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Bulletin 1938, No. 8

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 27, NUMBER 9

H. A. ALLAN, Business Manager

The Journal goes to all members of the Association. Active membership dues, including Journal \$2; including other publications in addition to Journal \$5; life membership \$100. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

Between Editor and Reader

BECAUSE of the ideals of Christian brotherhood which gave birth to the modern idea of democracy, December—the month of Christmas—is a good time to consider our relation to the rest of mankind. The treatment of world affairs in THE JOURNAL for December 1937 proved so helpful to our members and brought so many letters of appreciation that we return again to the theme. The ideals of Jesus Christ are beautifully set forth by Dr. Sizoo; Varian Fry outlines our problems against the perspective of the centuries; and Dr. Staley, brilliant son of an able school superintendent, shows how our shrinking world demands a new mental outlook. “A Golden Treasury of Beauty and Wisdom” offers to those who believe in spreading idealism, a beautiful and inexpensive leaflet.

In this day when a large part of humanity has caused itself so much pain and suffering by losing its sense of values, we do well at Christmas-tide to take the long look, to return to those abiding ideas and ideals that for untold centuries have sustained mankind thru every sort of discouragement and disaster. It is this thought that leads us to present “A Golden Treasury” and to make it available at cost to teachers and others who wish their Christmas remembrance to express some of the great truths that are the concern of true teachers everywhere.

We have been encouraged to do this by our experience with a little booklet of poems brought together each year by one of the finest school superintendents of the Middlewest—Superintendent L. H. Petit of Chanute, Kansas—and printed in the school print shop. That little volume has held its place year after year—preserved, treasured, and read again and again, because it carries so much of beauty and wisdom along with the remembrance of a friend. May “A Golden Treasury” fare as well and like a seed sowing be spread afar.

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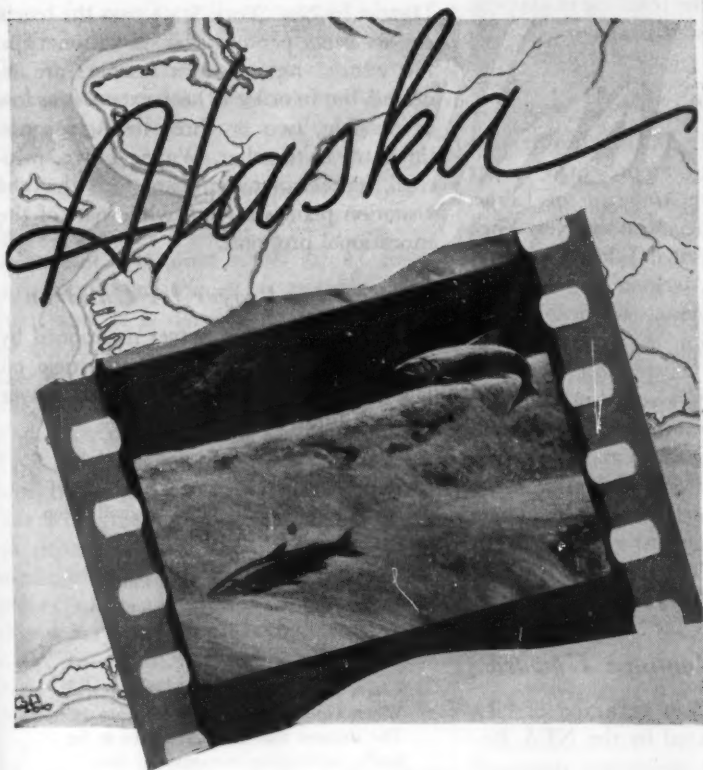
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VOLUME 27, NUMBER 9; DECEMBER 1938



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[A-161]

[Cont. from page 291] pital room service benefit of \$5 a day, effective with the fourth day of any period of hospitalization, and a second benefit that pays 40 percent of hospital costs other than for room service. The first benefit is limited to twenty-five days or \$125 and the second to \$50 in a fiscal year. Hospitalization must be under the direction of a physician. The benefit is available wherever the teacher may happen to need hospital care. Enrolment is by units. Over a thousand teachers are now enrolled.

Phi Beta Kappa Broadcast

☆ PHI BETA KAPPA SOCIETY will observe the anniversary of its founding in 1776 with a radio broadcast on December 5, 9-9:30 PM, EST, over NBC blue network.

FTA Club Named for Former NEA President

☆ MRS. RUTH THOMAS, sponsor of the Future Teachers Club of Walterboro High-school, Walterboro, South Carolina, reports that this group has chosen for its name, "The David Bancroft Johnson Club." Dr. Johnson, a pioneer in South Carolina education, was president of the National Education Association in 1916.

A Means to Peace

☆ THE ELEVENTH biennial conference of the Cooperative League, which met in Kansas City in October, declared: "We are convinced of the ability of cooperative effort to curb and ultimately eliminate monopolies and their attendant evils." The Congress urged the cooperative movement to "press toward the early establishment of our own financial institutions and capital structure." It urged deeper devotion to the

cooperative economy as a means to peace and amity. It asked the U. S. Bureau of Census to collect statistics on cooperatives during the 1940 census and urged the U. S. Congress and the governments of the several states to foster the teaching of cooperation by every means available.

A Unique Report

☆ A MOST UNUSUAL and interesting convention report was that presented to her colleagues by Isabel Anderson of Lihue, Kauai, Hawaii, a delegate at the New York meeting of the National Education Association. The report, written in free verse, was called "My Reactions to the National Education Convention as an Educational Experience." Miss Anderson writes to President Shaw: "Will you think of your Hawaiian contingent as active and cooperative?" Among all the states and territories, Hawaii ranks second only to Alaska in the percent of its teachers who are members of the NEA. A coinclusive membership card for professional organization is being used this year in Hawaii.

Salary Trends Continue Upward

☆ REPORTS ON 1938-39 salaries of city teachers, being collected by the NEA Research Division, are showing upward trends. An increase of more than 5 percent in average salaries is noted when 1938-39 is compared with 1936-37 for a small sample of 22 cities among the early returns from cities above 30,000 in population. An increase is reported both for elementary and highschoools, the rate of increase being slightly higher in elementary schools. A third of the cities report increases in average salaries of more than 10 percent as compared with 1936-37.

Board of Education Pays Mileage for Home Visitations

☆ IN ORDER to encourage teachers to visit in the homes of their pupils, the board of education of the Cazenovia Central School District in New York State pays the teachers six cents per mile for visitation trips. No written reports from teachers are required, but in order to keep expenses as low as possible, two or three teachers sometimes travel together. Wayne Lowe, principal, reports that the board feels that the visitation plan is a worthwhile part of the educational program.

An Evening Prayer for Children

☆ FOLLOWING is the prayer mentioned by Mrs. Bertha G. Rames in her article on page 260. Mrs. Rames teaches this prayer to the children for use at home:

Dear God, another day is past,
Another night has come at last.
Your watchful, tender love will keep
Me safely guarded while I sleep.

The quiet night is soft and kind;
It rests my body, heart, and mind.
The world below, the sky above
Hold only restful, healing love.

I have no thoughts or things to fear
When God and so much love are near.
The dreams that come are sure to be
God's night-time messages to me.

I'll sleep and rest the whole night long
That I may grow both big and strong.
God bless and keep my dear ones; then
Bless everybody else. *Amen.*

Department of Science Instruction

☆ PRESIDENT MILDRED FAHY reports a paid membership of 2300 for this NEA Department. The Department favors a continuous program in science from kindergarten to college. "Science is a live subject within

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reach of any teacher, and it will enrich the experiences of every child by independent consideration of scientific facts and phenomena." The 1938 *Proceedings* of the group are now available. Copies may be secured for 50¢ from the treasurer, George J. Skewes, State Teachers College, Mayville, N. D. Membership is open to anyone interested in science. Members receive the *Proceedings* each year.

From a Pennsylvania Principal

☆ THE OCTOBER JOURNAL is worth the experience of a summer school at any good university, but it costs a member only about 20¢. It is not that summer schools are not to be encouraged, but that we may have them every day in the year at so little cost. Our curriculum committees in their work of reorganization have found some TNT in almost every line. You should see how the pages are written full of notes. There is agreement and hearty approval in 90 percent of the cases. It should be a source of great satisfaction to feel that by means of this magazine so many good things may enter even the remotest school. —W. O. Forman, supervising principal, New Salem Independent School District, New Salem, Pa.

Copies of "Skylines" May Be Had

☆ "SKYLINES," the pageant presented at the New York convention of the NEA, may be secured at 50¢ per copy from Laidlaw Brothers, Port of Authority Building, 15th St. and 8th Ave., New York, N. Y.

NEA Research Service Helps Local Salary Committee

☆ WE BELIEVE that among the teachers of Hammond there is a growing enthusiasm for the National Education Association. When our new salary schedule was being prepared, the helpful material from the Research Division revealed to Hammond teachers the value of the work done by the National Education Association.—C. T. Coleman, president, Hammond Teachers Association, Hammond, Ind.

To Deans, Counselors, and Advisers

☆ THE SOLIDARITY and growth of the profession contribute to the success of the individual engaged in advisory work; the effectiveness of the individual in her community contributes to the success and the prestige of her professional organization. Professional advisory officers need the material published in the *Journal* of the National Association of Deans of Women. They need to share the interests and ideals of the groups [Cont. on page A-165]



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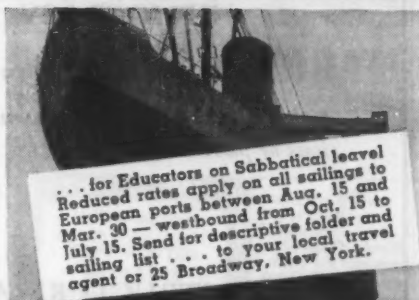


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American Sociological Review

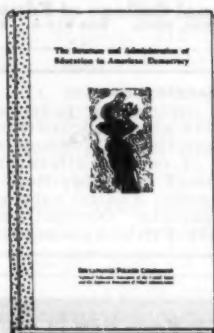
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W. A. Clifford, Exec. Sec., N. Y. State School Boards Association, Inc.

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[Cont. from page A-163] within the Association. They need the professional stimulation of active participation in the program of the organization. The establishment of a reciprocal relationship is essential for the attainment of common goals, hence the organization needs an avowal of faith in its purpose and active participation in its program by every woman engaged in student personnel work. Send your application and \$5 check today for membership in the National Association of Deans of Women, 1201 Sixteenth Street Northwest, Washington, D. C.

Kentucky Claims a Unique Record

☆ ALL SCHOOLS in Fayette County, Kentucky, have reported 100 percent enrolment in the NEA. Lexington, which is in this county, has also achieved the 100 percent goal, as has the College of Education of the state University located in Lexington. Dr. William S. Taylor, State NEA Director for Kentucky, inquires if any other community has a similar record. We know of none. Do you?

Dates To Be Remembered

January 15-21—National Civil Service Week will have unusual significance this year, inasmuch as on February 1, barely two weeks after the 56th anniversary of the National Civil Service Act, about 80,000 new federal positions will become a part of the classified civil service system of the United States. This is the largest number of positions ever brought under the civil service at one time. National Civil Service Week has been an annual event since its initiation several years ago by the American Federation of Government Employees.

February 25-March 2—Cleveland convention of the American Association of School Administrators, a Department of the NEA. See page 276.

March 27-30—Convention of the Southern District, American Association for Health, Physical Education, and Recreation, to be held in Tulsa, Okla., with the Mayo Hotel headquarters. Theme of the convention will be "Integration." Mrs. Helen Corrubia, Central Highschool, Tulsa, is local convention manager.

April 3-6—Annual convention of the American Association for Health, Physical Education, and Recreation, an NEA Department, to be held in San Francisco. Speakers of national prominence will appear on the general session programs, on the programs of the Divisions of Health Education, Physical Education, and Recreation, and on the various section programs which appeal to special groups. These programs will be of great value to school administrators, members of parent-teacher organizations, members of the American Legion, and workers in the fields of health education, physical education, and recreation. The convention is being held under the joint auspices of the National Education Association, the Southwest District, and the California State Association.

Department of Elementary School Principals

☆ MISS NELLIE V. LIND, principal, Washington Park School, Denver, Colorado, has been chosen by the president and officers

of this NEA Department as the new member of its Editorial Committee, which publishes its Yearbooks. She will be a member for three years and during the third year will be chairman of the committee. In making a selection for membership on this committee, the Department chooses a principal who has done outstanding work locally and nationally.

AEW Radio Programs

☆ SPECIAL American Education Week radio programs sponsored by the National Education Association were planned to include the following:

A special events program on the NBC red network to originate in the steeple of Old North Church on Salem Street in Boston, dramatically reenacting the midnight ride of Paul Revere. The purpose of the program was to emphasize good citizenship as an objective of education. The principal speaker scheduled for the program was National Commander of the American Legion, Stephen F. Chadwick.

A symposium on the relation of education and democracy over a coast-to-coast hookup of the Columbia Broadcasting System. Speakers scheduled, to participate from their own cities, were: John A. Sexson, president of the American Association of School Administrators and superintendent of schools, Pasadena; John W. Studebaker, U. S. Commissioner of Education, Washington, D. C.; Daniel L. Marsh, president, Boston University; James Marshall, president, New York City Board of Education; Reuben T. Shaw, president of the National Education Association, master of ceremonies from Chicago. Other scheduled speakers included William Mather Lewis, president of Lafayette College, Easton, Pa., from Chicago, and Alexander J. Stoddard, superintendent of schools, Denver, chairman of the Educational Policies Commission.

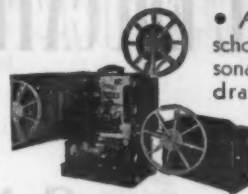
New NEA Publications

Circular Number 9, November 1938, of the Educational Research Service, "Promotion Policies in City School Systems," is sent to members of the Educational Research Service; others may obtain copies at 50¢ each.

The 1938 November *Research Bulletin* is entitled "Safety Education thru Schools." Sections deal with: The extent to which safety education prevails in the schools; methods of teaching safety; sources of materials used in safety instruction; the future development of safety programs in terms of teacher opinion; some of the continuing problems in safety education; where safety education aids may be obtained; reviews of safety films and slides. 64p. Price 25¢ per single copy.

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Will Be Held At

SAN FRANCISCO

July 2 - July 6, 1939

General sessions, representative assemblies, registration headquarters, and exhibits will be located in buildings at the Civic Center. Meetings of the departments and allied groups will be arranged in the vicinity of the Civic Center to the fullest extent possible. Headquarters for state delegations generally will be located at the Palace Hotel.

Registration, exhibits, and some preliminary official meetings will be held on Saturday, July 1. The convention proper opens Sunday afternoon, July 2, and carries through Thursday, July 6.

Hotel arrangements should be made promptly and it will be to advantage to use the reservation

form printed below. Reference to street plan shown on other page shows convenience of various hotels to the Civic Center. Practically all hotels listed are easy of access to Market Street either by walking or by street car. On Market Street is excellent double line street car service to and from the Civic Center.

Hotel rates as listed have been furnished by the hotel associations to the National Education Association Convention Housing Committee of San Francisco. The number of hotels is large but only limited numbers of rooms are available in many cases. Hotel demands during the period of the convention will be heavy due to the operation of the Golden Gate Exposition.

----- USE THIS FORM FOR APPLICATION FOR HOTEL ACCOMMODATIONS -----

Be specific as to dates of occupancy, types of rooms desired, and prices to be paid. If hotel of first choice is unable to accept reservation the Housing Committee will endeavor to comply with your second or third choices in the order named. You will receive confirmation direct from the hotel accepting your reservation.

TO CHAIRMAN OF N. E. A. HOUSING COMMITTEE
200 Exposition Auditorium
San Francisco, California

Please reserve sleeping room accommodations during the period of my attendance at the convention of the National Education Association as noted below:

Hotel of 1st choice.....2nd choice.....3rd choice.....
.....Room(s) with bath for one person—rate desired.....\$.....to \$.....
.....Room(s) with bath for two persons, double bed—rate desired.....\$.....to \$.....
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Arriving July.....hour.....A.M.....P.M. Leaving.....

Names of occupants, other than myself, with their addresses, are attached hereto.

SIGNED.....

ADDRESS.....CITY AND STATE.....

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

For Such a Day as This

REVEREND JOSEPH R. SIZOO

MINISTER OF THE COLLEGIATE CHURCH OF ST. NICHOLAS, NEW YORK, N. Y.

MADAM PRESIDENT, Dr. Givens, distinguished guests, members and friends of the National Education Association: It is a very great honor to have a share with you in this impressive service, and for that privilege I wish first to express my sincere gratitude.

What endless satisfaction your profession holds! There is no career quite so rewarding as that of the teacher. It is to be questioned if anywhere on earth there is a work so enriching and so enlarging as that to which you have given yourselves. It must be a wonderful thing to take a bit of gold and a steel spring and a few jewels and make out of them a watch that keeps time with the sun. It must be a wonderful thing to take a bit of canvas, a few brushes, and a little color and make of them a Millet's "Angelus." It must be a wonderful thing to take a thin pine board and a few strings and a pot of glue and make out of them an instrument that can sob out an "Ave Maria." But nothing in all the world is quite so wonderful as to sit down with a child, enlarge his horizons, push back the foothills, and enrich his understanding of the mystery of life. No wonder, then, that when Henry Ward Beecher lay dying and a friend asked him, "Mr. Beecher, if you had your life to live over again, what would you be?" he replied, "I would be a teacher."

But it is not an easy profession. There is no work which requires such invincible patience, such compassionate goodwill, such unconquerable understanding, and such cheerful steadfastness. The Oxford professor who wrote *Alice in Wonderland* described a croquet game in which the wickets were forever moving, in which the ball never ran in the direction to which it was aimed, and in which the mallet never struck the ball at the place of contact where it was intended. Nothing stayed put. That is peculiarly true in your profession. It is never easy to mold life; and nature in the raw is never mild.

* * * * *

WE ARE living in a world that is on the march. Our generation has determined seemingly to set up a whole new scheme of things. We may not know where we are going, but we are on the way. New fires are playing in the heart of the earth and civilization is becoming molten again. New seeds are being planted in new furrows destined to bring the world new harvests. New waters are gushing out of new springs destined to make their way to new and undiscovered seas. Everywhere in the world is a sense of aspiration. There is upon mankind the quest for a fuller life. You

may speak of it negatively in terms of revolt and revolution which are rife everywhere in the world, a kicking against the pricks, and an unwillingness to live within the inevitable restraints of life. But it is much more honest to speak of it as the quest for a fuller and better life. You may not be in agreement with these aspirations. You may believe they will only further entangle and enmesh the world with deeper dilemmas and disillusionments. You may believe that these aspirations of our generation are contradictory and selfdestroying. You may believe if the aspirations of one are to be realized, the aspirations of another must be defeated. You may believe that that which brings gain to one will bring loss to another. But the fact stands that everywhere in the world there is this sense of aspiration:

Not since Christ died upon His lonely cross
Has life such prospect held of a new birth.

Now, it is never easy to live in such a world. When the frost goes out of the ground in springtime the rural roads are always most difficult to travel. It is then that ruts are easily formed, mud clings to the wheels, and travel is slow. In a world at springtime there will have to be a lot of plowing and harrowing. It is a very unrewarding and discouraging time. We may never see the harvests of that sowing or toil. Indeed, already misgivings are coming to multitudes of people and the sense of hopelessness is compromised by the feeling of futility. We seem to be like people who walk on streets which have no foundation, who eat food which does not nourish, who live in houses which do not shelter. We seem to be like boats on muddy flats with never a white sail in sight. We seem to be like sailors climbing in the rigging of a sinking ship, always above the water line, but never far from destruction. We seem to be like sleepers, conscious of the dawn, but unable to awaken. Many people are becoming afraid that a different world may not be a better world. We are not quite sure that change will mean improvement. Such is the world in which we are living. It is the only world we will ever know. If we expect to play our part it will be in that kind of a world. We did not make it, but we will have to do something about it. The question therefore arises: How can we live successfully in such a world and how can we play our part so that a different world will be a better world and change will be improvement?

First, education in democracy must increasingly emphasize the sacredness of personality. Its business is to make individuals, not robots; to cultivate personality that shall

stand upright and unashamed. There can be no true culture without the cultivation of selfreverence and selfrespect. Individuality must come to the fore. We must champion again the right of personal judgment and of personal initiative. Man is not a pawn in the lap of kings or a tool in the hands of political charlatans. Have you ever thought that to whatever God has given life, to that He has given individuality? There are millions of spring-tinted leaves in the forests of the hills about us, but every leaf differs from every other leaf in outline, texture, and color. A thousand stars shine out of a winter night sky, but every star differs from every other star in glory. So it is with personality. God casts each life into a different mold and when He has made that life, He breaks the mold. We are not born so much to conform as to bear witness to a fire that burns within us. Man is an individual inbreathed with purpose, endowed with genius, and enswathed with high adventure.

THERE is no form of government which so needs the leadership of the best as ours. In monarchy nobody needs intelligence except the king, and oftentimes the less the people know, the better for the king. In autocracy nobody needs intelligence except the sheriff or the executioner. In anarchy nobody has intelligence. But democracy is a form of government so high and so exalted that it requires a high level of intelligence to appreciate and a high standard of character to maintain. Yet many people suppose that democracy is the rule of the mediocre, a government which involves a leveling down process. Robert Ingersoll once said that a college is a place where pebbles are polished and diamonds are dimmed. I do not propose in this place to debate the correctness or error of that judgment, but I do know that in the current attitude toward democracy that same opinion all too often prevails. There are two kinds of democracy: There is a democracy of mud and there is a democracy of the stars. Ours is a democracy of the stars and it requires adventurous souls to maintain it. Unless we have the leadership of the best we are lost.

One of the grave perils of our generation is crowd-mindedness. An age that has gone in for mass production has come to the dreadful counterpart of mass thinking. We are content with the regimentation of ideas, cultivation of intellectual security, and the surrender of personality. Things have come to such a pass that it is no longer in good taste to advance an individual opinion. It is not patriotic. If you do not think with the majority, you are not a good citizen. The glamour of crowd-mindedness has us spellbound. We have learned to follow, not to think; to drift, not to swim. Everything is being standardized today, including thinking. Individual judgments are warped or obliterated by an avalanche of postcards, a wheelbarrow of telegrams, or the decree of a selfappointed Caesar. We are rubbing out the marks of selfdom. We are content to become passive copies of the current mind. We send up trial balloons to find out which way the wind is blowing and teach children accordingly. We want to know what public opinion is before we outline a course of instruction. The individual is terrorized by the majority and hypnotized by the state. We are afraid of the black mark of majority disapproval.

Now every bridge has a limit to the number of vibrations it can endure. Regiments of soldiers passing over a bridge always break step. It is high time we remember that we cannot violate this ageless law of physics with impunity. A goose-stepping generation with its regimentation of ideas and ideology may yet destroy the equilibrium of the world and lead it to an inevitable smash-up. Let us say to ourselves so clearly it will never be forgotten that there can be no great living apart from concentration and detachment.

There is a sentence written of Jesus of Nazareth which always grips me. I cannot read it without a lump rising in my throat. It is this: "He dismissed the crowd." That is the hardest thing to do. We are unable today to live apart from crowd-mindedness. Public opinion haunts us like a vise and follows us like a shadow. Whether in the economic world there is room for regimentation I do not know, but in the realm of mind and spirit we cannot keep our selfrespect by goose-stepping. In a day of ready-to-wear clothing, predigested breakfast foods and philosophies, we need to remember that the first business of the teacher is the cultivation of the individual. The words of warning which Jesus raised to His disciples, "Come ye apart," have a strange significance for us. It is imperative to recall that before God gives a man a great task He always takes him away from the crowd. He sent Moses into the desert, Elijah into the Kedron, Jeremiah into the meadows of Anathoth, Amos to the plowed fields of Tekoa, Paul to Arabia, and Jesus to the wilderness.

It is time that we take fresh hold of the Magna Carta of Christianity's conception of personality. It is so easy to conform, but the test of civilization lies in its ability to create the individual and develop him as a person. A different world will never be a better world until that day comes.

To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

THERE is another contribution which education must make for such a day as this if a different world is to be a better world. The *second* objective of education is the integrating of the individual in a society. To personal initiative there must be added social responsibility. After all, *rugged* individualism must not degenerate into *ragged* individualism. It is all very well to talk about the philosophy of selfexpression; obey that impulse; let yourself go; but one is always thrown back upon the question, Have we a self worth expressing?

For this reason there is a word which holds increasing emphasis among us. Without that word we shall never come to a braver and better tomorrow. Without that word no cause in all the world is quite so hopeless as the cause of peace. It is the word *understanding*.

It is so easy to play the role of the Pharisee and, seeing a world bloody and broken lying by the wayside, to pass by on the other side. But you never solve problems by calling people names. We all accent different syllables. We are all mysteries to one another. One drop of dew, no matter how large, cannot hold all the glory of the morning sun. Because I have certain political, economic, and social

convictions is no reason that other people should hold those same convictions. I may be right or they may be right. If I am right it is my duty to convert them, but I have no right to slander them or to shoot them. Among the Sioux Indians there prevailed in the days of the frontier a strange custom. If one of the tribe determined to travel for a little while in areas guarded by other tribes, always on the night before he left his camp the traveler would be required to sit with the chiefs of the Sioux tribe around a campfire and then before it fell back into gray ash he would be asked to arise and, silhouetted against the flames, would lift this prayer, "Great Spirit, help me never to judge another until I have walked two weeks in his moccasins." If only now and again in this world we could walk in one another's shoes, how much better would life be and how much more hopeful our tomorrow! The business of education is to create understanding.

Whatever else culture may do for you, always first it should make you sensitive to the needs of the world. To know all is to forgive all. Culture should always lead to compassion and the end of education is understanding. The purpose of knowledge is not to make one arrogant, but considerate; not calloused, but compassionate; not unconcerned, but understanding; not indifferent, but interested.

Bigotry and intolerance are always the inevitable earmarks of ignorance, while the first fruits of education are sympathy and understanding. Education may make you skeptical, but it can never make you cynical. A skeptic is a man who has lost faith in the power of truth. A cynic is a man who has lost faith in the power of virtue. A skeptic maintains it makes no difference what you believe, while a cynic affirms it makes no difference how you live. Education may make you skeptical, but never cynical. To know all is to forgive all. To talk about culture without compassion is like talking about a crooked-straight line.

How little one sees of this adventurous goodwill in our current world! We seem to be baptized with prussic acid rather than with love for our fellowmen. There is breath-taking need of a Pentecost of compassion. What hate there is in our modern world! Indeed, hate is the modern American tragedy. It is gnawing at the lute strings of our national life, haunting us and following us like a shadow. I never knew there was so much hate in the world. We hate the Jew; we hate the German; we hate capital; we hate labor; we hate the old guard; we hate the New Deal; we hate "nine old men"; we hate economic royalists; we hate the Congress; we hate the Constitution; we hate the President. Young people hate old people and old people seemingly return the compliment. We hate races. One section of the country hates another section of the country. It has even crept into religion, for we are apt to hate a shade of truth more than we hate error. We are tumbling apart into broken and brittle bits. The only thing we seemingly have in common is a mutual illwill and distrust. Just at a time when we are in need of a common front to bring in a braver and better day the vengeful spirit of class consciousness has gripped people.

I do not mean to suggest that there are no wrongs to be righted. It is hard to justify some things. It is hard to justify

disease in the presence of wellbeing; poverty in the face of plenty; ignorance in the presence of knowledge. I live in a city that has seventeen square miles of slums with sixty-five thousand condemned tenement houses in which there live one million children under fourteen years of age, in which there are one quarter of a million family units with sleeping rooms without windows or doors, one quarter of a million family units without running water, and one third of a million without central heating. It is hard to justify some things in this world. One wonders if Dostoyevsky was not right when he wrote, "The only contribution that civilization has seemingly made is to increase our capacity for pain." We have built our world order upon human suffering rather than upon human understanding.

But hate does not solve these problems. It only multiplies them. It does not lessen, but deepens, the barriers. We cannot hate ourselves out of these dilemmas. The pity of it is that men say if we only hate enough we shall bring in a better tomorrow. Men are going up and down the land saying that we are going to hate ourselves into prosperity. In the last analysis, democracy is a living together for the common good. Such forms of selfgovernment can never last long or be maintained with ugly moods and uglier tempers.

THE world is waiting for the sunrise of those who will see the ten thousand heartaches and disillusionments of our generation, its terrible injustices, its fierce discontent, its sordid shambles, its drugged sensibilities, not in terms of arrogance, but understanding; not in terms of callousness, but compassion. We have so many architects today, but so few builders; we have so many who are anxious to tell us what is wrong, but so few who are willing to make it right. There is scolding enough in our world without another college generation's joining the anvil chorus in the morning. It is so easy to look upon the dilemmas of our generation and say what a dirty mess it is and then shut the window upon it and walk out. We need more compassion and goodwill.

That was the glory of Jesus. He lived in a world much like our own; with economic injustice, financial disarrangement, political maladjustment, and religious chicanery. Yet He never lost compassion for His age. After two thousand years men are not yet agreed upon the full meaning and mission of His life, but everywhere men are agreed that only by His way shall a braver and better day dawn to the children of men. We all live for something—some people live for money; some live for fame; some live for power. Jesus lived for love. He asked nothing of the world and the world had nothing to give Him. Wherever He went He dragged the sorrows of His generation across His soul. He could not keep Himself out of the welter and misery of His day. He walked with men thru their shadows. At midnight it was a Hebrew scholar; at daybreak it was a foundering ship; at noonday it was a fallen girl by the well; in the afternoon it was a company of hungry unemployed. Across the threshold of His home in Capernaum there fell the shadows of the limp and the lame, the halt and the blind, and He healed them every one.

There are three things which Jesus of Nazareth never took into consideration—three things which meant nothing

to Him. Geography meant nothing to Him. He never traveled more than one hundred miles from home, yet what He said was for all ages and all times. Then, too, He never took time into consideration. A thousand years were with Him as a day, and a day as a thousand years. He did not begin His work until He was thirty. In six months He was checkmated and two years later He was dead. Yet when He died He said, "It is finished." More than all these, the social frontiers which separated and estranged men meant nothing to Him. The hero and the helot; the rich and the poor; the old and the young; the moron and the savant, all found in Him something that satisfied them as they walked back into the world with new purpose and a finer spirit. If we propose to build a new order it must be on the philosophy of One who said, "If any man will come after Me, let him deny himself, take up his cross, and follow Me."

No way of life is quite so rewarding. Nothing so enriches life as an adventurous goodwill toward all people. Great sympathies have a way of making small men great. Because he saw the burden of his people Moses became one of the figures that will always live. Because he carried an ache in his heart Dante in exile became the most moving figure in the twelfth century. Because Bunyan saw the distress of his time he lifted himself into immortality. Because Jesus of Nazareth dragged the sorrow of His world across His soul He became the ageless and timeless Redeemer of the world. The surest way to redeem life from mediocrity and provincialism is to identify it with a great cause. Nothing

small or mean can live in a life that is dominated by a great compassion.

Not only is this determination to live with compassion the test of education; it is also the test of true religion. Religion may begin with the individual, but it does not end there. It is not a solitary adventure of a lonely soul upon a lonely God, but rather an adventure in the fine art of living together for the common good. The Christian of the future is not one who has an answer for every question and a solvent for every riddle, but one who lives with a compassion toward mankind. To say that you love God and do not love your fellowmen is as anomalous as it is untrue. This world is not a "Morro Castle" which shrieks with the cry, "Every man for himself," but the Father's house in which we live together for the common good. No one quarrels because faith in God brings peace and serenity to the heart; what galls men is that so little comes of it.

If you walk into the world sullen, cynical, and calloused, you will scald your soul and turn your back upon the adventure of the true culture. So it all comes back to this: Are there enough of us left who care, determined to live compassionately and with adventurous goodwill; are there enough of us left who will not let it down; are there enough of us left who will not walk out on it; are there enough of us left who will stay with it to the end until the inheritance is won, until Jesus Christ shall see the travail of their souls and shall be satisfied?—Address, New York Convention of the National Education Association.

CHILDREN and PRAYER

YOUNG CHILDREN are naturally religious. No subject interests them more than the subject of God and their relationship to Him. "All these wonderful things about us in the world show that there must be a power somewhere, stronger even than mother, father, teacher, and that this power wants us to work for all the good, beautiful things." Thus spiritual kinship is affirmed.

Atmosphere is of great importance. "God is a kindly spirit." I say nothing about the children's participating in the prayers. The responsive ones will do so. Some of the verse prayers are sung, others not.

Our prayers occur most frequently at the beginning of the school day, altho it is not infrequent to have a prayer at the close of the day or some fitting time during the day. The spiritual value lies in the significance of the prayer. The monotonous repetition of the same prayer is meaningless or distasteful to children. Prayers used in school should bear some relationship to their interests or needs. In my second grade two types are used—the formal, memorized and the informal, original prayer.

"Our Father which art in Heaven" is frequently used. This most famous prayer is always given an interpretation to fit the child's understanding. One devout little girl said, "Forgive us our desks as we forgive our deskers"—evidence of her desire to relate prayers as well as all else to her daily life.

Our early morning conversation is often about things in nature children have observed or brought to school. This prayer is a climax to the conversation:

God, our Father, made the night,
Made the moon and stars so bright,
All the clouds far, far away,
The shining sun and golden day.

God, our Father, made the skies,
Birds and bees and butterflies,
Tiny flowers and trees that wave—
These lovely gifts our Father gave.

An evening prayer has been learned by many children for use at home. It is given on page A-162.

Our original prayers are of great variety—short and simple. One morning after talking of the happy time we had at Christmas a little boy said, "Now let's thank God for our Christmas." We

all felt the appropriateness of the prayer, "Dear God, we want to thank you for our happy Christmas time. Amen."

These prayers represent a natural spontaneous expression of interest, need, or gratitude toward the Giver of all good gifts. We have made petitions like the following: "Dear God, please help Billy to be more kind so that we can love him more. Amen." I have seen Billy's uplifted, penitent face glorified thru the tears, at the wonder of his conduct's being of such importance to God and his schoolmates.

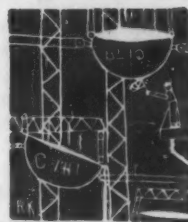
Prayers have been one of the beneficent influences for good in my classroom. If there has been objection to this sort of teaching in our public school, I have never heard of it. An unforgettable experience is that of a mother's telling me that the evening prayer repeated by her child had a remarkable spiritual influence on herself and husband.

I am concerned with the school prayer as a child's natural expression of feeling related to life situations and not as superficial, imposed moral education.—MRS. BERTHA G. RAMES, teacher, University Hill School, Boulder, Colorado.



A Strange Christmas

A PLAY BY THE FIFTH-
GRADE CHILDREN OF THE
HORACE MANN SCHOOL IN
WASHINGTON, D. C., 1937,
UNDER THE DIRECTION OF
LOUISE FRAZIER



nation has been given dynamic meaning by a consideration of all the factors whose functional interplay makes it possible. The difficulties of the man who grows the nation's grain, the isolated existence of a cowboy who tends our cattle, the hardships endured by the man who works underground, the dangers and strain of life in a mill, in short, the whole animated picture of industrial life made these studies so vital to the children that they were eager to write about it in prose and poetry.

Thus, when they thought of the flood of gifts exciting and warming the hearts of young and old on Christmas Day, the image of those who created these things was uppermost in their minds. This play is the result.—LOUISE FRAZIER, teacher.

THIS semester we have been studying about the industries of America. We made trips to the flour mill, paper mill, and newspaper office. When we came back we started thinking about the people who raised the wheat to make the flour, those who made the paper, and the men who molded the steel for the machines that print our newspapers. So we said why couldn't we have a play about them?

But we also wanted to give a Christmas play; so we combined the two ideas.

All of us helped to write the parts. We used the tunes of different songs and made up the words to go with them. We designed and made our costumes, also the illustra-

tions. Our teachers in art, music, and physical education helped us.

We hope you will enjoy our play.—The fifth grade, Horace Mann School.

Characters: CHILDREN—Jane, Bob, Mary.

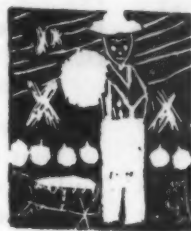
THE FARMERS—number unlimited; dressed in full green robes, carrying rake, hoe, spade.

THE MEN OF STEEL—number unlimited; dressed in short gray smocks, wearing black goggles; bare arms and legs.

THE MINERS—number unlimited; dressed in short black smocks, wearing head torch-lights made of painted cardboard, one group carrying cardboard torches.

THE FACTORY GIRLS—number unlimited; dressed in red and yellow robes, wearing tailor shears of black cardboard suspended from their necks by measuring tape.

Setting: Should be very simple; full dark curtains form the background; a Christmas tree at extreme right stage; a pile of Christmas toys at right front; flights of steps on both sides of front stage.



(Curtains open. Jane is seen sitting among her toys, reading a book. Bob runs in from left.)

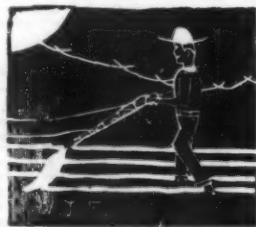
BOB—Merry Christmas, sister! Why, what is the matter?

JANE—Matter enough! This isn't a very merry Christmas for me. I didn't get that bicycle and I had my heart set on it.

BOB—Well you can't expect everything. Look! You got a doll, a new dress, books, handkerchiefs, and a new pocketbook.

JANE—Well, maybe so, but the pocket-book doesn't have a monogram and I wanted a doll like Mary Ann's with real hair. You didn't get so much yourself.

BOB—No, I didn't. Here's a book about



SELDOM can anything be fully understood or appreciated when it is observed detached from its context. Whether the subject of our study be a human being or a piece of machinery, full comprehension of it will not be attained unless our study includes the relationships and associations it has with other things. Similarly, the functions of industry cannot be fully grasped by the child unless he is given an opportunity to see the processing of a product and observe the workman at work.

The children who prepared this Christmas play visited several local factories in relation to their studies. From what they observed there and what the guides said, from individual research and classroom discussion, they developed it to depict the part the workman plays in industry and, consequently, in society.

The productivity of our

Peter Pan, while I especially wanted that latest book about Frank Buck.

MARY—(entering from right) I want to see what I got for Christmas.

BOB—Well I wish you better luck than I have had. A leather jacket! I already have a jacket. Another football! Why couldn't it have been a baseball?

MARY—(holding up her stocking) What is this? Some candy? Will you have a piece, Jane?

JANE—Let me see if it is the kind I like. (Silence for a minute while the children look at their toys. Bob's eyes are attracted toward the end of the hall. He expresses wonder, then amazement.)

BOB—(pointing) Oh Jane, Mary. Look!

Workers march by twos down center aisle and enter stage by two flights of steps at sides. They march in the following order: Factory girls, in pairs; behind, farmers on right, steel workers on left; then miners, in pairs. They sing softly at first. As they near the stage, the singing increases in volume. They march up on the stage and form a semi-circle behind the children, singing:

Hark, the song the reaper sings!
See the ripened sheaves he brings!
Victor down the western road
He bears his shining load.
Patient toiler day by day,
Earth and sun his wish obey;
Garnered safe from wind and rain
His meed of golden grain.
So they toil in ev'ry land,
Those who strive with brain and hand,
They who set them with a will
This great world's need to fill.
Patient ever day by day,
Earth and Heav'n their call obey.
Thousand blessings Heav'n shall send
When toil and care shall end.

The farmers step forward carrying their tools and bags of potatoes. Their speech and movements indicate fatigue. They say in unison:

We are the farmers;
We toil from sunrise to sunset.
Do you know the hardships we endure,
In winter's snow and spring's rain?
All kinds of weather,
Winter, summer, spring, and fall.
We grow the fruit you eat today;
We grow the popcorn, strung upon your tree.

We plow the land in spring,
Sow the seed and weed it later.
We sweat in the hot summer sun;
We get pretty cold in winter;
But we're doing things for the world!
We do our part for you.

The Men of Steel advance with slow but firm steps to the center of stage and stand facing the audience while all the other characters chant:

Oh great Men of Steel,
With strong and sinewy hands,
You work from dawn to dark
With your strong and mighty hands.

The iron is melting.
Quick, do your job!
Red flame leaps from the furnace.
All the processes are done,
And the steel is made ready for your toys.

Hear the Men of Steel.

Men of Steel, with force:

We are the Men of Steel.
We get the iron ore from the big pits in the mountains.
It is hard on our hands;
The large pieces of iron ore make sores on our hands.

We who stand guard by the furnace,
While the heat scorches our faces,
While the blast furnaces melt the iron for you,
We give our lives for you.

The fire is hot, white hot,
Like the world when it was new.
It hurts our eyes to look
When the molten steel is poured
To make these toys for you.

Little girls, little boy,
Look at all the hard work
We have done for you.

The Miners move cautiously in two groups toward center of stage while other characters sing:

Underneath the ground, the miner is at work,
Not much joy has he, staying in the earth.

Toiling all day long; not much pay gets he;
He must be a brave man, staying underground.

Pick and dynamite, in the ground so dark,
He must do his part, down beneath the ground.

Joy he never knows; has no heart for song,
Toiling underground, all the day long.

Miners speak:

GROUP 1—Warning!

GROUP 2—Water ahead!
A foot in depth!

GROUP 1—Our boots will keep us dry.

GROUP 2—The air is foul and damp.

ALL—Keep moving; keep going and we won't catch cold.

GROUP 1—There's the place.

GROUP 2—Have you the torch?

ALL—We must move this mountain of stone.

GROUP 1—Is everything right?

GROUP 2—All is safe.

ALL—Light the fuse and run for your life!

The Factory Girls move forward. All characters on the stage make a buzzing sound for eight counts. Factory Girls speak monotonously. Others repeat buzzing during fourth and eighth lines.

Buzzing and whirring all day long;
That is the rhythm of the fact'ry song.
We make books and dresses
As the whirring and the buzzing and the cutting goes on.

All day long the girls are working;
We work eight hours thruout the day.
Never rest—we do our best,
As the whirring and the buzzing goes on all day.

We are busy making things for you.
We are exhausted when the day is thru.
So you should be grateful for what we have done.
Now, let this be a merry Christmas for everyone!

The children speak:

TOGETHER—We are ashamed. We never thought how hard you worked to make these things for us.

BOB—I like my jacket.

JANE—I'll care for my books.

MARY—I like my doll.

Joyously the workers stretch forth their hands to the children, who join them. Together they sing the song given below. The workers march off stage, down the center aisle, and out of sight singing "The Reaper's Song." The children watch them as they disappear into the distance. Bob tosses his ball, Mary fondly holds her doll, and Jane reads a book. The curtains slowly draw together.

All: Let us sing, let us sing, make the whole wide world ring!
Miners: How your coal bin is full, Of our warm burn- ing fuel,
Steel Men: Tap the steel, hear it ring; Bring the hammer, watch it swing,
Children: We are the min- ers of coal; Thank you mak- ers of steel,
All: Let us sing, let us sing, Make the whole wide world ring!

All: From the mines, from the fields, from the fac- t'ries we come.
Miners: For we've ga- thered the coal from the moun- tains of stone.
Steel Men: It will mold, it will band, it will make toys for you.
Children: We are grate- ful and glad you have worked hard for us.
All: From the mines, from the fields, from the fac- t'ries we come.

All: Now our du- ty is done, Now it's time to have fun,
Farmers: All the grain and the nuts, And the fruit and the sheets,
Girls: And the whirl and the buzz, Of the mill- ing ma- chines,
Children: Thank you work- ers in mills, Thank you farm- ers of soil,
All: Now our du- ty is done, Now it's time to have fun,

All: And be glad on this gay Christ- mas day!
Farmers: We have brought from the farms of the world!
Girls: Means the work- ers are work- ing for you!
Children: We must all do our part in this world!
All: And be glad on this gay Christ- mas day!

A BIRDSEYE VIEW of OUR WORLD

Varian Fry

*Foreign Policy Association, 8 West
40th Street, New York, New York*

IN THE HISTORY of the world, as in the lives of individuals, there are different cycles. A trend sets in; reaction follows. Recently, in the world at large, we have been witnessing such a swing of the pendulum.

In 1917 and 1918 we were fighting a war "to make the world safe for democracy." In 1919 and 1920 we were setting up a League of Nations to build a co-operative world. In 1925 we were hailing the treaties signed at Locarno as the final guaranties of enduring peace. In 1928 we were saying the Kellogg-Briand Pact had outlawed war forever.

And today? Today we are saying—many of us—that the war was fought in vain. That the League is a corpse. That the Kellogg-Briand Pact is a scrap of paper. That there is no law among nations but the law of force. That the world is getting ready for a war that will end civilization.

We hear these things said, read them in our papers, every day. Are they true? Is everything lost? Has international co-operation really disappeared altogether? Was it so thin a veneer that it could be wiped off the map in a few years? Is there really less hope today that the world will ever learn to live in peace than there was when our great-great-grandfathers were boys?

Before we can even try to answer these questions, we must glance back at the cycle of world history which preceded the present one. Before we can begin to understand the trend in world affairs today, we must look at the trend which led to the recent swing of the pendulum.

In the sixteenth, seventeenth, and even the eighteenth centuries the monarchs of the Western European states exercised increasingly autocratic power over their subjects. To be sure, there were exceptions. But on the whole the theory of the "divine right of kings" was accepted, at least so far as the king's own realm was concerned. And later, when the autocrats were replaced by parliaments, the "sovereignty" they had enjoyed was transferred to the legislature, the state, or the people—philosophers could never agree which. Today

the world is made up of independent nations each of which claims to be absolutely "sovereign"—that is, free to do exactly as it pleases without answering to anybody for its acts. This notion of "sovereignty" is a holdover from much earlier times. But in spite of its origin, and the fact that it scarcely jibes with the hard facts of the world today, it has become a sacred doctrine in the western state system in which we live.

Of course, it is obvious that not even the autocrats of the sixteenth century were completely "sovereign." For however arbitrary they found it possible to be within their own realms, once they came up against their fellow autocrats their powers were necessarily limited, in fact if not in theory, in proportion to the strength of their adversaries. It was probably the realization of this fact which led to the institution of the practices of diplomacy, international law (which, tho lacking an agency to enforce its rules, became at least as powerful as any recognized social code), and the game of maintaining the balance of power, so that no one autocrat would become powerful enough to impose his will on the others. These institutions, too, we have inherited from the days of the "sovereign" kings.

In the Middle Ages there was little or no nationalism. People were loyal, not to the group which happened to speak the same language, but to the manor, the lord of the manor, the church. By the beginning of the sixteenth century, however, distinct national groups had already begun to appear in Western Europe. But these national groups were not yet very close-knit. Later there developed among the various peoples of Europe a growing consciousness of national unity—a consciousness which was enormously quickened by the French Revolution and the intellectual movements of the latter half of the eighteenth century. In fact, one could almost forget its early roots and say that the seeds of modern national-

ism were sown in the years just before the French Revolution.

Today it is in full flower, and there is hardly a corner of the world where people do not think it right and proper for states to correspond to "nations"—that is, for all who speak the same language and share the same customs to have the same government and occupy a single, unified piece of territory. Indeed so universal is this belief that we habitually use the words "state" and "nation" interchangeably. And fanatical nationalists like Adolf Hitler are evidently ready to plunge the whole world into war in order to make the boundaries of their states correspond with the boundaries of their "nations"—their language groups. In the Middle Ages—or, for that matter, in the sixteenth and seventeenth centuries—that would have seemed about as plausible an excuse for annexing your neighbor's land as the plea that you wanted to get all the oak trees in the world inside your borders.

But modern nationalism is not merely a belief that people who speak the same language and share a common culture should have the same government. It is also a kind of religion, a faith which puts the *nation* above everything else, which calls on the members of the nation to give unquestioning allegiance to the national state and, in case of war, to subordinate all other allegiances to the needs and demands of the state. The cult of modern nationalism tends, too, to foster the idea that other nations and their peoples and cultures are somehow less worthy than one's own, that there is no country like one's own country, no anthem like one's own anthem, no flag like one's own flag.

In scarcely more than a century and a half this new kind of nationalism has remade the world. It has consolidated the older nation-states of Europe and has called new nation-states into being. It has spread to the farthest ends of the earth, creating strong nationalist movements in India, China, and other distant places. It has chopped the world up into a series of competing national states whose boundaries and tariff walls cut

across the natural channels of trade and dam up the stream, causing economic dislocation and economic depression far and near. And it has led to a series of nationalist wars far more costly and far more destructive than any the world has ever known before.

It is perhaps well to remember that nationalism is found in its most exuberant form today in the two Great Powers which have most recently attained statehood—Italy and Germany—and that in other countries which have had longer to test its merits and to become disillusioned with its alleged virtues, it seems already to be waning or at least to be growing older and more sober.

The upheavals of the French Revolution and the Napoleonic Wars greatly altered the autocrats' attitude toward their own power and convinced at least some of them that they would have to cooperate more closely in future if they were to avoid a repetition of the events of the period between 1789 and 1814. For by throwing off the rule of the Bourbons the French people had demonstrated that the autocrats of Europe could no longer be sure of remaining on their comfortable thrones unless they cooperated with one another to prevent revolutions from starting or to beat them down, once begun. And by coming within a very short distance of making himself the emperor of all Europe, Napoleon Bonaparte had proved that closer and more continuous cooperation would be necessary also if the balance of power, or anything like it, were to be maintained. The result of these lessons was the birth of the conference method.

When a question affecting only two nations had to be settled, the method of diplomacy was good enough. But when questions arose in which a large number of nations were involved, diplomacy proved cumbersome and slow. For it provided no means whereby the representatives of all the nations interested in a common problem could meet around a table, discuss the problem, and arrive at a mutually satisfactory conclusion. Such meetings came to be arranged first to settle the issues left over from wars. But after the Napoleonic Wars, Great Britain, Prussia, Austria, and Russia signed a treaty in which they agreed to meet in conference whenever peace or the *status quo* seemed to be threatened.

The series of conferences which followed and the practice of meeting in conference which they established have come to be known as the "Concert of Europe." The idea was later taken over by the western hemisphere in the series of Pan-American Conferences.

Even before the World War the conference method was lending itself to the solution or attempted solution of a multitude of international problems—social, economic, legal, political. It was limited, however, by two facts: [1] That there was no well-oiled machinery for calling a conference quickly in case of emergency; and [2] that decisions had to be reached unanimously. In other words, the nations showed little willingness to surrender their precious "sovereignty" when they went into conference, altho they set up all kinds of machinery for settling disputes between nations, such as arbitration, mediation, and commissions of inquiry, which might or might not be used as the disputants chose.

In the technical field, on the other hand, commonsense dictated some modifications of sovereignty. When, after the industrial revolution, countries were linked to countries by copper wires, steel rails, underwater cables, ship lanes, postal service, automobile routes, radios, and air lanes, and the exchange of raw materials and manufactured goods became an everyday necessity, some kind of continuous international cooperation was obviously needed, if only to keep things straight. International conventions were signed providing that the signatories alter their laws or policies to conform to those of other states. International unions, such as the International Telegraph Union and the Universal Postal Union, took over the actual government of specialized fields of international relations and set up permanent bureaus to carry out the decisions of their governing bodies. If it had not been for the international unions, many difficulties between nations might not have been solved and economic nationalism might have been much more dangerous than it is even now. But the great limitation of the unions was that not one of them touched the issues over which nations sometimes fight.

In the comfortable prewar world, however, all this looked to the optimists and pacifists like a hopeful beginning. It looked as if, sooner or later, the methods

which had been developed for the peaceful solution of some problems could readily be applied to the peaceful solution of *all* problems. With the cataclysm of the World War, however, these hopes came tumbling about the ears of the idealists. They had to face the cold fact that, tho the *machinery* for international cooperation was there, the *will* or the *obligation* to use it was not.

But the war did not put out the lamp of international cooperation. On the contrary, for a while at least, it made it burn the brighter. For it is one of the ironies of history that nations cooperate most closely when they are waging war, or facing the immediate threat of war.

Thus, before many months had passed, almost half the nations of the world were cooperating closely as allies, pooling men and materials in a gigantic effort to win. At the same time the magnitude of the war's horrors was making the need for international cooperation to prevent war all the more apparent. It was these horrors which gave a new urgency to the peace movement and led to the establishment of the League of Nations.

There is not scope in this brief article for a lengthy discussion of the League, its successes and its failures. But it is perhaps worth noting here that not even immediately after the World War, with all its horrors, were the sovereign states of the world willing to give up completely their right to impose their will on other nations by force. It is important to remember that the Covenant recognizes the right of nations to resort to war and specifically states the circumstances in which they may lawfully do so. Many people have supposed that because the League has failed to prevent war, it has "failed." But that view is not *necessarily* sound.

It is worth noting, too, that quite early in the game various powers demonstrated that they were willing to use the League only for what it was worth to them individually and that they intended to protect themselves in the old traditional ways as well. Within a year after the founding of the League, France and Belgium had violated the spirit of Article 18 of the Covenant of the League, by concluding a secret military alliance. In 1921 and 1922 France made a series of bilateral agreements with Poland, under the terms of which she lent Poland large

Learning in social studies classes the power of an informed public opinion as a factor toward peace.

sums of money and supplied her with officers to train her new army, and munitions and weapons with which to equip it. Meanwhile the three nations which had obtained territory from Hungary at the Peace Conference—Czechoslovakia, Rumania, and Yugoslavia—had formed an alliance of their own in case Hungary should ever try to get any of her land back. Known as the Little Entente, this arrangement bound each nation to give the others military aid in case of attack.

Realizing that this coalition could be used against Germany as well as against Hungary, France next proceeded to bring it, too, into the alliance system she was erecting. She signed a treaty with Rumania in 1926 and one with Yugoslavia in 1927. For years thereafter she lent huge sums of money to the nations of the Little Entente. The purposes of these loans were to keep the French allies friendly; and to keep them strong.

When Adolf Hitler came to power in Germany in 1933, withdrew his country from the League, and set about creating a new German army and air force, France became alarmed. Her alarm was increased when one of her allies, Poland, concluded a treaty with Germany. For while the treaty did not release Poland from her obligations to France, it suggested that Poland could no longer be counted on in case of need.

So, in 1935, to strengthen her alliance system against Germany's growing power, France signed treaties with Italy and the Soviet Union. Now, at last, her ring around Germany was complete, for she had brought into it every nation on the continent of Europe which could be expected to take up arms against Germany in case of war. Thus was built up a system of alliances which functioned entirely outside the League and which bore eloquent witness to the Powers' lack of faith in the League they had created.

And how did the system work? It didn't work at all. Italy deserted the French camp almost as soon as she had joined it, lining up with Germany instead. When the test of the French alliances came, in September 1938, and Chancellor Hitler of Germany announced that he intended to invade Czechoslovakia (an act which would have obligated France to lend Czecho-

slovakia military assistance) unless the German-inhabited areas were handed over to him, the French, urged on by Prime Minister Neville Chamberlain of England, told their Czech allies that they would have to give in to Germany's demands or face Germany's armed might alone. In this way war was averted—for a time, at least—but only by surrendering to the threat of force. Germany has been immensely strengthened, not only in prestige, but economically and strategically, by her diplomatic victory. And the power and influence of France seem destined, as a result, to sink to a low ebb.

Just as the game of power politics has been played alongside the League, so has a system of treaties for the peaceful settlement of disputes been erected outside the League. Altho these treaties were concluded between lesser Powers, or between lesser Powers and one of the Great Powers, and altho the provisions for settling disputes which they set forth have seldom been invoked, they nevertheless constitute in the postwar world a slow but sure development of an older trend—the trend toward cooperation rather than conflict among nations which it seems that only the Great Powers are unwilling to follow.

As we look at the record of these Great Powers, we are forced to the conclusion that they have all along, despite the League, despite their high protestations, been following a trend of their own. And it becomes a question whether the events of the past six months in Europe have really come about as a result of a swing of the pendulum, or whether the pendulum has not been moving in the same direction all along. An emotional

reaction there is at present—a reaction from the high hopes of the early twenties—but if these hopes were not founded on any realistic basis, if the policies and aims of the Great Powers were from the beginning in contradiction to the purposes of the League, then we can hardly regard recent developments in Europe as a setback for the forces of sweetness and light, but rather as the logical result of an absence of sweetness and light. And in the long run, that may mean that the forces making for international cooperation are just about where they were when they started, at the end of the war, with a good deal less rose-colored hocus-pocus to blind them to the realities of the world we live in.

What sort of a balance-sheet, then, can we draw up? On the side of cooperation, we can set a slow but steady growth over the last four hundred years. We have seen how the sovereigns who ruled the nation-states of Europe in the Middle Ages claimed freedom to do exactly as they pleased. We have seen that this idea of "sovereignty" persisted after the personal sovereigns had gone, and that states today still cling to it in theory. But we have also seen that at an early stage in the development of the nation-states it became necessary for them to cooperate—thru diplomacy, thru international law, thru alliances and wars—to maintain the balance of power. Then, beginning early in the nineteenth century, we have noted the appearance on the world stage of a whole series of new forms of international cooperation: Full-dress diplomatic conferences, technical conventions, technical unions, mediation, commissions of inquiry, arbitration.



Courtesy, Long Beach, California, Public School

And we have seen how, in the summer of 1914, the nation-states brushed aside the methods of international cooperation for peace they had invented and plunged into the bloodiest and most destructive war in all history.

But we must also bear in mind that, even during the war, most of the technical international organizations continued to function, and that, within the Allied camp, new and more powerful organs of international cooperation were devised. And we have seen how the peace movement, which began a hundred years before, gathered new strength in the latter years of the war and resulted in the most ambitious attempt at international cooperation of all, the League.

Looking at the technical work of the League, we find it good; looking at the political work of the League, we find it, for the most part, disappointing. Alongside both, we see a number of other post-war developments in international cooperation which have nothing to do with the League: A world bank, a number of new technical unions, a World Court, two hundred treaties providing for the conciliation, adjudication, or arbitration of *all* disputes between the signatories, and the acceptance by most of the nations of the earth of the general renunciation of war and the general agreement to settle all disputes by pacific means contained in the Kellogg-Briand Pact.

Thus we realize that an amazing change has occurred in the western state system, a development, or series of developments, which no one living a hundred years ago, fifty years ago, even twenty years ago, could possibly have foreseen. The once haughty and sometimes insolent "sovereign" states have tried to find means whereby they can live together in peace and security and cooperate to achieve a better life—instead of competing and fighting, to the ultimate loss of all. The very fact that this effort has been made is in itself a sign that new forces have entered the western state system which may eventually change it beyond all recognition.

But on the other side of the ledger we have to set the unpleasant "realities" of the world of the moment. We cannot forget that nationalism has taken new and more menacing forms in recent years, and that power politics—that most dangerous of all games—is being played today more recklessly, and for higher

stakes, than ever before. We cannot forget that some states are nursing ambitions which they can only achieve by the threat of war and which, to realize, they are willing to break all their past promises. We have to face the fact that large parts of the world are ruled today as dictatorships—those systems of government in which, as some wit has recently put it, everything which is not forbidden is compulsory—and that these dictatorships lump all forms of internationalism together with "World Jewry" and communism, and denounce them all alike. We have to admit that as a force for peace the League of Nations seems now to have been discarded even by the democracies, to be replaced by "deals" in which the potential aggressors apparently get exactly what they demand. We must not forget that in place of the collective security of those hopeful days just after the war the nations of the world have now embarked on the most gigantic armaments race of all time. Last but by no means least, we must remember that the new and more strident nationalism of these latter years has divided the world up into artificial units surrounded by tariff walls and other barriers so high that very little trade can get over them.

It may be that in future years the forces of disorder will prevail over the forces of order, the forces of nationalism over the forces of internationalism. It may be that much, if not most, of the international cooperation the world has so painfully achieved in the past one hundred and twenty-five years will be swept away, and that historians of the future will look upon it as a flash in the pan, as the vain efforts of deluded men to harness forces they little understood and still less controlled. It may be, as many persons predict, that a new and more horrible world war will come, and that it will leave in its wake not international cooperation and order but international anarchy and barbarism.

It may be. But the truth is that no living man or woman can tell. No one will deny that the future looks dark and stormy. And yet there are one or two rifts in the clouds. In the western hemisphere, at least, international relations seem to be improving, and the Good Neighbor policy seems to be dispelling much of the suspicion and distrust of former years. The Hull trade program

has made a beginning in the long, slow task of lowering trade barriers and restoring normal economic relations between nations, not merely in the western hemisphere, but everywhere. In Europe there are powerful circles even in the dictatorship countries which do not approve the turn events have recently taken and would prefer to see their nations resume the cooperative methods of former years.

Moreover, not even the dictators have been able to renounce international cooperation altogether. However much the thought of internationalism may pain them, Mussolini has not withdrawn Italy from the *International Postal Union*, nor has Hitler forbidden Dr. Schacht to attend the meetings of the Bank for *International Settlements*. Forces beyond their control may compel these men to accept more rather than less international cooperation in the future. In this connection, perhaps the most hopeful sign of all is the enthusiastic reception the dictators received from their own people after the Munich conference had averted the threatened war over Czechoslovakia. Altho we may deplore the "deal" that was made at Munich and its results—the uncurbed dominance of Germany in Central and Eastern Europe, the isolation of Russia, the loss of prestige of France and Great Britain—we must recognize that the demonstrations which followed it showed that even in the regimented dictatorship countries peace is more popular than war. And not even dictators can afford to ignore public opinion altogether.

In free countries like ours, public opinion is a powerful force. And an informed public opinion is more powerful by far than an uninformed one. That is why it is well to take a broad view of the whole history of international cooperation and try to decide for ourselves whether the trend toward an enlightened world order is not still to be seen, in reality no weaker than it was, beneath all its fine furbelows, at the end of the war. We shall then ask ourselves whether the present situation was not implicit in the course followed by the peace-loving democracies as well as in that followed by the dictatorships. And we shall be in a position to judge whether there is not in world affairs today rather an emotional swing of the pendulum than a real reversal of the trend of events.

Toward World Cooperation

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HOW BIG is the world? In miles, it is the same as always, but in human terms its size has changed with the invention of new ways of overcoming space. The whole world, as we move into 1939, is actually smaller *measured in time-size* than were the thirteen Atlantic seaboard states that united under the American constitution in 1789. That is the startling conclusion of a careful study made by a graduate student in my seminar at the Fletcher School of Law and Diplomacy last year. He went to files of New England newspapers 150 years old and noted the stagecoach advertisements and the published specifications of the young U. S. Post Office when it called for bids on the transport of mails. Then he collected travel data for 1938, using official timetables of air and steamship and railway companies. Some of his findings are made graphic on the following pages.

Both for 1790 and for 1938 the time-distances given are those by the fastest regularly scheduled means of public transportation, under the best conditions, assuming perfect connections (whether strictly possible or not). New York is shown as four days from Boston in 1790, but in winter or over the muddy roads of spring it often took a week or more for the journey. The 1938 travel times will be out of date in 1939, for passenger flights will soon span the Atlantic, as they now do the Pacific. But even in the world of 1938 the farthest cities are only 15 days from Boston, while Savannah in 1790 was 18 days by stage, 7 to 25 days by sea, depending on the winds, if there were a sailing.

Travel-time is not the only important social measure of distance. We hope later to study changes in the cost of transporting goods, and in the speed, frequency, and cost of communicating messages and news. But the comparisons of travel-time shown here can be taken as a rough, average picture of the extent to which modern technology has made literal truth, with profound social consequences, out of the trite remark that "the world is a small place, after all."

The world is still shrinking under the magic wands of radio inventors, television engineers, sub-stratosphere plane

designers, organizers of large-scale industries and of farflung business connections. Tho a hundred miles today mean less than ten miles meant in days our fathers can remember, who would deny that a thousand miles may count for less in the lives of our children than a hundred with us? All this seems obvious, but very few people, even in high places, have seen clearly what vast social and political readjustments and what vast changes in our thinking it makes necessary. As for our children, will the mental world maps we are giving them today guide them or mislead them in the world of their adulthood? Will those mental world maps (the "obvious facts," the unstated assumptions, the ready-made attitudes that determine one's set of mind and one's response on public questions) fit their times, or will they, like those of most Americans today, still be based on the realities of about 1890?

Quite literally, the world has become so small in the human sense that organized cooperation on a world scale is as needful today as was organized cooperation among the thirteen quarrelsome states that got their independence in the American revolution. Federation under the Constitution saved them then. Today, nothing less than world federalism will be enough to save our civilization from the ravages, not only of war itself, but from the economic and political and spiritual destruction wrought by the constant menace of war and the habit of thinking always in terms of national interest even when problems are international. Our children, if we can't do it, will have to raise up George Washingtons and James Madisons of the world. Otherwise their civilization will succumb—supposing that ours squeezes thru.

In their task of organizing world cooperation, the federalists of today and tomorrow can get inspiration, courage, and even some lessons in tactics from the federalists of 1781-1789. In that "Critical Period of American History," as the historian John Fiske called it, the

ties of war against a common enemy had slackened and new ties of organized government under a federal system had not yet been formed. It was doubted whether they could be formed. The states were joined in a loose league by "Articles of Confederation" that can be compared at many points with today's League of Nations' Covenant. Congress had no power to tax and had to depend on contributions from the states. There was no federal army except as contingents of troops might be furnished by the states in an emergency. Import and export tariffs were levied by the separate states against each other, and Congress could do no more than the League of Nations today to bring harmony or moderation into their use. There was no federal judiciary. (Today we do have a World Court, tho the United States stays outside.) There was no federal executive; a sort of executive committee on which each state was represented sat between sessions of Congress. Important actions had to be by consent of nine out of thirteen states, and the Articles could only be amended by unanimous consent of all the states.

On the other hand, the Articles of Confederation (again like the League Covenant) were broad enough in scope so that a strong central authority *might have developed* had there been a general will among the states to fulfill their obligations under them. Weaknesses of the Articles should not be overstated. Congress had power to regulate the value of coin struck "by their own authority," to borrow money, emit bills of credit, and dispose of lands. Thus it had a source of revenue. It had power "to build and equip" a navy and to control an army once the states had supplied the troops. Its power to establish special courts might easily have led to regular courts, and the executive committee might have led, thru precedent, to an effective executive authority. Certainly much of our government today is not explicit in the Constitution. However, events in the first part of the critical 1780's did not move in the direction of federalism. (Nor did they in the critical 1920's and 1930's.) The power of Congress (like that of the League) declined with each



succeeding indication of impotence. The Articles (like the Covenant) failed partly because of inherent defects, partly because of mistakes of the men applying them to concrete situations, but mostly because in the whole historical complex of the time people were not yet willing to have them work. In the case of the League Covenant, this unreadiness was expressed most tragically by the non-participation of the United States.

The federalists of the 1780's succeeded in building a new structure on the basis of past experience. They proceeded to replace the Articles, around which events had created the precedent of weakness, by an entirely new Constitution, and invested it with the precedent of strength. They were able to perform this task partly because events had worked a change in popular sentiment: "People were more afraid of anarchy and not quite so much afraid of centralization." Will our analogy hold in the world history of the next few years?

Probably the obstacles in the way of world federalism today are greater than those overcome by the early American federalists. There are language barriers, long traditions of hostility, different cultures and races and social systems, that did not plague the work of Washington and his friends. Yet they did not have plain sailing, either. The way Southerners thought of Yankees and Pennsylvanians of Marylanders was not entirely different from the way Frenchmen think of Americans or Englishmen of Germans. In 1760 Lewis Morris, father of Gouverneur Morris, declared in his will that he wished his son given the best education that could be had in England or America—outside Connecticut. The boy must be kept from there, lest he imbibe the "low craft and cunning so incident to the people of that

country." There were territorial disputes, too, many of them. One between Connecticut and Pennsylvania actually led to bloodshed.

As for the unneighborly economic regulations of the states, Hamilton feared in the light of the past that they would become more and more "serious sources of animosity and discord." The import tariffs levied by Maryland, Pennsylvania, New York, and Massachusetts applied to trans-shipments thru their ports and roused deep resentment in other states. "Our discontents were fermenting into civil war," later wrote Fisher Ames. By 1785, New England and most of the Middle States were protecting "home industries" against foreign imports, and all the duties imposed by the various states applied to each other just as to Europe, unless specific exceptions were made to the contrary.

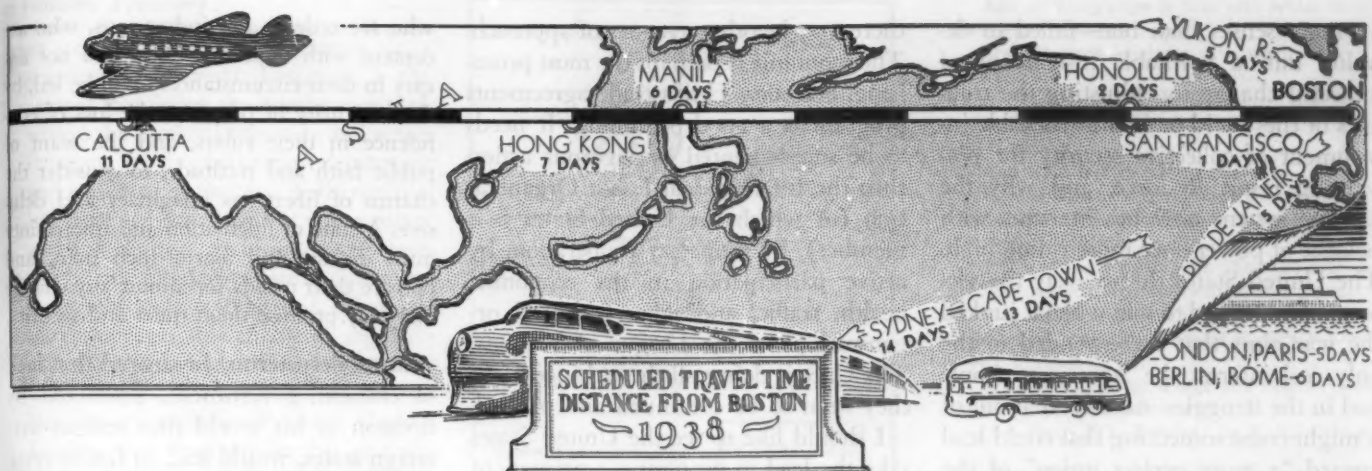
A single instance of commercial war, recounted by Fiske, shows how far things had gone:

The city of New York, with its population of 30,000 souls, had long been supplied with firewood from Connecticut, and with butter and cheese, chickens and garden vegetables from the thrifty farms of New Jersey. This trade, it was observed, carried thousands of dollars out of the city into the pockets of detested Yankees and despised Jerseymen. It was ruinous to domestic industry, said the men of New York. It must be stopped by . . . a navigation act and a protective tariff. Acts were accordingly passed obliging every Yankee sloop which came down thru Hell Gate, and every Jersey market boat which was rowed across from Paulus Hook to Cortlandt Street, to pay entrance fees and obtain clearances at the customshouse, just as was done by ships from London or Hamburg; and not a cartload of Connecticut

firewood could be delivered at the back-door of a country-house in Beekman Street until it should have paid a heavy duty.

The New Jersey legislature found a way to retaliate. It laid a tax of \$1800 a year on a small patch of ground on Sandy Hook where New York had built a lighthouse. In Connecticut, at a meeting of business men, it was agreed to suspend all commercial intercourse with New York, and every merchant signed an agreement, under penalty of \$250 for the first offense, not to send any goods whatever into the hated state for a period of twelve months. "By such retaliatory measures it was hoped that New York might be compelled to rescind her odious enactment. But such meetings and such resolves bore an ominous likeness to the meetings and resolves which in the years before 1775 had heralded a state of war; and but for the good work done by the federal convention, another five years would scarcely have elapsed before shots would have been fired and seeds of perennial hatred sown." . . .

Finally, the federalists of the 1780's had to meet opposition of much the same character, wielding much the same type of oratory and argument, as has been met in modern times by men who propose steps in the direction of world union. Foes of the federal Constitution argued that it was a dark conspiracy on the part of one or two powerful states to secure the support of the other states for their selfish ends. North Carolina and Rhode Island, delaying ratification to the last, feared that their boys would be called upon to fight the battles of Virginia and New York. Samuel Adams proclaimed a widely held view that so long as the country was divided into "haves" and "have-nots," merchants on the one hand and laborers on the other,



it was useless to try to establish an effective system of national law and order. Patrick Henry pictured the possibility of the entire Senate's being bribed by Spain to vote away the Mississippi. Washington said of the Anti-federalist publications: "I have hardly seen one that is not addressed to the passions of the people." In Massachusetts a handbill thus summarized the "Disadvantages of Federalism upon the New Plan":

- [1] The Trade of Boston Transferred to Philadelphia; Boston tradesmen starving.
- [2] The Discouragement of Agriculture, by the loss of Trade.
- [3] People indolent, dissolute, and vicious, by the loss of Liberty.
- [4] A Standing Army, and a Navy at all Times kept up, to give genteel Employment to the idle and extravagant.
- [5] Importance of Boston annihilated.
- [6] The wealthy retiring to Philadelphia to spend their revenues, while we are oppressed to pay Rents and Taxes to Absentees.
- [7] Liberty of the Press restrained.
- [8] Trial by Jury abolished.
- [9] Representatives chosen in such a manner, as to make it a Business for Life.
- [10] Religion abolished.

George Washington and Patrick Henry were both loyal Virginians. Which was the more farsighted and which better served the interests of Virginia—Washington, with his "world-view" which saw the need for merging state loyalties into a common federal loyalty where questions of inter-state importance were at stake, or Henry with his purer localism and his violent opposition to the new plan for union? Patriotic Americans, like patriotic Frenchmen and Canadians and Germans and Chinese, have to learn a lesson from George Washington today. It is one of the ironies of history that when our modern Patrick Henrys want to justify

aloofness from cooperative action by the largest industrial country on earth in a world smaller than the one Washington helped to unite, they quote Washington's perfectly reasonable advice about the foreign policy of a feeble United States three weeks removed from Europe. The proverb has it that the devil can quote scripture; that is hardly a greater paradox than a modern isolationist's quoting Washington, the federalist.

There is no interest of the United States in world affairs today which ought to transcend, even from the most selfish point of view, our interest in the speedy development of organized world cooperation. No other question in foreign affairs even remotely affects the welfare of our people so much as this one fundamental issue: Can the world community be organized? Yet our statesmen have to pretend that we care nothing about it. "Parallel action," cooperation on particular issues, yes, but no permanent commitment to cooperate in an organized fashion. We must keep our "freedom of action"—which is the essence of anarchy. Secretary Hull time and again lays down admirable moral precepts about the need for world law and its observance, but, probably because of what is taken as American public opinion, he does not draw the obvious conclusion that the conditions which he declares essential to peace can never be attained except by developing a permanent system of community cooperation to change and enforce law.

How can Americans today promote organized, permanent world cooperation—that is, world federalism? The prospects for making headway in political federalism are not bright at the moment. We threw away our great chance in

1920 when the Senate, under that quirk in our Constitution which requires a two-thirds vote to ratify treaties, refused to ratify the League Covenant. That defeat has probably set back the cause of world federalism by at least a generation. A successful world federal system to replace the power politics of our times is as unlikely without the active participation of the United States as a successful federal government would have been without the active participation of Virginia or New York. The United States alone controls between one-third and one-half of the total world output of raw materials on which the ability to wage modern war depends. Its industrial production and manufacturing activity represent 30 to 40 percent of the total on this planet. Just as important is its comparative freedom from age-old traditions of hostility against one side or the other in national disputes that divide the world, and its comparative freedom from the need to fear immediate armed attack. Both these freedoms would enable the United States, as no other power, to take a fair and disinterested world view in the councils of a world federation. It can be set down as a political axiom that no organized community can avoid disruption if those who have some special axe to grind are the only ones who take an active interest in community affairs. Especially when quarrels arise, there must be overwhelming support for the view that everybody has an interest in seeing the quarrel justly settled, and not settled by force or threats.

The verdict of history may well set down the absence of the United States as the greatest single factor (tho not by any means the only one) in explaining why the League of Nations—thus condemned to be a "partial" confederation

in more senses than one—failed to develop into a workable instrument of peaceful change for adjusting the troubles of the world or into a workable instrument of collective security for preventing resort to force, and why the League system now lies in ruins with balance of power once more riding high. The United States threw away the victory it had helped to win when it junked the war aims that corresponded to the only real interest the American people had in the struggle—namely, that out of it might come something that could lead toward “a more perfect union” of the world community to substitute law for force.

Will the world continue to pass from one crisis to another, as it is doing now and as it did in the years before 1914, until the second world war? That is not at all unlikely. And do not imagine that “neutrality” laws regulating the dealings of munitions makers and bankers and raw material producers with nations at war will have much to do with determining whether the United States will stay out of it. Such laws are just as likely to hasten our entry as to keep us out, for they will tend to build up pressure groups at home among persons restrained by them from conducting a profitable trade with great nations at war, and are likely to handicap the side we want to win, thus helping to make its defeat appear imminent.

America will most likely get into the next war from excitement in listening to radio reports and from fear (perhaps mistaken fear, but that is immaterial) of the consequences for us if the wrong side wins. We are likely to get in because, whether we like it or not, we are entangled in the world balance of power—because our action can sway the result. Denmark and Sweden may stay out, as they did before, tho their trade was affected, because they are less important in the balance of power. The United States can get out of the balance of power *only* by helping to abolish it, by substituting a world community organization.

If the chances for progress in world political organization are slim at the moment, should we simply drift with events and pin our hopes on a new Peace Conference after the second world war? That would be folly. Tho public opinion at home and the rise to power of uncooperative governments abroad blocks direct political federation,

there may be other avenues of approach. The economic is perhaps the most promising. Secretary Hull's trade agreements program is a good beginning. It needs to be supplemented by vigorous action thru the International Labor Organization (of which the United States is a member), by monetary cooperation, by active participation in the economic, health, traffic, and other technical organizations of the League of Nations. The U. S. is doing all these things now; they need to be continued and pressed.

I should like to see the United States take the lead in proposing a permanent world economic organization, not purely governmental, but, on the model of the International Labor Organization, made up partly of delegates representing labor, management, consumers, farmers, and finance. It could be built around the present economic activities of the League of Nations, but in a semi-autonomous form to make membership possible without assuming political obligations of the League. The essence of world economic needs is not for measures that will settle problems once and for all—that is impossible in a changing world—but for permanent means of organizing concerted, worldwide efforts on common problems as they arise and before they arise. We need a world economic planning commission, representing peoples in their economic groupings and not merely national governments.

Attempts at economic cooperation turned out to be important stepping stones toward “a more perfect union” in the critical 1780's of American history. The Mount Vernon Conference between Maryland and Virginia concerning trade on that “international river,” the Potomac, and the meeting at Annapolis to which all the states were then invited for discussing trade and commercial regulations, led directly to the Constitutional Convention at Philadelphia. Can this history be made to repeat itself on a larger, worldwide scale in the twentieth century? No one knows. But when reasons for pessimism are so great, perhaps it is worthwhile to note that the federalists of the 1780's were also pessimistic. “Something must be done or the fabric must fall,” Washington wrote to Jay just before the Annapolis convention, “it is certainly tottering.” And Jay answered:

What I most fear is that the better kind of people (by which I mean the people

who are orderly and industrious, who are content with their situations, and not uneasy in their circumstances) will be led, by the insecurity of property, the loss of confidence in their rulers, and the want of public faith and rectitude, to consider the charms of liberty as imaginary and delusive. A state of fluctuation and uncertainty must disgust and alarm such men, and prepare their minds for almost any change that may promise them quiet and security.

In modern terms, Jay feared that lack of efficient government, promoted by division of his world into jealous sovereign states, would lead to fascist revolution! And Washington replied:

What astonishing changes a few years are capable of producing! I am told that even respectable characters speak of a monarchical form of government [read “dictatorship” today] without horror. From thinking, proceeds speaking, thence to acting is often but a single step. But how irrevocable and tremendous! What a triumph for our enemies to verify their predictions! What a triumph for the advocates of despotism to find that we are incapable of governing ourselves, and that systems founded on the basis of equal liberty are merely ideal and fallacious! Would to God that wise measures may be taken in time to avert the consequences we have but too much reason to apprehend.

May we, perhaps, share Washington's hopes as well as his despairs? “As a citizen of the great republic of humanity,” such are his words on another occasion, “I indulge the idea that the period is not remote when the benefits of free commerce will succeed the devastations and horrors of war.”

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WE LIVE in deeds, not years; in thoughts, not breaths; in feelings, not in figures on a dial. We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best.

—Philip James Bailey.

SO HIGH is grandeur to our dust
So near is God to man;
When Duty whispers low, "Thou must,"
The youth replies, "I can."

—Ralph Waldo Emerson.

TRUE WORTH is in *being*, not *seeming*;
In doing, each day that goes by,
Some little good—not in dreaming
Of great things to do by and by.
For whatever men say in blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

—From "Nobility" by Alice Cary.

Light and Love

WHEN LOVE and skill work together
expect a masterpiece.—John Ruskin.

SOLITUDE is as needful to the imagination
as society is wholesome for the character.

—James Russell Lowell.

THE MANNER in which one single ray of light, one single precious hint, will clarify and energize the whole mental life of him who receives it, is among the most wonderful and heavenly of intellectual phenomena.—Arnold Bennett.

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DRUDGERY is as necessary to call out the treasures of the mind as harrowing and planting those of the earth.—Margaret Fuller.

AND NOW abideth faith, hope, love, these three; but the greatest of these is love.—1 Corinthians 13:13.

Purpose and Independence

FROM TIME TO TIME I meet with a youth in whom I can wish for no alteration or improvement, only I am sorry to see how often his nature makes him quite ready to swim with the stream of time; and it is on this I would always insist that man in his fragile boat has the rudder placed in his hand, just that he may not be at the mercy of the waves, but follow the direction of his own insight.—Goethe.

LOOK TO THIS DAY, for it is life. In its brief course lie all the verities and realities of your existence; the bliss of growth, the glory of action, the splendor of beauty. For yesterday is but a dream, and tomorrow is only a vision; but today, well lived, makes every yesterday a dream of happiness and every tomorrow a vision of hope. Look well, therefore, to this day, such is the salutation of the dawn.—From the "Sanskrit."

The Spirit of the Worker

LIFE is indeed darkness save when there is urge,
And all urge is blind save when there is knowledge,

And all knowledge is vain save when there is work,

And all work is empty save when there is love;

And when you work with love you bind yourself to yourself, and to one another, and to God.

And what is it to work with love?

It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth.

It is to build a house with affection, even as if your beloved were to dwell in that house.

It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit.

It is to charge all things you fashion with a breath of your own spirit.

—From "The Prophet" by Kahlil Gibran.

Oath of the Athenian Young Man

WE WILL NEVER bring disgrace to this, our city, by any act of dishonesty or cowardice; we will fight for our ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those about us; we will strive unceasingly to quicken the public's sense of civic duty; and thus in all these ways we will strive to transmit this city not only not less but greater, better, and more beautiful than it was transmitted to us.

Oath of the American Boy Scout

ON MY HONOR I will do my best—[1] To do my duty to God and my country, and to obey the Scout Law. [2] To help other people at all times. [3] To keep myself physically strong, mentally awake, and morally straight.

My Creed

I WOULD be true,
For there are those who trust me;
I would be pure,
For there are those who care;
I would be strong,
For there is much to suffer;
I would be brave,
For there is much to dare;
I would be friend
To all—the foe—the friendless;
I would be giving,
And forget the gift;
I would be humble,
For I know my weakness;
I would look up—
And laugh and love and lift.

—Howard Arnold Walter.

NO LIFE can be pure in its purpose and strong in its strife and all life not be purer and stronger thereby.—Owen Meredith in "Lucile."

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Whom Do I Call Educated?

WHOM, then, do I call educated? First, those who control circumstances instead of being mastered by them, those who meet all occasions manfully and act in accordance with intelligent thinking, those who are honorable in all dealings, who treat good naturedly persons and things that are disagreeable, and furthermore, those who hold their pleasures under control and are not overcome by misfortune, finally those who are not spoiled by success.—*Isocrates*.

Four Things

FOUR THINGS a man must learn to do
If he would make his record true:
To think without confusion clearly;
To love his fellowmen sincerely;
To act from honest motives purely;
To trust in God and Heaven securely.
—*Henry van Dyke*.

Books and Libraries

THE LIBRARY of wisdom is more precious than all riches, and nothing that can be wished for is worthy to be compared with it. Whosoever therefore acknowledges himself to be a zealous follower of truth, of happiness, of wisdom, of science, or even of the faith, must of necessity make himself a lover of books.—*Richard de Bury* in 1344.

SOME BOOKS are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Francis Bacon*.

THE TRUE university of these days is a collection of books.—*Thomas Carlyle*.

FOR BOOKS are more than books, they are the life, the very heart and core of ages past, the reason why men lived and worked and died, the essence and quintessence of their lives.—*Amy Lowell*.

Schools and Education

IT is the school, as the creative expression of the aim of the community, which will some day give a new nucleus to the aimless sprawl of our present agglomerations of streets and houses, the school in the small town, the university in the great one. The university and its associated schools should be the loveliest and greatest mass of architecture in every great town. The common school should not be thought of as merely preparing children for a way of living already defined and settled; it should be thought of as giving a direction to the whole life of the people.—*H. G. Wells*.

IF EVER there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education.—*Horace Mann*.

Democracy and Freedom

DEMOCRACY is that form of government and society which is inspired above every other with the consciousness of the dignity of man.—*Thomas Mann*.

JUSTICE is as strictly due between neighbor nations as between neighbor citizens. A highwayman is as much a robber when he plunders in a gang as when single; and a nation that makes an unjust war is only a great gang.—*Franklin*.

WITHOUT free speech no search for truth is possible; without free speech no discovery of truth is useful; without free speech progress is checked and the nations no longer march forward toward the nobler life which the future holds for man. Better a thousandfold abuse of free speech than denial of free speech. The abuse dies in a day, but the denial slays the life of the people, and entombs the hope of the race.—*Bradlaugh*.

The Ship of State

THOU, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What Workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!
Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee—are all with thee!
—*Henry Wadsworth Longfellow*.

The Foundations of Civilization

SKILL, trusteeship, scientific method, these three, which are obviously related to one another, indicate the main sources of strength in modern civilization.—*L. P. Jacks*.

LOVE, joy, peace, faith, hope, humility: These are the characteristic Christian ideas. Whenever these words threaten to drop out of our vocabulary, or are used with unpleasant affectation, we

may be sure we are losing the essence of the Christian spirit.—*Dean W. R. Inge*.

THREE IDEAS stand out above all others in the influence they have exerted and are destined to exert upon the development of the human race: The idea of the Golden Rule; the idea of natural law; the idea of agelong growth or evolution.—*Robert A. Millikan*.

Faith and the Future

CLEAR, and more clear, out of the dimness of coming time, emerge to the vision of faith the myriad hosts of the generations that shall succeed us. These generations are to stand in our places, to be called by our names, and to accept the heritage of joy or of woe which we shall bequeath them. Shall they look back upon us with veneration for our wisdom and beneficent forecast, or with shame at our selfishness and degeneracy? Our ancestors were noble examples to us; shall we be ignoble examples to our posterity? Let us not dishonor our lineage. Let us remember that the fortunes of our children, and of their descendants, hang upon our fidelity, just as our fortunes were suspended upon the fidelity of our fathers.—*Horace Mann*.

BE ASHAMED to die until you have won some victory for humanity.—*Horace Mann*.

The Influence of True Teaching

FAITH in the triumph of right in human society received its impetus very largely from the fact that nearly two thousand years ago a handful of men in Judea, when the whole world was still barbarous beyond our conception, dared to believe that a different sort of world was possible—one in which truth and love and justice should reign. Humanly speaking, there seemed no sort of chance that the ideals of these early Christians could possibly win out. When Jesus was put to death upon the cross, it must have seemed to all of his enemies and to most of his friends that his teachings, so subversive of the political and ecclesiastical order around him, were effectively crushed. Yet for nineteen hundred years His has been the greatest influence working for the establishment of truth, justice, and love in human relations. There are, we believe, scientific grounds for our faith in the possibility and probability of a better human world, in the realization of freedom, justice, and love in human relations.—*Charles A. Ellwood*.

Appraising the 1938 Convention

THE OFFICERS AND STAFF of the National Education Association, like all good teachers, welcome and constantly seek the frankest and fullest criticism looking toward the improvement of their work in the Association. A committee was appointed to study the New York convention, to appraise its results, and to make suggestions. There will also be such a committee at San Francisco. I congratulate the New York Appraisal Committee on its fine work. I commend the following summary of its report to the attention of all members, and invite all who are interested to send me suggestions for the San Francisco convention.

—REUBEN T. SHAW, president.

Among the high points of the New York convention were:

[1] Recognition of the importance of education and of the NEA as officially representing it—as evidenced by the fact that the wife of the President of the United States served as chairman of the final session and the President himself was the featured speaker. This recognition has doubtless increased the prestige of our organization.

[2] The official notice paid the convention. Governor Lehman and Mayor LaGuardia addressed the opening session. The mayor was especially generous with interest and time, speaking several times and arranging a special demonstration of police and fire departments for the convention.

[3] Entertainment by the personnel of the New York City schools. The excellent school pageant, staged in the new Brooklyn Technical Highschool, and the remarkable exhibit of schoolwork in the Port Authority building were notable.

[4] The unfailing courtesy and kindness with which President Caroline S. Woodruff met the trying situations which arose in the Representative Assembly.

It should be remembered that twenty departments of the Association and seventeen allied organizations held meetings at the same time and that for a large proportion of the teachers in attendance it was their first visit to New York City. The very size and manifold attractions of New York tended to distract attention from the convention and prevented it from having the unity and coherence which are so desirable.

The collective appraisal made by the committee reflects the oral and written comments of hundreds of members of the National Education Association and a tab-

ulation of the audience reports distributed to the 1675 delegates.

BEST SPEAKERS

The choice of "best speakers" took a wide range, including a total of about seventy persons. Those named most frequently were Buck, LaGuardia, Munro, Woolley, Sizoo, Thomas, Bliven, Lehman, and Roosevelt. There was a still more marked divergence of opinion as to outstanding speakers for next year.

WAYS OF IMPROVING THE PROGRAM

This part of the audience report was richest in suggestions. Some of the more valuable points are:

[1] Limit the reports of committee chairmen to the high points of previously printed reports.

[2] Some programs were too crowded. Limit them to two main speakers.

[3] See that all programs start on time and that speakers are held to the time allotted. A signal of "time up" should be arranged on the speaker's desk so that he cannot fail to see it.

[4] Best speakers should come last on a program.

[5] There should be more time devoted, in sectional meetings, to the smaller school systems.

[6] There should be more meetings devoted to organization work and welfare work for teachers.

[7] There should be less time taken with the welcoming addresses or greetings at the initial session.

[8] There should be more facility in handling items of business and less bickering.

[9] Less time should be devoted to music.

[10] There should be more practical discussions and less of theory.

[11] Limit time of luncheon discussions.

[12] Have more discussion group programs.

[13] Each state headquarters should be hostessed by teachers from that state.

[14] Arrange guided tours sponsored by the NEA.

[15] A more definite program of letting the "uninitiated" delegates know the most interesting things to see, to attend, etc.

[16] There is much "ballyhoo" and too much expenditure of money in the campaign for the presidency.

[17] All breakfast meetings should be eliminated except the state breakfasts.

[18] Have resolutions and other committee work formulated before the regular sessions begin.

[19] Furnish delegates with more detailed and specific information before they arrive. The time is too short after arrival to absorb so much so quickly.

[20] The publication and other committees needing to finish their work at once should meet just after the convention and not take convention time.

[21] Arrange the voting to take place in connection with the same place where the Representative Assembly meets.

[22] Limit the speaking at any one session to an hour and a half.

[23] Utilize music as a break near the middle of the program, rather than at the beginning. Furnish genuinely worthwhile musical numbers.

[24] Invite as guest performer at least one truly great author, actor, or singer.

[25] Delegates should be furnished with a simplified map, indicating the location of all places mentioned in the program and containing directions for reaching them most quickly and inexpensively.

[26] All differences as to policy arising within a state should be reconciled without being aired and taking the time of the national convention.

[27] Delegates ought to receive the envelope containing all essential information at least two weeks before the convention.

[28] The persons in the information booths should be better informed.

[29] Printed programs ought to reach local organizations in advance of the convention so that delegates may plan their time to better advantage.

[30] In the advance publicity material for the convention, list good and unusual places to get meals, with addresses and prices.

[31] Major entertainment features, including banquets, should not be permitted to conflict with general programs.

MOST VALUABLE TOPICS FOR DISCUSSION

Presentday developments in the use of radio and motion pictures; guidance and its practical application to pupils; democracy in schools; mental hygiene; topics of nationwide or worldwide interest; visual education; changing social trends and their implications for education; a philosophy of life and how it may be developed; the American way of life.

—Orville C. Pratt, Spokane, chairman; Lillian Broderick, Yonkers, New York; E. B. Couch, Glendale, California; Robert C. Keenan, Chicago; J. Herbert Kelley, Harrisburg, Pennsylvania; Mrs. Inez Johnson Lewis, Denver; Mrs. Emery Lively, New Orleans; Daisy Lord, Waterbury, Connecticut; Albert M. Shaw, Los Angeles.

Citizenship Education thru the Press

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

THE REAL PURPOSE OF MONEY

MONEY has become a business in itself instead of an adjunct to business. The present system breaks down so often that it is time our financial engineers developed a better model. The present money system, as exemplified by those who manipulate it for profit, is outofdate and is in large measure responsible for recurring business recessions. It is a system that seeks to control labor; wants to control government, finance, food, industry, and even the schools. The solution lies in teaching the coming generation the real purpose of money and an understanding of a system that may have been adequate for society's needs many years ago, but no longer meets its requirements today. A real understanding of the money system might well be taught in the schools.—Henry Ford quoted in *The Washington, D. C., Evening Star*.

BISHOP ABOLISHES BINGO

BISHOP GEORGE CRAIG STEWART, Chicago Episcopal clergyman, has ordered all parishes under his jurisdiction to abolish gambling devices and games of chance which had been sanctioned by several parishes to raise church money. He condemned the practice as a "cancerous invasion of our social vigor and health. We must unite to stop it at once. The church must hold up a higher standard to the world. When it permits gambling under its patronage or for its benefits, it is lowering its standards to the still lower level of the underworld."—*The Washington Daily News*.

A TRAVESTY ON JUSTICE

IT'S AN OLD STORY now that there is no freedom of speech in Jersey City for anybody except Mayor Hague and his henchmen. New proof of this came a few days ago when James F. Burkitt tried to hold a public meeting. Burkitt, long a political enemy of Hague, sought a permit to speak, was refused one, and went ahead anyhow. He was promptly arrested on a charge of uttering obscene language. Six of Hague's policemen swore he had done so; twelve disinterested spectators swore he had not. Judge Anthony Botti heard the case. He resolved every doubt in favor of the prosecution and promptly sentenced

Burkitt to the unprecedented term of six months in prison. The whole affair was a travesty on justice; but Mayor Hague and his friends are very fond of travesties.—*The New Republic*, May 4, 1938.

MILK COOPERATIVE

FOR YEARS, New York City has purchased practically all its milk from two large companies. Frequently it has been claimed that these companies, since they have a virtual monopoly on the dairy business, charge exorbitant prices and at the same time pay farmers a very small price for their milk. Now a milk cooperative is being organized in New York, which will sell milk at the lowest price charged elsewhere in the city. At present, there are a few independent dairies charging 9¢ a quart, altho the big companies charge more. Anyone may join the cooperative by paying 25¢ and by agreeing to buy \$5 worth of milk during the year. The cooperative will be operated as any other business, but at the end of the year, any profits which have been made will be divided among the members and among the farmers who supply the milk. Each member will receive a share according to the amount of milk he has purchased during the year; each farmer will receive a share according to his sales to the cooperative. The purpose of the cooperative is to provide a "yardstick" for privately owned milk companies.—*The American Observer*.

WORSE THAN CRIMINALS

THERE ARE many persons far worse than John Dillinger who have never had their names entered upon a police blotter or been served with a warrant. They are the higher-ups of crime. The criminals who actually violate our laws are only the common laborers.

First, there is the renegade judge, who sells out to a venal politician. He poses as a righteous member of the community; yet he takes bribes involving huge sums.

Behind the renegade judge there is the crooked politician who puts him in office.

Next, there is the weasel-minded shyster lawyer of crime who sneaks highly technical bills thru legislatures to provide loopholes for his criminal clients, who advises

criminals before they commit their crimes, and who often harbors them afterward.

Next comes the "fence" or receiver of stolen goods. He rarely is punished for his misdeeds, yet the criminal world could not exist without him.

Prominent on the pages of crime's "Who's Who" is the crooked doctor who stands ready to aid the criminal, to change his features by facial operations, to attempt to eradicate his finger-prints—and say nothing about it.

And don't forget those who work so assiduously to make putty out of prison bars, who collect profits for turning "mad dog" criminals loose upon the world.

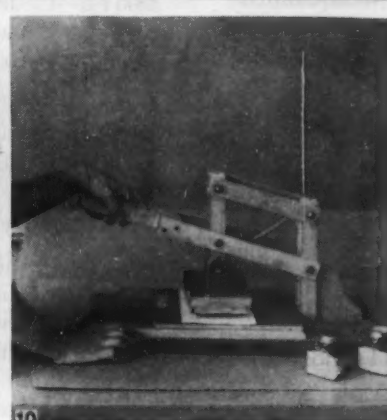
To this list we must add the renegades of law enforcement—the crooked warden, the crooked probation officer, the crooked guard, the crooked officer.

It would be a bright day for America if a respect for lawful authority became a major crusade of our times.—From an article by J. Edgar Hoover in *This Week*.

THE NEED FOR SOCIAL CONSCIENCE

BEHIND the recent labor violence at Akron, Ohio, lies the story of a rubber industry which is rapidly decentralizing itself for reasons of economic efficiency, and of rubber magnates whose social consciences are as elastic as their own output when it comes to meeting their elementary human obligations to the workers who helped create their profits, and to the community which depends on their pay rolls. The strikes among the rubber workers were not a demand for higher wages but a demand for security. The rubber companies are continuing to decentralize and are blaming it on a labor force which won't let itself be kicked around. Goodyear has bought a big plant at Cumberland, Maryland; Firestone has made a deal to start a plant at Memphis, Tennessee; Goodrich is said to be looking for a plant in the South. In the meantime, employment at Akron has dropped to about 25,000 workers—many on part time. [In 1920 there were 75,000; in 1929, 45,000.] There are 22,000 relief and WPA cases in the city, with the prospect of 5000 more to be laid off by Goodrich when they start moving South. People in Ohio are asking this question: Has any corporation the right to entice workers into a community and then abandon them as charges on public relief while the industry itself moves away to greener pastures? The legal right is clear and uncontestable.—Jay Franklin in *The Washington, D. C., Evening Star*, June 7, 1938.

Pedagogy thru Pictures



- 1—Needed research compiled for making linoleum block prints
- 2—Drawing planned design
- 3—Tracing design onto linoleum
- 4—Gluing linoleum to type high block
- 5—Cutting out the design in the linoleum

- 6—Squeezing small quantity of printers' ink on glass plate
- 7—Inking the block
- 8—Wetting paper and removing surplus water between towels
- 9—Mallet printing process
- 10—Pupil-made printing press
- 11—Commercial printing press process
- 12—The finished product

This is the fourth in the JOURNAL series, "Pedagogy thru Pictures," presented thru the cooperation of the Santa Barbara, California, schools. Your school is invited to send us similar teaching units told thru photos and legends.



The SMALL SCHOOL

SCHOOLS IN SMALL COMMUNITIES will be featured at the Cleveland convention of the American Association of School Administrators. President John A. Sexson has set aside Tuesday morning, February 28, for consideration of the Yearbook on this theme. Discussion groups in this field will deal with such related subjects as enriching the educational offering, selecting and keeping qualified teachers, and good business management in small school systems.

Millions of American children attend schools in communities with populations of less than 5000. It is important, therefore, that administrative, supervisory, and instructional technics be developed which are suited particularly to the small schools of the nation. The 1939 Yearbook will help to meet this need.

The members of the Commission, which has been at work on this volume for the past two years, are wellqualified and keenly interested. At a four-day meeting late in October, they carefully reviewed the manuscripts and made final revisions. The members are:

Superintendent Hobart M. Corning, Colorado Springs, Colo., *chairman*

Superintendent Charles Banks, University City, Mo.

Theodore J. Berning, State Department of Education, St. Paul, Minn.

Superintendent John H. Bosshart, South Orange and Maplewood, N. J.

County Superintendent Floyd B. Cox, Morgantown, W. Va.

Frank W. Cyr, Teachers College, Columbia University, New York, N. Y.

Dean F. E. Henzlik, Teachers College, University of Nebraska, Lincoln, Nebr.

Union Superintendent David J. Malcolm, Charlemont, Mass.

Haskell Pruett, Agricultural and Mechanical College, Stillwater, Okla.

State Superintendent Agnes Samuelson, Des Moines, Iowa

Dwight Sanderson, Cornell University, Ithaca, N. Y.

Assistant State Commissioner Alfred D. Simpson, Albany, N. Y.



1939 Yearbook Commission in session at Chicago, October 22



THE SCHOOL ADMINISTRATORS AT CLEVELAND

February 25—March 2, 1939

CONVENTION THEME: *"The Foundations of American Education"*

Saturday, February 25

All day—Registration and exhibits—Public Auditorium

2:00 PM—Joint conference on teacher education

8:00 PM—National Society for the Study of Education

Sunday, February 26

3:30 PM—Vesper Service, "Spiritual Foundations of Education"

8:00 PM—General Session, "Education, Propaganda, and Press Freedom"

Monday, February 27

9:00 AM—"Administrative Foundations of Education"

2:15 PM—Discussion Groups and meetings of allied organizations

8:00 PM—"National Planning"

Tuesday, February 28

9:00 AM—"Schools in Small Communities"—presenting the 1939 Yearbook

11:00 AM—Business Meeting, including committee reports and nomination of officers from the floor

2:15 PM—Discussion Groups and meetings of allied organizations

8:00 PM—Joint Session with the Associated Exhibitors—presentation of the American Education Award

Wednesday, March 1

9:00 AM—"Social Foundations of Education"

2:15 PM—Discussion Groups and meetings of allied organizations

6:00 PM—College Dinners •

8:00 PM—"The Reduction of Crime thru Improved Educational Programs"

Thursday, March 2

9:00 AM—"Economic Foundations of Education"

2:15 PM—Final Session—panel discussion summarizing major ideas and deliberations of the convention

The Exhibit

Rich in offerings of practical help in every phase of school equipment and classroom tools and aids—open Saturday, February 25, to Thursday afternoon, March 2

The CLASSROOM TEACHER and the INDIVIDUAL CHILD

NOT LONG AGO a man who had spent a year visiting schools thruout the United States was asked what had impressed him most in his visits. He thought a moment and then said, "The lack of friendliness between pupils and teachers in the classroom." One might say that *friendliness* is the *sine qua non* of guidance. Unless the teacher looks upon each individual child as a person worthy of her friendship, irrespective of his attainments, the basic relation for guidance does not exist.

This friendliness implies neither the sentimental attitude of earlier days nor the impersonal objectivity of our more recent scientific era. The teacher must feel with a child to really know him, but she must be careful not to become an apologist for him. There must be enough identification with the child to understand him, but not enough to lose perspective. This means that often a teacher must search in a child for something which she can like. There is unfortunately a widespread belief that fairness in the classroom consists in treating all children alike. However, *genuine fairness* in a classroom is lost if a teacher treats all children the same, for it is only thru treating children differently that their individual needs can be met.

There are certain times when a child needs a real assurance of this friendly attitude. When a child enters school for the first time, whether it be nursery school, kindergarten, or first grade, he comes into a new and different world. He will rely upon his teacher in school as he has relied upon his mother at home to protect him, to help him, to interpret for him. It will be under the aegis of this security that he will begin to get acquainted with other children and to experiment and explore the interesting things around him. As the weeks go on, he may begin to take for granted this friendly support of the teacher, but he will actively seek it at times of particular stress: When he has a fight with another child; when his mother is sick at home; when he has been absent from school a long time. His seeking may only show by a glance or a relaxed expression when

Herbert R. Stolz
Assistant Superintendent of
Schools, Oakland, California

the teacher is near, but if she really fulfils her role as the child's friend he will depend upon her during these very serious times.

Altho the need of a child for the teacher-friend is more obvious in these early years, it continues thruout the child's school life. Recently several hundred high-school seniors described the teacher each liked best. Over and over again in these brief descriptions appear such phrases as "she was a friend," "liked me as a person," "took an interest in me," "was sympathetic."

The teacher's role as a friend of the child may become complicated by the fact that she is responsible for disciplining him. In the broadest sense, discipline is any regulation of a child's behavior. The purposes of discipline are to protect a child, to give him security, to protect others and their property, and to induct a child into the ways of behaving appropriate to the society in which he lives. As a child becomes sure of his own abilities, his desire for independence develops. Problems between teacher and a child may arise if the teacher cannot constantly change the emphasis and extent of her control over the child as new needs emerge in the maturing individual.

One of the difficulties in arranging an appropriate balance between freedom and discipline in the elementary school is the fact that a child may be very mature in one aspect of development but not correspondingly mature in other aspects. For instance, the five-year-old can make a fire and use matches, but he may not be able to judge of its dangers or to put it out when necessary. A third-grade girl may be able to plan a project in painting or constructing but lack the skill to carry it to a successful comple-



Courtesy, Long Beach, California,
Public Schools

tion. This unevenness in the development of various functions within a child may bring many problems in teacher-child relations.

A child usually gains security thru the routines and regulations of the school. He becomes bewildered and afraid when he is left without the emotional support of knowing what is required. The teacher must be skilful to provide this framework of expected activity without jeopardizing the freedom of the child during the rest of the day.

It is important also that a teacher recognize the necessity for being flexible in her demands upon the child in times of stress: A boy who smashes a window when he is being chased by a gang; the child who steals money to buy things at the school fair. In fact, one finds that most cases of infraction of rules in school require that the teacher understand the motive and circumstances underlying the deed. It is true that the rights of the individual must be seen in relation to the rights of the group, but this can be done only if the teacher is able to make decisions regarding an offense in terms of the total situation.

To properly fulfil her role as friend and as disciplinarian the teacher must practice individual guidance. [This is the fourth of a series of articles by Dr. Stolz, chairman of the NEA Committee on Individual Guidance.]

THIS YEAR marks the twentieth anniversary of organized safety education. In 1918 the first systematic courses were introduced into the public schools of St. Louis. Since that time considerable money and effort have been spent thruout the nation in an attempt to reduce accidents among school children. Much has been accomplished. The number of fatalities among children under fifteen years of age has steadily decreased during a period in which the accident rate among older persons has been on the upgrade. Yet the vital need for continued and improved safety work is evidenced by the fact that in 1937, 14,000 children under fifteen years of age lost their lives in accidents.

Up to the present time leadership in safety education has rested chiefly upon nonschool agencies. As a result, commercial organizations, competing with one another for the publicity to be derived from safety work, have engaged in an ever-increasing amount of safety promotion. A survey among teachers shows that they have found much of this safety promotion of value in classroom instruction. A great deal of it, however, has been unsystematic and not based upon sound educational principles. The ultimate end of their work has been so laudable that it is difficult to condemn wholly the advertising and publicity elements involved. But in safety education, which is literally "a matter of life and death," it is obvious that there is an educational task for the schools which cannot remain indefinitely at the promotional or publicity level.

THE ASSOCIATION ENTERS THE SAFETY FIELD

That educators realize their responsibility and are preparing to meet it is evidenced by the choice of safety education as the topic of the 1940 Yearbook of the American Association of School Administrators. The Research Division of the National Education Association, with the aid of funds obtained thru the Highway Education Board, has been engaged for over a year in a survey of current safety activities. This work has been largely review and collection in nature; the task of evaluation and recommendation has been reserved for the members of the Yearbook Commission.

The survey of safety activities has been carried on by means of four separate projects. The first two of these were

questionnaires sent to classroom teachers and to school superintendents for information as to their activities and needs in safety education. Over 14,000 teachers responded to the first questionnaire. A complete tabulation and analysis of their replies have been made and constitute the major part of "Safety Education thru Schools," the *Research Bulletin* for November 1938. The 2600 replies from superintendents in the second investigation also have been tabulated for the Yearbook Commission.

The third safety project was based upon one of the needs of the teachers as discovered from their replies. This was the preparation of a list of films and slides dealing with the subject of safety. It is typical of present safety activity by nonschool organizations that, while over one hundred sound and silent films as well as countless slides and film strips have been prepared for school use, there has not existed, until the present time, any list containing the names of even half of them.

During the past six months, however, a committee composed of three staff members of the Association and three teachers representing the elementary, junior, and senior highschool levels has met weekly to view and comment upon safety films and slides. Each picture seen by this committee was graded according to its suitability for school use, and a brief review giving a summary of the contents of each film was prepared. The results of the committee's work, together

with a list of several hundred national, state, and local sources of films, are also to be found in the November *Research Bulletin*. Most of the films reviewed were prepared primarily for adult use; and the chief purpose of many of them was to advertise the products or services of some particular "commercial" group. Consequently, most of the films, while perhaps better than nothing at all, are far from ideal for school use.

The fourth project, the assembling of a library of all available publications, is still in progress. This library, which contains over two thousand items, ranging from posters prepared by school children to WPA traffic surveys, has been gathered primarily for the use of Yearbook Commission members. The materials in this collection have served as the basis for several mimeographed lists. First of these is a compilation of the names of over fifty national organizations now engaged in supplying teachers with free or inexpensive safety materials. The second list contains annotated references to selected state and local courses of study. Most of the information included in these two lists also has been made a part of the *Research Bulletin*.

A third list prepared by the Research Division is an annotated bibliography of about 750 books and pamphlets dealing with safety and classified according to subjectmatter. A companion list of a similar number of magazine articles

Safely to



Courtesy, Hartford Accident and Indemnity Co.



Courtesy, Automobile Insurance Co. of Hartford, Conn.

to School



Courtesy, American Automobile Association



Courtesy, Aetna Casualty and Surety Co.

is now being prepared. While both of these lists have been mimeographed for the use of the Yearbook Commission, there is some possibility that eventually they will be issued in printed form, should the demand prove great enough.

SOME PROBLEMS IMMEDIATELY AHEAD

A start has been made in the discovery of what *is* being done in safety education. Of even greater importance is the question of what *should* be done. It is with these two questions that the 1940 Yearbook will concern itself. But in anticipation of the Yearbook a preliminary report of one phase of safety activity, that of the classroom teachers, is contained in the November *Research Bulletin*.

The keen interest of the average teacher in the question of safety education is shown by the fact that 14,000 teachers were enough concerned to fill out a lengthy questionnaire covering their practices. Some idea as to the nature of their responses may be gathered from an examination of the teachers' ideas about the chief problems confronting the educator in safety education. According to them, there are six areas in which improvement is greatly needed.

[1] *The uncertain place of safety instruction in the curriculum*—To date, safety education has been treated as a problem child, and its relation to the regular school courses has been haphazard indeed. It has been given as a separate course, or inte-

grated with other subjects, or even as an extracurriculum activity. Each of these methods has its advantages and drawbacks. The final decision as to which is best rests with the individual school system. The point is that safety education must be given a *definite* place in the curriculum. Incidental and accidental teaching alone or the complete neglect of safety altogether cannot be endured much longer.

[2] *The disproportionate responsibility allotted to classroom teachers*—In the present study only one teacher in ten reported the help of a safety supervisor. In too many cases the safety program of a school is delegated to an individual teacher who is expected to donate his time and effort to carrying on safety work in addition to his regular teaching load. One method of giving teachers and principals help with their safety activities is to provide more inservice training programs. It is the responsibility of teacher-training institutions, school superintendents, and state departments to organize conferences in which teachers may acquire the necessary familiarity with the safety field.

[3] *The lack of courses of study*—Many teachers who would be willing to teach safety have been kept from doing so by a lack of courses or of knowledge of existing sources of such material. This shortage of suitable courses of study has resulted in an overlapping of activity, confusion of aims, and neglect of many excellent local examples useful in safety instruction.

[4] *Divergence of opinion as to the advantages and limitations of methods of teaching*—A school program, to be successful, must take into consideration factors such as the age of the pupils, the facilities of the school, and the hazards peculiar to

the community. One important need in this connection is that for better tests. A course which aims to train the child to meet the conditions of his environment obviously should take into consideration both the emotional and physiological makeup of the child. Yet tests designed to elicit such information are virtually nonexistent. The opinions of the teachers as reported in the November *Research Bulletin* will help bridge the gap until suitable objective studies can be made.

[5] *Inadequate instructional materials*—Despite the vast amount of work that has been done by nonschool organizations, there is still a shortage of materials for school use. The basic fault of the publications prepared by the private agencies, aside from the advertising element, is that most of these materials have been prepared for an adult audience. Where suitable work has been done, the arrangements for bringing it to the attention of the schools are often inadequate. There are two remedies for this situation. The first is the coordination of the efforts of nonschool agencies, and the preparation by them of materials designed to meet the specific needs indicated by the teachers; the second is the development of suitable aids by teachers themselves. This may be done in connection with inservice training, demonstration classes in teachers colleges, curriculum committee activities, and local research programs.

[6] *The need for leadership by educators*—Up to the present the stimulus for safety instruction has been supplied largely by outside agencies. The leaders of many of these organizations have indicated that they would like to turn their energies to new fields, leaving the major responsibility for training youth to school people.

To whom among educational leaders do classroom teachers think they should be able to turn? According to the *Research Bulletin*, the major sources of aid should be state departments of education, officers and staff of local school systems—in the school field; the national safety organizations among nonschool groups. It would seem, therefore, that the leadership should begin with the state departments, with assistance furnished, where needed, by national safety groups. The work done by them must then be adapted by local administrators and teachers to meet local needs. Upon the care and intelligence with which this task is performed depend the future development and effectiveness of the entire safety education program.—FRANK W. HUBBARD, associate director, Research Division, NEA.

Kentucky and West Virginia Go Forward

WHAT IS A PROFESSION? What are the criteria of a profession? Wherein does teaching fail to measure up to these criteria? It is a wholesome sign that educators are giving increasing thought to these and similar questions.

That these questions will be answered with improvement all along the line *if teachers are trained for teacher-profession, teacher-public, as well as teacher-student relationships* is the philosophy motivating the plan now being carried out by Charl Ormond Williams, Director of Field Service of the National Education Association. Some of the technics and methods now being enthusiastically taught in teacher-education institutions may in time be outmoded. But so long as public schools exist in a democratic society, teachers will need to know how to work effectively with each other and with society as a whole, regardless of the subjectmatter to be taught or the methods by which it is presented.

In seeking ways of promoting this idea of more comprehensive professional preparation for teachers, Miss Williams spent the last two weeks of October in Kentucky. Here Secretary King of the Kentucky Education Association planned a thousand-mile motor trip over the state, and accompanied the Director of Field Service as she visited four state teachers colleges, two universities, two meetings of district education associations, and held conferences with city

and county superintendents, college professors, principals, teachers, supervisors.

The enthusiasm thus aroused culminated in a meeting of exceptional significance, which is reported in the November 1938 *Kentucky School Journal*. Called together on short notice and from as far away as 200 miles, twenty-three educational leaders gathered on October 17 at Lexington. Represented were the Universities of Kentucky and of Louisville, the four state teachers colleges, city and county superintendents, and highschool and elementary teachers. The committee—in session most of the day, under the chairmanship of the NEA State Director, W. S. Taylor—produced a unique plan for the professionalizing of teaching.

A highlight of that plan was the decision of the teacher-education institutions to hold in December in Louisville, under the leadership of Dr. R. E. Jagers of the State Department of Education, a meeting to formulate a course of study for training teachers in the teacher-profession and teacher-public relationships. The committee also agreed that a one-day Institute of Professional Relations similar to that held at Peabody College last summer (see the October 1938 *JOURNAL*, p199) should be held at the Universities of Kentucky and of Louisville and at the state teachers colleges in the summer schools of 1939.

The plan further proposed that teachers in training be given an opportunity

to see the profession functioning thru organization activities. The teacher-education institutions will send to the annual convention of the KEA five young people chosen by the student body on the basis of "professional attitudes," who will "cover" the meeting and later report on it before their school chapel.

In accordance with the plan, the *Kentucky School Journal* will each month carry a short article dealing with the National Education Association. These articles—together with an all-year exhibit of NEA and KEA publications in the libraries of the teacher-education institutions and in the offices of all school administrators, and an annual joint festive meeting of city and county teachers to discuss the program and work of the NEA—will help to make membership in national and state associations a moving, vital force in the lives of those who belong to these groups.

As the second step in her circuit of twelve southeastern states, Miss Williams went to West Virginia, where she worked with NEA Director W. W. Trent in formulating West Virginia's plan for professional action. On October 27 a committee representative of the entire profession agreed upon a tentative plan for the professionalization of teaching similar to the Kentucky plan and—in addition—set up state and county machinery for carrying the plan into effect. Representatives of the state associations of superintendents, elementary and secondary principals, classroom teachers, and higher education, a representative of the state department, the secretary of the state board of education and of the state education association will constitute a state coordinating committee under the chairmanship of State Director Trent. To cooperate with this committee and to bring the work closer to the teachers, a committee similarly set up will work in each county. (See the December *West Virginia School Journal*.) In December, a meeting will be held in Clarksburg of the state's teacher-education institutions to consider courses needed for training in teacher-profession and teacher-public relationships.

Going from West Virginia, the NEA Director of Field Service will spend two weeks in each of the other southeastern states. Before the twelve-month period has come to an end it is hoped that all of the twelve states will have worked out a plan for the professionalization of teachers suited to their own particular needs and that machinery to carry out these plans will have been agreed upon and put into action.



Miss Margaret Telford (left front), a Richmond, Kentucky, teacher, presents to Charl Ormond Williams a check representing 100 percent membership of Richmond public-school teachers in the NEA. The presentation was made at a meeting, at the University of Kentucky, of representatives of the Kentucky Education Association, the NEA, and teacher-education institutions of the state.

Building the Profession thru Life Membership

LIFE MEMBERSHIP in the National Education Association owes its existence as a vital force in the Association to the pioneer efforts of J. W. Crabtree in the early 1920's. However, its roots go back to the very founding of the National Teachers' Association, forerunner of the NEA. The constitution adopted when the Association was organized in 1857 provided that anyone eligible to membership might become a Life Member by paying ten dollars.

The National Teachers' Association was a small, weak group, crippled by limited financial resources, with less than four hundred members. Association activities—limited chiefly to the holding of annual conventions and publishing proceedings of these meetings—could with difficulty be financed by the meager income. The money which came in thru Life Memberships helped materially but was inadequate to keep the Association from depending upon loans and donations from officers and friends. By 1876 the struggling organization—called the National Educational Association from 1870 to 1906—was needing \$500 badly, and earnestly soliciting delinquent Life Members to pay soon "in order that the indebtedness of the Association might be cancelled at the earliest possible date."

Increase of Life Membership fees to \$20 and creation of a Life Directorship (open to any friend of education upon the "donation of one hundred dollars to the Association at one time") did not serve the expected purpose of putting the Association on its feet.

Until 1884 the National Educational Association pursued the path of uncertain support and limited service. In that year came a convention in Madison, Wisconsin, which was as a veritable blood transfusion injecting new life into the almost dying organization. Thanks to the labors and plans of President Thomas W. Bicknell, the meeting was an epochal one—with an excellent program; an attendance of more than 5000 as compared with the customary few hundreds; and special emphasis on Life Membership. Hitherto the money coming in for Life Memberships had been used for current expenses, and only the receipts of Life Directorships had comprised the Asso-

ciation's permanent fund. The amount of this fund in 1884 was but \$200. However, following the Madison meeting there was a surplus of \$3000 in the treasury. This was transferred to the permanent fund and a Board of Trustees created to handle it.

In 1895 provision for Life Membership was abolished and in 1896 the Life Directorship was made an honorary position open to past presidents of the Association and United States Commissioners of Education. From then until the early 1920's the Association had no provisions for creating a Life Membership. During these years there was a persistent demand for the privilege of life connection with the NEA.

With the coming of J. W. Crabtree to the executive secretaryship of the Association in 1917 began a new chapter in the history of both the Association and Life Membership. In 1921 Secretary Crabtree extended the invitation of Life Membership to the profession. Leaders representative of all teaching groups immediately responded.

In 1930 the NEA headquarters, at 1201 Sixteenth Street Northwest, Washington, D. C., "the teachers' professional home in the nation's capital," was enlarged into a seven-story building, whose cost was covered entirely by Life Membership fees in the permanent fund. The names of Life Members were among the records sealed in the cornerstone of the handsome new headquarters which was laid on July 25, 1930.

Under the presidency of Uel W. Lamkin there began a custom which has become traditional—Life Membership dinners—the first being held at the Atlanta convention in 1929. One of the most brilliant of these affairs was the seventh Life Membership dinner in 1935, honoring J. W. Crabtree who had become Secretary Emeritus in January.

More and more educators are awakening to the value of life enlistment in the greatest educational organization in existence today. The count for November 9, 1938, reveals a total of 5989 Life Members. An increasing number of teachers is taking advantage of the ten-payment plan adopted in 1926 which enables one to fit the cost into his budget—\$10 payments for ten years. Many Life

Memberships are given to educators by associates in recognition of outstanding work. Recorded on the list of Life Members are such illustrious names as Mrs. Evangeline Lindbergh, Helen Keller, and Mrs. Franklin D. Roosevelt.

Life Membership is a popular Christmas gift. A Life Member recently wrote: "Ten years ago my wife presented me with a Life Membership in the National Education Association on the ten-payment plan. For ten years she has been relieved from the necessity of wondering what to get me for Christmas, and for the rest of my life I shall enjoy her gift." Schools wishing to honor a beloved teacher at a Christmas program can make no more appropriate gift than a Life Membership, which is at once a personal and professional tribute.

Among the benefits of Life Membership to the individual are:

[1] Receiving thruout life the privileges of membership in the NEA, including the right to attend meetings, to vote, to hold office, and to receive *THE JOURNAL*, the *Research Bulletins*, and the *Proceedings*.

[2] Receiving a certificate, suitable for framing and testifying to lifelong interest in education.

[3] Receiving a gold key or pin, a valued symbol of professional spirit.

[4] Experiencing the deep satisfaction of making a substantial, permanent contribution to improvement of the profession.

Advantages of Life Membership to the Association itself include:

[1] An increasing permanent fund to give stability.

[2] Wide distribution of the publications of the Association.

[3] A means of registering the men and women with substantial life interest in the profession of education.

"Life Membership is a prophecy. It means lifelong dedication. It appeals to the finest spirits. It furnishes leadership for new movements. It inspires the younger members of the profession. It emphasizes the permanent character of the teacher's work. It stabilizes leadership of professional organizations. It draws attention to the men and women who can be relied upon to perform important services. It emphasizes the pioneer spirit. It is a challenge to renewed zeal on behalf of education for a new world."—ELIZABETH DONELSON.

MUSIC HAS BEEN in the public schools of the United States for a hundred years. The writer of this article has just completed twenty-five years of laboratory work in music in the one-room schools. A brief report of this experiment will be necessary as a background for the discussion that is to follow.

It was evident from the first that in order to win the hearty cooperation of pupils and teachers we had to make the music period attractive and also produce good musical results. Twenty-five years ago there were no teaching devices or processes known that would enable the average rural teacher to get good musical results from the average rural school, but the phonograph had just recently reached such a high level of efficiency that the real charm of the song could be transferred thru the records by the recording artists. At that time I had already spent sixteen years in attempting to give the rural schools the benefit of the best educational procedure of the time in their music program, but the phonograph opened up a new educational world at once. Easy, attractive songs were recorded, and, after listening to the first stanza a few times, the class sang alternate phrases with the phonograph and later sang the entire stanza very lightly with the instrument.

A course of procedure was developed by which we progressed gradually from one easy step to another. The habit of succeeding was developed by undertaking only what could be accomplished well. By the use of the phonograph, every time the children heard a song they heard it sung correctly and every time they sang a song they sang it correctly. Practically all of the elements involved in good singing were included in the first lesson and in every succeeding lesson.

Those pupils above the third grade who learned to sing a carefully selected list of ten songs exactly as they were recorded made up the school choir. Five primary songs were selected for grades one to three. The singers in these grades were called the junior choir. These songs were to be learned by the entire school but sung in public only by the junior choir. The boys that had qualified for the choir constituted the boys' glee club, and the girls, the girls' glee club.



Courtesy, New York City Public Schools

A grand objective test came at the end of the year generally when a county chorus, made up of the school choirs, sang at a music festival or at the eighth-grade promotion exercises. For a more complete statement of the course of procedure that was developed for these schools, see the article entitled "Music in the Rural Schools" in the *Fourteenth Yearbook* of the Department of Elementary School Principals, p359-63.

The phonograph proceeded at once to make the one-room rural school a home for good music. It was a fine educational picture to see the children and the teachers cooperating with the recording artists in the social art of singing and growing along together in musical power and appreciation. The music lesson got to the children merely as a pleasing experience. The regular teachers seemed to be able to do the easy thing in the easy way more effectively than the specially trained teachers had been doing the easy thing the hard way. In this way unmusical schools were transformed into musical schools.

The result was that we had the opportunity to see what happens when thru a series of years children ignore entirely the reading of vocal music note-by-note and rely for their musical development on singing one good song after another accurately and beautifully. My first great surprise was to note the readiness with which these children

Vitalizing and SCHOOLS

could learn new songs when the only musical training they had had was following the notes in the book when the phonograph sang the songs, and later when they sang them themselves.

Year by year thousands upon thousands of children from one-room rural schools, taught only by their regular teachers with the phonograph, continued to charm the public with their singing. They sang unison songs and two-part songs with beautiful tone quality; accurate pitch; light, floating rhythm; and fine interpretation. The success of these children in learning new songs forced us to raise the question as to the necessity for teaching children to read vocal music note-by-note in the schools.

We were so impressed with the children's skill and assurance in singing two-part songs, that we began to inquire from adults as to how many of them think of individual names for notes in learning a new song at a rehearsal.

Our second surprise was greater than our first. We interviewed thousands of teachers, and for everyone of them that thought of the names of notes while learning a song there were forty-nine that did not.

This discovery brings us face to face with the question: "Is the individual note the unit in learning a new song?" It has been for the past hundred years, but if further investigation shows that we have been on the wrong track—that note-by-note reading in vocal music is something that has been imposed upon us by the analytical, calculating adult mind of a former generation when the alphabet was committed to memory as a preparation for learning to read English, then the earlier in the coming century that we abandon the note-by-note reading in the schools the better.

Standardizing MUSIC

C. A. FULLERTON

*Iowa State Teachers College
Cedar Falls, Iowa*

The graded school is truly the common man's conservatory of music, and since the common people furnish most of the children that are in the schools and most of the taxes to support the schools, and since so many of the common people's children will get in the grades all the music that the public schools give them, it is no more than right that we go as far as possible in enriching the musical program for these children in the grades instead of spending the precious time allotted to music in trying to develop certain skills—unnatural skills that the overwhelming majority of them will never use.

If we as a nation should abandon the democratic form of government and adopt a dictatorship, it would not make so much difference whether we considered the common man's interest or not, but we have no thought of doing that so far as government is concerned. We are not on safe footing, however, when trying to maintain a governmental democracy with an educational aristocracy.

This enriching of the music program in the elementary schools is clearly America's most important problem in music education today.

Reading vocal music is a very subtle procedure, but the crux of the matter is just one simple issue. In the elementary schools vocal music should be read note-by-note or it should not be read note-by-note. The time is ripe for a thorough investigation, and a problem so vital to the interests of the masses of children and patrons should be investigated by the masses of the teachers.

In all my study of reading of music in the schools I have contrasted with the customary note-by-note procedure the teaching of music with the phonograph where the progress of each individual

is measured constantly by a 100 percent standard. My twenty-five years of experience with the phonograph convince me that the level of efficiency in elementary music could be raised 25 to 50 percent by systematic use of the phonograph.

By building up tunes out of isolated intervals and getting rhythm from accented and unaccented beats, measure by measure, the musical feeling of the song is automatically excluded from the procedure. The result is immeasurably worse than the deadening effect of the old ABC method of grinding out words in a reading lesson. The song is killed by the process of learning it.

An especially artistic teacher may, with a good deal of labor and patience, restore the song to its normal beauty so that its

musical flavor may be in evidence, but the odds are against such an outcome.

The note-by-note system of reading music encourages makers of songbooks to select unmusical material that is adapted to the note-by-note procedure in reading instead of the rich inheritance of song literature to which children are entitled.

If note-by-note reading in music is to be abandoned in the schools and musical skill is to be developed by singing one good song after another accurately and beautifully always standardized by the phonograph, children will no longer be expected to run along ahead of themselves learning to read music independently. Their ability to read music will increase gradually with their singing experience.

Why the Phonograph Should Be Used in School Music

[1] It brings the song in all its artistic beauty to the class and keeps it before them as a model.

[2] It establishes a new high level of educational value in objective tests in school music by furnishing a 100 percent standard for re-creating songs. The children, however, think of these tests only as an interesting method for learning to sing.

[3] It furnishes the only known means by which a teacher unskilled in music can be a pronounced success in teaching singing.

[4] It enables the most musical teacher to reach a decidedly higher level of teaching efficiency than could be reached without it, because she cannot successfully use her own voice as the basis for objective tests.

[5] The highly prized listening attitude is automatically developed by singing alternate phrases with the phonograph. Good tone quality is practically guaranteed.

[6] Using the rhythm of the phonograph for making the musical characters and writing scales on tablets or blackboard helps in mastering the simple elements of theory.

[7] It develops the habit of singing with light, easy, accurate rhythm and standardizes the physical movements in all the rhythmic exercises.

[8] In the course of study for graded schools there are 20 choir songs recorded for each grade besides rhythmic activities and theory. Choir membership charts show the progress made by each pupil.

[9] By having the syllables do, re, mi, etc., for simple songs recorded on the records and also printed in the book as extra stanzas, ideal preparation is provided for study of theory, development of key feeling, preparation for instrumental music, and reading of music note-by-note.

[10] When the singing thruout the grades is standardized by the phonograph, and when songs of real musical value are used, a musical festival is the normal expression of the schools. When assembled into a large city chorus or county chorus, the children can compete very successfully with the a capella choirs.

*County Chorus, Forest City,
Iowa, May 31, 1938*



PRESIDENTS of DEPARTMENTS

of the
NEA

The Department of Music Education is being reorganized and officers have not yet been elected.



L. A. FICHSTEIN
National Council of Education



INEZ JOHNSON LEWIS
Administrative Women in Education



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CLARA MACGOWAN
Art Education



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Classroom Teachers



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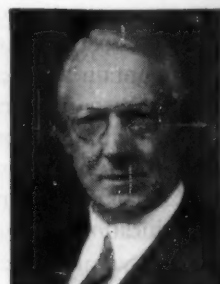
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Do Youth Drink?

W. ROY BREG

Executive Secretary, Allied Youth, Inc.

RECENT STUDIES of the American Youth Commission and Allied Youth with respect to drinking by young people will be of interest to administrators and teachers.

In *Youth Tell Their Story* by Howard M. Bell, which is a study of the conditions and attitudes of young people in Maryland between the ages of 16 and 24, conducted for the American Youth Commission, it is stated that "52.9 percent of the 13,528 young people consulted reported that they drank, while less than one-fifth (19.3 percent) reported they were generally opposed. The remaining 27.8 percent stated that, while they did not personally indulge in alcoholic beverages, they had no objections to others doing so."

While it appears that boys are more likely to drink than girls, almost half (44.7 percent) of the girls reported that they drank. "The sex difference was found to be particularly marked among the boys and girls living on farms, where almost twice as large a proportion of boys stated that they indulged in some kind of intoxicating beverage. A smaller proportion of Negroes than white youth reported that they drank."

More than half the boys and over a third of the girls under 21 reported that they drank.

Allied Youth recently completed a study on drinking habits of American highschool seniors. In 13 cities and towns, widely distributed in 11 states, 3844 young people were consulted. All of these studies affect municipalities varying from half a million to less than 1000. Two thousand and seventy-eight of these highschool seniors are girls, 1766 boys. Over 3000 of them are 16 to 18 years of age. Forty-nine percent, or 1884, of these highschool seniors drink regularly or occasionally hard liquor, beer, or wine. Wine stands first, 1198 preferring it, 1098 preferring beer, 419 using hard liquor. A thousand and sixteen drink "mostly at home"; 705 at parties; 248 at bars.

Fifty-nine percent of the homes from which these young people come have alcoholic beverages available at home either regularly or occasionally. Of these highschool seniors 247 indicate that hard

liquors are regularly available, while 286 state they are occasionally available; 586 say beer is regularly and 772 occasionally available at home. For 648 wine is regularly and for 659 occasionally available.

When asked whether their consumption of alcoholic beverages has increased during the past two years, 409 say yes.

"Because others drink" stands out as chief incentive for drinking among these highschool youth, 693 indicating that they drink because others do.

Second comes "taste for liquor"; 496 drink because of this, while 244 indulge to make them gayer and more entertaining, 96 to brace up physically, 70 to forget their troubles, 41 because they like the atmosphere of the bar.

More than half, or 1950, read liquor advertisements and 101 claim to have been guided by these advertisements in their purchase of liquor during the past year. One thousand nine hundred and fifty-four—almost the same number as do not drink—claim to know the effects of alcohol as found by medical research. But when tested on their knowledge, 2575, or 60 percent, of the total described alcohol to be a stimulant and 1949 (a majority) thought it warms one up during the winter. Only 258 believed that alcohol ward off disease.

Athletics is the favorite way these highschool seniors have of spending their time, 1381 favoring some sort of sport. The next favorite is dancing. Reading runs third, movies fourth, music fifth.

Leaders among college students tell us that in most of the larger colleges and universities the majority of the students drink; and that there is a decided tendency for upper classmen to drink more than lower classmen. Contrary to the preference of highschool seniors, beer is overwhelmingly the favorite drink of college students, hard liquor running second, and wine a very low third. Most of the college student leaders consulted by us testify that there is not much "excessive" drinking, the greater part being at the end of each semester, during holiday seasons, and at special functions.

The studies of Allied Youth indicate

that whatever is done for young people in helping them to understand the facts with regard to the use of beverage alcohol must be done prior to their going to college or into fulltime employment.

Allied Youth has a technic which makes it possible for any highschool to develop, thru the organization of an Allied Youth Post, a fine student response to a search for the facts about alcohol. The national officers of Allied Youth are available for highschool presentations such as are approved by an increasingly large number of school administrators and teachers.

B. W. Shaper, principal, Redlands, (California) Highschool, says of Allied Youth: "I have been so impressed with the results of your recent visit to our highschool as evidenced by the comments and thinking of the students whom you interested that I am moved to write you to the effect that this work and your organization should in some vigorous way be brought to the attention of other school administrations and their student bodies.

"Your approach to it and your presentation is without any question the only completely satisfactory effort that we have been able to get to help us bring this very vital issue before our students in such a way as to attract their interest and cooperation."

Allied Youth has available now: New program and methods manuals; new leaflets; a new third printing of its popular discussion text, *Youth Faces the Liquor Problem*; a panel discussion, *What's the Difference?*; five new alcohol education plays; basic scientific texts; *The Allied Youth*, a monthly periodical for the library, teachers, and pupils; and its Alcoholfax Educational Service which is offered to every school.

Allied Youth's Board of Trustees includes: J. Roscoe Drummond, Mrs. Saidie Orr Dunbar, Frank E. Gannett, Ernest Stacey Griffith, Mrs. Roberta Campbell Lawson, John R. Mott, Daniel A. Poling, Homer P. Rainey, Russell E. Singer, A. J. Stoddard.

A list of materials and other information are available by writing Allied Youth, 1201 Sixteenth Street Northwest, Washington, D. C.



RURAL-SCHOOL SERVICE



FROM OUT THE COVES AND HOLLOWES

Since school opened at Sunset Gap there have been few idle moments. A new project was our vegetable garden. Because the diet of our people has been quite limited we decided to see how many different vegetables could be raised between the opening of school and killing frost. A plot of ground, enriched only by turning under leaves, was planted by upper-grade boys. Already many things have been used from our garden and we hope more vegetables will be found in every home next year.

During daily rest period in the hospital-room, eleven bewildered first-graders saw their clean beds, gowns, combs, and bedroom slippers, and found it hard to stop gazing. One "young-un" when told to lie down waited in a puzzled way and then lay crosswise on the bed. She expected more children to share the same bed as they do at home!

Two issues of our school paper, *From Out the Coves and Hollowes*, have been published this year. This is entirely the work of the children—writing articles, illustrating, cutting stencils, and running the mimeograph. This year we are publishing menus, prepared by our County Home Demonstration Agent, suggesting a variety of wholesome meals.

Because this section is rich in folk-lore, the Tennessee history class is making a specialty of facts to be found in our own community. Each pupil is bringing descriptions of the schools his parents or grandparents attended, of their first homes, and churches in the vicinity.

A week ago we had a "backwards party" for the adults of the community. Each person wore part of his clothes backwards and went thru all doors backwards. We began the social time by singing "Auld Lang Syne" which is our usual closing. Our people love to sing and any of you who enjoy good community singing should come to one of our socials.—Sara E. Cochrane, teacher, Sunset Gap School, Newport, Tennessee.

FOR SCHOOL DISCUSSION—Ask the pupils in your school if they can:

- [1] Identify six farm animals and give the normal life span of each.
- [2] Identify the plants and blossoms of six farm crops that are grown or could be grown in your locality.
- [3] Name six plants suitable for flower gardens in your locality and give the date when each blooms.
- [4] Describe the growth and preparation of six foods used on their tables.
- [5] Name the six diseases which take heaviest toll among the people in your community and tell how each is transmitted.
- [6] Name and identify six materials used in the making of clothing.
- [7] Recognize by shape, bark, and leaves, six trees.
- [8] Recognize and name six stars or constellations.

CHRISTMAS CANDIES—At Christmas time children's thoughts naturally turn to candy. Candy made at home costs less than highgrade commercial candy and is superior to cheap candy, which may contain poisonous coloring matter. In schools having simple cooking equipment it is possible to give the children a treat by making candy at school. This may be done during noon hour on days when it is too stormy for the children to remain long outofdoors. Here is an easy recipe for peanut brittle:

Sugar 1 cup Salt $\frac{1}{8}$ tsp. Peanuts 2 cups
Shell peanuts and chop in small pieces. Put sugar in a saucepan over moderate fire and stir from bottom until entirely melted and of rich brown color. The sugar will lump at first, but the lumps will melt. As soon as the rich brown stage is reached, which will be almost as soon as the sugar is melted, turn the chopped peanuts and salt into the sirup and stir together. Turn out immediately on a buttered pan. When cold, break into pieces.

—From *The Rural Teacher's Work* by John R. Slacks, associate professor of rural education, Iowa State Teachers College (Ginn, Boston. 1938, 413p. \$2.25).

FOR YOUR SCHOOL LIBRARY—While the supply lasts you may obtain free thru your Congressman a copy of the 1938 *Yearbook of Agriculture*, "Soils and Men."

A HAPPINESS TREE.—Last year, the pupils of my roll room asked if they might have a Christmas tree. I raised the questions: "I wonder if it is possible to have some kind of tree which can be both simple and lovely and at the same time carry out the holiday spirit, since Christmas is more than decorations and gift-giving?" "What really should be the spirit of Christmas here in our classroom this year?" The result of the class discussion was a Christmas tree called a Happiness Tree. Each child cut colored paper into circles and stars. On each paper he wrote what he was going to do during the holiday season to make someone else's Christmas a bit happier or easier. The teacher attempted to get them to see that happiness did not always have to be tied up with a money gift. For a week, the children read the Christmas notes as they were hung upon the tree. Some of the notes were:

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

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

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

I shall give my mother a real Christmas surprise by doing the dishes from Christmas dinner.—From *Successful Living*, published by the Seattle public schools.

TO KEEP THE WATER IN THE RIVERS AND THE SOIL ON THE LAND, the story of the TVA, is a booklet which will be of particular interest to rural-school students. Order free from the Superintendent of Documents, Washington, D. C.

DEVELOPING HOME INDUSTRIES—CRAFT-WORK WITH NATIVE MATERIALS is the title of a film strip recently completed by the Extension Service, United States Department of Agriculture, Washington, D. C. Write for a list of strips available on such subjects as soil conservation, farm animals, crops, and home economics. Film strips, including lecture notes, range from 45 to 65¢ each.

READERS ARE INVITED TO SEND MATERIAL FOR THIS PAGE.

★ ★ ★ ELEMENTARY-SCHOOL SERVICE ★ ★ ★

THE TEACHER'S CHRISTMAS SCRAPBOOK

By reading aloud in home and school, selections from our heritage of Christmas poems, stories, and carols, the child gains an understanding of the Christmas spirit as distinct from the machinery of Christmas. He gets a new appreciation of his home and parents. Christmas becomes an opportunity to give gifts that represent his own heart and mind, an occasion to serve others less well situated.

Favorite Christmas stories to read aloud include Dickens' *Christmas Carol*, Henry van Dyke's *Story of the Other Wise Man*, *The Birds' Christmas Carol* by Kate Douglas Wiggin, and *Three Godfathers* by Peter B. Kyne.

Collections of Christmas songs, poems, and stories may be found in the *Children's Book of Christmas Stories* by A. D. Dickinson (Doubleday, 1935); *Christmas Book of Stories Old and New* by Alice Dalgliesh (Scribner's, 1934); J. C. Dier's *Children's Book of Christmas* (Macmillan, 1936); and *Christmas Carols from Many Countries* by Coleman (Schirmer, 1934).

An Old English Christmas Carol

God bless the master of this house,
The mistress also,
And all the little children,
That round the table go.

And all your kin and folk,
That dwell both far and near;
I wish you a merry Christmas,
And a happy New Year.

Books as Christmas presents are growing in popularity and one of the privileges of teachers at Christmas is to advise with parents in their selection. Lists like the Newbery books (see November 1938 JOURNAL, page A-151) are suggestive. The American Library Association, 520 N. Michigan Ave., Chicago, publishes many helps such as the *Graded List of Books for Children*.

Toys and Peace—a four-page leaflet suggesting worthwhile playthings for children one to twelve years of age and condemning the purchase of military toys—is available from the Women's International League for Peace and Freedom, 1924 Chestnut St., Philadelphia, price 5¢.

BUILDING A NEW CURRICULUM—From widely separated parts of the country come significant reports on new curriculums in the making:

Georgia State Department of Education, Atlanta: *The New Curriculum at Work*, 84p. 1938; Michigan Education Association, Department of Elementary School Principals, Detroit: *Trends in Curriculum Reconstruction in the Elementary School*, 90p. 1938; Santa Barbara City Schools, California: *Experimental Curriculum in the Santa Barbara City Schools*, 79p. 1938.

TOWARD WIDER UNDERSTANDING—*Crossing Over, A Story of the Hebrews as an Independent Nation*, is the title of a book by Ellie Marcus Marx, principal, Henry Clay and Chesterfield Heights Schools, Norfolk, Virginia, and a member of the NEA and its Department of Elementary School Principals. (William Byrd Press, Richmond, 1938, 112p. \$2)

DICTIONARY CLUB—Instead of the label "A Remedial Reading Class"—which might increase the feeling of inferiority already existing in the minds of some pupils—we started a Dictionary Club for pupils having difficulty in reading. With 32 pupils we met each school day thruout the semester for half an hour. We used a notebook and a dictionary. The dictionaries were an incentive to the best effort. Third- and fourth-graders were pleased to learn how to use them and fifth- and six-graders were too proud to be unable to show the others how to use them! An important step was to study the home conditions and physical handicaps of these pupils. Thru the help of the school nurse and city clinic, treatment for such handicaps was given.—Daisy Poole, teacher, Comstock Elementary School, Miami, Florida.

AN AQUARIUM filled with beautiful fish and water plants and placed in a sunny window in your schoolroom, will add many interesting topics to nature study. First of all, decide on its size and whether you will be host to tropical or brook fish. Then consider what plants will be appropriate and whether you will have rock or metal furniture or piles of attractive stones. Do not overpopulate your aquarium. The rule is a gallon of water to an inch of fish. Cover the floor of your aquarium with coarse

white sand to anchor the water plants. Feed your guests regularly but not too much. Experiment with new plants, add some snails to keep the walls of your tank free from objectionable matter.—Lillian Cox Athey.

NEW HORIZONS is a series of vivid science programs for children of intermediate and junior highschool grades, broadcast directly from the American Museum of Natural History under the direction of Dr. Roy Chapman Andrews, noted explorer, scientist, and director of the Museum. The National Education Association is collaborating in the presentation of this program, broadcast every Thursday from 2:30-3 PM EST, over Columbia Broadcasting System.

In the picture below, Dr. Andrews, with script in hand, discusses "The Empire of the Dinosaurs" with a group of school children and tells of the work involved in assembling a prehistoric jigsaw puzzle of several thousand pieces into a skeleton in a museum collection.

Tune in on "New Horizons" in your school. A *Teachers' Manual and Classroom Guide* for this and other programs of the American School of the Air, is available on request to the CBS, 485 Madison Ave., New York City.





HIGH SCHOOL SERVICE



FOR THE CHRISTMAS SEASON—Floyd J. Highfill, principal, University Evening Highschool, West Los Angeles, California, asks his students this question to stimulate constructive thinking: "Suppose it were the duty of each individual to discover only one thought in a lifetime to be handed down as an inheritance more valuable than a million dollars. What would your contribution be? What one thought, or idea, or principle of success, or philosophy of life would you choose as the most valuable gift you could make to your heirs? If I had only one idea to present as a gift to my family and friends, it would be this: *Thoughts are living things. Keep your thinking cheerful and constructive.*"

ASK YOUR LITERATURE CLASSES to compare their favorite memory selections with those in *A Golden Treasury of Beauty and Wisdom* [p271-72]. Give copies of the leaflet as Christmas gifts.

FOR HISTORY TEACHERS—Read "The Poison Called History" by H. G. Wells in June *Survey Graphic*. He says, "In a wrong way and in a wrong spirit you are teaching history to the oncoming generations. The world is being torn to pieces by old ideas armed with new and frightful weapons. None of these ideas are innate. They have been taught to peoples."

A USEFUL BOOK in connection with Varian Fry's article on page 263 is *The World Court 1921-1938* by Manley O. Hudson, World Peace Foundation, Boston, Massachusetts, 75¢.

WHY SOCIAL SECURITY?—The gist of America's problem of insecurity in a readable pamphlet illustrated by Hendrik Van Loon. Suitable for social studies classes. Order from Superintendent of Documents, Washington, D. C., 10¢.

TEACHING THE AMERICAN DREAM—One of the best things we in the schools can do is to broaden and intensify the knowledge of American history—more study of Emerson, Franklin, Washington, Lincoln, Brandeis, statesmen, teachers, writers, musicians, whoever has best expressed in any form the American Dream. Nineteen thirty-eight is the 100th anniversary of two of Emerson's

famous addresses, which have been called America's intellectual Declaration of Independence. This is a good time to call attention to the importance of Emerson's writings so that every American student will be familiar with them. The October 1938 *Education Digest* gives the lecture, "The American Scholar."

ESTIMATING EFFECTIVENESS OF HIGH-SCHOOLS—The Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C., has issued a number of publications which should be in the hands of every highschool principal and teacher. Their aim is to help highschools evaluate their own work under the following heads: Curriculum and courses of study; pupil activity program; library service; guidance service; instruction; outcomes; school staff; plant; administration.

HAVE YOU TRIED THE THREE DEVICES set forth by Charles H. Judd whereby highschools can keep curiosity alive in their students and avoid the bane of secondary education—specialization? *First*, that for every class period at least one interesting fact not in the textbook be presented by the teacher. *Second*, that a number of "snap courses" be organized in every school which are expressly designed to be interesting. *Third*, that general survey or "orientation" courses be organized which can properly break away from drab tradition, discursive courses designed to stimulate curiosity in new experiences.

TALENT FINDING—We decided that we had looked too often for intellectual and moral delinquencies in our school. We were past masters at failure-finding. So it was no wonder that talent-finding was slow at first. Our teachers were asked to note the names of those on whom genius, or near genius, had seemed to smile. Later we asked teachers in elementary schools whose pupils were to come to us the following year to do likewise. Our talent ship began to come in laden with potential musicians, artists, athletes, debaters, journalists. School has become a place in which to work, to create, to express oneself, to live. Those whose talents are rightly employed are too busy to waste time

and too happy for mischief.—W. E. Dimorier, assistant principal, Academy Highschool, Erie, Pennsylvania.

FOR CONSERVATION CLASSES—Each American has a wooded "estate" of one and one-third acres—his share of our national forests. How to make the most of this heritage is discussed by William Atherton Du Puy in *The Nation's Forests* (New York, Macmillan, 1938, 264p, \$3). Delightfully illustrated; introduction by the Chief of the U. S. Forest Service.

WAYS TO PROMOTE intelligent radio listening are suggested in *The Microphone*, a mimeographed bulletin, price 15¢, published by Clifford J. Scott Highschool, East Orange, New Jersey.

CONTEMPORARY POETS is a series of records made available for classroom use by the National Council of Teachers of English, 211 West 68th Street, Chicago, including Vachel Lindsay's reading of his famous poem "The Congo" and Robert Frost's reading of "Death of the Hired Man" and "Mending Wall." A list of records will be sent on request.

FOR FREE MATERIAL on Future Teachers of America clubs, write the National Education Association, Washington, D. C.

SHALL WE AMEND THE ENGLISH COURSE OF STUDY?—Kenneth Oliver of Oswego-West Linn Highschool, West Linn, Oregon, has worked out a course of study in the development of the English language. Eighteen units, organized as chapters, are mimeographed for the students' use:

- [1] What is language?
- [2] Why are there different languages?
- [3] The Indo-European languages
- [4] English, a Teutonic language
- [5] English becomes a separate language
- [6] How a language grows
- [7] Greek borrowings
- [8] Latin borrowings
- [9] French borrowings
- [10] Miscellaneous borrowings
- [11] English spelling
- [12] Making new words
- [13] Changing meanings of words
- [14] Idioms
- [15] Picturesque speech
- [16] The American language
- [17] "Correct" speech
- [18] The problem of universal language

COLLEGE AND UNIVERSITY SERVICE

EDITORIAL NOTE—Every profession should be critical of its own practices and standards. It is a wholesome sign when leaders in teaching break forth with flashes of insight which help us to see ourselves as others see us.

COLLEGES WARNED ON DEGREE "FETISH"—Teaching in American colleges and universities is being stultified by a reverence for academic degrees and titles that has made the degree of Doctor of Philosophy a fetish worshiped at the expense of "real teaching and real research," an educator argued last night, deploring the "mass production of Ph.D. degrees." The educator, Dr. Edgar W. Knight, Kenan Professor of Education at the University of North Carolina, who is on the summer session staff of Columbia University, spoke on July 25, at the Town Hall Club, 123 West Forty-third Street, before teachers studying for high degrees at the Advanced School of Education of Teachers College.

"Much which passes under the name of research, especially in education and some other social sciences," he declared, "is really not research at all. Moreover, I doubt whether many of the 3000 who receive their Ph.D.'s each year in this country have really blazed new trails in the field of knowledge, despite the impressive titles and the great number of their published theses. Merely rearranging or reclassifying data should not be confused with real contribution to knowledge."

The universal procedure of awarding a doctoral degree on the basis of research, he continued, has a harmful effect on college teaching. He held that college students need instructors of broad training in their field and wide interest in related subjects rather than men and women "who have become so immersed in minute phases of their own subjects that they lose all perspective on life."

"Men and women who have become Doctors of Philosophy as a result of research in some narrow interpretation of their own field," he asserted, "are frequently contemptuous of experts in another phase of their field, to say nothing of related fields of knowledge. It is sad to note, too, the large number of

college professors who have not made one so-called contribution to learning since they published their theses for the doctorate."

Capacity for genuine research, Dr. Knight declared, calls for a special kind of temperament as well as specialized ability. For this reason, he said, many students in American graduate schools today are incapable of research.

"Because few colleges in the United States will hire a professor without a Ph.D. degree and because graduate schools emphasize what they call research in granting a doctor's degree, teaching in colleges has suffered distressingly. The unfortunate notion has grown that a lively teacher and that a stimulating teacher is rarely a sound scholar.

"We should make admission to ranks of college teachers depend upon the candidate's revealing outstanding teaching ability and the scholarship which accompanies it. Many say scholarship and teaching are different things. That's not true—they go together."—From the *New York Times*. [Note: See also "The Ph.D. Superstition" by John C. Granbery, December 1937 JOURNAL, p305; and "Again the Ph.D." in the March 1938 issue, p78.]

DO WE KNOW WHAT TO TEACH?—In an English-speaking democracy, every man and woman among us must know and delight in Shakespeare and the Bible. Every normal person must have some understanding of what Darwin and Galileo were doing. Music, drama, and the other arts must, at their highest levels, be made matters of common delight. All of us must study Plato and Augustine and Marx and Henry Adams and Emily Dickinson. The permanent and recurring problems of a social order must be, for each member of society, objects of vital and lively study. The life of the community must be shot thru with the activities of inquiry, of taste, of creation, of interpretation. The sharing of the most significant human experiences must bring us all together into spiritual unity. We must become a genuine fraternity of learning, afraid of nothing, eager to understand every-

thing. . . . Nothing is more clear than that, taken as a whole, the present attempt of our schools and colleges to establish our young people in the ways of sensitiveness and intelligence is a ludicrous failure. Our boys and girls do not thrill with enthusiasm for the intellectual and esthetic and volitional adventure of the race. They are not ready to play their part in the life of a democracy. . . . We have built many schoolhouses but we do not know as yet, what or how to teach.—Alexander Meiklejohn in *What Does America Mean?* [W. W. Norton, 1935.]

LITTLE WORDS WITH BIG MEANING—The vocabulary of professional people—I am concerned mainly about the words educational people use—has always been a grief to me. Education, to be of any real worth to society, must penetrate thru the specialized groups to the great mass of people. One would think that those who so earnestly desire to teach the common people would use words that they could understand. They do nothing of the sort.

Consider these words used in talking to parents of public-school children: "Ambivalence of attitudes and variations in motivation; rapprochement; coercing agent; schematizations; problems emanate; rapport; idiosyncratic." Consider such language in teaching weary teachers who attend lectures in hope of gaining help for their difficulties, inspiration for their work. Consider it in relation to the education of fathers and mothers in child training, school cooperation, personal experiences. They will not read it; they will not listen to it; they cannot benefit by it. It kills the thing it hopes to create—public interest and cooperation in the education of the public.

When the greatest Teacher who ever lived, taught, the people heard Him gladly. He told them stories in the simplest words, in terms of their own experience. He used words big with meaning, the little words that children know and understand, that older folk love and welcome because they have stood the test of time and are loaded with meaning. We teachers of lesser degree might well follow His example. —Angelo Patri in the *New York Post*.



NOTES AND ANNOUNCEMENTS



State Superintendent Ade and his administrative council confer on plans for building program.

Pennsylvania's Unique Achievement in Educational Planning

☆ A QUARTER-CENTURY of effort to reorganize school administrative units in Pennsylvania has resulted in the Merger Law of 1937 and the Thompson School Building Plan of 1938. With these two constructive measures in operation at the present time, Pennsylvania is rapidly providing adequate and equal educational opportunities for both rural and urban youth.

Already the former of these laws has twenty-seven completed mergers to its credit, and approximately 1400 other school districts under county superintendents are systematically studying their school situation with a view to submitting to their electorates in 1939 the proposition of merging in the interest of better educational facilities and programs. Under the Merger Law, communities supervised by county superintendents continue to administer their local schools under the direction of the county board of school directors. This body, elected by the school directors of the county in convention, is chosen from the membership of local boards, and functions under the guidance of the county superintendent.

In addition to other duties, the county board approves or disapproves school sites,

and reports to the state council of education on the status of education within the county. Most important of all, the board, together with the county superintendent, is responsible for preparing plans for the reorganization of school districts into larger and more adequate attendance areas and administrative units, and of preparing and submitting to the Court of Common Pleas petitions for the merging of districts.

Under the Thompson School Building Plan, 728 new school building projects, principally in rural areas of the state, will be underway by January 1939. This widespread building program costing an estimated \$93,000,000, involves 815 or approximately 31 percent of the school districts of the state. Over 300,000 pupils will benefit by these building improvements. The financial responsibility for this school construction program will be shared by three public agencies in ratios computed for all the projects applied for in the school districts of the state and are about as follows: 45 percent by the federal government under the PWA building program, approximately 27½ percent by the state, and 27½ percent by the local districts.

To Promote Wider Use of Books

☆ POSTAGE FOR BOOKS has been reduced to 1½¢ a pound by President Roosevelt, who has authority to take such action thru an executive order "to remove an unnecessary obstacle to the advancement of public education." The new rate is effective for an eight months' trial period until June 30, 1939. During this experimental period, it is hoped that there will be a substantial increase of book traffic thru the mails, sufficient to warrant the permanent extension of this material aid to the education and culture of the nation. Should reports from libraries, booksellers, and the Post Office

Department fall short of the anticipated increase in the circulation of books, the new low rate may be abandoned.

The President signed the order before a group of those who have been working in the interests of reduction, including Secretary Willard E. Givens of the National Education Association. This group represented thousands of civic, religious, and educational leaders, as well as individuals living on farms and in small towns, dependent upon the post office for both library and bookstore service.

The old rate ranged from 7¢ to 15¢ a pound, depending on the zone. The new

rate is the same, irrespective of destination. To show how the old rate discriminated against books as compared with magazines, the National Committee to Abolish Postal Discrimination against Books recently sent President Roosevelt, from its New York headquarters, a package of religious literature—three Bibles weighing five pounds—for which 65¢ in postage was required. Accompanying this was another five-pound package of sex appeal, blood-and-thunder pulp magazines requiring only 8¢ postage to the same destination. The new rate will effect a substantial saving on book postage. For example the cost of mailing the 1938 *NEA Proceedings* under the old rate was \$1200. Under the new rate it would have been slightly over \$300.

Another Step toward Federal Aid

☆ SUMMARIZING the facts and recommendations contained in its official report to President Roosevelt and to Congress, the Advisory Committee on Education has published "The Federal Government and Education," a 31-page pamphlet analyzing public education in the United States and outlining the improvements suggested by the Committee.

Inequality of educational opportunity in the various states is illustrated by a chart of expenditures per pupil by states, showing at one end three states which spend over \$115 annually for each public-school pupil, and at the other end three states which spend less than \$30 annually per pupil. Other charts and tables show the relative burden of public education in terms of the states' ability to raise tax funds for educational purposes.

As a result of these demonstrated inequalities in public education and the ability to support it, the Advisory Committee on Education, which was appointed by President Roosevelt two years ago to study the subject, has recommended a six-year program of federal grants-in-aid to the states.

Details of this program are now made available in the pamphlet entitled "The Federal Government and Education," which may be obtained in limited quantities on application from the Advisory Committee on Education, North Interior Building, Washington, D. C. Larger quantities may be obtained for 10¢ each from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., with a 25 percent discount on lots of 100 or more copies to be mailed to a single address.

THE HONORABLE STEPHEN F. CHADWICK, Seattle, Washington, National Commander of the American Legion, was the principal speaker on an American Education Week



Commander Chadwick

radio program originating from Old North Church on Salem Street in Boston, Massachusetts. The subject of his address was "The Responsibilities of Presentday Youth for Devoted Service to Country."

Getting Ready for American Education Week 1939

ON NOVEMBER 9, in the very midst of American Education Week, representatives of the U. S. Office of Education, National Congress of Parents and Teachers, American Legion, and National Education Association, met at NEA Headquarters in Washington to work out plans for the 1939 observance. In order that plans might go forward immediately, the following themes for 1939 were unanimously adopted:

- General theme:* Education for the American Way of Life
Sunday, November 5: The Place of Religion in Our Democracy
Monday, November 6: Education for Living Together
Tuesday, November 7: Education for Civic Responsibility
Wednesday, November 8: Education for Work
Thursday, November 9: Cultivating the Love of Learning
Friday, November 10: Education for Individual Development
Saturday, November 11: Education for Freedom

Educational Policies Commission

THE COMMISSION convened for its semi-annual meeting November 25-29 at Chicago. One of the days was devoted to a joint meeting with the Commission on Teacher Education of the American Council on Education. On another day the Commission conferred with a group of eminent psychologists regarding an approach to studies of the nature and characteristics of the school population.

Teaching Contemporary Literature

AMONG THE MANY interesting comments which have come in regarding the article, "Contemporary Literature for the Tenth Grade" in the October Journal (p203), is a statement by M. L. Howe, head of the English Department, Easton Highschool, Easton, Pa. Dr. Howe asserts that many English teachers are not doing justice to contemporary literature because: First, it is difficult to secure inexpensive textbooks covering the contemporary field. Second,

the collections of modern poetry are, for the most part, of a type which does not stimulate youth's interest. Third, one may teach "modern" poetry thru such poetry as the Elizabethan lyrics which have won immortality thru the expression of feelings and motives as real today as in the past. Fourth, intensive method of teaching such classics as *Silas Marner* has certain advantages over extensive skimming.

Radio Calendar for Fall-Winter 1938-39

THE CALENDAR below was prepared by the American Association of School Administrators. Mount this calendar on cardboard and post it near your radio. Additional copies in large size for bulletin boards are available on request from the Association, Washington, D. C. The calendar lists sustaining programs only. All programs are listed as Eastern Standard Time. NEA programs are starred.

MONDAY

- Morning*—10:00-10:30 Nation's School of the Air—MBS
Afternoon—12:30-1:15 National Farm and Home Hour—NBC blue
 2:00-2:30 Adventure in Reading—NBC blue
 2:30-3:00 American School of the Air—CBS
 3:00-3:45 Curtis Institute of Music—CBS
Evening—6:00-6:15 Science in the News—NBC red
 7:45-8:00 Science on the March—NBC blue
 10:30-11:00 National Radio Forum—NBC blue

TUESDAY

- Morning*—10:00-10:30 Nation's School of the Air—MBS
Afternoon—12:30-1:15 National Farm and Home Hour—NBC blue
 12:45-1:15 Music Makers—NBC red
 2:00-2:30 Science Everywhere—NBC blue
 2:30-3:00 American School of the Air—CBS
 4:00-4:15 Highways to Health—CBS
 4:45-5:00 Of Men and Books—CBS
 5:00-5:30 Music for Fun—CBS

WEDNESDAY

- Morning*—10:00-10:30 Nation's School of the Air—MBS
Afternoon—12:30-1:15 National Farm and Home Hour—NBC blue
 2:00-2:30 Your Health—NBC blue
 ★ 2:30-3:00 This Living World, NEA program—CBS
 5:00-5:15 March of Games—CBS
 5:15-5:30 So You Want To Be—CBS
Evening—★ 6:00-6:15 Our American Schools, NEA program—NBC red
 9:30-10:00 Wings for the Martins—NBC blue

THURSDAY

- Morning*—10:00-10:30 Nation's School of the Air—MBS
Afternoon—12:30-1:15 National Farm and Home Hour—NBC blue
 2:00-2:30 Ideas That Came True—NBC blue
 ★ 2:30-3:00 New Horizons, NEA program—CBS
Evening—9:30-10:30 America's Town Meeting of the Air—NBC blue
 10:00-10:30 Workshop—CBS
 10:30-11:00 Americans at Work—CBS

FRIDAY

- Morning*—10:00-10:30 Nation's School of the Air—MBS
Afternoon—12:30-1:15 National Farm and Home Hour—NBC blue
 2:00-3:00 Damrosch Music Appreciation Hour—NBC blue
 2:30-3:00 American School of the Air—CBS
 5:00-5:15 March of Games—CBS
 5:15-5:30 Men Behind the Stars—CBS
Evening—10:30-10:45 Story Behind the Headlines—NBC red

SATURDAY

- Morning*—10:30-10:45 The Child Grows Up—NBC blue
 ★ 10:45-11:00 Florence Hale's Radio Column, NEA program—NBC red
 11:00-11:30 No School Today—NBC red
 11:00-12:00 Cincinnati Conservatory of Music—CBS
 11:30-12:00 Eastman School of Music—NBC red
Afternoon—12:00-12:15 This Wonderful World—MBS
 12:00-12:25 American Education Forum—NBC blue
 12:30-1:15 National Farm and Home Hour—NBC blue
 1:15-5:00 Metropolitan Opera—NBC red
Evening—7:45-8:00 Lives of Great Men—NBC red
 10:00-11:30 NBC Symphony Orchestra—NBC blue

SUNDAY

- Morning*—10:30-11:00 Music and American Youth—NBC red
 11:15-11:30 Reviewing Stand—MBS
 11:30-12:00 The Southernaires—NBC blue
Afternoon—12:30-1:00 University of Chicago Round Table—NBC red
 12:45-1:00 American Wildlife Institute—MBS
 1:00-2:00 Great Plays—NBC blue
 1:30-1:45 Europe Calling—CBS
 2:00-2:30 Americans All—Immigrants All—CBS
 3:00-5:00 New York Philharmonic-Symphony—CBS
 4:30-5:00 The World is Yours—NBC red
Evening—7:00-7:30 The People's Platform—CBS
 8:30-9:00 Say It With Words—MBS
 10:30-11:00 Headlines and Bylines—CBS

Hospitalization Benefit for Teachers

THE COLORADO EDUCATION ASSOCIATION conducts a hospitalization benefit for its members that may offer suggestions to teachers in other states. Carl B. Newlon, director, Teacher Welfare Service, reports that for annual dues of \$6 Colorado teachers may have a hos- [Cont. on page A-162]



HONOR ROLL OF THE NEA



IT MEANS MUCH to belong to a great and respected profession and to have a share in working to make it greater.—Reuben T. Shaw, president, National Education Association.

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 October

CALIFORNIA—Ray Earl Harris
 COLORADO—Laurence W. Thomson
 DISTRICT OF COLUMBIA—Frances C. Carroll
 GEORGIA—H. S. Shearouse
 IDAHO—Myrl A. Frost
 ILLINOIS—Ira King
 INDIANA—S. Florence Jones
 LOUISIANA—Herbert S. Lea
 NEW JERSEY—Grace A. Freeland, Edith Mae Money, Mrs. Dora Jackson Smith
 NEW MEXICO—James Rankin Gammill
 NEW YORK—Donnal V. Smith
 OHIO—Mary Harbage
 PENNSYLVANIA—A. A. Murphy, Harry E. Robertson
 RHODE ISLAND—Helen C. Putnam
 TEXAS—Florine Hess, I. F. Martin
 WISCONSIN—Eugene J. Zander

Completed Enrolments

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

TWENTY-ONE YEARS

NEW JERSEY—Morris Plains, Hanover Ave.; Morris-town, Entire System
 OHIO—Columbus, Bellows

TWENTY YEARS

GEORGIA—Americus, High
 MISSOURI—Sedalia, Horace Mann, Mark Twain

NINETEEN YEARS

CALIFORNIA—Long Beach, Fremont
 MAINE—Mapleton, Castle Hill Public, Chapman Public, Mapleton Elem., Senior High
 MINNESOTA—Minneapolis, Hiawatha
 MISSOURI—Sedalia, Entire System
 OHIO—Marietta, Mariou, Norwood
 VIRGINIA—Norfolk, Henry Clay
 WISCONSIN—Fond du Lac, Entire System

EIGHTEEN YEARS

ARIZONA—Prescott, Junior-Senior High, Washington
 COLORADO—Arvada, Arvada
 ILLINOIS—Chicago, Pullman; Waukegan, Waukegan Twp. High
 INDIANA—Hammond, Columbia, Riverside, Wilson
 IOWA—Sioux City, Floyd
 MASSACHUSETTS—Brookline, Edward Devotion
 NEVADA—Las Vegas, Las Vegas
 OHIO—East Cleveland, Mayfair; Norwood, Allison St., Sharpsburg
 PENNSYLVANIA—Altoona, Entire System

SEVENTEEN YEARS

CALIFORNIA—Bakersfield, McKinley
 COLORADO—Boulder, Highland
 INDIANA—Terre Haute, McLean Jr. High
 IOWA—Burlington, Entire System; Sioux City, Bryant, Cooper, Crescent Park, Emerson, Everett, Franklin, Hunt, Lowell, McKinley, Washington
 MINNESOTA—Duluth, Nettleton
 OHIO—Cincinnati, Pleasant Ridge; Oberlin, Entire System; Wooster, Bowman St.
 OKLAHOMA—Muskogee, Washington
 PENNSYLVANIA—Biglerville, Entire System; Lansdowne, Fernwood
 WISCONSIN—Kenosha, Durkee School Annex, Lincoln; Wausau, Irving, Schofield

SIXTEEN YEARS

COLORADO—Boulder, Whittier; Rocky Ford, Entire System

ILLINOIS—Pekin, Entire System; Pontiac, Entire System
 INDIANA—Huntington, Entire System; Fort Wayne, Washington
 IOWA—Council Bluffs, Longfellow; Sioux City, Riverview
 MAINE—Caribou, High
 MISSOURI—Kansas City, Milton Moore
 NEW JERSEY—Hammon, Magnolia
 NEW MEXICO—Roswell, Washington Ave.
 NEW YORK—Rome, Jay St.
 OHIO—Columbus, Eighth Ave.; East Cleveland, Caledonia; Norwood, North Norwood; Rossford, Rossford High, Walnut St.; Wooster, Beall Ave.; Zanesville, Entire System
 VIRGINIA—Lynchburg, Garland-Rodes
 WISCONSIN—Kenosha, Weiskopf

FIFTEEN YEARS

COLORADO—Colorado Springs, Steele
 IDAHO—Idaho Falls, Eagle Rock, East Side, Riverside, Senior High
 ILLINOIS—Jacksonville, David Prince Jr. High, Franklin, Jefferson, Lafayette, Washington; Naperville, Entire System; Princeton, Township High
 INDIANA—Fort Wayne, Lakeside, Riverside; Michigan City, Harrison; La Porte, Washington
 KANSAS—Kansas City, Entire System; Leavenworth, Lincoln
 MARYLAND—Queen Annes County, Entire System
 MICHIGAN—Grand Haven, Entire System
 MISSOURI—Clayton, Entire System
 NEW HAMPSHIRE—East Rochester, East Rochester
 NEW JERSEY—Bernardsville, Bernards High; Summit, Brayton, Lincoln, Roosevelt, Summit Jr. High
 OHIO—Columbus, Fourth St.; Norwood, Williams Ave.; West Liberty, Monroe Rural
 PENNSYLVANIA—Shenandoah, Maple Hill; Lehigh, Entire System; Mahanoy City, Entire System; Munhall, Entire System; New Boston, Lincoln; Palmerton, Entire System; Shenandoah, Buck Mountain Bldg., Ellengowan Bldg., Robinsons, Washington, Wiggins
 RHODE ISLAND—Jamestown, Carr, Clarke
 SOUTH CAROLINA—Laurens, Ford High
 TENNESSEE—Arlington, Bolton, Cordova, Frayser; Bartlett, Bartlett; Brunswick, Brunswick; Capleville, Capleville; Collierville, Collierville, George R. James; Ellendale, Ellendale; Forest Hill, Forest Hill; Germantown, M. C. Williams High; Kerrville, Rosemark; Lucy, E. E. Jeter; Memphis, Levi, White Station; Millington, Coleman, Lucy, Millington High; Oakville, Oakville; Raleigh, Grange; Shelby County, Entire System; Whitehaven, Whitehaven
 VIRGINIA—Lynchburg, Miller Park, Ruffner
 WISCONSIN—Wausau, Central, G. D. Jones, Junior High, Lincoln
 WYOMING—Casper, Grant; Midwest, Midwest; Sheridan, Central

FOURTEEN YEARS

DELAWARE—Hollyville, Hollymount
 IDAHO—Idaho Falls, Entire System
 ILLINOIS—Evanston, Dewey, Lincolnwood, Willard; Waukegan, Commercial High
 INDIANA—Fort Wayne, Harmar Intermediate, McCulloch
 KENTUCKY—Louisville, I. N. Bloom, John B. McFetran
 MASSACHUSETTS—Gloucester, Forbes; Plymouth, Cornish
 MICHIGAN—Grand Rapids, Auxiliary
 MISSOURI—Kansas City, Greenwood, Leeds; University City, Flynn Park
 NEW JERSEY—Bernardsville, Grammar
 NEW YORK—Kenmore, Washington
 OHIO—Columbus, Avondale; Hoytville, Jackson Twp. High; Loyal, East, Junior High; Mansfield, Bushnell; Marietta, Washington; North Baltimore, Entire System; Tiffin, Columbian Senior High; Youngstown, Elm
 PENNSYLVANIA—Kutztown, Hyde Park, Schaeffer Bldg.; Lehigh, Packerton Jr. High; New Kensington, Second Ward; Reading, Muhlenberg Twp. High, Rosedale Bldg., W. G. Sarig, Temple Bldg.; Temple, Muhlenberg Twp. Schools; Warren, Jefferson
 UTAH—Murray, Entire System
 WISCONSIN—Wauwatosa, Longfellow Jr. High, Wilson High
 WYOMING—Laramie, Nellie Iles

THIRTEEN YEARS

ARIZONA—Clarkdale, Entire System
 COLORADO—Frederick, Consolidated
 INDIANA—Fort Wayne, Nebraska; Indianapolis, School No. 39; La Porte, Entire System
 ILLINOIS—Wheaton, Entire System
 KENTUCKY—Ashland, Senior High, Bayless, Cole Jr. High, Hager, Hatcher, Means
 MASSACHUSETTS—Winchester, George Washington
 MICHIGAN—Coldwater, Entire System; Detroit, Coolidge
 MINNESOTA—Minneapolis, Cavel, Willard

NEVADA—Carson City, Entire System
 NEW MEXICO—Roswell, East Side
 NEW YORK—Schenectady, Brandywine Ave.
 OHIO—Columbus, Felton; Lakewood, Hayes; Logan, Entire System; Mansfield, Newman Street; Marietta, Junior Senior High; Rittman, Entire System; Warren, Frances E. Willard
 PENNSYLVANIA—Lansdowne, East Lansdowne Borough; Wayne, Grammar
 UTAH—Alpine District, Entire System
 VIRGINIA—Lynchburg, West End; Norfolk, James Monroe
 WISCONSIN—Ashland, Ashland County Normal; Kenosha, Washington Jr. High, Washington; Madison, Emerson; Manitowoc, Cleveland, Garfield, Jefferson, Madison, McKinley, Roosevelt

TWELVE YEARS

ARIZONA—Clemenceau, Entire System; Prescott, Entire System
 CALIFORNIA—Needles, Entire System
 COLORADO—Arvada, High; Canon City, Harrison; Denver, Grant Jr. High
 FLORIDA—Boca Raton, Boca Raton; Daytona Beach, Lenox Ave.; Jupiter, Jupiter; Kelsey City, Kelsey City; Riviera, Riviera Jr. High
 GEORGIA—Atlanta, Frank L. Stanton, Georgia Ave., Lee St.
 ILLINOIS—Belvidere, Logan, Washington; Oak Park, Entire System
 INDIANA—Fort Wayne, J. N. Study; Hammond, Washington; Indianapolis, School No. 3
 KANSAS—Hutchinson, Winans
 KENTUCKY—Ashland, Entire System
 MASSACHUSETTS—Athol, Main St.; Brookline, Michael Driscoll Jr. High; Melrose, Ripley
 MINNESOTA—Minneapolis, Cooper; Rochester, Northrop
 NEBRASKA—Grand Island, Dodge
 NEW JERSEY—Bernardsville, Olcott; North Plainfield, Harrison; Plainfield, Evergreen
 NEW MEXICO—Albuquerque, Eugene Field; Van Houten, Van Houten
 NEW YORK—Kenmore, Harding, Lincoln
 OHIO—Alliance, Entire System; Ashtabula, Columbus Jr. High, West Ave. Grade, West Jr. High; Canton, Washington, Woodland; Cincinnati, Chase; Lockland, Entire System; Marietta, Hammar, Willard; Ravenna, Entire System
 OREGON—Roseburg, Entire System
 TENNESSEE—Knoxville, Lincoln Park
 TEXAS—Texarkana, Junior High
 UTAH—Charleston, Charleston; Farmington, Farmington; Wasatch County, Entire County
 VIRGINIA—Norfolk, Larchmont
 WISCONSIN—Wauwatosa, Washington; Whitefish Bay, Cumberland, Richards
 WYOMING—Sheridan, Coffee Ave.

ELEVEN YEARS

CONNECTICUT—Darien, Hindley
 ILLINOIS—Belvidere, Lincoln, Perry; Cicero, Roosevelt; Evanston, Foster; Pekin, Community; Rockford, Kishwaukee
 MAINE—Waterville, Myrtle St.
 MARYLAND—Westport, Hammond St.
 MASSACHUSETTS—Worcester, Thorndyke
 MISSOURI—Webster Groves, Lockwood
 NEW JERSEY—Bradley Beach, Bradley Beach; Pitman, Elwood Kindie, W. C. K. Walls
 NEW YORK—Kenmore, Roosevelt
 OHIO—Columbus, Chicago Ave.; Lakewood, Madison, Taft; Steubenville, Jefferson; West Carrollton, Entire System
 TENNESSEE—Springfield, Junior High, Main St., Woodland Jr.
 TEXAS—Texarkana, Texas Sr. High
 UTAH—Brigham, Lincoln, Perry; Collinston, Collinston; Corinne, Corinne; Fielding, Fielding; Garland, Garland; Howell, Howell; Nebo District, Entire County; Plymouth, Plymouth; Portage, Portage; Tremonton, Bothwell, Elwood; Washakie, Washakie
 VERMONT—Bellows Falls, Atkinson St.; Enosburg Falls, Entire System
 WASHINGTON—Spokane, Havermale Jr. High, Libby Jr. High
 WISCONSIN—Kenosha, McKinley

TEN YEARS

ARIZONA—Phoenix, Madison
 CALIFORNIA—Fortuna, Fortuna Union High; Inglewood, Centinela
 DISTRICT OF COLUMBIA—Washington, Blake
 GEORGIA—Atlanta, Capitol View, S. M. Inman, Moreland, Opportunity
 ILLINOIS—Lombard, Entire System; Woodstock, Dean St.
 INDIANA—Indianapolis, Oscar C. McCulloch No. 5, School No. 15; Pendleton, Entire System; Terre Haute, Fairview, Sandison
 KENTUCKY—Ashland, Condit, Charles Russell
 MASSACHUSETTS—Ipswich, Shatswell; Stoneham, Emerson
 MINNESOTA—Minneapolis, Garfield
 NEVADA—Sparks, Kate M. Smith
 NEW HAMPSHIRE—Winchester, Thayer Senior High

NEW JERSEY—Basking Ridge, Basking Ridge; Berkeley, Entire System; Liberty Corner, Liberty Corner; Millington, Bonnie Brae; Ventnor, Ventnor Ave.

NORTH DAKOTA—Fargo, Franklin, Jefferson, Emerson H. Smith

OHIO—Blanchester, Blanchester Twp.; Canton, Henry S. Martin; Clarksville, Clarksville-Vernon High; Clinton County, Entire System; Columbus, Everett Jr. High; East Cleveland, Superior; Kent, Entire System; Lees Creek, Wayne Twp.; Marietta, Entire System; Martinsville, Martinsville; New Vienna, New Vienna; Port William, Liberty Twp.; Reesville, Reesville; Rossford, Eagle Point; Sabina, Sabina; St. Paris, Christianburg-Jackson; Wooster, Walnut St.

UTAH—Salt Lake City, Sumner

WISCONSIN—Edgerton, Entire System

NINE YEARS

GEORGIA—Americus, Wheatley; Atlanta, Davis St. Manners; Cicero, Cicero, Grant; East St. Louis, Manners; Glen Ellyn, Entire System; Peoria, Harrison; Stockton, Entire System

INDIANA—Indianapolis, School No. 64, Thomas Jefferson No. 7, School No. 90

KANSAS—Holton, Entire System; Hutchinson, Allen

MASSACHUSETTS—Southwick, Consolidated; Waltham, Thomas Hill

MICHIGAN—Saginaw, Otto Roeder

MISSOURI—Webster Groves, Bristol, Goodall

NEBRASKA—Grand Island, Lincoln

NEVADA—Las Vegas, Manual Arts, North Las Vegas, West Side

NEW HAMPSHIRE—Rochester, Maple St.

NEW JERSEY—Carney's Point, Lafayette; Morris Plains, Alfred Vail Jr. High

NEW YORK—Clinton, Entire System; Johnson City, Lincoln, Theodore Roosevelt; Kenmore, Lindbergh; Oneonta, Chestnut St.

NORTH DAKOTA—Fargo, Agassiz, Lincoln Platoon

OHIO—Green Springs, Green Springs; Lakewood, Lincoln; Lindsey, Washington Twp.; Madison, North Madison

PENNSYLVANIA—Berwick, Fairview Ave., 14th St.

VIRGINIA—Norfolk, Bay View, Robert Gatewood

WISCONSIN—Wauwatosa, McKinley, Roosevelt

WYOMING—Cokeville, School No. 8

EIGHT YEARS

ALASKA—Cordova, Cordova Ind.

COLORADO—Canon City, Madison; Fort Collins, Laurel St.; Greeley, Horace Mann

ILLINOIS—Naperville, Granger Consolidated Dist. 90; West Chicago, Community High

KANSAS—Arlington, Rural High; Topeka, Gage

MARYLAND—Hagerstown, South Potomac Jr. High

MASSACHUSETTS—Adams, Commercial St.; Medford, Cradock; Waltham, North Jr. High; Williams-town, Broad Brook, Walter G. Mitchell, South Center; Winchester, Highland

MINNESOTA—Minneapolis, Calhoun

MISSOURI—Kansas City, Allen, Edwin C. Meserve, E. F. Swinney

NEBRASKA—Grand Island, Wasmer

NEW JERSEY—Highland Park, Lafayette; Summit, Jefferson

NEW MEXICO—Albuquerque, Coronado, Lincoln Jr. High, Washington Jr. High; Hot Springs, Hot Springs Municipal

NEW YORK—Geneseo, State Normal; Kenmore, Special Teachers & Supervisors; Monticello, Entire System; Poughkeepsie, Warring

OHIO—Alliance, Parkway No. 13; Ashtabula, Bunker Hill; Canton, Belle H. Stone, Henry S. Belden; Madison, Homer Kimball; Sandusky County, Entire System; Van Wert, Ridge Twp.; Warren, Dickey Ave.; Zanesville, McKinley

PENNSYLVANIA—Berwick, Entire System; Fallsington, Falls Twp. High; Grove City, Entire System

VIRGINIA—Norfolk, Coleman Pl.; Portsmouth, Thomas Jefferson

WASHINGTON—Millwood, West Valley High

WEST VIRGINIA—Owings, Owings

WISCONSIN—Manitowoc, Woodrow Wilson; Port Washington, Port Washington High

SEVEN YEARS

ARIZONA—Patagonia, Patagonia School Dist. No. 6; Ray, Entire System

CALIFORNIA—Anaheim, Horace Mann

ILLINOIS—Freeport, East Side, First Ward, Harlem, Henney, Jr. High, Union; Riverside, Riverside-Brookfield High; West Chicago, Entire System

INDIANA—Fort Wayne, J. H. Smart; Indianapolis, Washington No. 55; South Bend, Thomas Jefferson

IOWA—Council Bluffs, Gunn, Rue

MASSACHUSETTS—Holden, Chaffins; Rutland, High; Wellesley, Gamaliel Bradford Sr. High

MISSOURI—Kansas City, Border Star

NEW HAMPSHIRE—Derry Village, Pinkerton Academy

NEW JERSEY—Palmyra, Spring Garden

NEW YORK—Glens Falls, Big Cross St.; Penn Yan, Chestnut St.

NORTH DAKOTA—Fargo, Hawthorne

OHIO—Columbus, Burroughs; Madison, Madison Rural Dist.; Norwood, Norwood View; Perry, Perry; Willoughby, Garfield; Wooster, Pittsburgh Ave.

PENNSYLVANIA—Huntingdon Valley, Lower Moreland Elem., Lower Moreland High; Lansdale, Entire System; Lansdowne, Entire System; Waynesboro, Entire System

WISCONSIN—Manitowoc, Lincoln High; Milwaukee, U. S. Grant, State St.; Wauwatosa, Hawthorne Jr. High, Jefferson

SIX YEARS

ARIZONA—Miami, Inspiration Addition

CALIFORNIA—Newport Beach, Newport Harbor Union High

COLORADO—Canon City, Garfield; Fleming, Logan County High; Golden, Entire System; Greeley, Central Platoon; Sterling, Franklin, Lincoln

CONNECTICUT—Darien, Holmes; Waterbury, Bunker Hill

DELAWARE—Kenton, Kenton

IDAHO—Naf, Clear Creek, Standrod

ILLINOIS—Aurora, Brady; East St. Louis, Maplewood School Dist. No. 190; Freeport, Center; Peoria, Longfellow

INDIANA—Fort Wayne, South Wayne; Indianapolis, School No. 68; Sullivan, Central

IOWA—Council Bluffs, Dodge, Eighth St., Franklin, Washington

MAINE—Houlton, Entire System

MASSACHUSETTS—Beverly, Centerville; Gloucester, Babson; Wellesley Hills, L. Allen Kingsbury

MICHIGAN—Detroit, Nichols, Ruthruff; Dowagiac, Entire System

MISSISSIPPI—Greenville, Central; Meridian, Entire System

MISSOURI—University City, Daniel Boone, Nathaniel Hawthorne

NEVADA—Las Vegas, Entire System

NEW JERSEY—Franklin, Entire System; Irvington, Augusta St.; Manasquan, Entire System; Palmyra, Cinnamon Ave.; Pitman, Entire System; Tenafly, Browning

NEW YORK—Ithaca, West Hill; Yonkers, School No. 4

NORTH DAKOTA—Valley City, Entire System

OHIO—Akron, Andrew Jackson, Hotchkiss, John R. Buchtel High, Lincoln, Schumacher; Bucyrus, Holmes-Liberty Consolidated; Delphos, Jefferson; Fremont, Riley Twp.; Greenford, High; Lakewood, Grant; Logan, Central; Spencerville, Jennings Twp.; Toronto, Entire System; Wickliffe, Village District; Wooster, Entire System; Wyoming, Entire System

SOUTH DAKOTA—Sioux Falls, General Beadle, Riverside

TENNESSEE—Nashville, Central High

TEXAS—Burkburnett, Central

UTAH—Levan, Elementary & Junior High; Lucin, Lucin; Mona, Mona; Juab County, Entire System; Riverside, Riverside

VERMONT—Burlington, Ira Allen

WISCONSIN—Kenosha, Roosevelt; Milwaukee, James Whitcomb Riley; Superior, Itasca

WYOMING—Sheridan, Linden Ave.

FIVE YEARS

CALIFORNIA—Daly City, Jefferson Union High

COLORADO—Boulder, Entire System; Canon City, Wilson Jr. High; Fort Collins, Franklin, LaPorte Ave.; Washington; Greeley, Lincoln Platoon

DISTRICT OF COLUMBIA—Washington, Benning, Gales, Pierce, Shepherd

GEORGIA—Atlanta, Faith, J. C. Harris

ILLINOIS—Antioch, Antioch School Dist. No. 34; Aurora, C. M. Bardwell, Center, Oak Park, S. N. Dieterich, Junior High; Champaign, Entire System; Chicago, Bell, Van Vliessen; Mendota, Lincoln; Payson, Entire System

INDIANA—Evansville, Highland; Indianapolis, School No. 13, Catherine Merrill No. 25, Riverside No. 44, School No. 45, William Penn No. 49, School No. 78; Terre Haute, Thornton Jr. High

IOWA—Council Bluffs, Avenue B, Harrison, Madison, Roosevelt, Second Ave.; Sioux City, Grant

KENTUCKY—Owensboro, Entire System

LOUISIANA—Gibson, Consolidated; New Orleans, John J. Audubon

MASSACHUSETTS—Gloucester, Point Grammar; Rutland, Entire System; Wellesley, Hunnewell

MICHIGAN—Detroit, Hubert, Monnier; Marshall, Entire System

MISSISSIPPI—McComb, Entire System

MISSOURI—Kansas City, Fairmount; Maplewood, West Richmond; St. Louis, Chouteau

NEW HAMPSHIRE—Portsmouth, New Franklin, Whipple

NEW JERSEY—Irvington, Clinton Ave. School No. 1; Lincoln Park, Lincoln Park; Red Bank, Mechanic St., Oakland St., Junior High, River St., West Bergen Pl.; Summit, Hamilton

NEW YORK—Batavia, Washington; Mamaroneck, Daniel Warren; Olean, School No. 3; Oneonta, Center St.; Rochester, Indian Landing; Schenectady, Edison, Riverside

OHIO—Clyde, Entire System; Lockland, Arlington; Toronto, High; Youngstown, Lincoln, Roosevelt

OREGON—Bend, Allen Platoon

PENNSYLVANIA—Chambersburg, Entire System

SOUTH DAKOTA—Madison, Washington

TENNESSEE—Davidson County, Entire System; Donelson, High, Donelson; Goodlettsville, High, Goodlettsville; Joelton, Joelton, High; Madison, Lickton, Isaac Litton High, Stratton; Old Hickory, DuPont, DuPont High; South Nashville, Richland

UTAH—Brigham, Central; Garland, Bear River Sr. High; Lynn, Junction; Salt Lake City, Highland Park

VERMONT—Burlington, Champlain, Converse

VIRGINIA—Lynchburg, Fort Hill; Richmond, Franklin

WEST VIRGINIA—Backus, Glendale; Buchannon, East Main St.; Clarksburg, Towers; Hinton, Central; South Charleston, Zogg-O'Dell

WISCONSIN—Jefferson, Entire System; Manitowoc, Entire System; Milwaukee, Ludington; Superior, Howe; Wausau, Entire System

WYOMING—Laramie, Stanton

FOUR YEARS

ALABAMA—Birmingham, Henley; Breton, W. S. Neal High

ALASKA—Haines, Haines

CALIFORNIA—Colusa, Union High; Monterey, Del Monte; Vallejo, Farragut

COLORADO—Akron, Washington County High; Canon City, Lincoln; Fort Collins, Sue M. Barton, Junior High, Lincoln, Remington; Greeley, Cameron

DELAWARE—Christiana, Christiana-Salem Consolidated

FLORIDA—Miami, Miramar

GEORGIA—Atlanta, Slaton; Glynn, Entire County; Macon, Joseph Clisby

ILLINOIS—Alhambra, Alhambra; Danville, Washington; Normal, Central, Eugene Field, Bernardine Orme Smith; Princeton, Lincoln, Logan, Logan-Junior High

INDIANA—Indianapolis, John McCormick No. 30, School No. 43, Ralph Waldo Emerson No. 58; Vincennes, Harrison, LaSalle, Tecumseh, Washington

IOWA—Sioux City, Hawthorne, Hobson, Irving, Joy, Roosevelt

KANSAS—Hiawatha, Janes; Junction City, Departmental; Paola, South

LOUISIANA—Morse, High

MASSACHUSETTS—Arlington, Locke; Lexington, Hancock; Melrose, Warren; Newton, Lincoln; North Chelmsford, Princeton St.; Plymouth, Manomet; Waltham, Thomas R. Plympton

MICHIGAN—Detroit, Angell, Mason

MINNESOTA—Minneapolis, Thomas Lowry; Stillwater, Oak Park; Owatonna, Entire System

MISSISSIPPI—Horn Lake, Vocational High

MISSOURI—Kirkwood, George R. Robinson; Webster Groves, Avery

NEW JERSEY—Palmyra, Entire System

NEW YORK—Freeport, Archer St., Cleveland Ave., Grove St., Seaman Ave.; Glens Falls, Jackson Hights; Johnson City, Frank M. Smith; Malverne, Lakeview; Ossining, Roosevelt; Penn Yan, Liberty St.; Van Hornesville, Central

OHIO—Akron, Forest Hill; Barnesville, Entire System; Canton, Cherry; Cleveland Heights, Boulevard; Columbus, Milo, Mound Jr. High, Stewart Ave.; East Canton, East Canton; East Cleveland, Chambers; Fostoria, Entire System; Gibsonburg, Rollersville; Gratis, Gratis Village; Helena, District School; Hooven, Berea; Lakewood, Garfield; Harrison, McKinley; Mansfield, Brinkerhoff, West Fifth; McConnellsville, McConnellsville Bldg.; New Lyme, New Lyme; New Philadelphia, East, West Elementary; North Canton, North Canton; Painesville, Madison Ave.; Sawyerwood, Sawyerwood; Steubenville, Lincoln; Van Wert, Anthony Wayne; Woodville, Woodville; Wren, Wren Village, Youngstown, J. G. Butler

OREGON—Bend, Kenwood, Reid

PENNSYLVANIA—Allison, Park, Hampton Twp.; Imperial, Findley Vocational; Philadelphia, Bell Ave.; Wyncote, Thomas Williams Jr. High

SOUTH DAKOTA—Sioux Falls, Hawthorne

TEXAS—Texarkana, Dunbar High

UTAH—Bert, Booth Valley; Brigham City, Box Elder High; Deweyville, Deweyville; Tremonton, Thatcher; Yost, Yost

VIRGINIA—Lynchburg, Fairview; Newport News, John Marshall; Norfolk, Chesterfield Hights., Great Bridge High, Ingleside; Winchester, Handley

WEST VIRGINIA—Hillsboro, Hillsboro

WISCONSIN—Jefferson, High; Kenosha, Senior High Annex; Madison, Randall Brayton; Milwaukee, West Milwaukee High; Sheboygan, Horace Mann; Superior, Carpenter, Lincoln, Nelson

WYOMING—Granger, Granger; Rock Springs, Lowell, Yellowstone

THREE YEARS

ALABAMA—Tuscaloosa, Entire System

CALIFORNIA—Alhambra, Marguerita; Chico, College Elem.; Long Beach, Avalon; Monterey, Oak Grove; Vallejo, Roosevelt

COLORADO—Vernon, High

DISTRICT OF COLUMBIA—Washington, Bunker Hill, Cranch, Crosby Noyes, Dennison Vocational, Dent, Fairbrother, Takoma, Webb

FLORIDA—Miami Beach, Central Beach

GEORGIA—Americus, Entire System; Atlanta, Connelly, Peoples

ILLINOIS—Bridgeport, Seed, Tracey, Chicago, Brennan; Dundee, School District No. 32; Jerseyville, Jerseyville; Peoria, Irving, Lucy B. Tyng; Peru, Entire System

INDIANA—Elwood, Osborn; Evansville, Harwood; Greentown, Union Twp. Consolidated; Hammond, Lafayette; Indianapolis, School No. 35, School No. 52, School No. 86; Jeffersonville, Port Fulton; Muncie, Blaine Jr. High, Harrison, Riley Elem.; Ragsdale, Aliceville; Terre Haute, Crawford, Davis Park; Vincennes, James Whitcomb Riley, Francis Vigo, Purcell

IOWA—Council Bluffs, McMillen, Pierce; Sioux City, East Jr. High, Webster, West Jr. High
 KANSAS—Bucklin, Entire System; DeGraff, DeGraff; Hamilton, Rural High
 KENTUCKY—Ashland, Putnam Jr. High; Louisville, Benjamin Franklin; Lexington, Isaac Shelby, Russell Cave Consolidated, Wolf Run; Pine Knot, Pine Knot
 LOUISIANA—Acadia County, Entire County; Georgetown, Junior High; New Orleans, Gumbel, S. J. Peters High
 MARYLAND—Baltimore, Henry Highland Garnet; Brunswick, East Brunswick, West Brunswick Dist. No. 25; Dorsey, Dorsey; New Market, New Market
 MASSACHUSETTS—Malden, Faulkner; Melrose, Franklin; Springfield, Sumner Ave.; Waltham, Royal E. Robbins
 MICHIGAN—Bay City, Trombley; Detroit, Bellevue, Burgess, Cadillac, Craft, Jacoby, Parke, Pasteur, Pierce, Thirkell, Wayne, Webster; Inkster, Entire System; Saginaw, Houghton, Stone
 MISSISSIPPI—Biloxi, Gorenflo, Howard No. 1, Howard No. 2
 MISSOURI—Kansas City, Paseo High
 NEVADA—Goodsprings, Goodsprings
 NEW HAMPSHIRE—Farmington, Farmington High; Whitefield, Whitefield
 NEW JERSEY—Berlin, Watsontown Clementon Boro; Irvington, Berkeley Terrace No. 9, Grove St.; Montclair, Edgemont; Plainsboro, Plainsboro No. 1
 NEW YORK—Catskill, Grandview, Irving; Eggertsville, Eggertsville Dist. No. 13; Freeport, Entire System; Great Neck, Kensington; Hempstead, L. I., Washington; Huntington Station, Roosevelt; Lancaster, Colfax Hgts. Elem., School St.; Mattituck, High School Dist. No. 9; Penn Yan, Hutton St., Junior High, Penn Yan Academy; Poughkeepsie, Cannon St.
 NORTH DAKOTA—Park River, Walch County Agricultural
 OHIO—Akron, Krumroy; Athens, West Side; Barberton, Central; Bay Village, Forest View; Bellevue, York Twp.; Bucyrus, Rural, Whetstone Consolidated; Canton, Fairmount, Horace Mann; Cleveland, Woodland; Columbus, Edison, Livingston Ave., Robert Louis Stevenson; Crestline, Jefferson Consolidated; Delaware, West; East Cleveland, W. H. Kirk Jr. High; Lakewood, Franklin, Roosevelt; Lebanon, Otterbein Home; Le Roy, Westfield; Madison, South Madison; McConnellsville, Entire System; Mentor, High, Salida, Special, North Mentor; New Philadelphia, Front Ave., John Knisely Elem., Schoenbrunn Elem., South Elem., Tuscarawas Ave.; North Robinson, Consolidated; Rittman, Junior High; Troy, Consolidated; Troy, Forest, Heywood, Kyle, Troy High; Van Wert, Lincoln, High; Warren, Laird Ave.; Wyoming, Hillcrest; Youngstown, Harding
 OREGON—Ashland, North Pinehurst Dist. No. 94; Pendleton, Entire System
 PENNSYLVANIA—Downingtown, Industrial; Honesdale, Stourbridge Bldg.; Johnstown, Cypress Ave.; Millersburg, Boro; Overton, Overton Twp.; Wayne, Rosemont
 UTAH—Bear River City, Bear River City; Brigham, Junior High; Kayville, Davis Senior High, Park Valley, Snowville
 VERMONT—Center Rutland, Center Rutland; Fair Haven, Graded; Ludlow, Black River Academy
 WASHINGTON—Seattle, Maple Leaf
 WEST VIRGINIA—Bluefield, Glenwood Junior High, Harry; Charleston, Tiskelwah; Norton, Norton; Wardensville, Wardensville Senior High
 WISCONSIN—Sheboygan, South Side Junior High
 WYOMING—Casper, Harding; Laramie, Lincoln, Whiting

TWO YEARS

ALABAMA—Chilton County, Entire County; Gadsden, Gaston; Jacksonville, State Teachers College; Jemison, Freeman, Senior High, Union Grove Junior High; Maplesville, Isabella Senior High, Maplesville Senior High, Vermont Junior High; Stanton, Junior High; Thorsby, Mineral Springs, Junior High; Verbena, Senior High
 ALASKA—Ketchikan, Entire System
 CALIFORNIA—Cummings, Leggett Valley
 COLORADO—Arapahoe, Arapahoe Branch High; Como, Como No. 9; Greeley, Gipson; Kit Carson, High; Laird, Laird; Louisville, Louisville Public Schools; Sterling, Junior High; Trinidad, Entire System
 CONNECTICUT—New Haven, Lovell
 DISTRICT OF COLUMBIA—Washington, Brookland, Bryan, Randle Highlands, Woodridge
 FLORIDA—Babson Park, Babson Park; North Miami Beach, Fulford, Sarasota, Southside; South Miami, Coconut Grove
 GEORGIA—Albany, Broad Street; Atlanta, Clark Howell, Luckie St., Milton Ave., I. N. Ragsdale
 ILLINOIS—Bluffs, Community Senior High; Chicago, Peirce, Twain; Danville, Collett; Elmhurst, York Community High; Harrisburg, Lincoln; Havana, Oak Grove; Jacksonville, Entire System; Peoria, Von Steuben; Princeton, Douglas; Warrenville, Seraph Warren Holmes; Waukegan, Andrew Cooke, Jackson, McAllister
 INDIANA—Atlanta, High; Indianapolis, School No. 19, School No. 75; Marion, Fremont; Noblesville, First Ward
 IOWA—Council Bluffs, Oak; Davenport, Adams, Buchanan, Fillmore, Garfield, Johnson, Monroe,

Oral Deaf, Sudlow, Tyler; Dubuque, Jackson; Sioux City, North Junior High
 KANSAS—El Dorado, Junior High; Eskridge, Rural High; Kiowa, Kiowa; Osawatimie, Entire System; Topeka, Quinton Heights; Winona, Consolidated
 KENTUCKY—Fayette County, Entire System
 MAINE—Gorham, Western State Normal
 MARYLAND—Silver Spring, Glenmont Elementary
 MASSACHUSETTS—Grawville Center, West Granville; Hanover, Salmond; Norwell, Center, Senior High; South Hanson, Washington St.; Wellesley, John D. Hardy, Marshall L. Perrin; Wellesley Hills, Annie F. Warren; Williamstown, Entire System
 MICHIGAN—Saginaw, Cray-Lincoln, John Moore
 MINNESOTA—Minneapolis, Portland
 MISSISSIPPI—Blaine, Consolidated; Jackson, Barr, Davis, Galloway, Poindexter, Whitefield
 MISSOURI—St. Louis County, Price
 NEW HAMPSHIRE—Portsmouth, Farragut
 NEW JERSEY—Elizabeth, William Livingston No. 10; Helmetta, Helmetta No. 1; Irvington, High; Montclair, Bradford; New Providence, Entire System; Swedesboro, Repaupo; Ventnor, Troy Ave.
 NEW MEXICO—Albuquerque, Longfellow; Portales, Central Grade, Lindsey Grade; Roswell, Mark Howell
 NEW YORK—Delanson, Senior High; East Hampton, High School Dist. No. 1; Great Neck, Arrandale, Lakeville; Malverne, Davison Ave.; Olean, Entire System; Oneida, Elizabeth St.; Scotia, Lincoln Dist. No. 2, Sacandaga Dist. No. 2; Stanfordsville, Stanford Union; Syracuse, Elmwood
 NORTH CAROLINA—Charlotte, Central Senior High
 OHIO—Akron, Barber; Bucyrus, Central, Crawford, Kearsley, Kilbourne, Lincoln, Norton; Burgoon, Jackson Centralized; Canton, Elizabeth Harter, Gibbs; Chatfield, Consolidated, Lykens Consolidated; Cleveland Heights, Taylor; Columbus, Grandview High, Mifflin High, Open Air, Sanbury Rd.; Dover, South Ave. Bldg.; Fremont, Rice Twp.; Gambler, Entire System; Medina, York Consolidated Rural; Mount Vernon, Columbia Consolidated; Poland, Union; Seneca, Seneca-Richland Rural; Struthers, Sexton St.; Sulphur Springs, Consolidated; Thurston, High; Tiffin, Monroe; Trenton, Consolidated; Unionville, J. R. Adams; Van Wert, Horace Mann; Warren, First St.; Youngstown, Grant Jr. High
 OREGON—Eugene, Washington
 PENNSYLVANIA—Freeport, Freeport; Williamsport, Montgomery-Clinton
 SOUTH CAROLINA—Johns Island, High; Lexington, Entire County
 SOUTH DAKOTA—Madison, Lincoln
 TENNESSEE—Knoxville, Lonsdale; Memphis, Riverside
 UTAH—Box Elder County, Entire County; Salt Lake City, Woodrow Wilson
 VERMONT—Burlington, Lawrence Barnes; Fair Haven, Senior High
 VIRGINIA—Norfolk, LaFayette, J. E. B. Stuart
 WASHINGTON—Bellingham, Fairhaven Junior High
 WEST VIRGINIA—Charleston, Lincoln; Huntington, Peyton; Milton, Hudson
 WISCONSIN—Milwaukee, Garden Homes; Monroe, Lincoln Junior High; Superior, Ericsson
 WYOMING—Rock Springs, Lincoln, Junior High, Washington

CURRENT YEAR

ALABAMA—Ozark, Dale County Junior-Senior High
 ARIZONA—Williams, Williams, High
 CALIFORNIA—Los Angeles, Yorkdale; Monterey, Entire System; Oakland, Detention Home; Orland, Capay; Pomona, Kauffman; Susanville, Susanville; San Francisco, Junipero Serra
 COLORADO—Delagua, Longfellow School Dist. No. 51; Eagle, Senior High; Hastings, Hastings; Las Animas, Bent County High; Leadville, Central, Senior High; Sopris, Lincoln School Dist. No. 42; Longmont, Columbine
 CONNECTICUT—East Hampton, Center; Greenwich, Byram
 DELAWARE—Georgetown, Roxana; Wilmington, Alexis I. DuPont Special School Dist.
 DISTRICT OF COLUMBIA—Washington, Blow, Kingman

Life-Membership-Minded

☆ MISS EDITH M. ZANDER, librarian, Lincoln Senior Highschool, Manitowoc, Wisconsin, recently wrote: "I am trying to get my vicinity Life-Membership-minded. We can hardly support a finer cause than education." Miss Zander is, herself, a Life Member. This fall she was instrumental in having a Life Membership presented by the highschool students to their principal, Charles G. Stangel. She has also presented her brother with a Life Membership as a birthday gift.

FLORIDA—Miami, Coral Way Elementary; Tampa, MacFarlane; Clearwater, Pinellas High
 GEORGIA—Americus, Anthony Laboratory; Atlanta, Fair Street, Murphy Senior High; Augusta, James L. Fleming; Columbus, East Highlands, Eleventh Street, Linwood, McHenry, North Highlands, Rose Hill, St. Elmo, 7th Street, Waverly Terrace, Wynnton; La Fayette, Fortune Grammar, West La Fayette
 IDAHO—Boise, Central; Culesac, High
 ILLINOIS—Beardstown, Beard, Lincoln; Chicago, Falconer, Hartigan, Hayes; East St. Louis, Franklin; Havana, Riverview, Rockwell; Lanark, Lanark; Libertyville, Entire System; Madison, Marquette; Maywood, Proviso Twp. High; Peoria, Columbia Elementary; Shirley, Ben Fund Consolidated; Springfield, Stuart; St. Anne, St. Anne; Valmeyer, Valmeyer; Warren, Warren Community High; Waukegan, Central, Glen Flora
 INDIANA—Arcadia, Arcadia; Griffith, Griffith Public; Hammond, Edison; Indianapolis, School No. 7, School No. 32, School No. 50, Henrietta Colgan School No. 10, School No. 28, School No. 91; Kokomo, Palmer; Muncie, Longfellow, Washington, Wilson; Richmond, Fairview Ave.; Peru, Holman
 IOWA—Council Bluffs, Walnut Grove, Abe Lincoln High; Davenport, Young Intermediate Jr. High
 KANSAS—Atchison, Washington; Marysville, Entire System; Ness City, Ness City; Woodbine, Woodbine Rural
 KENTUCKY—Ashland, Junior College; Owensboro, Paul Dunbar, Western High
 LOUISIANA—New Orleans, McDonogh School No. 23; Plaquemine, Grand River
 MAINE—Anson, Garret Schenck; Machias, Washington State Normal; Rangeley, High; Westbrook, Pride's Corner
 MARYLAND—Salisbury, East Salisbury
 MASSACHUSETTS—Arlington, Russell; Ashburnham, Whitney Adams; Leominster, Pierce; Melrose, D. W. Gooch; Newton, Underwood; Newton Center, John Ward; Norwell, Ridge Hill; Reading, Union St.; Stoneham, South; Taunton, Fremont; Wellesley Hills, Seldon L. Brown; West Medford, Gleason
 MICHIGAN—Detroit, Burt, Campbell, Division of Instruction, Detroit Teachers Assn., Estabrook, Gillies, Hillger, Howe, King, Longfellow, Marr Training, McKerrow, McMichael, Newberry, Post, Richard, Tilden, White Special, Wingert, Van Zile; Saginaw, Hoyt
 MINNESOTA—Duluth, Norton Park; Minneapolis, Blaine, Kenwood, William Penn; St. Paul, Washington Sr. High; South St. Paul, Wilson
 MISSISSIPPI—Biloxi, Entire System; Jackson, Enoch Jr. High
 MISSOURI—St. Louis, Hadley Vocational
 NEW JERSEY—Alpine, Alpine; Bay Head, Bay Head; Haddonfield, Sharp; Hillside, Saybrook; Irvington, Madison Ave.; Newark, Waverly Ave.; Penns Grove, Barber Ave.; Riverton, Riverton Public; Trenton, Franklin, Skelton
 NEW MEXICO—Roswell, South Hill
 NEW YORK—Bay Port, Entire System; Catskill, Catskill High; Cornwall, Cornwall Sr. High, Roseton Grade; East Northport, Larkfield; Great Neck, Senior High; Huntington, L. I., Entire System; Hyde Park, Staatsburg High; Lancaster, Senior High, Junior High; Locust Valley, Junior High; Melrose Park, L. I., Lindner Pl.; New York, School No. 59; Oneida, Seneca St.; Pelham, Hutchinson; Penn Yan, Senior High; Snyder, Amherst School No. 18
 NORTH CAROLINA—Charlotte, Tech Sr. High; Mount Airy, Bannertown, North Main St.
 OHIO—Akron, Crosby, King, Miller; Ashabula, State Rd.; Bucyrus, Entire System; Camden, Consolidated; Canton, Wells; Cincinnati, Concord, Retail Selling High; Cleveland, Chesterfield, George Washington, Waverly, Case Woodland; Cleveand Heights, Noble; Columbus, First Ave.; Dayton, Lincoln Jr. High; Dover, Dover Ave. Bldg., Second St. Bldg.; Fremont, Lutz; Jefferson, Entire System; Lakewood, Harding Jr. High, Horace Mann Jr. High, Taft; Liberty Township, Centralized; Mentor, Village; New Lexington, Public; Painesville, Concord Community; Petersburg, Springfield Twp. High; Pickerington, Violet Twp.; Rocky River, Beach; Sulphur Springs, Sulphur Springs; Summit, East Liberty Elem.; Syracuse, Consolidated; Warren, Central Jr. High; Youngstown, Taft
 OKLAHOMA—El Reno, Lincoln
 OREGON—Alleghany, District School No. 45; Eugene, Whiteaker Elem.
 PENNSYLVANIA—Malvern, Frazer Elem.; Pinegrove, High School
 SOUTH CAROLINA—Chapin, Chapin; Reevesville, Sheridan; Walterboro, Welch Creek
 TENNESSEE—Knoxville, Fair Garden, Sequoyah, South Knoxville, Van Gilder; McKenzie, McKenzie; Nashville, Berry, Early, Joy, Mills
 TEXAS—Amarillo, Forest Hill Terrace, Pleasant Valley; Nash, Nash Ind.
 VERMONT—Shoreham, High
 VIRGINIA—Deep Creek, High; Norfolk, John Goode, Maury High, Ruffner Junior High, W. H. Taylor, Washington-Gatewood, Frances E. Willard; Petersburg, D. M. Brown; Portsmouth, Sixth Avenue
 WASHINGTON—Clallam Bay, High; Opportunity, Opportunity
 WEST VIRGINIA—Clay, Bickmore; Hinton, Riverview; Pratt, Elementary
 WISCONSIN—Madison, Franklin; Milwaukee, Lee; Sheboygan, Longfellow; Superior, Grade
 WYOMING—Casper, Park, Washington

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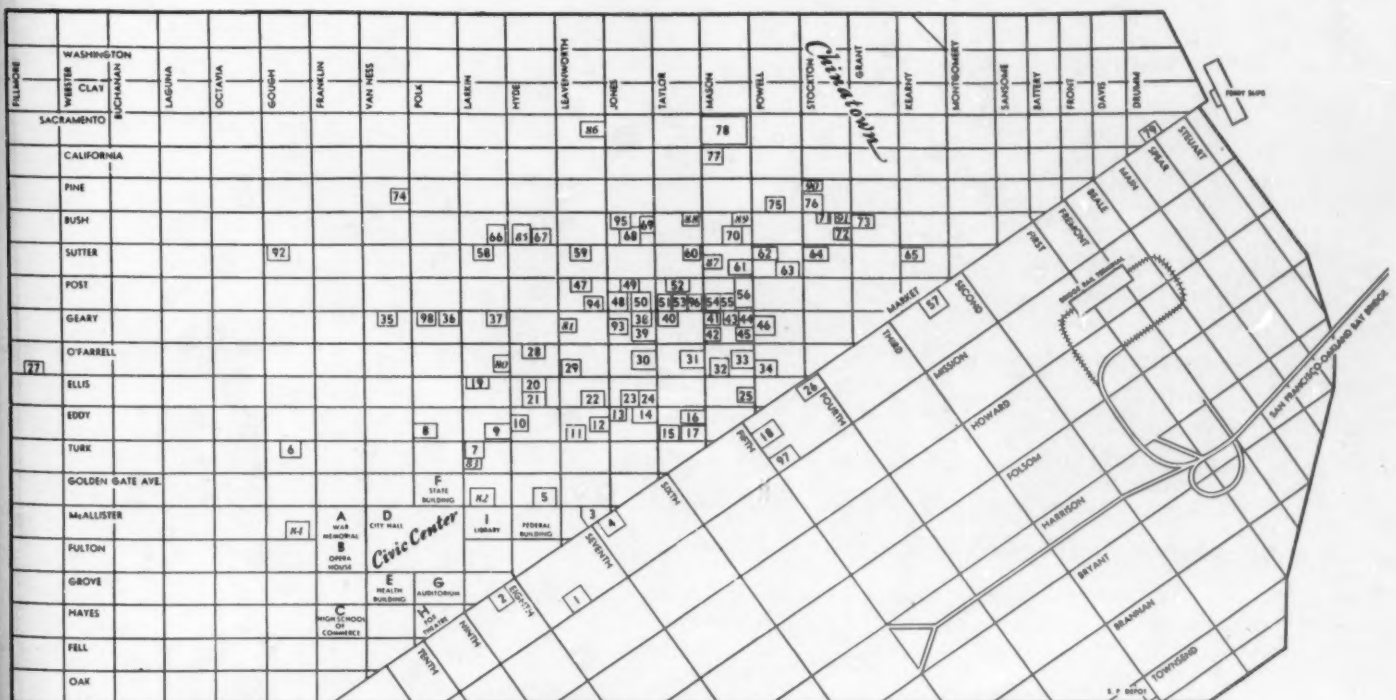
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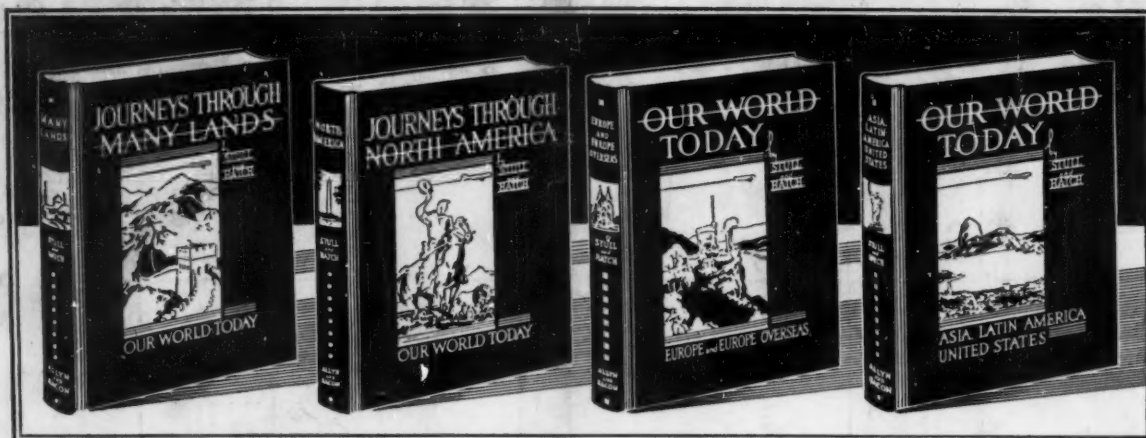
HOTEL RATES—SAN FRANCISCO

Following list shows only rooms with baths accommodating one person and two persons. Suites and apartments are available in many of the hotels listed. Some also have rooms without baths at rates lower than those quoted below. Apartments of various sizes also are available and lists of these will be furnished by the Housing Bureau. Numbers in parentheses following names of hotels show total number of rooms in each hotel.

Key to Plan	Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Key to Plan	Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons	
			Double bed	Twin beds				Double bed	Twin beds
28	Alexander Hamilton (50)	\$3.00 to \$3.50		\$5.50 to \$7.00	18	Lankershim (350)		\$3.00 to \$3.50	\$4.00 to \$5.00
16	Ambassador (250)		\$3.00		9	La Salle (150)	\$3.00	\$3.50	\$4.00
32	Angelus		3.50	\$4.00	35	Lombard (125)	4.00	5.00	6.00
72	Baldwin		3.00		45	Manx (350)	\$2.50 to \$3.00	4.00 to 4.50	5.00
38	Bellevue (300)	2.00 to 3.50	\$4.00 to \$5.00	6.00	77	Mark Hopkins (500)	6.00 to 8.00		9.00 to 12.00
69	Biltmore (75)	\$2.50	3.00 to 3.50	4.00 to 4.50	30	Mark Twain (150)	3.50	4.50	
92	Broadmoor (200)	3.50	4.50		51	Maryland (100)		4.50	
39	Californian (300)	3.50	5.00	6.00	47	Maurice (200)	3.50	5.00	6.50
68	Canterbury (250)	3.50	5.00	6.50	95	Mayflower (108)	2.50	3.50	
58	Carlton (170)	2.50	4.00 to 5.00	6.00 to 7.00	23	New Olympic (250)	2.50	3.50 to 5.00	6.00
70	Cartwright (150)	2.50 to 3.00	4.00 to 5.00	6.00	21	Ormond (100)	1.50 to 2.00	2.00 to 2.50	
52	Cecil (150)	3.00	4.00	4.50 to 5.00	17	Oxford (150)	3.00 to 3.50	4.00	5.00
14	Clark (140)	3.00	4.00 to 4.50	4.00 to 5.00	12	Padre (90)	2.00	2.50	
40	Clift (500)	4.00 to 5.00	6.00	7.00 to 8.00	96	Paisley (72)	2.50	3.50	
75	Colonial (120)	2.50 to 3.50	3.00 to 5.00	4.00 to 6.00	57	Palace (550)	4.00 to 6.00	6.00 to 8.00	7.00 to 10.00
59	Commodore (120)	4.00	5.00	6.00	97	Pickwick (200)	3.00 to 3.50	4.00 to 4.50	5.00 to 5.50
71	Court (132)		4.50	6.00	63	Plaza (300)	3.00 to 3.50	4.50 to 5.00	5.00 to 6.00
44	Crane (114)		2.50 to 3.00		25	Powell (205)	2.50 to 3.00	3.00 to 3.50	4.00 to 5.00
93	Davenport	2.00 to 2.50	2.50 to 3.50	3.00 to 4.00	98	President (150)	3.00	4.00	
64	Drake-Wiltshire (340)	3.50	5.00	6.50	24	Ritz (102)	2.50	3.00 to 3.50	
27	Edison (117)	2.50	2.50 to 3.50	4.00 to 5.00	13	Roosevelt (165)	2.00 to 2.50	3.50 to 4.00	
50	El Cortez (325)	3.50 to 4.00	4.00 to 5.00	5.00 to 7.00	56	St. Francis (1000)	4.00 to 8.00	6.00 to 10.00	7.00 to 12.00
8	Embassy (100)	2.50 to 3.00	3.50 to 4.00		37	San Carlos	2.50	3.00 to 4.50	
5	Empire (500)	3.00 to 4.00	4.00 to 5.00	4.50 to 7.00	7	Senate (96)		4.00	
78	Fairmont (500)	4.00 to 6.00		7.00 to 8.00	20	Senator (120)	2.50	4.00	4.50
4	Federal		3.50		3	Shaw (150)		3.50 to 4.00	4.50
54	Fielding (175)	3.00	4.00 to 5.00	6.00	62	Sir Francis Drake (600)	3.50 to 5.00	5.00 to 8.00	6.00 to 9.00
55	Franciscan Hotel (175)	2.50 to 3.50	4.00 to 5.00	6.00	53	Somerton (200)		3.00 to 4.00	4.00 to 5.00
48	Gaylord (200)	3.00 to 3.50	4.50	5.00	43	Stewart	3.00 to 3.50	4.00 to 5.00	4.50 to 5.00
94	Geary (120)		3.00		65	Sutter (250)	2.00 to 3.00	3.00 to 4.00	3.50 to 4.50
67	Glen Royal (100)	2.50	4.00	5.00	79	Terminal		3.00	
34	Golden State (200)	2.50 to 3.00	3.00 to 4.50	5.00	76	Victoria (150)	2.00 to 3.50	3.00 to 5.00	4.00 to 6.00
6	Gotham (115)	2.50 to 3.00	3.50 to 4.00	4.50 to 5.00	42	Virginia (150)	2.50	4.00	4.50
66	Granada (250)	2.50 to 3.50	3.00 to 5.00	4.00 to 6.00	73	Washington (200)	3.00	5.00	6.00
19	Harvard (80)	1.50 to 3.00	4.00		60	Western Women's Club	3.50		5.00
22	Herald (150)	2.00 to 2.50	2.50 to 3.00	3.00 to 3.50	2	Whitcomb (500)	2.50 to 4.00	4.50 to 6.00	5.00 to 7.00
33	Herbert's (107)		3.50		49	Worth	3.00 to 4.00	4.00 to 5.00	5.00 to 6.00
26	Keystone (168)		3.50		1	Yuba	1.50	2.50	
10	Lafayette (100)	2.00 to 2.50	2.50 to 3.50	4.00 to 5.00					

STREET PLAN OF SAN FRANCISCO





GEOGRAPHY — The First Social Study

For this associated life, with its achievements and failures, does not go in the sky nor yet in a vacuum. It takes place on the earth. The geographical setting enters into the very makeup of the social happenings that form history. — John Dewey: Democracy and Education.

There is a widespread demand for courses in social studies in the grades.

The best results have been obtained by those schools which realize that Geography, properly taught in the best modern manner, is the social study of the grades.

The best courses in Geography fuse the subjects of History and Civics and, above all, emphasize international understanding and good will.

The following paragraph by Professor Hatch shows that the real purpose of Geography study is character building:

"The real reason we go to school is not to learn just the facts of Geography, or whatever other studies we take up. The facts are important but only as they help us to build a better world, where all men can work together as brothers."

Allyn and Bacon

Atlanta Boston New York Chicago Dallas
San Francisco

