed on a table. In one room a Hopi village was made of cardboard cartons painted gray and covered with sand. In elementary grades, villages of the tepee type were built from construction paper decorated in pottery designs. Pottery was made in the art periods. A study of weaving in history and geography classes led to the construction of Indian rug looms.

In literature classes, Indian stories and poems, such as the immortal "Hiawatha," were dramatized. The physical education teacher worked out many Indian dances. Dramatizations were especially effective from Cadman's song "From the Land of the Sky-Blue Water" in *Music Stories* [5], and MacDowell's "From an Indian Lodge." The latter is an accurate tone painting of the pow-wow scene in an Indian wigwam. Here may be included the study of MacDowell.

Sources of pictures and reading on Indian life include:

"American Indian Art," October 1938 issue of *School Arts* magazine. Excellent pictures and craftwork.

"American Indian Posters" and other materials for primary grades, Beckley-Cardy Co., 1632 Indiana Ave., Chicago, Ill.

Book of Indian Crafts and Indian Lore by Julian H. Salomon. N. Y., Harper, 1928. 418p.

Pictures of Indian life from Art Extension Press, Westport, Conn.; Fred Harvey, Indian Building, Albuquerque, N. M.; Milan Art Galleries, 308 St. Mary's St., San Antonio, Tex.

Musical instruments of the Indian were studied, such as the tom-tom, flute, whistle, rattle, and notched stick. An excellent tom-tom was made from a piece of hollow log laced with strong cord and rabbit skin. A water drum was made from a gallon keg. Gourds were raised in the children's gardens, the tops cut off, small stones placed inside, wooden handles inserted, and the gourds were ready to be painted with Indian designs. To some a chicken feather was fastened on top, and behold, an Indian gourd of the Hopi tribe. Rattles were also made from cows' horns filled with stones or seeds and painted in gay colors.

Many sources were tapped for our Indian songs, such as:

From the *Foresman Books of Songs*

"The Little Papoose," Book I, Grade 2

"Chippewa Lullaby," Book II, Grade 4

"Wah, Wah-Tay-See," Book IV, Grade 6

From the *Music Hour Series*

"Indian Echo Song," Book I, Grade 2

"Kehare Katzuru," Book III, Grade 4

Victor records provide excellent listening material on Indian life.

COWBOY MUSIC

The whirl of sage hen's wings,
The lonely bark of coyote,
Mingled with rhythmic beat.
This is my song,
This is my "Home on the Range."

The life of the American cowboy appeals to every boy and girl. Arrayed in large hat, spurs and boots, a red handkerchief around his neck, the cowboy rides into their imagination, a true figure of the Old West, a pioneer in his own right. The stir and danger of the cowboy's life on the open range brings colorful songs to his lips. He sings not only on the range but also in the range "hall." Here he dances the waltz and square-dance to fiddle, guitar, accordion, or harmonica. He tells yarns about his spring roundup, his battle with a pair of hungry coyotes, his "dogies." His songs are not composed; they are simply born of experiences in his wild carefree life.

During our unit on cowboy music, the children enjoyed such books as:

Cowboy Songs and Other Frontier Ballads by John A. Lomax. N. Y., Macmillan, 1922.

Singing Cowboy, by Margaret Larkin. N. Y., Knopf, 1931. 196p.

Also the sections on cowboy music in *American Ballads* [1] and *Music Highways and Byways* [3].

The literature of cowboy songs is indeed a rich one. Here is a partial list:

From *The New American Song Book* [6]:
"Home on the Range," "I Ride an Old Paint," "Whoopee Ti Yi Yo," "The Old Chisholm Trail," "The Dying Cowboy."

From *Music of Many Lands* [4]:

"Texas Cowboy's Stampede Song," "Santa Fe Trail."

Scenes from Western range life, painted in art period or cut from magazines, decorated the cowboy section of our bulletin-boards. Poems were writ-

ten and memorized in English classes. Geography classes studied the Western grazing areas. Problems of the cowboy in buying and selling were made up in arithmetic classes.

The older boys learned to play guitars and harmonicas. Guitars—made from cigar-boxes and strung with guitar strings—were made for the cowboys in "Our American Music" program.

NEGRO MUSIC

The American Negro has given to the world some of its most colorful folk-songs. Born in the days of slavery, during mental and physical strife, they are called "spirituals." Songs of the "Lower South" tell of the misery and hardships of the Negro slave; those of the "Upper South" reflect the more carefree life of the plantation Negro.

On our reading table we placed:

On the Trail of Negro Folk-Songs by Scarborough and Gulledge. Cambridge, Mass., Harvard Univ. Press, 1925. 289p.

Rolling Along in Song by H. Rosamund Johnson. N. Y., Viking Press, 1937. 224p.

From these readings the junior high-school students gleaned many interesting facts. History classes discussed "Was the Negro happy in slavery?" English classes debated the origin of the Negro spirituals. We studied the following Negro songs:

Work songs

"Levee Song" and "Peanut Pickin' Song"—*New American Song Book* [6]
"On the Levee"—*Foresman Book V*

Lullaby or cradle songs

"Lil' 'Liza Jane"—*New American Song Book* [6]

"Keep in the Middle of de Road"—*Music of Many Lands* [4]

Spirituals

"Deep River," "Steal Away," "Swing Low, Sweet Chariot," and "Nobody Knows the Trouble I've Seen"—*New American Song Book* [6]

"Little Wheel A-turnin'"—*Music of Many Lands* [4].

STEPHEN COLLINS FOSTER

Sing on, immortal spirit,
The "Glendy Butrk" sails on,
Sails into the heavens above,
Into the infinite soul of Foster.

Stephen Collins Foster is a tradition with Americans. Almost every boy and girl can sing one or more of his lovely melodies from memory. "Old Black

Joe" and "Old Folks at Home" have become folksongs in America.

Foster was born July 4, 1826, in Lawrenceville, Pennsylvania, near Pittsburgh where he spent his boyhood. On the Ohio River the boats would come to the wharves bringing the singing Negroes from the South who lightened their labors with a song. To these singing souls, the boy Stephen listened with rapt attention. Little did he dream he was to become world famous as a composer of Negro folksongs.

On our reading-table we assembled books on Foster's life such as John Tasker Howard's *Stephen Collins Foster, America's Troubadour* (N. Y., Crowell), also *Music Highways and Byways* [3] p14-24, and *New American Song Book* [6] p14-15, 96-102.

After we had had reports in class on Foster's life and lasting influence in American art, he came to mean more to our children than the actual singing of his melodies. They learned that his life was a hard struggle in spite of his wonderful songs, which he sold for a pittance. Younger children love the story of Foster if it is told to them in a simple, straight-forward manner. I think a teacher should enjoy the story so much that he needs no book from which to tell it. It is truly the very soul of our American music stories.

The following songs from *The New American Song Book* [6] are among the best known: "Old Folks at Home," "My Old Kentucky Home," "Uncle Ned," "Oh! Susanna," "Old Black Joe," "Massa's in the Cold, Cold Ground," "Gentle Annie," "Fairy-Belle."

The section on Foster in *Music Highways and Byways* [3] deals with his lesser known songs, as "Nelly Bly," "The Camptown Races," "Ring, Ring the Banjo," which are especially enjoyable to junior highschool students.

Many poems were written in our English classes on Foster's life. Themes took the form of musical criticisms as to how his songs affect the listener. In art classes we made a large poster of Foster. We drew freehand drawings illustrating some of his best known compositions: Prairie schooner taking Susanna to Alabama, Old Black Joe playing his banjo. An eighth-grade girl wrote a short biography of Foster which we fastened to the bottom of our poster—a child's epitaph to America's Troubadour of Song.

RACIAL ENRICHMENT *of the Curriculum*

THE GARFIELD SCHOOL, Detroit, houses 1800 students, of whom 1100 are in the seventh, eighth, and ninth grades. Eighty percent are Negro children; the rest are mainly children whose parents came from southeastern Europe. It seemed to some of us teachers that we would be doing a better job of education if we helped the student to know more about the valuable contribution members of his race have made to our world. The idea was discussed at several faculty meetings.

The first development was the hanging of pictures in corridors and rooms. These were secured at a reasonable price; the frames were made by boys in the woodshop; glass from broken windows was used. The total cost was two dollars for our first pictures: Frederick Douglass, Booker T. Washington, Phillis Wheatley, and Toussaint L'Ouverture. These were later followed by those of Henry O. Tanner, Charles Young, Paul Laurence Dunbar, Samuel Coleridge Taylor, and Langston Hughes. The latter is an autographed gift of the poet to the school.

Our next activity was a search for books, by colored authors, to place in the library. We had a start of three books: *Up from Slavery* by Booker T. Washington, *Complete Works of Paul Laurence Dunbar*, and *Story of the Great War* by Stanley Braithwaite. The secretary of the Detroit Urban League, John Dancy, lent us a number of books from his personal library. The Detroit public library let us have several dozen books for inspection. Teachers of the English department took these and wrote opinions as to whether they were suitable:

"Found this a delightful story." "This book would discourage and embitter the colored child." "Too difficult for junior high school." "A series of short biographies which some of my pupils have found interesting and valuable."

By

Charles A. Daly

Principal, Garfield
School, Detroit,
Michigan.

The public-school library supervisor placed all the books which our librarian recommended on the approved list. As a result, we now have the following books written by colored authors or about Negroes:

Story of the American Negro, Ina Corinne Brown; *Preface to Racial Understanding*, Charles S. Johnson, *Negro Year Book, 1931-1932*, M. N. Work, ed.; *Short History of the American Negro*, Benjamin Brawley; *The Negro in American History*, J. W. Cromwell; *The Negro in America*, Alain Locke; *The Colored Situation*, Faye P. Everett.

What the Negro Thinks, Robert Russa Moton; *The Story of the Negro Retold*, Carter G. Woodson; *The Negro Wage Earner*, L. J. Greene and C. G. Woodson; *Negro Makers of History*, Carter G. Woodson; *Negro Americans, What Now?*, James Weldon Johnson; *African Myths*, Carter G. Woodson.

Anthology of American Negro Literature, V. F. Calverton, ed.; *Readings from Negro Authors*, O. Cromwell and others; *Caroling Dusk*, Countee Cullen, ed.; *Color*, Countee Cullen; *The Complete Poems of Paul Laurence Dunbar*, P. L. Dunbar; *Book of American Negro Poetry*, James Weldon Johnson, ed.; *Negro Poets and Their Poems*, Robert T. Kerlin; *The Dream Keeper*, Langston Hughes; *Boomba Lives in Africa*, Caroline Singer and C. L. Baldridge; *We Sing America*, Marion Cuthbert.

Sad-faced Boy, Arna Bontemps; *Zeke*, Mary White Ovington; *Book of American Negro Spirituals*, James Weldon Johnson, ed.; *Second Book of Negro Spirituals*, James Weldon Johnson, ed.; *Women Builders*, Sadie Iola Daniel; *Twelve Negro Americans*, Mary Jenness; *Paul Laurence Dunbar, Poet of His People*, Benjamin Brawley; *Along This Way*, James W. Johnson; *The Autobiography of an Ex-coloured Man*, J. W. Johnson; *Booker T. Washington's Own Story of His Life and Work*, B. T. Washington; *Boys' Life of Booker T. Washington*, W. C. Jackson; *Up from Slavery*, B. T. Washington; *Negroes in Michigan—a history*, J. C. Dancy; *The Story of the Great War*, W. S. Braithwaite; *Pudge Grows Up*, F. H. Williams.

Biographies of Countee Cullen, Langston Hughes, James Weldon Johnson, Claude McKay in *Living Authors*.

Life of William Grant Still in *Composers of Today*, David Ewen; Life of Meta Warrick Fuller in *Girls Who Became Writers*, Winifred and Frances Kirkland.

Plays and Pageants from the Life of the Negro, Willis Richardson; *The Railroad to Freedom* (life of Harriet Tubman), Hildgarde H. Swift.

The following material was taken from magazines and bound into pamphlets: *The Wizard of Tuskegee* (life of Dr. George W. Carver), from *Opportunity*, M. M. Moss; *Life of Benjamin Banneker*, H. E. Baker; *Review of My Great, Wide, Beautiful World* (from *Reader's Digest*), Juanita



Courtesy, Penn Normal Industrial and Agricultural School, St. Helena Island, South Carolina

Harrison; *Remarkable Child of Africa* (life of Phillis Wheatley), H. H. Smith; *Monthly Negro History Bulletin*, Carter G. Woodson.

The librarian has by watching and clipping various publications formed an extensive file so that it is now difficult for a student to seek information about a famous colored person without the required facts being forthcoming.

In social studies the aim, as formulated by teachers of the department, was to have students learn the contributions of the Negro race at the time any particular period of history was being studied. To help us in the study of American history, the board of education furnished us with fifty copies of Woodson's *Negro Makers of History*. The course of study is divided into units of work. The history teachers divided Woodson's book and other references into similar units and grouped these references with others in the course of study.

The social studies department devotes several days each term to studying vocations. Sheets containing pertinent references have been placed in the hands of the social science teachers. This list starts with *artists* and includes four:

Baldridge, Cyrus Le Roy—*Who's Who in America* (1936-37), p224

Fuller, Meta Warrick—Brawley, *A Short History of the American Negro*, p266-68, Kirkland, *Girls Who Became Artists*, p46-58

Scott, William Edward—*Negro Year Book*, 1931-32, p453

Tanner, Henry O.—*Negro Year Book*, 1931-32, p452; *Who's Who in America* (1936-37), p2380

It continues with the classifications: Author, cartoonist, chemist, composer, craftsman, doctor, educator, farmer, lawyer, minister, musician, social worker, singer, and finally, teacher.

These vocational studies are completed in the 9A grade. At this time each student writes a career book, in which he selects the career he expects to follow, tells qualifications and necessary preparation, its attractive and unattractive features. He usually incorporates some stories of people—preferably from his own racial group—who have been successful in this career.

In the elementary division the literature teacher had a shelf of books at the front of the room which she allowed pupils to read at certain times in class or at

home. Woodson's *Negro Makers of History* was certain to be taken home each afternoon. Other books placed in this room are *Popo and Fifina* by Bontemps and Hughes; *Jamaica Johnny* by Berta and Elmer Hader; *Boomba Lives in Africa*, by Caroline Singer and Baldridge; *Sad-faced Boy*, Arna Bontemps; *Picture-Poetry Book*, Gertrude McBrown; *Araminta*, Eva Knox Evans.

This same teacher has graded selections of poetry which she has worked into her course of study and uses in teaching poetry appreciation. She starts in the second grade with "The Quilt" by Mary Lee Newsome:

I have the greatest fun at night,
When casement windows are all bright.
I make believe each one's a square
Of some great quilt up in the air.

The blocks of gold have black between,
Wherever only night is seen.
It surely makes a mammoth quilt—
With bits of dark and checks of gilt—
To cover up the tired day
In such a cozy sort of way.

Other grades include the following:

April Rain Song, Langston Hughes—
3B

The Dream Keeper, Hughes—3A
Dreams, Langston Hughes—4B
Life, Paul Laurence Dunbar—4A
Aunt Sue's Stories, Hughes—5B
Mother to Son, Hughes—5A
The Master Player, Dunbar—6B

The repeated reference to "black slaves" in the poem, "Aunt Sue's Stories," caused some children to think that something was wrong. Their reports at home brought two parents to the school the next day, representing a group of neighbors. However, when the purpose of the instruction was reviewed and they saw the poems, they would not consent to the elimination of a single one.

The intermediate auditorium teacher was the first to integrate racial contributions. Her children worked Dunbar's poems into short plays. One group had the privilege of presenting theirs at a neighboring church.

In ninth-grade literature each pupil was asked to write a biography about a person of his own racial group. No more than two could take the same person. If these two sought a personal interview, they must go together—in order that the project might not become a nuisance to the persons interviewed. The group

tackled the work with enthusiasm. In the scrapbook which was assembled, eight races and nationalities and twenty-nine occupations were represented.

Another English teacher had the pupils write a term paper on the life and works of some author. To the usual purposes—arousing interest in good literature, training pupils in obtaining source material from the library, training them to write English correctly and interestingly—was added the aim of acquainting them with Negro writers.

The same teacher has conducted the Garfield Verse Speaking Choir for several years. This group now has a long list of numbers, most of which are by Negro authors. The choir has given programs at various school functions, the YWCA, over the air, before the Verse Choir class at Wayne University, and at the luncheon of the Booker T. Washington Trade Association for Dr. Carter G. Woodson.

A "Get-about Club" functions under the sponsorship of a social studies teacher. The group visits various lines of business, a number of which are owned and operated by Negroes. Proprietors have been most kind in allowing the visits to be made and explaining their business to the students.

The English teacher in charge of our school paper has seen to it that the publication does its part in acquainting the various racial groups of their contributions to culture and progress. For example, the May 1937 issue gives a brief history of the origin and purpose of the Booker T. Washington Trade Association, lists books (including those by or about Negroes) ordered for the library, and includes Negroes in the list of famous men born in May.

We have a World Citizenship Club in which we endeavor to have a representative of every racial group in the school. Members are responsible for presenting the contributions of their own group.

It has taken quite a few words to give a picture of this work. In practice, however, it is very little, almost lost in the sum total of activities at the school. We have no way of measuring its influence, but we do believe it has increased the child's pride in his racial group and helps to make him a good citizen. The fine understanding and appreciation existing between pupils, parents, and teachers is certainly due in part to this activity.

TOWARD DEMOCRACY THRU THE SCHOOLS

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DEMOCRACY has failed!" So say those who find dictatorship the answer to the perplexing social and economic problems of today. "American democracy, the model of the world, is a failure!"

This, then, is our problem. Shall democracy become a mere utopian dream? If the light of democracy has gone out, can the flame be rekindled? Or, if American democracy has not yet collapsed, can the surge of autocratic rule be held in check until the forces of democracy can be effectively organized? The democratic ideal can be transformed into patterns of living. Democracy must see these patterns and act.

It is often said that philosophy of education is essentially a philosophy of life; yet the clear implications of this contention rarely concern either the teacher or the public in America. In other countries this principle is effectively applied. However, it is doubtful if the teacher and the public at large are more than dimly aware of how the national philosophy determines every ideal and practice in the schools. As Americans we are prone to question sharply, or even to condemn, every practice of those countries that have turned either to the right or to the left in attempting to solve their national problems, the countries that conclusively demonstrate the unity of education and national philosophy.

Whether we are thinking in terms of an individual or of a nation, it is equally true, as stated by John Dewey, [in *Democracy and Education*, Macmillan, 1935] that: "Philosophy is at once an explicit formulation of the various interests of life and a propounding of points of view and methods thru which a better balance of interests may be effected." That is, "philosophy is the theory of education as deliberated conducted practice." In the challenging light of this deduction, are we as teachers willing to make a searching evaluation of our educational thinking and practice?

The effect of the national philosophy, which is the social philosophy of a nation, upon educational thinking and practice can be observed by a study of such totalitarian states as Russia, Italy, and Germany.

While Italy and Germany have experienced extended periods of fairly liberal rule, prior to the revolution of 1917, the rule of the few had prevailed thruout all the centuries of Russia's history. The absolute monarchy overthrown by this revolution had been the outstanding example of this type of government.

It was inevitable that education in Russia would be for the select few. Ignorance and illiteracy prevailed. The revolution of 1917 was led by a few of the educated group. Students had figured prominently in these organized protests against the oppression of autocracy. This is what one should expect, as students were in a position to see the deplorable condition of the Russian people and were spurred to advance the cause of a more liberal government. With the rise of the Soviets, the intelligentsia who refused to embrace the new philosophy suffered untold oppression.

The Soviets saw very clearly from the beginning that if they were to transform a nation of ignorant peasants into a great classless society, they could accomplish it only thru a rigid control of the educational institutions of the state. There was a tremendous emphasis upon the education of adults in the factories and on the communal farms and an intensive campaign to stamp out illiteracy in the Soviet republics. This carefully planned and executed educational program has proved tremendously effective. It is most illuminating that the educational program, as revealed by such texts as *New Russia's Primer* and all other materials of the schoolroom, was the five-year plan of the central government.

In every conceivable way, the thinking of the people was made to conform to the philosophy of the Soviets. While in theory they do not subscribe to violence and autocratic rule, yet there is no other answer to him who has missed the point of his education than the crack of the firing squad.

In like manner, Germany, while in theory representing the antithesis of the Soviet philosophy, illustrates with equal clarity the basic principle. Just as the

"Pioneer" and the "Konsomol" movements in Russia are intended to mold Russian youth into the Soviet pattern, so the Hitler youth movement in Germany is designed to rear the youth in conformity to the Hitler ideal of the state. Regimentation is the watchword, both within and without the classroom. The work camps for city children help to bring them closer to the soil, while every attempt is made to make convincing the Nazi notion of "pure Teutonic blood."

The education of women has suffered a heavy reversal under this philosophy. The highest function of woman is to produce offspring, particularly male, who may further the goal of the Nazi state. Any education not directly contributory to this goal of producing strong sons is taboo.

The textbooks are rigidly controlled and are shot thru and thru with the Nazi ideal, which, by every token, becomes the educational ideal and philosophy of Germany. Four decades ago the American scholar looked upon study in the German universities as necessary for the completion of his university education. The much discussed ideal of academic freedom reached its highest realization in the German universities. It is impossible to reconcile this fact with the present situation except as one realizes the truth of the principle at issue, namely, that the social philosophy of a people is its educational philosophy.

Italy represents a somewhat different veering to the right. Both Italy and Germany are bitterly anti-Soviet and anti-communistic; the fascism of Mussolini is fundamentally like the national socialism of Hitler. At the time Mussolini assumed control in Italy, he was undergoing a metamorphosis from a socialist to a fascist. He was one of those upon whom honor was thrust, and honor found him not quite ready. After his famous "march upon Rome" he was pushed vigorously by the opposition press as to "his program." In the absence of a well-formulated program, the fascist black shirts broke up the printing establishments and spiked the opposition of the press. There was an immediate extension of education to assure that

The Success of Democracy

LET no one tell you that democracy has failed. It is precisely at those points where the American system is least democratic—where it least reflects the ideals and homely virtues of the common people—that the breakdowns have come. Our schools are the greatest contribution of democracy to civilization. Into them we have drawn nearly one person in four of our population. These schools are intelligent, honest, efficient to a degree that is true of no other business of like magnitude. Were all other business as well managed as democracy's schools, America would move forward to a new level of achievement and glory. The schools are the bulwark of liberty and selfgovernment. The future of democracy and of the common school are inseparable. Let them go forward together. What the school is today democracy will be tomorrow.—J. E. M.

every young Italian be brought up in the fascist way. Here again textbooks were rewritten with Mussolini this time in the title role. Instead of "purity of blood," the shades of ancient Rome and the great Caesars were revived to fire imagination and zeal of the new Italy.

It is hoped that enough has been said to demonstrate clearly how the social ideal in a dictatorship becomes the educational ideal of that people. One thing stands out clearly in a study of dictatorships, namely, *they have a program*. They know the kind of living they wish to promote, and every effort is made to enforce these forms of living.

These dictatorships are, of course, openly challenging democracy. According to Mussolini, democracies are doomed to fail because no people will discipline themselves. Since associated living calls for some form of discipline or control, we must find it either imposed from without, or springing from interest in a program of living that is fully accepted by the individual or the nation. Since democracy is inconsistent with an imposed discipline, then we must have a generally accepted and well-defined program of living.

This democratic way of life is an ideal. To serve as an ideal, any social philosophy must lead the way to different kinds of living from those that now prevail. One look at American history reveals a changing ideal of democracy. Another glance at the present situation shows the American pattern of living to be certainly short of the ideal. Injustices, inequities, unemployment, poverty, and crime are no part of the life in a demo-

cratic society. Yet we should not feel that democracy has failed because of its shortcomings, but realize that much of democratic living has never been tried. America is not suffering from too much democracy, as the enemies of democracy would have us believe, but from too little democracy. Since no goal is of significant worth until translated over into intervening steps, we must turn our attention to activities that are democratic in nature.

The essence of democracy is cooperation, not competition. More cooperation, more consideration must come into every phase of living. It has been sufficiently demonstrated in business, even where that business is forced into a highly competitive market, that the cooperative plans succeed. First, there must come willingness to cooperate, a determination to put humanity ahead of profit. The happiness and welfare of the men, women, and children whose lives we touch must become the standard of worth and the determiner of policies.

Cooperation alone does not suffice. The important consideration is the end toward which this cooperation is directed. In a democracy, cooperation is directed toward the extension of human rights in such a way that there is a full realization of the greatest possibilities of the individual. This individual has his being as a member of numerous groups that work together for the good of all mankind. In a democracy cooperation is directed toward the ennoblement of the individual; in a dictatorship cooperation serves the end of a glorification of an all powerful state. Cooperation that frees

the individual must be a recognized goal of living. Conduct must be judged by the extent to which it furthers or hinders common interests and purposes.

Society is not static. Education must recognize that old standards and beliefs must give place to new ones. Witness the sweeping changes that have taken place in our conception of the nature and functions of government, in religious doctrines, the school, the family. Much time has been spent in mourning the "passing of the home." We should cease to be concerned about the passing of the home, as past generations knew it. Such a home would be a bad home in this day. What we should do is to be actively concerned about the *evolving* home, to see that it meets the new needs of a new day in the promotion of this goal of mutually helpful living.

What are the schools doing to foster and inculcate democratic paths of living? What we teach about democracy is of some importance, but relatively little compared to what we *do* about democracy. As teachers in whatever avenue of service, let us consider, with all seriousness, the undemocratic features of education and see that they are eliminated. In Soviet Russia all under thirty years of age have been reared on nothing but the Soviet philosophy. These young people know nothing else and entertain little else than this ideal. This transformation has taken place in twenty years. We in America have been working toward democracy for some two hundred years. Compared with the success of the Soviets in transforming the thought and living of a people, we make a poor showing.

It is true that, being unable by the very nature of its principles to force its precepts upon the people, the democratic way is handicapped. Unlike autocracy, democracy cannot be handed down from the top. It must spring from the daily living of the people. Those in authority can only set the example; they cannot dictate the policies. It must therefore take a long time, but the grave question that confronts us is: "Are we moving with sufficient speed to keep from losing the battle to the opponents of democracy?"

Consider the schools. In many ways they embody some of democracy's finest principles. For the most part, an education is available to every child, and he is

probably the freest school child in the world. But schooling for all at public expense may have nothing whatever in common with democracy. It is the *kind of education* that is significant.

The advantages of American education are too well known to merit further elaboration. On the other hand, truly democratic school systems in America are comparatively rare. In such systems there must be a free and easy give and take between administration and teacher, a free and unhampered discussion of policies and programs. The most cherished views of both administration and faculty must be open to study and revision at all times. This can all come about in a small system without any formal machinery whatever—just in the daily round of “in-school” living. The teacher in such a school is free, knowing that differences of opinion on questions of policy and practice are cherished by the superintendent and the board, and that the teacher becomes more esteemed for his truly constructive ideas. Such a school system will have teachers who are truly critical in that they are constantly evaluating their own procedures and are open to suggestions at all times as to the validity of any practice. There is an ease, an informality, a freedom, a truly democratic family feel to such an institution. So far so good.

What can be said about the relationship of the teacher to the pupil? Granted certain differences, basically the same philosophy and practice will prevail in the democratic school system in the relationship of pupil to teacher. The teacher will welcome the views of the pupil and glory in his individuality and non-conformity to group thinking, using these situations as a genuine opportunity to develop in this child a truly studied attitude toward every question, a disposition to evaluate his own thinking, and an attitude of charity even in the face of vigorous disagreement. In such a school there will be a profound respect for personality. The teacher cannot conceive of asking that anything in the way of respect be shown him that is not, in turn, shown to every child in the room. No teacher wants to be told by his principal that he has failed. Nor would the teacher in this democratic school be so unkind to the child. Rather, would he discuss with sympathetic understanding that particular child's problem just as

the democratic administrator would help the teacher resolve a difficulty.

Such a school would be freed from the dictatorship and autocracy of fixed subjectmatter, punitive examinations, and cut-throat competition for honors that are strictly individual. Instead, the emphasis would be placed upon helpfulness, cooperation, recognition for service to other members of the group and to the group at large. A genuine cooperative society would be formed. Here again there need not be ponderous machinery. Committees will help, and individual action may be used when individual action is best. The true quality of such a group would be determined by the spirit that prevails. In such surroundings the child would grow up to enjoy the give and take of life.

Such a school would not be undisciplined; it would not be pointless; it would not be unproductive of results. On the contrary, it would be a school in which sympathetic guidance and counsel were of the utmost importance and where purposes would be judged by their genuine worth. Results would be measured in terms of the accomplishment of those truly worthwhile purposes. The child would be an integral factor in these purposes and the prime mover in the accomplishment of it all. It is so easy to force the will of an adult upon a relatively helpless child that autocracy, rather than democracy, is likely to be the guiding philosophy in the schoolroom. We may just as well face this fact. If we are to have a democratic society, we must be as earnest about it as those of the opposite persuasion who are not only willing to live but to die for their social ideals. The world is an armed camp divided on the question: “Shall democracy or dictatorship prevail?”

Not only must we work with the child, having him live in democratic homes, in democratic churches, in democratic schools, in democratic institutions of all kinds, but we must carry the fight for our social ideal to the adults as is being done in the totalitarian states. Industry, commerce, all activities of this modern civilization must work toward this ideal. They are to be judged by what they do to the individual. An emphasis upon these human values is long overdue. We have no glimmer of what American democracy may be like in twenty-five years if we will truly democratize our educational institutions from the preschool thru the graduate school of the university. New ideas, new practices have a way of making themselves the property of the entire people. They will filter into every home in the land. What other peoples have done in one generation in the opposite direction gives some indication of what America can do in developing truly democratic living. If our national social ideal is truly the democratic one, we will democratize our schools, homes, factories, businesses.

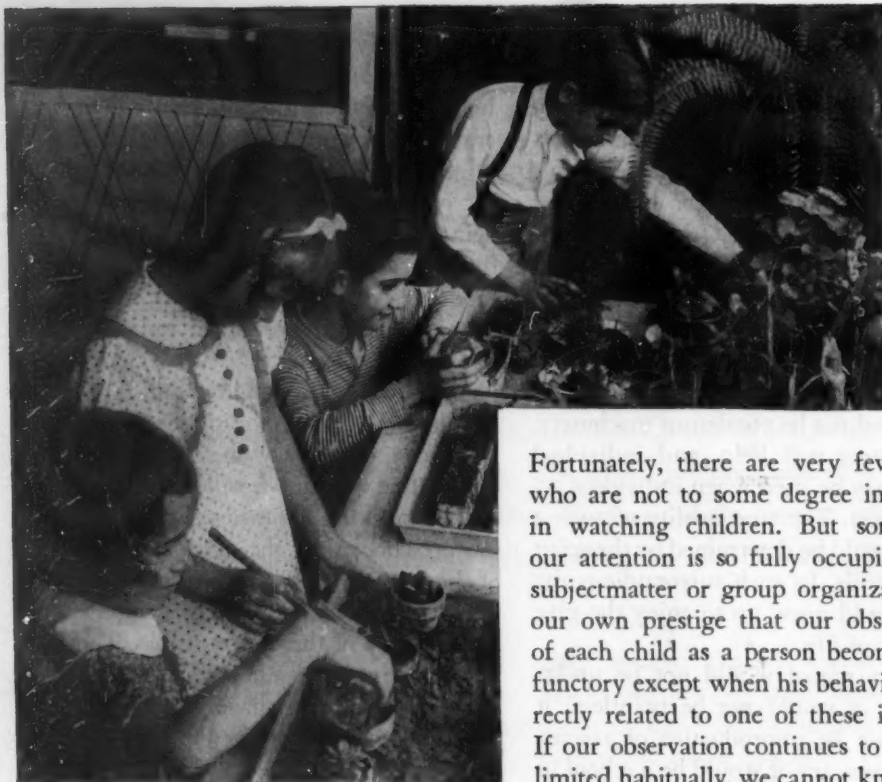
That our schools have so much that is undemocratic in their nature is *prima facie* evidence that America has only half-heartedly accepted the democratic way of life. We have paid lip service to democracy while clinging to undemocratic social patterns. When teachers have become truly serious about this form of living, it is inevitable that our schools shall be models of this ideal in action. Let each teacher and each administrator who believes that democracy is a superior way of living make democracy an actuality in every phase of school thinking and practice. *The crisis is at hand. Do something today.*

The Most Important Book of 1938

JUST as in an earlier day Carl Schurz—the great German liberal—left the oppression of his native land to become a most useful citizen of America, so now the foremost writer of postwar Germany, Thomas Mann, brings his great gifts to our country to become a citizen and persuasive interpreter of the democratic ideal. His book, The Coming Victory of Democracy (Knopf, 1938, 70p, \$1), which was delivered on his coast-to-coast lecture tour February to May 1938, is a stirring message from one who knows firsthand what kind of a world the enemies of democracy would create. I name it the most important book of 1938.—Joy Elmer Morgan

The Art of OBSERVING CHILDREN

Herbert R. Stolz



Courtesy, Los Angeles Public Schools

INDIVIDUAL GUIDANCE should be based upon understanding the child who is to be guided. We recognize that such understanding springs from putting together information about his past and present behavior. Knowledge of what he has done and been is gathered from his parents, former teachers, school records. This is useful, but for the teacher the most important knowledge is that which he gets from direct observation of the pupil in action. Special tests and inspections may add to this knowledge, but they are supplementary, snapshot devices. They can never take the place of continuous, thoughtful observation by an alert teacher.

The ability to observe a pupil accurately and fruitfully varies greatly from teacher to teacher. One teacher can—without any conscious effort—gather, arrange in his mind, and remember a tremendous amount of detailed information about each child in his room. Another can tell you very little about his pupils beyond their names and general scholastic ability. No amount of training will completely obliterate these individual differences, but thru welldirected practice anyone may improve in the art of observing children.

To be a keen observer one has to have not only adequate sense organs but real interest in the thing to be observed.

Fortunately, there are very few of us who are not to some degree interested in watching children. But sometimes our attention is so fully occupied with subjectmatter or group organization or our own prestige that our observation of each child as a person becomes perfunctory except when his behavior is directly related to one of these interests. If our observation continues to be thus limited habitually, we cannot know very much about any one of our pupils.

A good way to avoid developing such a blind spot is to spend fifteen minutes a week in looking at the pupils while they are engaged in drawing or some other activity which does not require your direct participation. With a scratch pad before you, let your eyes rest on each pupil in turn and as you do this jot down a few words which best describe each boy or girl. If you continue this practice, it will raise questions which will make you increasingly observant of each child thruout the following week.

Guiding a child is like guiding an automobile in that it calls for selective attention to some things and ignoring others. The driver who tries to see everything while he drives down a city street is likely to come to grief. On the other hand, if he concentrates only on the pavement and cars directly before him, he may also be a menace. Recent tests of many drivers indicate that the functioning of peripheral vision is as important a factor in safe driving as clear central vision. It is with our peripheral vision that we detect the sudden appearance of a pedestrian as he emerges from between parked cars. Similarly, for guidance purposes we come to select certain things in a child's behavior as particularly significant while we pay scant attention to others. We say a person "has insight" because he is able to ignore nonessentials and attentively focus upon essentials of

behavior. This selective awareness comes only with practice.

This systematic incidental method of observation implies that in addition to putting together information about a pupil acquired thru tests, records, conferences, and formal inspections (like the morning health inspection), a teacher gradually enlarges his knowledge of each pupil thru incidental observations in the classroom, in the hall, on the playground, going to and from school.

It is not possible to state definitely what to observe because that varies with sex, with age, and with each individual. However, there are some signs that teachers frequently fail to observe and some they often misinterpret.

In a wellbehaved child, obvious signs of chronic fatigue are frequently overlooked. The composite impression of dragging footstep, slouching posture, tendency to sit down whenever possible, lack of normal exuberance when school is dismissed, avoidance of active games—calls for investigation. Moderate impairment of hearing often remains undetected for years despite signs of inattention, poor enunciation, slight twisting of the head, chronic sinus infection. The signs of selfconsciousness and emotional disturbance over pimply skin or homemade clothing are at times misunderstood. Too often the impudence arising from insecurity is confused with the impudence of genuine aggressiveness because the teacher has not gained insight from systematic incidental observation.

This practice can be done without interfering with other aspects of daily work; the teacher who does not do it misses one of the most interesting and rewarding experiences connected with teaching. [This is the third of a series of articles on individual guidance by Dr. Stolz, chairman of the NEA Committee on Individual Guidance.]

SUPREME COURT DECISIONS ON TENURE

TWO RECENT DECISIONS of the United States Supreme Court have important implications for the teaching profession. Both cases involved the extent of protection afforded teachers by tenure laws. The decisions for the two states concerned were apparently contradictory; in one case the teachers won; in the other case they lost.

On March 1, 1937, the United States Supreme Court *upheld* the decision of the New Jersey Supreme Court to the effect that teachers on tenure have no redress in the event that conditions of their tenure status are changed by statutory enactments. In New Jersey no contractual relationship exists between tenure teachers and the employing school districts (*Phelps v. Board of Education of Town of West New York*, 300 U. S. 319), because the rights provided are statutory, not contractual.

On January 31, 1938, the United States Supreme Court *reversed* the decision of the Indiana Supreme Court by ruling that teachers on tenure have a contractual relationship with the employing school district and, therefore, cannot be denied tenure rights except as specified in the law. (*Indiana ex rel. Anderson v. Brand*, S. Ct. No. 256, October Term, 1937.) In Indiana tenure rights cannot be removed, except for causes stated in the law.

WHY THESE CASES DIFFER

The apparent contradiction in these decisions arises, first, because of the difference in basic philosophy concerning the teacher's position in New Jersey and in Indiana. These basic concepts form an underlying foundation for differing points of view concerning the status of tenure teachers. In New Jersey the teacher's position is a public office; in Indiana the teacher's position is one of contractual employment. Previous interpretations of the statutes of the two states have indicated this fundamental difference thruout the educational history of the states. In the second place, the denial of tenure as in the Indiana situation and the reduction of salaries of tenure teachers as in the New Jersey situation involve two different types of claims.

In the third place, the two tenure laws are written in entirely different language. In the Indiana tenure law many references are made to the teacher's contract over an indefinite period of years, termed the indefinite contract; for example, "such contract shall be deemed to continue in effect for an indefinite period and shall be known as an indefinite contract." (*School Laws of the State of Indiana*, Section 1, Section 152, Chapter 6, p71) The word "contract" appears ten times in Section 1, defining the relationship; eleven times in Section 2, relating to the termination of the employment by the employer; and four times in Section 4, stating the conditions of termination by the teacher. There is no doubt that the authors of the Indiana tenure law and the legislators passing it meant to create a contractual relationship between Indiana tenure teachers and their employing school districts.

No such statement may be found in the New Jersey tenure law. Instead of prescribing indefinite contracts, the New Jersey law reads: "The services of all teachers, principals, supervising principals of the public schools in any school district of this state shall be during good behavior and efficiency, after the expiration of a period of employment of three consecutive calendar years in that district unless a shorter period is fixed by the employing board." (*New Jersey Public Laws 1935*, Chapter 27 and Chapter 126) In this law, teachers completing the prescribed probationary requirements are granted the privilege of remaining in the employ of the same school district during good behavior and efficiency, but the law does not stipulate that the teacher has a legal right to the emoluments of the conferring act, without change by subsequent legislatures.

The New Jersey tenure law regulates the conduct of the schoolboard but the board is not bound by contract with the teacher for more than the current year. The teacher's position in New Jersey is a public office. The New Jersey Supreme Court and the United States Supreme Court in agreement stated that teachers

were given a legislative status, which like that of the incumbent of a statutory office, is dependent on a statute. The legislature may at will abolish the legislative status so created or change the emoluments so granted.

THE CRUX OF THE PROBLEM

If a contractual situation is established by a tenure law, the obligation of the contract may not be impaired. The United States Constitution contains the following restrictions on the powers of states: "No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility." (Article I, Section 10. Italics supplied.) Provided the contractual relationship is established in tenure laws between tenure teachers and the employing school districts, the Constitution prevents impairment of the obligation of the contract. But the passage of a tenure law does not automatically establish a contractual relationship, as has been proved in the New Jersey case. The contractual obligation must be written into the tenure law in order to be binding.

These two Supreme Court decisions have important implications for the teaching profession. Inquiry should be made in each state as to the interpretation the statutes and courts have made of the teacher's position, whether it be a public office or a contractual employment. The tenure law should be written with such interpretation in mind. Whenever possible it should be made clear in the tenure law that the relationship between teachers, having attained tenure status, and the employing school districts is one of a contract which, on account of the constitutional restriction, cannot be impaired by subsequent legislation. A tenure law which has not been written in accordance with the legal status of teachers in a particular state does not always afford the protection which teachers expect.—*Research Division, National Education Association.*

Beautiful CLEVELAND



— by day

— and by night

SIXTY-NINTH ANNUAL CONVENTION

Place—Cleveland, Ohio

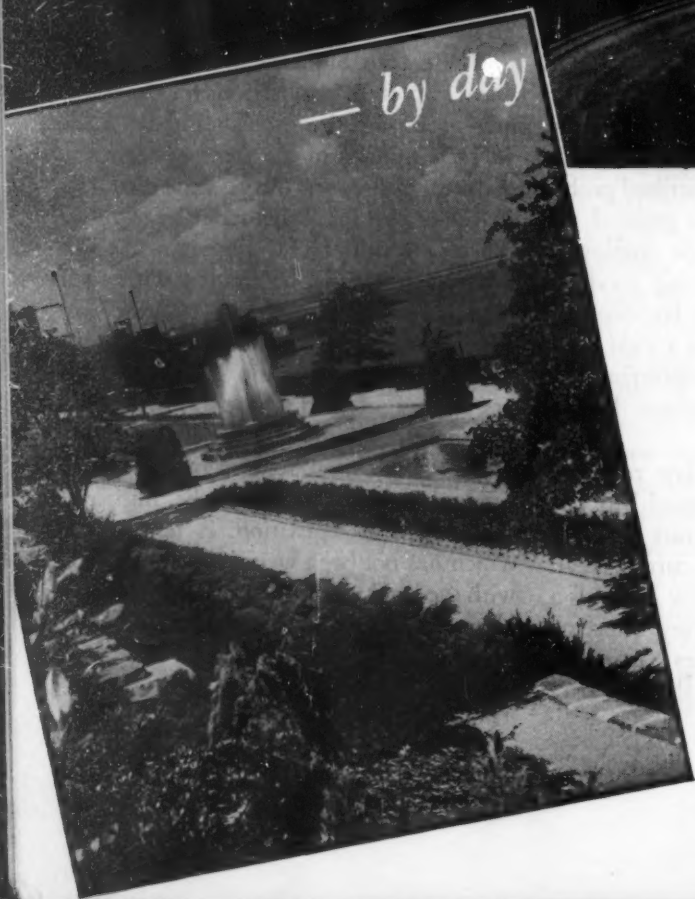
Dates—February 25–March 2, 1939

Convention Theme—"The Foundations of American Education"—
spiritual, social, economic, administrative

Seventeenth Yearbook to be presented—The Small Community and
Its Schools

Sleeping Room Reservations—Write to Mark Egan, chairman, Housing
Bureau, 1604 Terminal Tower, Cleveland, Ohio

AMERICAN ASSOCIATION OF
SCHOOL ADMINISTRATORS, NEA



A New Outlook on EDUCATIONAL POLICY

EDUCATIONAL POLICY must continually be evaluated and adapted to the needs of succeeding generations. Following the profound social changes climaxed by the recent depression, the National Education Association and American Association of School Administrators created an Educational Policies Commission to guide educational leadership in reshaping the public-school program. Nineteen educators appointed to the Commission in 1935 are addressing themselves to the task of bringing about desirable improvements in this important function of government.

Assuming the continuance of democracy as the political philosophy of America, the Educational Policies Commission has undertaken to determine the essential functions of education and to define policies which would enable educa-

tional leadership to discharge these functions most effectively. Beginning with an historical approach to educational development and consideration of the inherent obligations of public schools in The Unique Function of Education in American Democracy, the Commission has thus far included within its purview major statements of policy on The Structure and Administration of Education in American Democracy and The Purposes of Education in American Democracy. These three published documents constitute a trilogy on "Education in American Democracy," each resting squarely upon the principles on which America is founded. Each of the documents reviewed in this four-page feature may be secured from the Commission, 1201 16th St., N. W., Washington, D. C., at 50¢, discounts on quantities.

The Unique Function of Education in American Democracy



Drawings by
Hendrik Van Loon

DRAWING HEAVILY upon the scholarly insight of Charles A. Beard, this document traces the development of American education following the revolutionary assumption of independent demo-

cratic government in the latter eighteenth century. The statement gives new emphasis to the educational philosophy of statesmen who founded the republic, and leaders who advanced the cause of public education thruout the period of national development. Fundamental relationships of education and government which these men sought to establish are reiterated in later chapters.

Shortly after the achievement of national independence, leading figures in public life gave thought to the provision of universal education suitable to the democratic way of life. Notable plans

were prepared by Benjamin Franklin, Benjamin Rush, Samuel Knox, Samuel H. Smith, and Thomas Jefferson. Among those who devoted great energies to the founding of educational institutions and the furtherance of popular schooling were George Washington, James Madison, Charles Pinckney, and Noah Webster. These statesmen envisioned public education in its broadest terms, adapted to the nature of American government and serving the needs both of individuals and of society as a whole. Fundamental to their plans was the recognition that an education limited to the practical arts and government would not be sufficient and that pure science, letters, and all the arts conducive to a secure and enlightened civilization would also be necessary.

With the shift of emphasis from the nationalism of the early years to the development of statehood and states' rights following the advent of Jacksonian democracy, the schools, along with other institutions, became welded into local

and state systems. "In the cities, schools founded by charity and philanthropy were replaced by schools supported and administered by the civil unit and with the stigma of pauperism lifted from those who attended them. Even the frontier, injecting as it did powerful disintegrating influences into national political life, demanded state school systems to provide equality of educational opportunity for its people. At the beginning of the Jacksonian period, education for the masses of the people was little more than a hazy ideal of theorists and reformers; by the middle of the century, it became an actuality for millions. . . ."

Along with this development the true function of the educative process in a democratic society was becoming apparent. Today we see that education is an underlying and sustaining function giving support to the professions, the arts, and all other aspects of society. "Wielding no weapons of sheer power, claiming no pomp and circumstance of state, education nourishes the underlying values upon which state and society depend for their existence—values which outlast transformations in the working rules of government and economy, and offer promises of humane reconstruction in times of crisis and threatened dissolution."

Conditions requisite to the discharge of the important social services rendered by education include first of all the highest type of leadership in positions of responsibility. Next, this leadership must have freedom to search for and disseminate truth in classroom or community in the same manner and on the same terms with the leadership of other institutions. Again, in the discharge of its proper functions, education requires freedom from partisan political controls; "whether it is a question of budget making, the keeping of accounts, the selection of personnel, the purchase of supplies, or the design and construction of school buildings, the indubitable requirements of education call for fiscal and administrative distinctions fully adapted to the care and training of youth."

The Structure and Administration of Education in American Democracy



Drawings by
Edward Rhenon

PRINCIPLES OF ADMINISTRATION which tend to increase the effectiveness of public education are presented by the Educational Policies Commission in this statement of policy prepared

largely by one of its members, George D. Strayer. The document deals first with the scope and structure of the common school system. Attention is later devoted to relationships of local, state, and federal educational authorities, particularly in matters of administration and finance. A concluding statement deals with the relationships of private educational enterprises to the public-school system.

The Commission envisions the schools of America as tending toward a system of effectively free public education extending from the nursery school thru the junior college in all communities where the need exists. Many communities are now organizing their school system in three major units: The first, beginning with nursery school and kindergarten and extending thru the present sixth grade, consists largely of basic subject-matter with emphasis on mastery of the tools of learning; the second part, including the present grades seven to ten, is devoted to a further program of general education; the third and final part involves four years of secondary education, including a two-year extension of the traditional program and revision of the curriculum to allow not only for those who go on to college, but also for the youth who plans to leave school at the end of the junior college.

Farreaching changes in administrative procedure of both elementary and secondary schools are now taking place. At the elementary level, classification of pupils on the basis of chronological age alone is gradually being abandoned in favor of groupings based on physical, so-

cial, and intellectual maturity. At the secondary level curriculums are being reorganized in accordance with the needs of youth having different interests and outlooks. Some of the changes involve new grouping and continuity of subjects, thus giving greater effectiveness to the traditional program thru emphasis on meaningful experiences. Other changes include the extension of vocational training opportunities along with opportunities for college preparation in the regular secondary-school curriculum. With these changes, secondary education offers extended opportunities to all youth up to eighteen or twenty years of age.

In most of the states there is need for reorganization of local administrative areas. "The obligation to be met is that of making provision for some millions of children whose educational opportunities wait upon the accomplishment of this reform."

Prevailing policy in the United States has kept local school administration separate from other governmental functions. This is accomplished thru establishing boards of education which enjoy the right to levy taxes, to make budgets, and in every other particular to control and administer systems of public education. "The arrangements which make for high efficiency include freedom from partisan political control, the services of a competent professional staff, adequate support, satisfactory buildings and equipment, and curriculums adapted to the needs of pupils and to the society which the schools are organized to serve."

At the state level, control of educational matters is properly vested in a state board of education and its professional staff. Under a broad mandate from the legislature these authorities prescribe the types of school opportunities to be provided in local communities, render financial assistance to communities on such bases as tend to equalize educational opportunity, provide for the preparation and certification of competent teaching

personnel, and require observance of minimum standards with respect to school buildings, records and reports, budgetary practices, length of term, and related matters. In addition to the function of providing information, leadership, and supervision, state authorities are rendering notable service in encouraging establishment of larger and more adequate local administrative units as well as in carrying on research which continually sets new goals for educational improvement.

The federal government has a vital interest in the provision of education thruout the land. "The several states vary greatly in wealth and in income. The number of children in relation to the number of adults tends to vary inversely in relation to the per capita wealth of the several states. The people of the nation move from locality to locality and from state to state as economic opportunity beckons. These and other well-established facts clearly indicate that there is little possibility of the maintenance of an adequate system of public education in this country except on the basis of a very much larger participation by the federal government in the support of the schools." In granting this assistance, however, the federal government should in no way interfere in the management and control of education or the choice of educational means, processes, and programs carried on by state and local governments.

One of the achievements of democracy has been establishment of freedom of religious belief. A comparable achievement has been the establishment of completely secularized, free public education, supported by all the people. Different groups have, from time to time, created schools for the teaching of particular religious doctrines along with a program paralleling that of public schools. Denial of public financial support to these schools is a reasonable and necessary consequence of provisions in all state constitutions affirming the complete separation of church and state. "There is no restraint upon the holding of particular religious beliefs or their expression. The ideal of complete religious freedom necessarily involves the secularization of tax-supported schools."

The Purposes of Education in American Democracy



Drawings by
Boris Artzybasheff

IN THIS DOCUMENT the Educational Policies Commission states what the schools of America ought to try to accomplish as well as some of the steps that need to be taken if these goals are to be achieved. The introductory chapters dealing with the relation between education and democracy provide a necessary basis for the rest of the statement. Five cherished ideals to which America has held for generations constitute the foundations of democratic government upon which public education must build.

The general welfare is promoted by human sympathies. One who lives in accordance with democracy is interested not only in his own welfare but in the welfare of others—the general welfare.

Civil liberty is the basis of those freedoms which are treasured by all. Democratic behavior observes and accords to every individual certain “unalienable” rights and certain inescapable corollary responsibilities.

The consent of the governed involves the participation of all the people in important matters of social control. Since all concerned have a share in arriving at important decisions, all the people must be given access to the facts thru education.

The appeal to reason is the peaceful method of resolving issues in a democracy. Callous use of force and violence is rejected as unworthy of civilized people.

The pursuit of happiness is an opportunity open to all. Democracy sets high value on the attainment of human happiness as a basis for judging the effectiveness of social life.

To be effective in the development of citizens these ideals must be translated into a succession of orderly experiences leading toward specific goals. Attention must now be centered upon those necessary and desirable elements of information, skill, habit, interest, and attitude which will most surely promote individual development and encourage democratic ways of living among the people

of this country. Four groups of purposes are identified in the report. All are inter-related and each is capable of being subdivided into units for more detailed consideration.

EDUCATION FOR SELF-REALIZATION

It is only thru individual growth that social progress can come. The first great purpose of education then is self-realization. “Conduct in this field is centered on the personal development, growth, and learning of the individual. It includes his use of the fundamental tools of learning, his health, his recreation, his personal philosophy. The placing of these objectives first in the list is not accidental. They deal with the development of the individual himself. In a democracy this field is of supreme importance. Success in this role conditions one’s success in every other phase of life’s activities.”

EDUCATION FOR HUMAN RELATIONSHIPS

There is perhaps no field of human activity requiring the services of education which has been so meagerly dealt with by the schools as the intimate connections of the individual with his friends, his immediate neighbors, and members of his own family group. “The impact of education on a developing personality should lead that person to place human welfare at the very summit of his scale of values. He should judge old traditions and new inventions by the same high and single standard. Whatever has an evil effect on human beings and their relations to each other is to be disapproved regardless of the comfort, luxury, or economic gain it may bring.”

EDUCATION FOR ECONOMIC EFFICIENCY

The creation and satisfaction of material wants comprise a third great area for educational activity. “In a democracy each person contributes according to his ability to the essential welfare of all. This means that under ideal conditions each

able-bodied adult follows an occupation for which he or she is fitted by ability, personality, and training and which provides goods and services of social and individual value.” Education of the consumer must be so directed as to develop a scale of values or buying preferences based on the conclusions of both science and experience.

EDUCATION FOR CIVIC RESPONSIBILITY

Every person is confronted with the task of relating his own interests properly to existing laws, natural resources, forms of government, and the disparities of human circumstance which he finds all about him. Knowledge tends to dissipate prejudices and encourage a sense of personal obligation in these inevitable relationships. An urgent responsibility of the schools then, is to lead the young citizens of America to discover the knowledge and the means of obtaining the knowledge which will enable them to discharge their civic duties intelligently.

Manifestly a disturbing contrast arises between accepted purposes and their attainment in practice. Factors which limit the school’s effectiveness are the quality of the human stock which is to be educated, the effects of educative and mal-educative forces outside the schools, and the efficiency of the schools themselves. Consideration of such factors offers a fertile field for planning by the educational profession and public-spirited citizens as well.



A Program for Public Education



From the
Shenton drawings

EDUCATIONAL PLANNING requires an orderly and organized approach on the part of the planners. Recognizing this, the Educational Policies Commission outlined soon after its creation a program of study and action designed to encourage the adoption of improved educational policies in communities thruout the land. The scope of this program is suggested in the chart on this page.

The foundation of the Commission's program, it will be noted, is that basic interpretation of educational service entitled *The Unique Function of Education in American Democracy*. Growing out of this analysis are four great cornerstones of educational policy, two of which—*The Structure and Administration of Education in American Democracy* and *The Purposes of Education in American Democracy*—have already been completed. The three documents mentioned are reviewed on the preceding pages. The two remaining cornerstones are now in preparation: one, dealing with *the economic basis of school finance*, looks upon public education from the standpoint of its effect upon the national productivity and income; the second, on *the nature of the school population*, deals with intellectual and physical characteristics of the generation now in school.

Other studies have occupied the attention of the Commission from time to time. Most recent of these is an analysis of *The Effect of Population Changes on American Education*; this study points out, among other factors, the decline in elementary-school enrolments resulting from lower birth rate and the implications of this and the other trends for the schools. Two earlier statements are *A National Organization for Education* and *Research Memorandum on Education in the Depression*. The first of these was prepared in response to a request

from the American Association of School Administrators for an answer to "the problem of effecting a national organization which shall be representative of the full scope of public education in this country." The second statement was prepared by the Commission for publication thru the Social Science Research Council as one of a series of thirteen bulletins outlining research which will reveal the effects of depression on various social institutions.

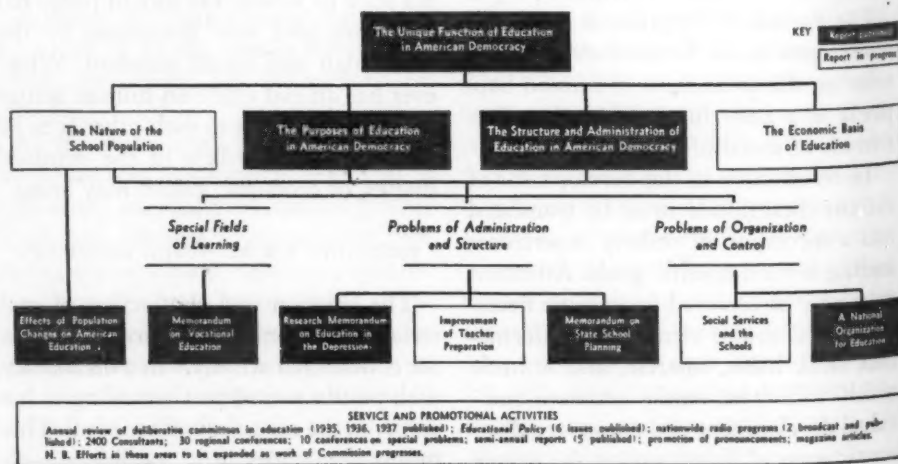
As the Educational Policies Commission begins the second half of its five-year term, its program calls for increasing emphasis on statements which elaborate and make specific for the teacher and administrator the fundamental policies set forth in earlier pronouncements. To illustrate: Just as certain administrative policies recommended in *The Unique Function of Education in American Democracy* are elaborated in *The Structure and Administration of Education in American Democracy*, so are certain of the policies recommended in the latter volume developed and clarified in a statement soon to be published under the title *Social Services and the Schools*. This document will describe appropriate relationships of public schools with public health, welfare and recreation agencies, and public libraries. This process of breaking down

general policies into specific recommendations for action, the Commission believes to be a most effective form of implementation.

In disseminating its statements of policy thruout the educational profession, great reliance is placed on more than 2400 consultants *ex officio* who are all in positions of professional leadership. These officials encourage the consideration and use of Commission pronouncements in communities all over the country. In addition to the utilization of consultants and the usual publicity methods for making its work known, the Commission has co-sponsored with thirty leading universities and colleges thruout the country a series of conferences designed to acquaint students, educators, and the interested general public with the program of educational planning now being carried on. This summer a field worker has visited other institutions. A series of Institutes on Educational Policy is now being planned at strategic regional centers for the year 1939. These devices serve to bring about critical evaluation of the Commission's work of a type that will encourage the adoption and utilization of the policies recommended. Having no administrative authority, the Educational Policies Commission seeks the help of educational and civic leaders in communities thruout the land to effect the educational improvements advocated in its pronouncements.

Educational Policies Commission

CURRENT STATUS OF PROJECTS, NOVEMBER 1, 1938



76 PERPETUATE DEMOCRACY *against Communism*

WILLIAM F. RUSSELL

Dean of Teachers College, Columbia University

TO PERPETUATE DEMOCRACY . . . what plan of campaign should we map?

The answer, as I see it, is to note the conditions under which communism has come to flourish in foreign lands and then do our best to see to it that these conditions never obtain here.

Now what were the conditions that gave communism its chance in Russia? These were, I think, three. First, widespread misery, poverty, and distress; second, suppression of freedom of speech and the right of meeting and assembly; third, general ignorance. . . .

When you have abject poverty widespread, when people are out of work, when houses are damp, dirty, cold, and crowded, when children cry for food, there you have a soil fertile for communism. It is no accident that there are communists in the suburbs of Paris and London, in Harlem, or along the waterfront in New York and San Francisco. After a drudging day of despair, the family sick and cold, the doors of hope shut, you can't blame the unlucky for giving willing ear to the blandishments of the communist propagandist. . . .

One way, then, to fight communism is to go into the root of poverty and distress. Whatever you may think of certain aspects of the work of the present administration, you must see that in the program of resettlement, in the WPA, in the CCC camps, and in the National Youth Administration, President Roosevelt and his advisers have been helping the poor and distressed. . . . No matter what the national government does, whether you agree with this program or not, the good American who wishes to fight communism must lend every effort to clean up the slums, to assist the unlucky, to cure the sick, to care for the widow and the orphan.

It is at this point that I wish to point out to you a misunderstanding, a mistake that many loyal citizens commonly make. There are among us a good many people who by training, taste, inclination, or vocation see much of the poor, underprivileged, and the sick. These are ministers and priests, social workers, YMCA leaders, doctors, nurses, teachers, and professors. They see the effect of the slum. They know what the sweatshop does to body and soul. Their wrath and indignation rises at the practices of some

of the worst of us. Then these men and women who know the seamy side of life, from the pulpit, in the press, from the lecture platform, in the college and university class, point out these evils and struggle to find some way of improving these conditions. Some are wise and advocate gentle and gradual improvement. Some are in a hurry and urge quick reform. You and I are apt to think they are communists, that their ideas are subversive. We may call them "red." But whenever we do this we had better back up and think. *They* are not the communists. The communists get a lot of pleasure out of our mistake. The communists are glad to see us attack them, to quiz them, to hamper them, to persecute them. Because in a way these zealots are the worst enemy of communism. . . .

You have a second condition favorable to communism when people dare not speak their minds. Let the right of assembly become abridged and sympathy follows the supposedly injured party. If an idea is so subversive that it cannot be talked about openly, how alluring it is likely to be when it is heard in a whisper. . . . The people of the United States would not approve and adopt the Constitution until it was explicitly stated that the rights of "freedom of speech, or of the press; or the right of the people to assemble" should not be abridged; and so far as fighting communism is concerned, I think they are right. Nothing pleases the communists more; nothing advertises them so much; nothing wins them more converts—than violation of these rights.

But what the communist is most afraid of is education. . . . So to hit communism at its weakest point you must have education. You cannot fight an idea by banishing it. You cannot fight an idea by shooting it. Purges, "red scares," teachers' oaths, discharging professors never stopped communism. The only way you can fight an idea is by meeting it with another idea; and the only way you can meet it with another idea is by proper education.

It is most fortunate for us that most of our children have a chance to go to school. It is fortunate for us that most of them can finish the highschool course. . . . Let these boys and girls hear of the theories of social improvement. Let them know what communism and fascism think they are. Knowledge is power. . . .

There is, however, one additional consideration. Communism, I am convinced, can flourish only when the soul of a people is dead. The wisest men from the time of the Greeks have sensed that we really live in two worlds, the world of sticks and stones, and the world of the intellect, the world of the spirit. . . . There is one world, a dog's world, a world of bones and kennels and chains and muzzles, and hunts and fights; and there is a man's world, a world of ideas, of beauty, of thought. The one is base, the other good. In one, men are slaves; in the other they are free. In one, there are oppressed and oppressors; in the other, all are equal. There is a land of the slave and there is a land of the free, and the passport to this happy land is a liberal education and a belief in power beyond oneself. . . .

Relieve poverty and distress. Stand up for the rights of meeting and assembly and freedom of speech, particularly when you do not agree. Support the schools and foster in every way the study of history, government, and social life. Above all, support a liberal education, an education for men, not dogs, that we may enter and live in a world of ideas, of beauty, of thought. This should be the American program. It will cause the most of discomfort to our enemies; it will do the most to perpetuate and preserve the form of government and the kind of life which the fathers of our country willed to us and to which they were confident we would give our last full measure of devotion.—From an address before the 1938 meeting of the New York Department, American Legion.

STRANGE to state, the first thought that comes to me as I look back at fifteen years of school teaching is not subjectmatter, not school spirit, not salary (you knew that before), not power and prestige—but associations and personalities.

Let's picture a little country highschool of the post-war period. The highschool classes include forty, the seventh and eighth grades about that many more. The school is a small building with the grades downstairs and highschool up. It has no lights, no water supply, no playground apparatus, no clocks, no library—or even a desire for one. Incidentally, it has almost no window panes, for the local citizenry had engaged in target practice the preceding summer and sixty-seven shots had struck the bull's eye.

Such a school and such a teacher! Fresh out of college, the beauty, the forceful rhetoric, and the noble puissance of Ruskin's essays, clamoring to be taught! Every teacher understands that this year was a training school, equaling, if not surpassing, the college years from the standpoint of practical teaching.

One of the most admired boys in the school was a tall, handsome lad of considerable wealth and quite a desire for education. The teacher grew to love this boy so much that one day when a rebuke seemed necessary, both pupil and teacher ended the session in tears. A long difficult report on four ponderous volumes of biography, which the pupil elected to do because he wanted to, is one of the souvenirs of life.

The green teacher soon discovered that this school was but a cross-section of life, or perhaps he discovered that later in looking back. Here was the gay, frivolous type who cared not a whit for "Elaine" or "Galahad," but who perked up considerably over "Becky Sharp" or "Lancelot." Here was the student who worked because he felt the desire to learn, and the one who worked because the teacher asked it and teachers were to be obeyed!

The hey-day of that year was reached in the greatest and worst dramatic performance this teacher ever coached—just crude slap-stick, but what a task for cast and teacher. One of the scenes called for a midnight feast in a college room. The school principal afterwards told me she spent more than five dollars paying the bill for the "eats" of this scene. Five dollars in that community was enough to get married on, or face a winter!

From the poorly equipped school in the sparse community to a strong community school seemed a big step forward. But how I missed the personalities of the first year. Time brought new ones to take their places.

Here was big Tom Divine, husky six-footer, ungrammatical, awkward, slow, but with a friendliness to overcome anything. In the senior play he was cast in the lead. Rehearsal after rehearsal went by, Tom stumbling thru his lines, "cutting up." Dress rehearsal was a mad-house. But you should have seen the performance! Tom did not miss a cue, put everything anybody could ask for into the part, and carried off the show. "Kenzie," he said, "I'm going to college." He did just that, and took it in his stride.

Another association of that day was Caleb—star athlete, goodlooking hero, half-spoiled at home, and all-spoiled at school. Teacher and pupil clashed consistently for long



months. "The athlete shall not dominate the school," said the teacher. The lad bucked and fought and squirmed. The young teacher's superiors were almost vexed. "Kenzie, you are right, absolutely right. But you are so all-righteous, untactful, and absolute in your correctness that for all practical purposes you might just as well be wrong." That became one of the guiding lessons of the teacher's life. And Caleb, married, a fine upright citizen, is one of the teacher's best friends.

But now the city school system had an opening and old friends were once more left behind. Another September found new faces in the rows before the young teacher—hundreds of them. And here were real problems, knotty ones. Classes were crowded—a cross-section of life in a modern industrial community suddenly grown wealthy in the after-the-war boom. Scarcely any of the families in the community whose children sat before him had as little income as did the teacher. There was a brighter side. Winning athletic teams, successful school publications, honor students at various colleges, a strong extracurriculum program, forward-looking administration had combined with a half century of service to make a school in which it was a pleasure to serve and one that was a constant stimulus to the beginning teacher.

Ah, the wealth of personality that began to flow thru the teacher's classes—and his life—in these new surroundings. Now, more than eleven hundred different young men and women have sat in his classes—so many that he finds it impossible to remember all faces and names. Doubtless many a real pearl has slipped past. But a few will always remain jewels in friendship's crown.

The first lad that demands recognition was different from the mine run. When I thought I understood him, he bowled me over with a new revelation. Early in life, by accident, he had almost gotten into the toils of the law. Now he was over careful, lest someone suspect him. A better lad never lived. He looked with a good deal of suspicion upon those who were light-hearted. To him life was serious and real. Books and vocational trades gave him all the pleasure he wished. Graduating in mid-depression, he has worked almost every day since in a job requiring much skill and ability, and usually held only by those of long experience.

Rose first came into my acquaintance in an extracurriculum subject club. She immediately impressed me by the



way in which she stood on her own feet. She was a born debater. No question in history, however deep or philosophic, would ever swamp this youngster. She was a power for good in the school because she actively crusaded against evils. Since graduation, Rose has attended college, is married, has risen high in her profession, and continues her work of righting wrongs.

How could I forget Jim! For two years or more I admired his quiet attention to duty even as I deplored some of the cocksure attitudes for which I could not blame him as much as a parent to whom he had been tied since babyhood. Jim, God bless him, will eventually lay aside some of his father's narrowness. He already can see that some "nice" people come from beyond the tracks. He was as uncompromising as sin. There were certain things one just didn't do if he were a gentleman—and all of Jim's family had been just that. If we, who were old-timers, remembered hearing certain stories about Jim's family, we did what every school teacher has to do a thousand times a day—judge not that ye be not judged—for who are we to see how different son may be from father.

Probably the most versatile and efficient of the eleven hundred was Kay. Thruout long years she had made her way almost entirely by her own efforts. She was the champion child-tender in her locality almost before she was of gradeschool age. Her scholastic records were high, but Kay's strongest point was her ability to see other people's problems.

One February afternoon the day's work was weighing especially heavy. Classes had dragged. Students pressed for conferences between bells. The classroom desk was stacked. The day's report was yet to be made. Then came the last straw, a sudden emergency teachers' meeting. Place a score of well-educated specialists all thinking of something else in a discussion in which several points of view recur and what have you but a bedlam of half-baked ideas, pet theories, and childish whims? And these spasms are usually at the end of a hard day—seldom early in the morning when something might be accomplished.

At length the session was over. Now the teacher must hie himself back to an hour or more of routine work. But lo and behold, Kay had been there—had anticipated the whole situation—and was working like a beaver. Reports were awaiting a signature. Office was straightened, every-

thing in its place. Detail work with five or six students had been attended to carefully. A set of minor papers had been checked. Kay's only explanation was "I thought you needed help."

So on and on, we might journey together, looking briefly here and stopping longer there, thru fifteen years of the grandest experience it could be anyone's lot to enjoy. Only yesterday, it seems, one of these personalities who had proved her ability and faithfulness thru every highschool experience stopped by my desk one evening just before graduation. "Kenzie," she said, "why are you a teacher? Would you advise me to teach?"

"Now, Eleanor," I responded, "let's begin with the first question. Have you time to go back and see?" So back across the years we went as you and I have. There were the best reasons I could give why I became and—more important—remained a teacher. Nor would I willingly forget those teachers who have meant so much to me.

One of these was the exponent of the scientific method. She stiffened our souls and backbones by her good, old-fashioned gospel of work. "Young man," I can hear her say, "you are partially right, but your preparation is lacking. See me after class!" History to her was the story of mankind's progress—and woe to the man or party that stood in the way of progress. (Personally, I think she attributed most of the errors to one party in the United States.)

The other teacher to whom some of the credit and blame should go for guiding those steps was the exponent of all that is fine and beautiful and good.

Beauty is truth, truth beauty—that is all
ye know on earth, and all ye need to know.

Hail to thee, blithe spirit!
Bird thou never wert,
That from Heaven, or near it,
Pourest thy full heart
In profuse strains of unpremeditated art.

For so the whole round world is bound,
In every way with golden chains,
About the feet of God!

Ah, what memories these fragments bring back! Long after this teacher has gone to rest, men and women will be better for having sat at her feet. She lived in her literature and her literature lived in her. What we did for her was a labor of love.

And now, Eleanor, perhaps the second question is answered in part:

"If you are interested first and foremost in the expanding, developing characters of boys and girls, you are called. If teaching to you is a steppingstone to social position or wealth, you do not belong even if you may get on the payroll and even the pension list. To none of us may it be possible to reach the heights of those who have gone before. But to any of us, it is possible to find increasing and abundant joy in being of service to these, our foster-children. Their joys are our joys; their failures hurt us far more than they realize; and their accomplishments are the reward that we get for the years behind the desk."

How SWEDISH COOPERATIVES Educate the People

ALBIN JOHANSSON

*President, Kooperativa Forbundet,
Stockholm, Sweden*

IN THE Swedish consumers cooperative movement we have learned that there are two absolutely essential factors for the successful operation of the consumers' own economic enterprises, namely, *knowledge* and *capital*. In consumer cooperative enterprises it is necessary that the members have some economic knowledge and that everybody contribute toward the common capital.

In Sweden every citizen can become a member irrespective of occupation, religion, or political affiliations. Politically the Swedish cooperative movement is absolutely neutral. The common purpose for all members of the consumer cooperative movement is to lower the cost of living, or, in other words, to raise the standard of living. This means to get more of the good things of life. But to do this the members must have economic knowledge and the necessary capital to operate their cooperative business. It is necessary for the members to study to get the knowledge, and it is also necessary that they learn to save systematically.

In Sweden we realized quite early that in order to operate successfully it was not enough for members to buy shares to start the cooperative but that ability to manage the business was just as necessary.

The real strength of a cooperative society cannot be measured by the size of the capital; it lies in the ability of the members to manage their own private finances and the business of the cooperative. The capital increases when managed by able members. After some bitter experiences we learned this fact in Sweden. That is why education in economic subjects is one of the most important activities of the Swedish cooperative movement. We organize our members in study circles; we supply correspondence courses; we have a college for training employees and directors. The co-

operative movement publishes a weekly magazine which has the largest circulation in Sweden. We also are the largest publishers of economic literature.

It was first necessary to interest the members in putting their own financial affairs in order; for without the foundation of a sound family budgeting, cooperative enterprise cannot gain the necessary strength. In other words, the members should not go in debt and should not spend their income before it is earned. The members should buy for cash. To accomplish this the cooperative movement for many years conducted an intense educational campaign to do away with credit business, so that today practically all cooperative business is on a cash basis. It has not been easy for consumers to break away from century-old habits of buying on credit and it has required strength of character to stick to the habit of buying for cash.

The cooperatives in Sweden follow the same program as their members; they also buy for cash. Cooperatives as well as members pay spot cash. The rule is this: Cooperatives in Sweden do not borrow money from the banks or the government and do not buy goods on credit. They operate entirely on the capital that the members have supplied. Consequently many societies at the start concentrated on only one commodity. The members paid the regular retail price and the profits were credited to the members in proportion to their purchases. In this way the capital was built up and the cooperative expanded its activities to other commodities under the efficient control of the management.

The retail cooperatives are in Sweden federated into a central organization, Kooperativa Forbundet. KF functions as a wholesale, and in addition carries on extensive educational activities among the members and the management. Furthermore KF owns a number of big factories in different lines such as margarine, flour, macaroni, bread, shoes, overshoes, automobile tires, vegetable oils, electric lamp bulbs, and so forth.

Thanks to the manufacturing activities of KF, an efficient check against monopoly prices has been put in the hands of the consumers. The consumers cooperatives tell monopolies what is a just price. They act as a yardstick for private business. We have no anti-trust law in Sweden. The power of KF is based on the accumulated capital of the local societies and ultimately on the sound finances of the members. The effect of this control is felt not only in those fields where KF operates its factories but also in other lines of consumers' goods, for private manufacturers know that if they try to peg prices at unreasonable levels, KF both can and will start manufacturing this line. An example will illustrate this: When I left Sweden a few weeks ago, I was informed that the linoleum monopoly, which comprises practically all factories in this field, had decided to reduce its prices in Sweden by 15 percent. This was done because KF had made it known that if the monopoly did not reduce prices, KF was ready to build its own linoleum factory. The Swedish consumers will save nearly one million dollars yearly on their purchases of linoleum alone. With this saving the consumers can now buy other necessities, thereby putting more people to work and speeding up economic activities all around, including those also of the private retailers!

When KF started production of electric lamp bulbs in order to force the European lamp monopoly to reduce its prices, the result was that the Swedish people made an annual saving on this article of about two million dollars. It meant that the standard of living was raised and that more workers were employed.

The examples could be multiplied; they serve to illustrate the general effect of KF's activities in lowering the prices of food and goods in Sweden and also increasing employment. But lowering prices does not lower wages. Practically all employees in Sweden are organized in labor unions. Wages are regulated by friendly agreement between employers and employees. If the parties cannot agree, an arbitrator appointed by the government must intervene.

Monopoly prices cause unemployment and poverty. That is why the Swedish cooperative movement organizes to break the power of monopolies.

WE THANK THEE

For flowers that bloom about our feet,
For tender grass, so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see—
Father in Heaven, we thank Thee!

For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees—
Father in Heaven, we thank Thee!

For mother-love and father-care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance, lest we go astray,
Father in Heaven, we thank Thee!

For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For ev'rything His goodness sends,
Father in Heaven, we thank Thee!

—RALPH WALDO EMERSON

TEACHING THE ART OF OBSERVATION—Emerson's Thanksgiving hymn will help young people to appreciate the art of observation. Most of us go thru life missing many beautiful things for the simple reason that we do not know how to look for them, how to contemplate the significance of the "great, wide, wonderful world" about us. Use the Thanksgiving season for an old-fashioned counting of blessings. Discuss such questions as: What do we enjoy today that the Pilgrim Fathers did not have? Do we lack any privileges which they enjoyed? What can we be thankful for in our homes? In the school? In the nation?

WHERE TO GET MATERIAL FOR NOVEMBER'S SPECIAL DAYS AND WEEKS:

November 6-12, *American Education Week*
—See page A-144 for materials.

November 11, Armistice Day—Foreign Policy Association, 8 West 40th St., N.Y.; or World Peace Foundation, 40 Mt. Vernon St., Boston, Mass.

November 13-19, Children's Book Week—Publishers' Weekly, 62 West 45 St., N.Y.

November 24, Thanksgiving Day—"What Does Thanksgiving Mean to You?" THE JOURNAL for November 1933, p208.

INEXPENSIVE BOOKS FOR BOYS AND GIRLS, compiled by the American Library Association, Chicago, lists nearly 900 books costing \$1 or less. (43p. pamphlet, 50¢)

WHY NOT TRY THIS?—A midwestern teacher writes: "For several years I have been keeping a 'personality notebook' in which I jot down ways to help my pupils correct personality weaknesses, such as: [1] David is of good average ability but does only what is assigned; he follows the lead of others. How can he be helped? [2] Helen is very studious, giving all her time to classwork. How can she be helped to make friends?"

YOU CANNOT LEARN if you are not ready to learn. No teacher can take the place of your own will. —From *Your Mind in the Making*, Personal Growth Leaflet No. 2. Give a copy to each pupil in your class. Order from NEA, one cent each in any quantity; no orders for less than 25 copies; cash to accompany orders for \$1 or less.

IS FATIGUE A PROBLEM IN YOUR CLASS?—"I am making a special effort to prevent over-fatigue in my class this year," a teacher writes. "With less teaching and more student self-activity, interest is kept at a high pitch. When the children become restless and inattention seems to spread, we declare a short recess. We substitute singing and manual activities for mental exertion. We open the windows, and the children take exercises. Rest periods of five to ten minutes twice a day also help to prevent fatigue."

COUGHS AND COLDS (16-page pamphlet, Consumers Union, 55 Vandam St., N.Y., 5¢) analyzes cold "remedies" for which millions of dollars are spent yearly, many of which are harmful.

PRIZE BOOKS FOR CHILDREN—In the Newbery medal books, children are making international friendships. Stories of Africa, England, China, India, and other countries are in the inviting circle. See page A-150 for a complete list of the Newbery books. Every elementary school may well add these books to its library.

THE JOHN NEWBERY MEDAL is awarded each year "for the most distinguished contribution to American literature for children," written by a citizen or resident

of the United States. This year's award was given to *The White Stag*, a story of the migration of the Huns and Magyars from Asia to Europe from the time of Nimrod, mighty hunter before the Lord, to Attila "scourge of God." The book is beautifully written, every word and phrase so well-chosen that the text is like prose poetry. Kate Seredy, born in Budapest, Hungary, is the author. When she came to America in 1922, she had already written several children's books. She had begun to draw as soon as she was old enough to go to school. Her illustrations for *The White Stag* are in keeping with the story—heroic and stirring in their appeal. But it seems a pity that a book for children with so much artistic and literary merit as *The White Stag* should be so completely a glorification of war and conquest. There is one note of doubt. Old Bendeguz, father of Attila, prays: "Mighty Hadur, I have kept my promise. I have made my son into the most dreadful weapon ever known to men. And now I am frightened at my own handiwork. Twenty years of war and millions of dead behind him . . . Was it Thy will, Hadur?" Many adults who read this book will be thinking of presentday Europe and the future of America.

THE CALDECOTT MEDAL for the best picture book for young children was awarded this year for the first time. The book, selected by a committee of children's librarians of the American Library Association, is *Animals of the Bible* by Dorothy P. Lathrop (Frederick A. Stokes Co., New York. \$2). Full-page illustrations make up half the book. The text is selected from King James Bible. Dorothy P. Lathrop, one of a family of gifted artists, has been illustrating books—her own and others—for twenty years. She illustrated *Hitty*, the Newbery medal book for 1930. Her love and understanding of animals are evident in many of her books and reach a high point in *Animals of the Bible*.

YOUR PAGE—Our cordial thanks go to the many elementary-school teachers who have sent helpful ideas and materials for this page. Have you begun a pioneer project in your school?



RURAL-SCHOOL SERVICE



THANKSGIVING THOUGHT

*The world is so full of a number of things,
I'm sure we should all be as happy as kings.*—Robert Louis Stevenson.

The birthday of Robert Louis Stevenson on November 13 comes during Children's Book Week. Few authors have a wider appeal to children. Does your school have such books as *A Child's Garden of Verse* for younger children, and for older boys and girls such stories as *Treasure Island* and *Kidnapped*? Other November birthdays are William Cullen Bryant, November 3; John Philip Sousa, 6; Marie Curie, 7; Lawrence Tibbett, 16; George Rogers Clark, 19; George Eliot, 22; Louisa M. Alcott, 29; Mark Twain, 30.

A SHELF OF BOOKS FOR A ONE-ROOM SCHOOL—If you could select only 25 books that every child should have an opportunity to read before leaving the elementary school, what would they be? Such a list appears on page 54 of *Rural School Libraries*, published by the NEA Department of Rural Education.

PERSONAL GROWTH LEAFLETS (*Your Life in the Making, Your Mind in the Making, Future Teachers of America*) make excellent Christmas gifts for rural children. Order from the NEA, one cent each in any quantity, no order for less than 25 copies, cash to accompany orders for \$1 or less.

HOW TO IMPROVE YOUR SCHOOLROOM—

[1] Let the pupils share in beautifying the room.

[2] Hang all framed pictures flat against the wall.

[3] Adjust window shades, always leaving the room with shades "even."

[4] Accept blackboards at their face value. They are for daily use and do not require any form of permanent or semi-permanent decoration.

[5] Do not "put up" too many things. Three things can be shown to better advantage than five. They will also get more attention.

[6] In choosing pictures for your room, select those which are appropriate in subject, decorative in purpose, and good in color. Schoolrooms need more color.

[7] Have a bulletin board and see that all material displayed on it is arranged with reference to a vertical axis and that the margins and spaces are right.

[8] Exercise the same restraint, good sense, and good taste in decorating your room for holidays and special occasions that you use on other days.

—Leon L. Winslow, director of art education, Baltimore, Md.

A GOOD CITIZEN TRIES:

- [1] To control himself.
- [2] To be courteous.
- [3] To take care of his health.
- [4] To be neat and orderly.
- [5] To be honest and trustworthy.
- [6] To take care of school property.
- [7] To be saving.
- [8] To be prompt.
- [9] To play fairly.
- [10] To work out his own problems.

—On the bulletin board in a Meshawville, South Carolina, country school.

SEND FOR YOUR FREE COPY of Rural Service Bulletin Number 3, *Improving Our Rural Schools*, (Division of Rural Service, National Education Association, Washington, D. C.). It contains playlets, recitations, programs, suggestions for observing American Education Week and other community or PTA events. For example, the following unit for nine pupils may effectively begin a community program: Letters in the word "education" are cut from heavy cardboard, twelve inches high and made in red. Pupils wear white. They carry their letters behind them as they appear on stage. As each mentions his letter, he brings it before him and holds it thus until drill is completed:

E is for excellent training we get in school;
D is for drills, so we'll remember our rules.
U is for urge—that which prompts us to learn.

C is for care in all work wherever we go.
A means alertness and answers to how to live.

T is for teachers, the guidance they give.

I is our interest in studies, initiative too;
O is the opportunity for us and for you.

N stands for "never forget the things we learn to do."

All pupils: "Put all the letters together—they spell *Education*—the theme of our program tonight."

WOULD YOU BE STIMULATED, INFORMED, INSPIRED? Read Annie M. Cherry's account of *An Experimental Program in Elementary Education at Spring Hope, North Carolina* (Raleigh: State Department of Education, 78p). Rich in suggestions for building a program of creative living for rural children.

TO SUPPLEMENT the article, "Our American Music," p232, see the September-October issue of *Rural Educator* (20 Third Avenue SE, Aberdeen, South Dakota) which is devoted to "Songs and Dances of America." Eight or ten rural schools may wish to put on a cooperative music program at some central point such as a village hall.

REVENGE is as natural as freckles, and as sweet as an all-day sucker to any third-grader. The reason I know this is that Miss Tomlinson told me so. "And when I came to Billy's paper I found it deliberately smudgy and untidy. During the morning I had taken Billy's marbles from him, and I more or less expected something in the way of revenge. But his method was new to me. At the bottom of his paper was a grossly misspelled word, and beneath it Billy had laboriously written, 'I done this on purpose.'" —Naomi John White in the *South Dakota Education Association Journal*.

HOW TO MAKE GOOD FUTURE FARMER PICTURES is the title of a 30-page pamphlet available from the Division of Vocational Agriculture, State Department of Education, Austin, Texas. Picture-taking made easy.

FOR SCHOOL LUNCHES—If vacuum bottles are not available to keep foods hot, bottles and jars may be used. Set these in a large pan of hot water until contents are well-heated. Cooked vegetables, soups, baked beans, spaghetti, Spanish rice, cocoa can be handled in this way.

MAY WE HEAR FROM YOU?—Anne Hop-pock, helping teacher, Belvidere, New Jersey, writes: "A Rural-School Service page in *THE JOURNAL* seems to me a very fine idea. I shall be glad to help in any way I can." *THE JOURNAL* will appreciate suggestions from rural teachers for this page.

FOR THE BULLETIN-BOARD

Youth Chooses Friends—A friendmaker thinks to speak to all, and cheerily.

He remembers his friend's name and calls it.

He remembers some little personal incident and mentions it.

He remembers birthdays and anniversary days and sends a card or flowers.

He thinks to express appreciation for little kindnesses and remembers and mentions them in other years.

He speaks of friends to friends.

He makes himself agreeable and welcome on all occasions.

His sympathy is ever-flowing and sincere.

He studiously avoids hurting or giving offense except when demanded in some righteous cause and even then differentiates between the sin and the sinner.

His firmness for the right and best things causes admiration; his sincerity inspires confidence; his thoughtfulness, sympathy, and consideration win and hold love and affection.

—From *Youth Makes the Choice: Vocational and Social Self-Guidance*, by Henry Eugene Watters [Nashville, Tenn.: Broadman Press, 1938, 394p.]

FOR AN ARMISTICE DAY ASSEMBLY ON NOVEMBER 11, see the one-act play entitled "Eleven Million," December 1937 JOURNAL, p283.

A CITIZENSHIP INITIATION CEREMONY for young people reaching voting age was sponsored for the second year on September 18 by the Lorain, Ohio, public schools. [See "The Meaning of American Citizenship," November 1937 JOURNAL, p243-46.] Why not sponsor such a recognition service in your community? Information may be secured from J. S. Masson, assistant superintendent of the Lorain schools.

IN DISCUSSING THE ARTICLE ON SWEDISH COOPERATIVES (p250) social studies classes will enjoy *Two Georgians Explore Scandinavia: A Comparison of Education for Democracy in Northern Europe and Georgia* by Ralph McGill and Thomas C. David [Atlanta: Georgia State Department of Education, 1938, 120p]. Also in this field are *Democracy in Denmark* by Goldmark and Hollman [Washington, D. C., National Home Library, 1936, 345p], and two books by Marquis

W. Childs: *Sweden, the Middle Way* and *This is Democracy, Collective Bargaining in Sweden* [New Haven, Yale University Press].

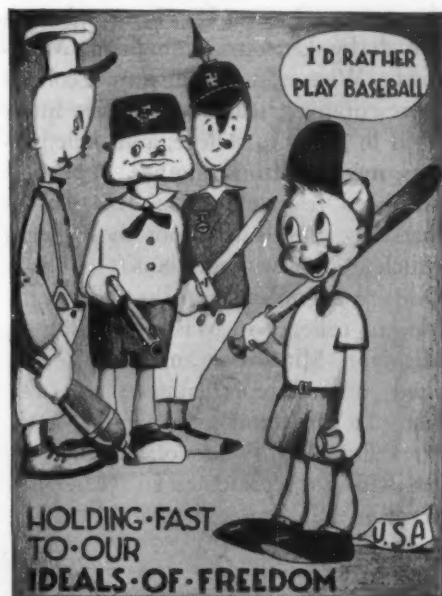
A FILM DIRECTORY for highschools, listing one thousand free 16mm films from over 250 sources, is available from the compiler, Lyle Miller, Scienceville Highschool, Youngstown, Ohio.

SPRINGFIELD, MISSOURI, SCHOOLS have as their central theme: What can the schools do to undergird more effectively American democracy not only for its preservation and enrichment but to make it possible for the individual to share in its values in accordance with his capacity and interest? We hold group meetings thruout the school system discussing with teachers in an informal way such problems as:

[1] What is democracy?

[2] Why are we interested in preserving and extending democracy as a way of group living?

[3] What are the implications for edu-



USE THIS CARTOON in school papers, newspapers, and in special AEW publications. [Available in 3¼-by-5-inch mat from the NEA, price 35¢] The cartoon, drawn by Stanley P. Gilbert, George Washington Highschool, San Francisco, was awarded Grand Honor in the 1938 American Education Week cartoon project sponsored by the National Education Association. There were nearly four hundred entries in the cartoon, poster, and printing projects.

cation growing out of the democratic way of living?

[4] How much democracy do we have in our schools?

[5] How may we improve our procedures so that we may make each of our schools a miniature democracy?

—V. M. Hardin, principal, Pipkin and Reed Junior Highschools, Springfield.

SECONDARY EDUCATION CLINIC—Under the leadership of Superintendent Evan E. Evans, the Winfield, Kansas, schools held a clinic on October 7 and 8 in which problems of secondary education were "diagnosed" and remedies proposed.

WHAT IS YOUR CHOICE?—Ask your literature classes to suggest the world's fifteen best novels. Send the list to THE JOURNAL. The following were chosen by William Lyon Phelps, American critic and author:

Robinson Crusoe—Defoe
Gulliver's Travels—Swift
Clarissa Harlowe—Richardson
Eugénie Grandet—Balzac
Three Musketeers (and sequels)—Dumas
David Copperfield—Dickens
Scarlet Letter—Hawthorne
Henry Esmond—Thackeray
Madame Bovary—Flaubert
Fathers and Children—Turgenev
Les Misérables—Hugo
Anna Karenina—Tolstoi
Brothers Karamazov—Dostoevskii
Huckleberry Finn—Mark Twain

"DON'TS" FOR FOREIGN LANGUAGE TEACHERS are outlined by Theodore Huebener, acting director, department of foreign languages, New York City schools:

Don't drill paradigms.

Don't translate English into a foreign language as a formal exercise.

Don't give formal analysis of unimportant language facts.

Don't stress rules and exceptions.

Don't use technical grammar terms.

Don't make grammatical explanations a formidable matter.

Don't interrupt a pupil to make a correction.

"Music, games, literature, and plays tell more about a people and a language than many volumes of formal grammar."

THE SOLDIER

If I should die, think only this of me:

*That there's some corner of a foreign field
That is forever England. There shall be*

*In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made
aware,*

*Gave, once, her flowers to love, her ways
to roam,*

*A body of England's, breathing English air,
Washed by the rivers, blest by suns of
home.*

And think, this heart, all evil shed away,

*A pulse in the eternal mind, no less
Gives somewhere back the thoughts by
England given;*

*Her sights and sounds; dreams happy as
her day;*

*And laughter, learnt of friends; and gentle-
ness,*

*In hearts at peace, under an English
heaven.*

"Teach international friendship thru literature," writes a history professor. "Familiarity with the literature of a nation is a valid foundation for world-wide understanding. 'The Soldier' by Rupert Brooke is one of several English poems which promote such friendship. Others are: 'A Song of England' by Alfred Noyes, 'Puck's Song' by Rudyard Kipling, and 'Thoughts of England' by James Elroy Flecker." THE JOURNAL will appreciate suggestions for teaching the novels and poetry of other countries of the world.

COLLEGE STUDENTS will find a readable book in Charles A. Ellwood's *Story of Social Philosophy* [New York, Prentice-Hall, 1938, 581p. \$3.50] which aims to trace and evaluate the great currents of social thought thru 2200 years from Plato to Lester F. Ward.

MAKING FRIENDS FOR THE COLLEGE—Since 1930 we have had at Evansville College (Evansville, Indiana) a Mothers' Council in which mothers of all local students are invited to take part. Its purpose is to give parents an opportunity to become acquainted with faculty members and with the program and ideals of the campus. It has no dues and makes no requirements of time beyond that given to meetings. Incidentally, the Council might well be termed a means of adult

education, for I have seen more than one mother develop, thru new interests and acquaintances during her child's college years, almost as much as the youth himself.—Wahnita DeLong, dean of women.

A CREDIT UNION has been organized at each of the five state teachers colleges in Missouri. Most of these credit unions serve all teachers within that district. Their experience indicates that teachers do borrow a great deal of money and that those who have used the credit union have found it the most satisfactory and economical method of obtaining funds.

ENCOURAGE STUDENTS to buy carefully selected books for their own libraries. Let them investigate the services of the consumer-owned Cooperative Book Club, 118 East 28 Street, New York City, which offers savings on book costs and a free subscription to *Reader's Observer*, published ten times a year, an 8-page guide to current books.

AN ANNUAL COLLEGE DAY is set aside each March by Lincoln Highschool, Manitowoc, Wisconsin, at which time college representatives, students who are interested in going to college, and their parents, meet with one another. Pupils are dismissed from classes on this day so that they may learn about the colleges which are represented. Plans for College Day are begun early in the fall. Registrars of colleges in Wisconsin, Illinois, Michigan, Minnesota, and Iowa are invited to send representatives and also materials and catalogs explaining their curriculum. Thirty-one colleges and universities were represented last year.—Dr. Franklin R. Zeran, director of testing and guidance.



College Day at Lincoln Highschool

INTERVIEWS WITH OVER A THOUSAND COLLEGE FRESHMEN REVEALED: That there is duplication between college and high-school studies; that less than half the students have "learned to study" before coming to college; that students receive little helpful advice or guidance about going to college. These and other facts are reported in a recent study, *The Relation of Highschool Experience to College Life*, by Edwin B. Stevens, professor of education, University of Washington, Seattle.

REORGANIZATION OF SECONDARY-SCHOOL EDUCATION to include junior colleges as part of the public-school system and to ease transition from school to job is recommended by George D. Strayer, Columbia University. He predicts that in the future young people will not find employment before age 18 and many will find it necessary to continue in school until age 20.

A FOUR-YEAR NORMAL-SCHOOL course for all prospective teachers in the elementary schools of New York state has been made a requirement by the New York Board of Regents.

STUDENTS in Illinois State Teachers College [Charleston, Robert S. Buzzard, president] sign the following pledge:

"In consideration of free tuition in the Eastern Illinois State Teachers College, I pledge to teach in the public schools of Illinois for a period equal to that covered by my attendance at the Eastern Illinois State Teachers College; and I agree to report annually to the president of the college the number of months taught in Illinois until this pledge is fulfilled. If I do not teach the required time in the public schools of Illinois within five years after leaving college, I promise to pay to the Eastern Illinois State Teachers College at the end of that period tuition at the rate of \$15 for each quarter (twelve weeks) of attendance for which I have not taught an equal time."

I HAVE POSTED your "College and University Service" page from the October JOURNAL on our bulletin board. It looks interesting and helpful.—Charles W. Hunt, principal, State Normal School, Oneonta, New York.

★ ★ ★ NOTES AND ANNOUNCEMENTS ★ ★ ★

Radio Calendar for November

★ INCREASINGLY, intelligent people are selecting their radio programs with discrimination; and schools and colleges are coming to see that vital contact thru the radio with the living, changing world must be made a part of their service to the on-coming generation. With the exception of the "Farm and Home Hour," presented daily except Sunday, the calendar below refers to weekly programs:

Daily except Sunday, 12:30-1:30 PM EST, NBC (blue network): "Farm and Home Hour," by Department of Agriculture and leading farm groups—the bulletin-board of agriculture.

Sunday (November 6, 13, 20, 27) 12:30-1 PM EST, NBC (red network): "University of Chicago Round-table," discussion of current affairs by nationally-known persons.

1-2 PM EST, NBC (blue network): "Great Plays."

4:30-5 PM EST, Office of Education over NBC (red network): "The World Is Yours," dramatizations of exhibits at the Smithsonian Institution.

Monday beginning Nov. 14 (November 14, 21, 28), 10:30-11 PM EST, Office of Education over CBS: "Immigrants All—Americans All." Contributions of foreign groups to American culture.

Wednesday (November 2, 9, 16, 23, 30) 2:30-3 PM EST, NEA over CBS: "This Living World," an aid to social science classes.

6-6:15 PM EST, NEA over NBC (red network): "Our American Schools," what the schools are doing and why.

Thursday (November 3, 10, 17, 24) 2:30-3 PM EST, NEA over CBS: "New Horizons," an aid to nature study classes.

9:30-10:30 PM EST, NBC (blue network): "Town Meeting of the Air," vital debates by national leaders on current problems.

Saturday (November 5, 12, 19, 26) 10:45-11 AM EST, NEA over NBC (red network): "Our American Schools," Florence Hale's radio column, an intimate chat with mothers and teachers.

Association Committee Meetings

★ THE EXECUTIVE COMMITTEE of the National Education Association met at the headquarters in Washington on Saturday, October 1, with the following members present: Reuben T. Shaw, president; Fred D. Cram; Myrtle Hooper Dahl; Sidney B. Hall; Amy Hinrichs; R. E. Offenbauer; and Caroline S. Woodruff.

The Executive Committee of the Legislative Commission met at the Washington headquarters on Friday, September 30, for a full day's discussion of the problems in connection with federal aid legislation. Those present were: Sidney B. Hall, chairman; John Callahan; Frank M. Grove; H. M. Ivy; Bertram E. Packard; and George D. Strayer.

The first part of the meeting on Saturday

Special Notice to Our Members

Because a number of inquiries have been received by our members and officers, your attention is again called to the fact that the National Education Association of the United States has no connection whatsoever with the National Educational Alliance, Inc., or with the publication of a magazine termed *The Popular Educator*; nor has any officer of this Association any interest, directly or indirectly, in the National Educational Alliance, Inc., or its publications. We again caution our members not to be misled by the use of the initials "NEA" by the National Educational Alliance, Inc.

morning was given over to a joint meeting with the Executive Committee of the Legislative Commission. A brief report was made by Dr. Hall, chairman of the Legislative Commission, summarizing the results of their meeting of the day before and outlining the present status of the proposed bill for federal aid. After a thoro discussion of the fundamental issues involved, the Executive Committee took action approving the report of the Legislative Commission and giving full authority for the Legislative Commission to proceed as rapidly as possible in developing plans for the coming session of Congress and in cooperating in every way possible with The President's Advisory Committee on Education in an effort to secure federal aid legislation during the coming session of Congress. All members of the Executive Committee expressed themselves as believing that we



Mrs. Myrtle Hooper Dahl, president of the NEA Department of Classroom Teachers, with two of the children in her schoolroom. Mrs. Dahl is also president of the Minnesota Education Association.



Miss Bertha Melkonian, president, San Francisco Classroom Teachers Association, greeting President Reuben T. Shaw of the National Education Association, upon the occasion of Dr. Shaw's visit to San Francisco, where the 1939 NEA convention will be held.

should have "increased federal participation in the support of public education without federal control of educational policies."

Other items of business were transacted which will be of general interest to our members: Final action was taken selecting San Francisco as our next convention city, the date being July 2 to 6 inclusive.

On account of the death of Charles O. Williams, NEA Director for Indiana, Mr. L. V. Phillips, principal of the Lincoln Highschool at Vincennes, Indiana, was selected as Director for Indiana until the coming convention at which time the place will be filled by regular election.

The name of the Division of Classroom Service was changed to "The Division of Affiliated Associations."

Both President Shaw and Secretary Givens made reports to the Executive Committee showing that our Association is moving ahead upon its program in attacking many of the most vital problems facing the education of children and the welfare of teachers in our democracy.

[Continued on page A-148]



HONOR ROLL OF THE NEA



THE HONOR ROLL consists of Life Members and county and city public-school systems and individual schools which have enrolled their corps of teachers in the National Education Association of the United States.

New Life Members Received in September

CALIFORNIA—I. R. Woodworth
CONNECTICUT—Vina M. Aherne
DISTRICT OF COLUMBIA—N. P. Neilson
FLORIDA—C. E. Duvall
IDAHO—J. V. LeClair
ILLINOIS—W. Russell Palmer
INDIANA—Ralph R. Stanley
KENTUCKY—M. H. Stopinski
MINNESOTA—Jennie M. Owens
MONTANA—Golda May Rhodes
NORTH DAKOTA—A. M. Waller
OHIO—Lloyd Wm. Reese
TENNESSEE—Lowell W. Crane
TEXAS—R. A. Lipscomb
WASHINGTON—M. L. Martin
WISCONSIN—Charles G. Stangel
WYOMING—Nellie F. Phelps

Completed Enrolments

THE FOLLOWING counties, cities, and individual schools renewed their memberships 100 percent during September and have continuously enlisted in their national professional organization for the number of years indicated:

TWENTY YEARS

IOWA—Keokuk, Elem. Teachers Club, Garfield, Jefferson, Lincoln, Torrence, Washington, Wells-Carey; Sioux City, Hopkins
OHIO—Kenton, Entire System, East, Espy, Kenton Grammar, North, Senior High, West

EIGHTEEN YEARS

CALIFORNIA—S. Pasadena, Marengo Ave.
COLORADO—La Junta, Jr. High
INDIANA—Hammond, Kenwood, Wallace
NEW YORK—Schenectady, Horace Mann

SEVENTEEN YEARS

CONNECTICUT—Stamford, Weaver St.
ILLINOIS—E. St. Louis, Rock Jr. High
OHIO—Bellevue, Entire System, Central, Fulton, High, Hubbard, Lincoln, McBeth, North, Special Teachers & Supervisors

SIXTEEN YEARS

ARIZONA—Jerome, Entire System, Bldg. C, Clark St., High, Main St.
IOWA—Sioux City, Whittier
KANSAS—Chanute, Alcott, Cross, Lincoln, Murray Hill, Roosevelt, Royster Jr. High, Senior High, Webster
MARYLAND—Galena, High
SOUTH DAKOTA—Mitchell, Eugene Field, Longfellow; Sioux Falls, Irving
WYOMING—Worland, Worland

FIFTEEN YEARS

CONNECTICUT—Darien, Baker
DELAWARE—Townsend, Townsend Dist. No. 81
ILLINOIS—Belvidere, High; Maywood, Emerson
KANSAS—Cherryvale, Entire System, Central, Jr. High, Lincoln, McKinley, Sr. High
MASSACHUSETTS—Brookline, Lawrence, Medford, Osgood
NEW JERSEY—Fair Haven, Entire System, Fisk St., Willow St.
NEW YORK—Oneida, Washington Ave.
OHIO—Tiffin, College Hill; Warren, Elm Rd., Roosevelt; Youngstown, Jefferson
TENNESSEE—Arlington, Arlington

FOURTEEN YEARS

ALABAMA—Birmingham, Avondale
COLORADO—Fort Lupton, Entire System, Grade, High
DISTRICT OF COLUMBIA—Washington, Polk
MINNESOTA—Minneapolis, Cleveland
MISSOURI—Kansas City, Central Jr. High



President Lotus D. Coffman of the University of Minnesota, who died on September 22, was considered by many the greatest University president of his generation. Dr. Coffman was a member of the Educational Policies Commission.

NEW JERSEY—Atlantic City, Boys' Vocational; Camden, Sharp; Fair Haven, Knollwood; Montclair, Grove St.
OHIO—Ashtabula Harbor, Entire System, High, Jackson, Washington; Bellevue, Ellis, Jr. High, McKim, Pike; Columbus, Main St.; Middletown, Entire System, Central, Garfield, Jefferson, Lincoln, North, Senior High, Roosevelt Jr. High, Sherman, South, B. T. Washington, Young
PENNSYLVANIA—Berks Co., Boyertown Boro Public Schools, Caernarvan Twp., Cumru Twp., District Twp., Douglass Twp., Heidelberg Twp., Jefferson Twp., Pettysville Boro., Maiden Creek Twp., Oley Twp., Pettysville, Strausstown-Upper Tulpehocken, Tipton Boro., Upper Bern Twp., Wyoming Boro., Wyomissing Hills Boro.; Slippery Rock, State Teachers College.
TENNESSEE—Springfield, High
WISCONSIN—New London, Entire System, Dixon High, McKinley, Lincoln, Northport.

THIRTEEN YEARS

ILLINOIS—Shabbona, Shabbona; Wood River, Entire System, Lewis-Clark Jr. High, Lincoln, Washington, Woodrow Wilson, Wood River
INDIANA—Fort Wayne, Rudisill
MINNESOTA—Minneapolis, Fuller
NEW YORK—Rome, Gansevoort
OHIO—Bowling Green, Church St., Ridge St., S. Main St.; Youngstown, Bancroft
PENNSYLVANIA—Upper Darby, Oakmont
SOUTH CAROLINA—Walterboro, Grammar, High
SOUTH DAKOTA—Wakonda, Consolidated No. 1
VIRGINIA—Ocean View, Ocean View
WISCONSIN—Two Rivers, Entire System, Washington Grade and Sr. High

TWELVE YEARS

ARIZONA—Holbrook, Holbrook
INDIANA—Indianapolis, Kendall
IOWA—W. Liberty, Entire System, Grade, High
KANSAS—Lawrence, Lincoln, Woodlawn
MAINE—Camden, Elm St.
MASSACHUSETTS—Medford, James; Stoneham, South
MICHIGAN—Fremont, Fremont
MISSOURI—Kansas City, Foster Opportunity, W. A. Knotts
OHIO—Bellevue, Sr. High; Piqua, Bennett Elem. & Jr. High, North St., Spring St., Wilder Elem. & Jr. High
TEXAS—Texarkana, Grim, Jr. College

ELEVEN YEARS

COLORADO—Canon City, Roosevelt Jr. High
KANSAS—Lawrence, Pinckney
MASSACHUSETTS—Leominster, Pierce

OHIO—Piqua, Entire System, Favorite Hill, High, South St., Special Teachers & Supervisors
SOUTH DAKOTA—Pierre, Entire System, Central, High, Lincoln, McKinley, Sr. High, Washington
TEXAS—Texarkana, Akin

TEN YEARS

CALIFORNIA—Soledad, Union Grammar
ILLINOIS—Harvey, Entire System, Bryant, Holmes, Lowell-Longfellow, Whittier
KANSAS—Lawrence, Jr. High
MASSACHUSETTS—Malden, Pierce
MICHIGAN—Lansing, W. Jr. High
MISSISSIPPI—Yazoo City, Entire System, Main St. Jr. & Sr. High
NEW JERSEY—Summit, Sr. High
NEW MEXICO—Albuquerque, N. Fourth St.
NEW YORK—Johnson City, Johnson; Spring Valley, Lakeside
OHIO—Blanchester, Jefferson Twp.; Columbus, Highland; E. Palestine, Entire System, East Ave., Jr. High, Sr. High, Captain Taggart; Greenfield, Entire System, Elem., McClain Jr. High, Sr. High

NINE YEARS

CALIFORNIA—Stockton, Jackson
DELAWARE—Wilmington, DuPont No. 7
ILLINOIS—Hillsboro, Edison
INDIANA—Dunkirk, Entire System, Sr. High, South Indianopolis, Charity Dye
IOWA—Council Bluffs, Lincoln High
MASSACHUSETTS—Medford, Hervey
MICHIGAN—Lansing, French Jr. High; St. Clair, Entire System, Jr. High, Second Ward, Sr. High
MINNESOTA—Minneapolis, Greeley
NEW MEXICO—Albuquerque, Monte Vista
NORTH DAKOTA—Bismarck, Entire System, Moorhead, Richholt, Roosevelt, Senior High, Wachter, W. Grade and Jr. High; Carrington, High, Fargo, Agassiz Jr. High
OHIO—Findlay, Liberty Twp.; Middletown, McKinley Jr. High; Worthington, Entire System, Elm, High
TEXAS—Texarkana, Central
VIRGINIA—Hopewell, DuPont
WISCONSIN—Kenosha, Deming

EIGHT YEARS

ARIZONA—Gila, Entire System, High, Elem., Third Ward, High, North Side, Third Ward, W. Griffin, Macon, Bruce
IOWA—Ottumwa, Adams, Agassiz, Douglas, View, Franklin, Garfield, Hedrick, Irving, Johnson, Lincoln, Orchard, Stuart
KANSAS—Lawrence, McAllister, New York
MAINE—Brewer, Entire System, Dirigo, Excelsior, N. Brewer, Page, Sargent, Sr. High, S. Brewer, S. Portland, Summer St.
MICHIGAN—Battle Creek, Lakeview High, Prairie View
MISSOURI—Boonville, Central; Independence, Central; Parental; Kansas City, Franklin, Garfield
NEBRASKA—Omaha, Fairfax
NEW YORK—Poughkeepsie, Elsworth, Krieger, Three Yr. High
PENNSYLVANIA—Berks Co., Bern Twp., Centre Twp.

SEVEN YEARS

CALIFORNIA—Carmel-by-the-Sea, Sunset; San Gabriel, Potrero Heights
ILLINOIS—Freeport, Lincoln; Peoria, Greeley
IOWA—Cherokee, Entire System, Garfield, Lincoln, Webster, Wilson High
MASSACHUSETTS—Paxton, Center; Reading, Lowell St.
NEW JERSEY—Westfield, Grant
NEW YORK—Cambridge, Union High; Corning, Public No. 2; Larchmont, Murray Ave.
PENNSYLVANIA—Bucks Co., Buckingham Twp. High, Solebury Twp.; Milton, Curtin, Lincoln; Montgomery Co., Upper Salford Twp.
TEXAS—Texarkana, Highland Park
WEST VIRGINIA—Athens, Concord Training
WISCONSIN—Milwaukee, Manitoba

SIX YEARS

ARIZONA—Miami, Bullion Plaza, Lower Miami
COLORADO—Aurora, Aurora
CONNECTICUT—Greenwich, Riverside
ILLINOIS—Auburn, Cons. High; Libertyville, Twp. High Dist. No. 120; Peoria, Garfield
INDIANA—Indianapolis, Public No. 56, Irving
KANSAS—Cullison, Entire System; Lawrence, Corcoran
KENTUCKY—Richmond, Eastern Ky. State Teachers College
MASSACHUSETTS—Malden, Belmont, Converse; Woburn, Fiske
MICHIGAN—Berkley, Dist. [Cont. on page A-151]