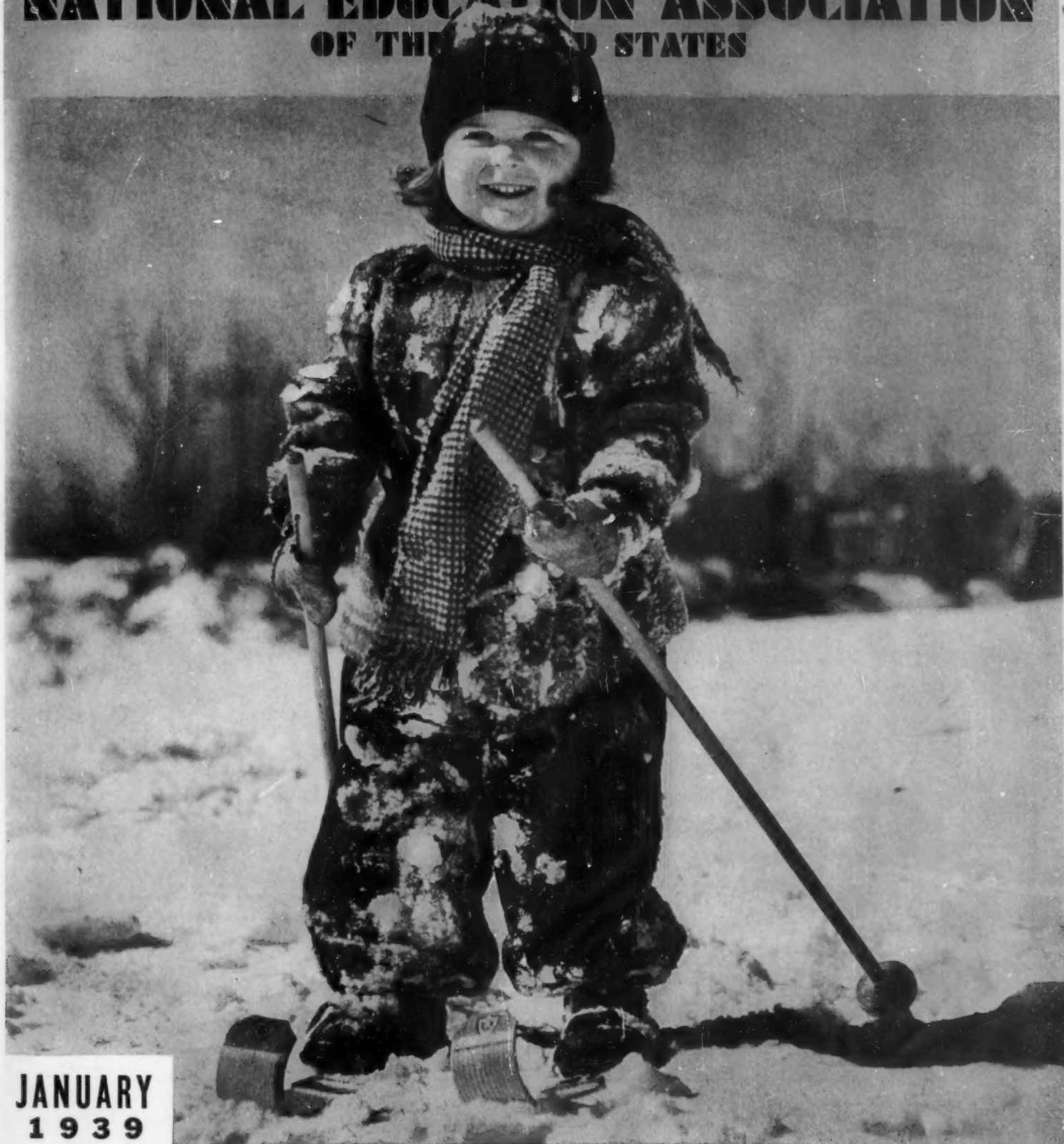


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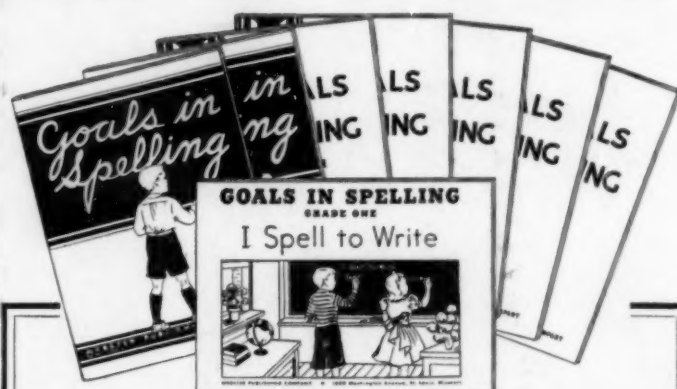
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

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Between Editor and Reader

TO THE SEVERAL THOUSAND young men and women in the senior classes of teachers colleges who this month join the National Education Association as student members, we extend heartiest greetings and best wishes. We welcome them into the fellowship of the Association with the hope that this is only the first step in a professional connection which will be lifelong. In these days of worldwide tension and need, professional citizenship is second only in importance to political citizenship. Every true teacher will wish to perform his full duty in both relationships. It is by taking part that we grow and find our strength.

No thoughtful student who has spent four years of time and money in college to qualify for teaching wishes that to be the end of his growth. The best way to make sure that it will not be the end is to take an interest in local, state, and national education associations and to look upon them as lifelong schools of education. The young teacher who does this will find increased joy and power and will advance in his chosen profession because he has been willing to pay the price of character and service.

The old leadership is passing rapidly from the stage of action. New people are coming to occupy the position of leadership. Will they really lead or merely occupy the positions? The future of democracy is in the answer to that question. Again, welcome and best wishes to our student members!

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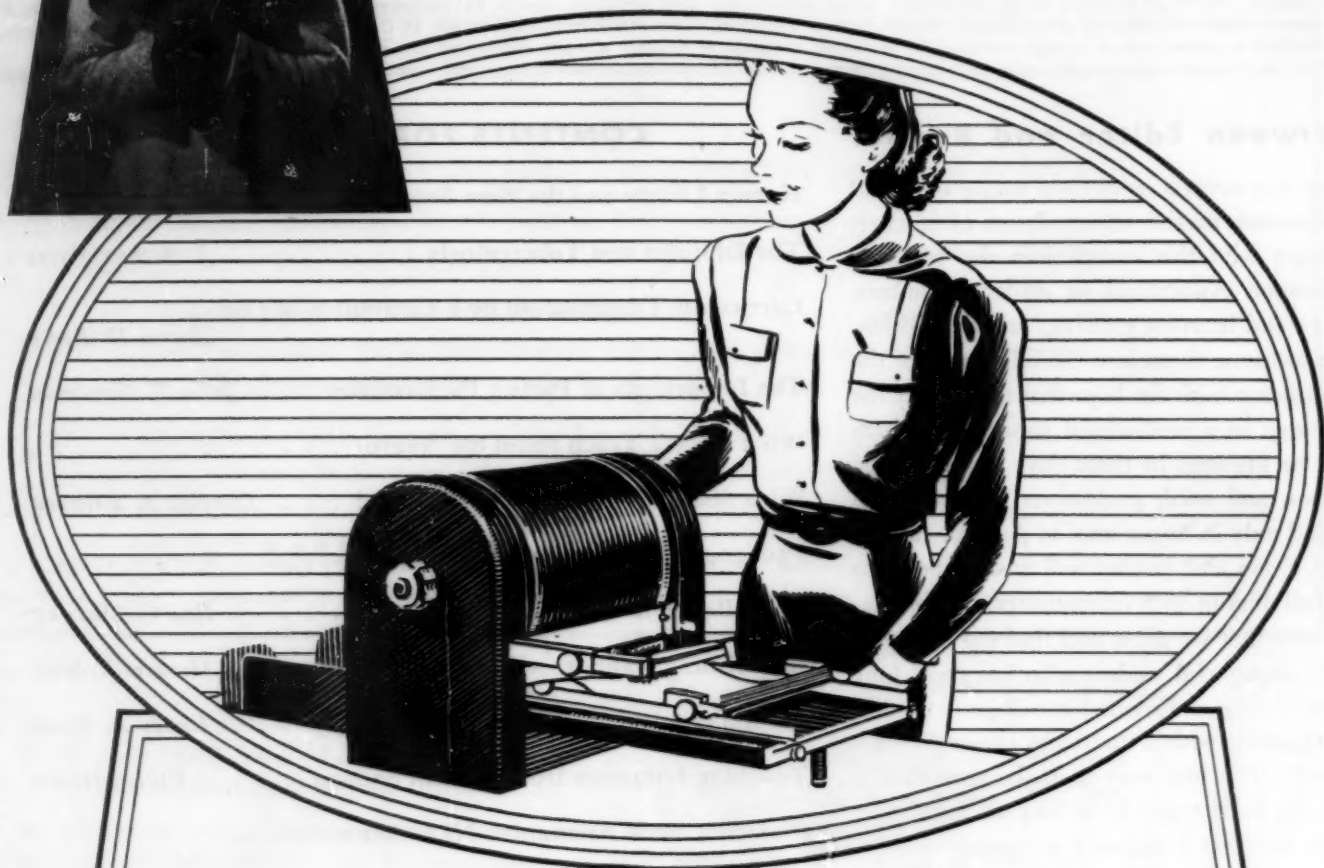
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Human Liberty and the New Feudalism

AN EDITORIAL

THE UNITED STATES faces in the second quarter of the twentieth century a problem which more seriously threatens national existence as a democracy than did human slavery in the second quarter of the nineteenth century. Had the people then had proper leadership, had they understood better the longtime bearings of their problem, North and South alike would have joined in working out a solution in the light of intelligence, justice, and goodwill. But the leadership was lacking. The terrific conflict broke and ran its awful course and in consequence America cannot be what it might have been.

Shall those who come after us be obliged to say that we too failed? How can people preserve their liberty if they do not see clearly the points at which that liberty is threatened?

There has grown up in the United States during the past half century a new feudalism more threatening than the institution of human slavery, based on perversion of law thru the judicial process so that the immunities which the builders of the Republic wrote into the Constitution to protect the liberties of citizens have been twisted to apply to that so-called "artificial person," the corporation, which in consequence has had a cancerous growth so prodigious as to threaten every human right which in the beginning the Constitution sought to preserve.

THIS new feudalism incorporated under the laws of states willing to leave it unrestrained, is enshrined in the great corporations, 200 of which, according to Berle and Means in *The Modern Corporation and Private Property*, own nearly one-fourth of the wealth of America.

The new feudalism differs from the old in many ways, several of which are especially important:

The old feudalism had economic control combined with economic responsibility. There could be no unemployment. The new feudalism has economic control without economic responsibility.

The old feudalism was based on land, each unit confined to a particular area. The new feudalism is based on the control of great aggregations of finance and credit and spreads out over vast areas, even continents, and reaches after worldwide scope, building itself in successive layers one on top of the other like the snows that form a great ice sheet.

The old feudalism was itself a direct and responsible instrument of political government. It was a legal entity. The new feudalism is an extra-legal entity. It dominates government thru subterfuge, legal legerdemain, the power of money, and control of the agencies of public information—press, radio, movies, platform, and even college and university teaching.

Under the old feudalism the individual was limited in his opportunities but he had the protection and help of the

feudal lord. Under the new feudalism the individual is still limited in his opportunities and at every step he has had to fight for what little protection he now enjoys—workmen's compensation, provision against disability, unemployment, and old age.

Under the old feudalism each feudal leader had his capital within his domain where he gave a leadership in immediate contact with the people. The capitals of the new feudalism tend to be far removed from the people so that 90 percent of the 200 greatest American corporations have their headquarters concentrated in a small area not only in the large cities but in a single section of the country, so that while these feudalities draw upon the entire nation, 90 percent of them have their headquarters in the Northern states which contain only 21.2 percent of the nation's area and only 57.6 percent of its population.

The old feudalism operated under immunities from governmental interference granted by the king. The new feudalism in America operates under immunities to corporations obtained by masking the corporation as a "person" and giving to it the rights written into the Constitution for individuals. This immunity gives the corporation a large independence and freedom from control by state and national governments.

The old feudalism had its roots in social and political chaos. Emperors had failed; feudal lords took up the burden of government and justice. American feudalism has its roots in the desire for profits. "The medieval lords gained their power by accepting responsibility, military, financial, and legal. The modern feudalities gained their power by taking profits and without accepting responsibility to society or for the state. . . . The old feudalism arose because the state could not give protection, the new feudalism could arise only because the state could and did perform all the functions of government."

LET us turn to history. When our Republic was founded, there existed among the people a deep fear of government based on long experience with despotism. The possibilities of the democratic way were still largely unexplored. The experience with despotism was near and clear. "There was behind the Constitution, viewed thru the eyes of its makers, the specter of a great fear, a specter so visible to the makers as they worked that it controlled their purpose, guided their pens, shaped the document, and molded the government."

So the founders wrote a Constitution of checks and balances. They created a government of limited powers. They provided frequent elections to keep it from being too strong. In the draft first submitted the makers of the Constitution failed to provide for the relationship between the government and the individual citizen. When they took the document to the people for ratification they were re-

mind of the oversight and so the Bill of Rights was made to protect the individual in a special way. To protect him against a government, weak as it was, "the fathers drew a ring around each individual, or 'person,' and said to the government that they had set up: Into this sacred circle you shall not go. We have done all we can to keep you from being too strong, or at all tyrannical, but we still do not trust you; here we build a second line of defense for the people, and we propose to make it impregnable to you. Behind this defense the individual shall always be safe from *the government*. He shall be safe from arrest or search without warrant, from imprisonment without trial, and that by jury; safe to speak, write, and believe as he desires. The government may not take his arms nor quarter soldiers in his home in time of peace. It shall not compel him to testify if he committed a crime or try him twice for the same offense. Finally, and of most importance to this discussion, the fifth amendment stated that 'No person shall be . . . deprived of life, liberty, or property without due process of law.'

"Here was a barricade which the Constitution built for people—and behind it the people could always find protection from the government itself. Here was *the* immunity under which men could be free, equal before the law, and independent. It was not the immunity of an absolutism, not a concession of *special* privilege as in feudalism, but the general immunity of a democracy, granted in a democratic way and guaranteed to every person, or more accurately, every citizen."

WITH Westward expansion in the decades before the Civil War, the great corporations began their growth as the railroads pushed across the continent. The ruthlessness and corruption of these early days is too wellknown to need elaboration here. It brought its natural reaction in the attempt of the people of selfgoverning states to regulate the corporations who were fast becoming their masters. To escape this regulation the corporation lawyers looked ever more longingly for some immunity which would tie the hands of the states and leave them free to pursue their predatory way. "It was not the fifth amendment, which was general, but the fourteenth, directed specifically against the states at whose hands the corporations were suffering, that offered the lawyers their opportunity.

"The ostensible purpose of the fourteenth amendment was to grant citizenship to the freed slaves and to compel the states to abide by the federal will. It took from the states the right to define citizenship. There is in this fourteenth amendment a very significant word which may indicate that the framers of the amendment knew more of what they were doing than was suspected. Immunities are mentioned here, for the first time and the only time in the Constitution. Here is a specific admission that 'privileges and immunities' exist in a democracy, with the further implication that they belong to 'citizens' or 'persons.' It was further specifically stated that no state could alter or change in any way these privileges and immunities. The federal government was their sole guardian and guarantor.

"Of course, no one dreamed that this right of definition would be extended beyond the freed slaves. They were the

ones who should have citizenship; they were the 'persons' who should enjoy the privileges and immunities. . . . No one dreamed that corporations would be defined as a person either, no one except perhaps, and if we may believe their own testimony, a few shrewd men, lawyers, who while framing the fourteenth amendment, contrived to lay a foundation for the emancipation of corporations from state control. These men saw—or said they saw—that if they could get the courts to define a corporation as a person they would thereby confer upon corporations the immunities of persons and kill the power of the states to legislate against them. They would spike the guns of the western states forever and give American feudalism a status at law, a charter of liberty, a roving commission, a license to operate as a person among the people of all the nation.

"It took nearly twenty years (1868-1886) for the corporations to get themselves defined by the Supreme Court as persons, but the job was finally done. At first the court refused to extend the rights intended for Negroes beyond Negroes. In the Slaughterhouse Cases of 1872-1873 the court specifically stated that the fourteenth amendment had been written to protect the civil rights of the former slaves and no others, and declined to intervene between the corporation and the Louisiana state legislature. The court maintained this position in 1876 when the western states were undertaking to fix rates of railroads and grain elevators. In *Munn v. Illinois* the court held that a state had the right, under its police power, to fix rates for business 'clothed with public interest.' Even as late as 1882 it seemed that the court would interpret the provisions of the fourteenth amendment only as they were intended, or as people naturally thought they were, but in that year a change of attitude began to make its appearance.

"San Mateo County, California, had levied a corporation tax on the Southern Pacific Railroad. The railroad contested the tax, and the case reached the Supreme Court in 1882. The attorney for the Southern Pacific was Roscoe Conkling, former politician and Republican boss in the state of New York. Conkling, moreover, had been powerful during reconstruction, and was an active member of the Committee of Fifteen that wrote the fourteenth amendment. This much is history. For the rest of the amazing story we have Conkling's word.

"Always dramatic, Conkling loved the spectacular and was never averse to making himself the principal in the drama. When he appeared before the court to argue his case he held in his hand a document which he refused to allow even the court to handle. He claimed that this document was the *Journal* of the Committee of Fifteen that had drafted the fourteenth amendment. Conkling made it plain that, because he had had a hand in drafting the instrument, he knew what its language meant, what the framers intended to make it mean, and why they had used certain words, such as 'person,' in order that the document might serve a purpose which they could not at the time reveal.

"At this point we quote the significant passage, italicizing words important to our point:

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No *state*

shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.'

"IT WILL be noted that the word 'persons' appears in the first sentence and is used as a synonym of 'citizen.' In the second sentence 'citizens' appears once and 'person' twice. It is a citizen's privileges and immunities that shall not be abridged by the state; but it is a person's life, liberty, and property that cannot be taken without due process of law.

"Conkling's argument turned on the distinction between the meaning of 'citizen' and 'person' as used in the second sentence. He maintained that the two words had different meanings, and that the committee had this difference in mind when it chose the words. Person, he said, had a broader meaning here than citizen. He said that the committee set out not only to protect the Negro against the states, but to protect property rights against state legislatures. The committee therefore used person with purpose, in its juristic sense meaning corporation. In short, he argued that corporations had a constitutional guarantee of the legal rights enjoyed by persons, and over these rights the states had no control.

"The court decided the San Mateo case in 1885 on points of law and without reference to Conkling's illuminating contention. But in the following year, and in a similar case, the court accepted Conkling's interpretation and declared that all corporations were 'persons.' In 1886 and again in 1889 the court formally incorporated the definition in two decisions.

"Thus by definition did the Supreme Court move the corporations behind the barricade erected by the framers of the Constitution for the protection of human beings. The corporations now took the offensive in battering down the defenses of the states. Prior to 1888 only a handful of cases, based on the fourteenth amendment, came before the Supreme Court, but between 1888 and 1918 the amendment was invoked 790 times. It is not the purpose here to follow the campaign or note the victories for the corporations. The states, finding themselves helpless, have undertaken to use their police power as a cloak for welfare and regulatory legislation. The federal courts have resisted this extension; 'only the pressure of public opinion,' say Hacker and Kendrick, 'has compelled the acceptance of the more humane point of view advocated by the states.' . . .

"So the corporation went to the judge and asked the judge to define him as a person. The judge refused, once, twice, three times. But the corporation was persistent and kept coming back, quoting from the Roscoe Conkling dictionary. At last the judge was convinced. He got tired of hearing the same argument, and finally (in 1886) said: 'The Court does not wish to hear the argument on the question whether the provision of the Fourteenth Amendment to the Constitution . . . applies to corporations. We are all of the opinion that it does.' Two years later Justice Field declared that 'Under the designation of person there is no doubt that the private corporation is included.'

"The corporation then began to gather all the wealth.

. . . A great battle is going on between natural persons and artificial persons, a battle for wealth, for profits, and for economic life; and most of the victories are on one side. Two hundred artificial persons already have one-fourth of all the wealth; 126 millions have the rest. Natural persons are becoming the dependents of the artificial ones. Behind the barricade absolute 'governments' are being set up, governments whose sovereignty rests on economic power."

Behind this barricade whenever the states or the nation have set up controlling bodies like the Interstate Commerce Commission or the Federal Communications Commission, the corporation lawyers have seen to it that the courts should control the controlling bodies. The Commerce Commission may fix rates or values but the courts, heavily staffed with corporation lawyers, will decide whether those rates are fair. If the court thought the rates unreasonable it would nullify them by decreeing that the corporation would be deprived of property without due process of law. Thus privately-owned public utility monopolies that can borrow all the money they want at 3 or 4 percent, are allowed to collect dividends of 9 or 10 percent on stock that is more than half water. In effect the government guarantees the earnings of corporations, a privilege that it has never extended to any real person. The government has moved from the position of not interfering with corporations or in permitting the states to interfere, to that of interfering in their behalf and giving them preferential treatment.

AND so the new feudalism, usurping the power of government, intrenched behind special privilege; and so unemployment, overconcentration of wealth, the domination of the West and the South by the great financial centers of the North; and a continuing unbalance in economic opportunity which threatens the life of the Republic. This is not a criticism of men. It is not a criticism of all corporations. The small corporations in close contact with the people are in a class by themselves and should be clearly distinguished from those gigantic aggregations of wealth which come to hold dominion over the lives of millions of people. Nor is this a criticism even of the men who staff the great corporations. They are mostly wellmeaning men as much caught in the toils of the system as the poor workman who does not understand why his job has vanished.

This is an attempt to point out the weaknesses of a system, to describe a situation which, whether we like it or not, we must understand and handle if we are to avoid drifting further into chaos and conflict.

And what shall we as a people do? What can we do?

First, we can inform ourselves so that we understand what needs to be done. There is a deep moral obligation to be intelligent.

Second, we can inculcate in the young thru home, school, and church, a love of liberty, a devotion to democratic ideals, an active sense of civic duty, and some understanding of the issues that confront them. Teachers, being the largest body of public servants in the nation, close to all the people by the very nature of their employment, charged with the duty of maintaining public intelligence, have a peculiar obligation to lead, reinforced by the certainty that

if democracy fails, free education will go down in the chaos.

Third, we can insist that the men and women whom we as citizens elevate to office shall be clear on two points: [A] That they will not allow us to be involved in an imperialistic war to protect corporate expansion; and [B] that they will endeavor thru the processes of law to bring our corporate enterprises into line with our democratic aspirations.

Fourth, we can establish colleges of public law in which shall be trained not corporation lawyers seeking to thwart the rights of the people, but masters of public law who shall uphold justice and defend the people as did Horace Mann and Abraham Lincoln.

Fifth, we can insist, as did Justice Hugo L. Black in a dissenting opinion on January 31, 1938, that corporations shall not be classified as persons and granted the immunities and special privileges given to persons.

Sixth, we can demand that corporations engaged in interstate or foreign commerce shall be chartered or licensed by the federal government as proposed in the O'Mahoney-Borah Bill [see *THE JOURNAL* for January 1938, p27-28].

Seventh, we can insist that the various bodies set up to regulate corporations—such as the Interstate Commerce Commission, the Federal Trade Commission, the Federal Power Commission, and the Federal Communications Commission—which are ably staffed with competent experts, shall have final jurisdiction, that their findings shall not be subject to appeal or injunction from the courts.

Eighth, we can use every reasonable means to encourage

the decentralization of wealth thru income taxes, inheritance taxes, and federal aid distributed back to the states for roads, schools, social security, and the like.

Ninth, we can seek to lessen absentee ownership of land, utilities, newspapers, movie houses, radio broadcasting, stores, and gas stations. A slower development based on sacrifice and savings is better than serfdom to outside forces.

Tenth, we can give reasonable encouragement to cooperative enterprises of every sort—including credit unions and cooperative insurance—so that the people will take into their own hands a larger share of economic selfgovernment.

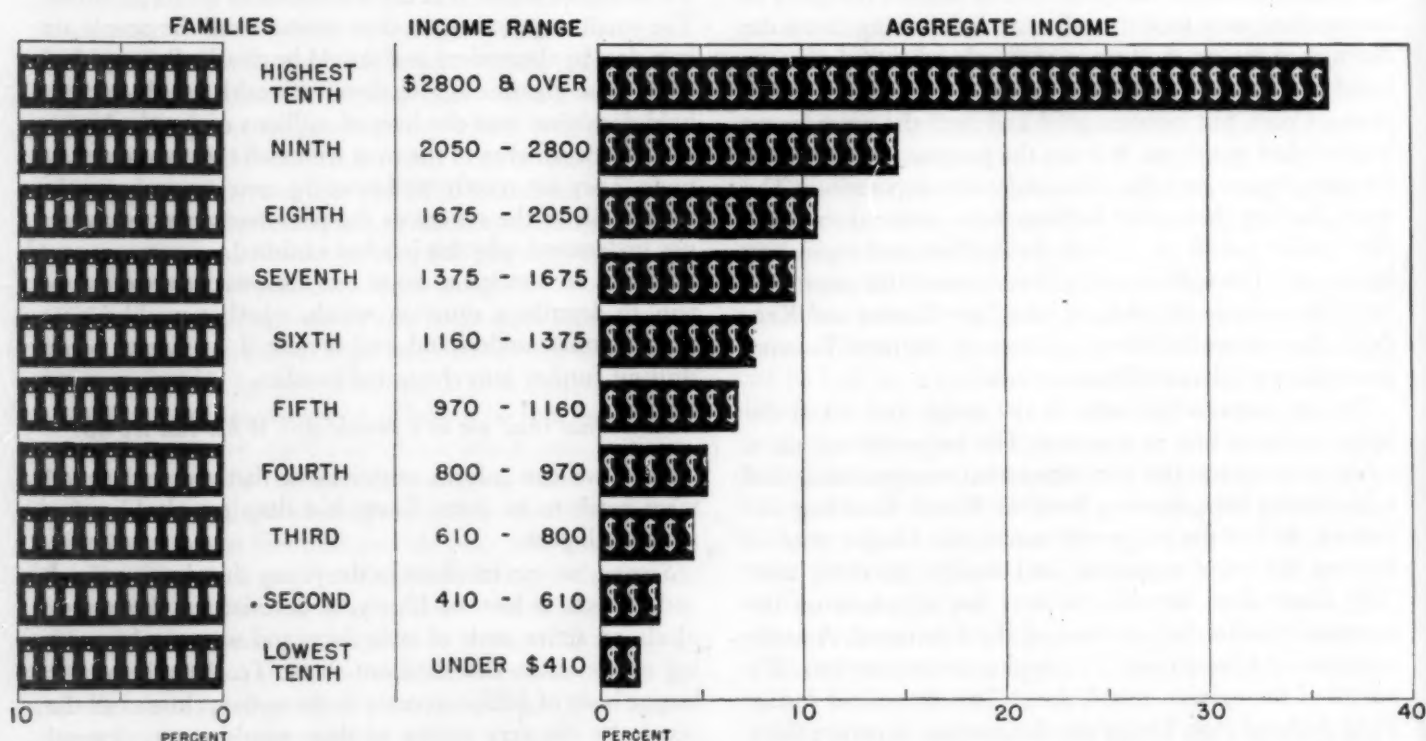
THESE things may seem difficult at first, but they will be far less difficult and require far less sacrifice than a policy of drift. These things done, America should be able to face the future without fear and to preserve for posterity those blessings of life, liberty, and the pursuit of happiness which were the dream of the Founding Fathers.

[The quotations in this editorial are from *Divided We Stand* by Walter Prescott Webb (Farrar and Rinehart, 1937) on which book this editorial is based. Other books which should be read in connection with this editorial are Henry Demarest Lloyd's *Wealth Against Commonwealth*, National Home Library Foundation, Washington, D. C., 1937; *The Modern Corporation and Private Property* by Adolf A. Berle, Jr., and Gardiner C. Means, Commerce Clearing House, 1932; *A Southerner Discovers the South* by Jonathan Daniels, Macmillan, 1938.]

—JOY ELMER MORGAN.

TOO RICH AND TOO POOR

Share of aggregate family income received by each tenth of nation's families, 1935-36



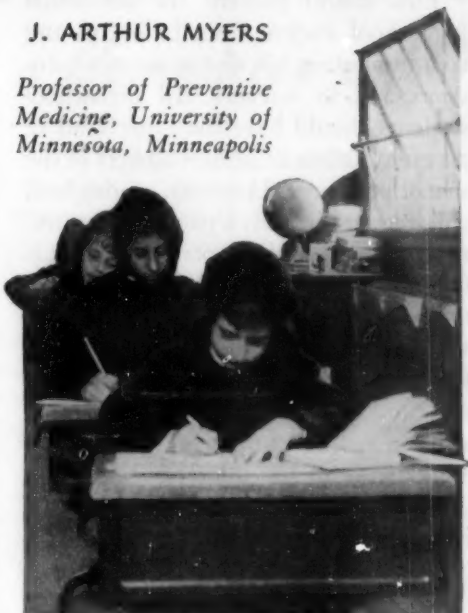
Each figure symbol represents 1 percent of all families or 294,000 families.
Each dollar symbol represents 1 percent of aggregate income of all families or \$476,792,380.

—From "Consumer Incomes in the United States," prepared by the National Resources Committee.

The EDUCATOR and TUBERCULOSIS

J. ARTHUR MYERS

Professor of Preventive Medicine, University of Minnesota, Minneapolis



Courtesy, New York City Public Schools

SINCE MY FIRST TEACHER and the mothers of my second and third teachers died of tuberculosis, I have been interested in the control of tuberculosis among educators everywhere. As an educator for the past thirty years, I have seen the havoc wrought by tuberculosis among teachers in grade schools, highschools, colleges, and universities, as well as much illness and death from the disease among students.

Tuberculosis has taken a large annual toll in human life and has caused much disability for centuries. After the causes of several contagious diseases were discovered, man was able to combat them more effectively. Such diseases as diphtheria and typhoid fever have been brought so well under control that these devastating epidemics are now largely a matter of historic interest. Tuberculosis remains the one contagious disease which results in illness and untimely deaths of large numbers. It is the first cause of death in the United States between the ages of fifteen and forty-five years, with approximately 70,000 deaths in 1937.

Probably the chief reason tuberculosis has not been controlled is that its contagious nature has not been fully realized and combatted. There is not a short, fixed period of time between exposure to a person suffering from tuberculosis and the actual illness which may develop, as there is in such diseases as diphtheria. In the case of tuberculosis, it is a matter of months, years, or even decades after exposure that illness occurs. Nevertheless, every person who develops tuberculosis does so because he, at some time, has been exposed to another person who had the disease and tubercle bacilli were transferred from one body to the other.

The control of a contagious disease depends largely on education of the public, and there is no group in the United States with more influence in their respective communities and in the country as a whole than educators. If all of them would learn about tuberculosis and would transmit their information to those who have confidence in them, the

tuberculosis control program would be advanced inestimably. The National Tuberculosis Association publishes a list of more than one hundred books which deal with various phases of tuberculosis work, which are available to educators.

The program now in practice in many schools and communities is aimed at saving the teaching profession from the inroads of tuberculosis. The situation in the past when contagious diseases attacked, incapacitated, and even took the lives of so many of our educators was deplorable. These persons were so valuable to the welfare of their communities that allowing any disease which could be prevented to strike them down, often before they were half thru their periods of usefulness, was poor economy for the nation. The great loss in dollars and cents was insignificant when compared with the loss of those important influences which the teacher hands on to the future generations.

The incidence of the disease among educators is not any greater than among persons in other professions and occupations, but a serious problem does exist. Approximately 2 percent of our educators have tuberculosis in the stage which requires treatment. It is reasonably safe to conclude that among the more than 800,000 teachers in our elementary and secondary schools, more than 16,000 have tuberculosis.

We can now detect tuberculosis in the

human body long before it causes incapacitating illness or becomes communicable. When discovered during this period, it often may be treated without significant loss of time. The method of examination consists of three important steps, the first of which is the administration of the tuberculin test. This material when administered in the standardized dosage is entirely without harm to the body. Those who react to this test have at some time been exposed and have the live germs of tuberculosis still in their bodies.

By no means do all persons who react to tuberculin fall ill from tuberculosis, but enough do to warrant the making of xray film examination of the lungs of all to determine whether significant shadows are cast which might indicate the presence of tuberculosis. Shadows cast by tuberculosis usually do not differ from those cast by cancer, abscess, and a number of other conditions. Furthermore many persons have had tuberculosis which the defense mechanism of the body has brought under control without the individual's having been aware of its existence; yet such controlled disease usually will cast shadows on the xray film. Therefore, from the xray shadows alone, it is impossible to determine the duration of disease or its degree of progressiveness. The xray only selects those for whom further examination is necessary. This consists of a complete examination by a physician who uses a number of procedures which aid him in determining the cause of the disease which casts the shadow. If he finds it is caused by the germs of tuberculosis, he must next determine whether it is progressive and requires treatment.

If the physician finds that the disease is progressive, whether or not germs are being eliminated from it so as to make it contagious to others, treatment should be instituted as soon as possible. The type of treatment to be administered depends largely upon the extent of the disease. That teacher is fortunate indeed who is still apparently in perfect health when the disease is detected, for it can often be treated successfully with no interruption of work or three months

at the most. On the other hand, if the teacher is not examined until definite symptoms have appeared, there is approximately an 80 percent chance that the disease is moderate or far advanced and that a much longer period of treatment will be necessary. Yet even the more extensive stages of tuberculosis are oftentimes treated successfully by modern methods.

Hence, the ideal procedure is to have adequate examination performed while the individual is in apparent good health. If tuberculosis is not found, any possible worry concerning the existence of disease has been allayed. On the other hand, if disease exists, the earlier the diagnosis, the better the chance of recovery, and the less need for worry over spreading the germs to others.

Any person who does not react to tuberculin should have the test repeated annually, since at any time subsequent to the first test, exposure to a person with tuberculosis may occur. The test detects this even tho the individual does not know of the time or the source of the exposure. Those who react to the test but have no significant shadows on the xray film should have the xray examination repeated every year because at any time subsequent to the first examination the destructive type of tuberculosis may become visible in the lungs. Nearly all tuberculosis of the lungs has a small beginning and progresses slowly. Even after it becomes large enough to cast a shadow on the xray film it usually requires an average of two or three years before it has reached such proportions as to cause symptoms.

So much is now known about tuberculosis that it is a serious reflection on the educational profession when any of its members are found to have advanced and contagious disease on first examination. The teacher who is not adequately examined for tuberculosis every year may be looked upon as a negligent and indifferent person, one who has little thought for her own health and worse than that, little consideration for the health of fellow teachers and her students. There are numerous cases on record of educators' having spread their disease to their associates and to the children in schools. By setting the example of being examined annually for tuberculosis, there would be little difficulty in

convincing parents that all school children should be adequately examined.

This would prevent the occasional highschool student from falling ill and communicating his disease to other students and to teachers. All highschool students should have the same kind of an examination as adult members of the school personnel. However, gradeschool children require only a part of the examination; usually, the tuberculin test suffices. However, the fact that a child reacts to the tuberculin test points to contact with an adult associate who has tuberculosis in contagious form. The younger the child, the more likely it is that this associate will be found in his home. Often adults who are spreading the germs of tuberculosis are still unaware of its existence. To allow the child to remain in contact with such a person definitely reduces his chances of going thru life without falling ill from tuberculosis.

Educators everywhere should be sufficiently interested in the present and future health of all girls and boys whom they teach to see that the tuberculin test is administered and if a reaction occurs that the contact with the infection be broken. This is extremely significant since the child who is well and yet reacts to the tuberculin test is in considerable danger of falling ill from tuberculosis at some time during adult life. Among more than 400 girls and boys of school age, at the Lymanhurst School for Tuberculous Children in Minneapolis, who reacted to the tuberculin test yet were apparently healthy and who were traced ten or more years later, 15 percent were ill or dead from tuberculosis. The average age for illness from this disease was eighteen years.

Not only should all educators support the program of preventing infection in the grade-school years but should insist upon the annual examination of every highschool girl and boy, since this is the age period when chronic forms of tuberculosis begin their destruction.

In order that teachers may know the recommendations of the Tuberculosis Committee of the American Association of School Physicians, a part of the report is here presented:

"[1] That the personnel, including teachers, engineers, clerks, and everyone coming in contact with children be adequately examined for tuberculosis; that this examination consist of a tuberculin test and

xray films of the chests of the positive reactors, and in lieu of the test for those who object to it, xray films be required. That all who show shadows suggestive of pulmonary tuberculosis have very careful clinical and laboratory examinations to determine whether the disease is progressive or whether tubercle bacilli are being eliminated thru the sputum; that all members of personnel who have progressive tuberculosis or tubercle bacilli in the sputum be granted leaves of absence until their disease can be satisfactorily controlled and the sputum rendered negative for tubercle bacilli. That all employees negative to the tuberculin test be retested annually and those who refuse the test have xray films made annually. That every person seeking employment in a school system be adequately examined for tuberculosis.

"[2] That all children in the school system be adequately examined for tuberculosis; that this examination consist of the tuberculin test and xray films of positive reactors. Any child presenting shadows suggestive of reinfection type pulmonary tuberculosis be carefully examined by laboratory and clinical methods to determine whether the disease is progressive and whether tubercle bacilli are being eliminated by way of the sputum. That all children with progressive reinfection type of lesions, whether the sputum is positive or negative, have treatment instituted at once and all children with positive sputum be excluded from school until their lesions are brought under control and the sputum is negative. That all children who react negatively to the tuberculin test be retested at least annually and those whose reactions have become positive since the last examination have xray films of the chest. That in all cases where the tuberculin test is positive on first examination or on re-examination, an attempt be made to find the source of exposure in the homes or among other close associates. . . .

"The Committee strongly recommends that a tuberculosis program be instituted even tho it is necessary to begin in a very limited way. For example, when funds are limited it is suggested that the children of the first grade be tuberculin tested, this followed by an attempt to find the source of infection in the homes and among the other close associates of all positive reactors; and that all highschool seniors be tuberculin tested and xray films of the chest made of all positive reactors. . . .

"The Committee strongly recommends that all of this work done by school physicians and others be carried out insofar as possible in close cooperation with the family physician in order to arouse or continue his interest in the tuberculosis control program."

CURRICULUM CONSTRUCTION

by a Committee of One

CLEAVES M. REECE

*Training Teacher, Indiana State Teachers
College, Indiana, Pennsylvania*

FOR SEVERAL SUMMERS I have been sitting in the classes of eminent educators who insist that the boys and girls with whom I work will function more effectively in society, now and later, if I include in the "warp and woof" of my teaching, a consideration and discussion of the crucial economic and social problems of our presentday society.

For some years I have been a member of committees bent on curriculum construction. I have spent much time in the prolific revamping of courses of study—which was all good for me as well as for some of the courses of study. But my committee work seemed never to dovetail with the eminent educators' ideas. We seemed to miss the point entirely. So it was with some apprehension that I finally decided, like the little red hen, to "make the bread myself."

I have gone in for curriculum construction as a committee of one working in the school with the children and have found the result of one year's work and the start on a second satisfying enough to pursue the course further and to discuss it a bit.

My aim from the first was to give the boys and girls the opportunity to discuss and consider from many angles and from many available facts understandable to sixth graders, some of the

crucial problems of our society. I certainly did not hope to have sixth graders solve them but I did hope to develop a sensitivity to them and an embryonic opinion on them.

My first step was to make a survey of the problems with an eye out for sixth-grade capacity and interest. I started with Dr. Herbert Brunner's list of some forty, including everything from crime

to religion along with health, wealth, happiness, divorce, housing, and what not. As I made this survey the problem of safety and health seemed one that would be quite understandable, always pertinent, and well-suited to amateurish attack. After selecting I reviewed the subjectmatter setup of my school. There were many places where reading, science, health, arithmetic, spelling, and English could make their contributions, but history seemed best fitted to carry most effectively the essential story.

Then I planned a body of experiences that I thought would lead to the acquisition of an acceptable body of generalizations. "Man has increasingly gained control over the forces of contagion and disease," will serve as one example of what I had in mind.

There seemed no reason to set the stage and give a pep talk on how interesting the unit would be. We just kept track of the absence slips and made a checkup on reasons for absence. This was routine work but after a while such questions as these came up: Do colds cause more absences than any one other thing? What are we doing about it? What more could we do? What kind of accidents do our children have? What is



In the library, searching for data about the "microbe hunters"

Studies by the children bridging the gap between the witch doctor and the modern physician were made graphic in the frieze shown below.



Left: courtesy, Field Museum of Natural History; right: courtesy, Kalamazoo, Michigan, Public Schools



Planning and writing a play about Florence Nightingale.



Reporting on the life of Louis Pasteur.

the school doing about them? What does the community do? What do the state and government do? What do we do about them ourselves? Are we living up to our responsibility in the matter? Are there more or less each year? How do we rank with other communities and states on these things?

Such questions led us into the future and took us back into the past. They took us out of the schoolroom and out of the textbook. They took us to newspapers, health magazines, life insurance records, life insurance men, our doctor, nurse, and others in the community. In fact, when we started our study, I had no conception of the source material available.

Answering the question, "Have health and safety been problems of man all thru the ages?" was a good semester's research program. We talked of early

man's superstitions and practices and examined our own in a much brighter light. We looked with critical eye at the old Hebrew code of sanitation, and the local rabbi gave us the history of their control of contagion. We read with mounting enthusiasm the story of each succeeding microbe hunter. We reviewed parts of Dr. Heiser's *American Doctor's Odyssey* and got an international slant on good health. But it was late in February that I sighted the smallest embryo of the perspective point of view that I had hoped for. It gained form rapidly when we planned a frieze that would depict man's fight against disease and disaster. However, there were weeks in which we jumbled dates, checked facts, and washed off and repainted people and things in their respective order of historical sequence. And tho we used the side of the room

to tell the story, we had to omit much of importance and interest.

By this time we were bursting with enthusiasm and information. We wrote short dramatic sketches depicting each critical step from the witch doctor to modern medical science. With two white smocks, some X-ray pictures, a few test tubes, a thermometer, some poster paint, and a charm bone we were able to present the problem to our friends in the next sixth grade. Our newspaper, too, carried a double page of health and safety statistics and propaganda.

I realize the testing program should be the next logical step. I'll have to admit that it was meager for, after all, the attitude of these sixth-grade boys and girls in regard to their responsibility and share in keeping the world safe and healthy will be the criteria for judgment. But some of the generalizations quoted in sixth-grade style seem most acceptable. You may be your own judge:

"Man has had a time keeping himself safe and healthy thru all the years that he's lived but he's getting there. But every time he figures out something to help him something new turns up to stop him. Scientists are great fellows. They need a lot of money to make experiments but when you see what they can do it's worth it. Girls can be scientists, too. Traffic officers are your friends but they can't do much to make you safe unless you know what it's all about and *you* do your share."

How did we get this way? What have we done about it? What more can we do? These are questions worth considering in the elementary school. I believe that they will make children more alert to recognize problems which confront us all and that their consideration will help children to formulate more intelligent action in four areas so necessary to satisfactory living: Social cooperation, appreciation, critical thinking, and mental and physical health.

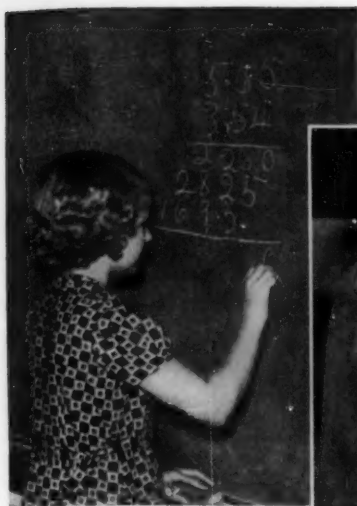
Most of us have been sensitive for years to the teaching situation which gave us the opportunity to present and discuss pertinent problems. That compared to what I have just discussed is incidental teaching. This has been a direct attack and I assure you that if your courses of study are not so set up, you as a committee of one can so arrange it.

The Importance of

PERFECT PERFORMANCE

Julia N. Goodman

*Teacher of English, Germantown Senior
Highschool, Philadelphia*



*Courtesy, Los Angeles and
Detroit Public Schools*



One hundred percent accuracy is as essential in the one transaction as the other.

THERE EXISTS in the mind of nearly every student in the public schools the false idea that promotion and mastery are synonymous. No one step will aid more in advancing the efficiency of the existing educational organization than an immediate move toward the eradication of this false standard of achievement. As results of the current psychology of the passing mark, the awarding of scholastic credit for effort alone, and the custom of promotion on age, we see standards constantly lowered.

In business and industry 70 percent efficiency in performance counts for little. One who handles money in a filling station or a five-and-ten is not considered satisfactory if he makes correct change in only 70 percent of the transactions. A bookkeeper's accounts must actually balance. A druggist who fills a prescription or a secretary who handles correspondence will soon find himself in serious trouble if he comprehends and carries out a mere three-quarters of his directions. We, however, send out as highschool graduates thousands who, according to our own estimates from past performance, will probably execute their work with 70 to 80 percent accuracy.

This habit of mind is the result of twelve years of schoolwork, during which all but the best students have aimed at promotion rather than achievement. We cannot demand perfect performance at all times and under all circumstances. But we can demand that, in studies which depend upon fundamental skills, those skills be mastered perfectly before the next step is attempted.

These basic skills are simple arithmetic, reading for comprehension, and intelligible and effective self-expression in speech and writing. Without mastery of these fundamentals on the part of the student, we are throwing away valuable time, effort, and material year after year. I should like to see, therefore, immediate steps taken in the first grade of the elementary school to instill into the mind of every child the feeling that in fundamentals, perfection is the goal and that anything less represents unsatisfactory performance demanding more and ever more intelligently guided practice. For one year every effort must be concentrated on establishing this habit in the first grade. Every year thereafter the system is extended as the group progresses.

The importance of perfect performance after arduous practice is an idea not difficult to impress upon a child. A circus acrobat must not *almost* catch the trapeze; the man at bat might as well miss his ball by a foot as by a fraction of an inch; a singer must end his song precisely in pitch. The old adage, "A miss is as good as a mile," has a hundred applications any child can appreciate. Highschool students recognize its implications, but find it difficult to break habits of slipshod performance, vague comprehension, and ineffective expression.

From the first day the child enters school, these basic skills of counting, reading, writing, and speaking must be mastered at every level. After these fundamentals, at each succeeding level, are as much a part of the child's mental organization as repeating his name, there

is plenty of room in the artistic, scientific, literary, and social studies for the play of logical and creative thinking processes which, after all, are what we hope to develop to their full capacity. One can reason, appreciate, and create only when he has the wherewithal to carry on these mental processes both in the way of natural endowment and careful training. Many fine highschool students are incapable of using their minds efficiently because they must devote attention to procedures which should have become habits years ago, and many more average students meet an impasse almost every hour of the day because they are not in possession of the tools with which to work.

The child should begin in the first grade not only to acquire faultless technique, but to apply what he has learned. If he has mastered merely his two and three tables, there are countless problems of everyday life, calling upon his reason and his imagination, to which these tables bear relation. But the tables must be mastered first. And they are not supposed to be a game or fun to learn. Their mastery must be approached as a real task with the ultimate satisfactions of a job well done. The fun comes in using the table efficiently, never missing.

Even at this early point the bright and dull child will go their separate mental ways. Altho both know the table, the brighter child finds ten places to use it to the duller one's five. Furthermore, the brighter pupil has probably learned his five table before the slower child is well along with the three table. But no child touches the three table until the two table is absolutely mastered.

The problem of reading for comprehension the more complicated can and must be worked out. For years reading tests have been devised and adminis-

tered in the schools. They should now be put to use. According to these objective tests, the child's speed and comprehension must be checked at every level and his progress noted after careful instruction in how to get meaning from print. Children at one stage in the process are assigned work in readers and texts definitely within the range of their existing limit of comprehension. They are kept in these several groups while they are being taught *how* to read and advance from one stage to the next.

It is distressing to contemplate the incapacity of boys and girls to grasp simple concepts hidden among printed or spoken words. The situation is painful to teachers who are striving to do the impossible with their subjectmatter and is cruel to the students. When a boy of seventeen in the eleventh grade tells me in all honesty, "I've tried very hard to read this and spend hours on it [The Spectator], but it just doesn't make sense," I believe him absolutely. Neither tossing Addison and Steele out of the course of study nor advising the boy to leave school solves the problem. Now this boy is typical of most of his class and deserves a highschool education. However, he is little better equipped to read "The Spectator"—even stripped to the core and spoon-fed—than I am to translate Mayan inscriptions. Controversy over the value of this particular classic aside, if attention had been paid all along the line to attainment of proficiency in reading, this boy and his fellow students *could* read the few essays required and not remain entirely in the dark as to their original purpose and literary merit.

In science classes students are not equipped to cope with the simplest scientific data or to make obvious generalizations because they cannot catch the idea of what they see, hear, or read. Their failure here too results from the deep-rooted habit of never mastering essentials and never aiming at perfect performance. An archer aims at the bull's eye, not at the ring one quarter of the distance toward the edge. Few students aim at the bull's eye.

Carefully designed explanations of new or difficult problems on the part of the teacher fail to bring the light of understanding to the eyes of the average student. During what I have considered as simple a presentation as possible I

have often been conscious of the strained and almost blank expressions about me. I have stopped short to say, "This is going right over your heads, isn't it?" There are nods of assent. When I venture to remark further that perhaps most of what they hear all day long in school goes sailing far above them, they vehemently agree. The student must early learn to comprehend the spoken as well as the printed word. This power will be of more and more service as people depend increasingly upon radio and talking film for information as well as enjoyment.

The aim of all our instruction is to produce an adult able to use all his natural endowments. The development of his capacity to give articulate form to his ideas is, therefore, as important as filling his mind with information and training his mental processes. The exceptionally bright child is rarely at a loss to give utterance to the creations of his mind. It is the average person who, because of barbarities of usage, slovenliness of speech, and inexactness of expression, finds himself inarticulate or ineffective. There is hardly a class period in which student after student is not found struggling to set forth a principle, state an opinion, or give evidence of his grasp of the subject. "I know what I mean, but I can't say it." They have never been taught *how* to say it.

Mastery in expression must begin in the first grade. Definite and ample time each day should be set aside during which all questions are answered and opinions stated in complete sentences. We are in such feverish haste to cover ground that we accept clauses, phrases, and single words as answers to questions worthy of well thought-out and complete statements. It taxes the patience of teacher and class to insist upon such answers where this habit has not been formed. Furthermore, it is startling to realize that many girls and boys *never utter a word in class all day long*.

In each grade very simple yet arbitrary standards or oral grammar, pronunciation, and sentence structure must be set to which the child must conform. In written composition formalities of spelling of common words and simple punctuation must likewise be observed. Here natural endowments as well as environment will bring out a wide range of competency. The brighter pupil will

have more to say than the duller and will say it more effectively, but both must be proficient in certain well-defined essentials of usage and expression.

Minimum essentials as set down in the courses of study at present mean little. I have never found a class in which half the students had mastered the minimum essentials of the preceding grade—and not for want of teaching! Unquestionably the situation in the highschools has grown steadily more depressing.

The compromise that must be made in the lowest grades while paying such strict attention to fundamentals and their application will be that of reducing materially the amount of work covered. Since it is rarely satisfactorily done anyhow, such a sacrifice cannot be held too precious to make. The child in the first few years is sharpening his tools and acquiring facility in their use; any ground lost then will be made up later and probably new fields entered besides. Taken a year at a time, modification of the system to meet this aim is quite possible.

What of promotions? First, the objective standards in each class must be kept low enough that the average child can accomplish the tasks set. If a child has not mastered the skills set for his grade, he should not be promoted, but while he is repeating his practice work on fundamentals, fresh material must be given for their application. This is easily done by alternating reading books, textbooks, arithmetic problems, and topics for investigation. Thus he is not wasting time, but actually using in new relationships what he is aiming to perfect. Modification of the plan of promotion by subject might be worked out whereby the child who is quick at numbers but slow at reading could go into second grade for his arithmetic lesson while the child proficient in all except arithmetic could come back to first grade for practice.

In the higher elementary and the secondary grades the same principle of mastery of essentials will hold. Mathematics, the sciences, and foreign language study demand acquisition of rudiments upon which the apprehension and appreciation of the subjects depend. In these higher grades and more advanced subjects the habit of mind which aims at 100 percent mastery should by then be so well established that little reduction would have to be made in the present content of these courses.

EDITORIAL NOTE—One of the most enthusiastic comments received by THE JOURNAL after the publication of Charles A. Daly's article, "Racial Enrichment of the Curriculum," [November 1938] came from Rolfe Lanier Hunt, superintendent, Louise Consolidated School, Louise, Mississippi. Mr. Hunt is chairman of a committee appointed by the Mississippi Education Association investigating the public-school curriculum as related to the Negro. He feels that the article will be of substantial help to the committee in its work. The committee was appointed in response to the following resolution adopted in 1938 by the delegate assembly of the Mississippi Association:

WHEREAS, Our philosophy of the curriculum sends us to the study of our surroundings for an intelligent understanding of today's world; and,

WHEREAS, Half the population of our state is Negro; and,

WHEREAS, Our present textbooks teach little of the origins and status of this large factor in our environment:

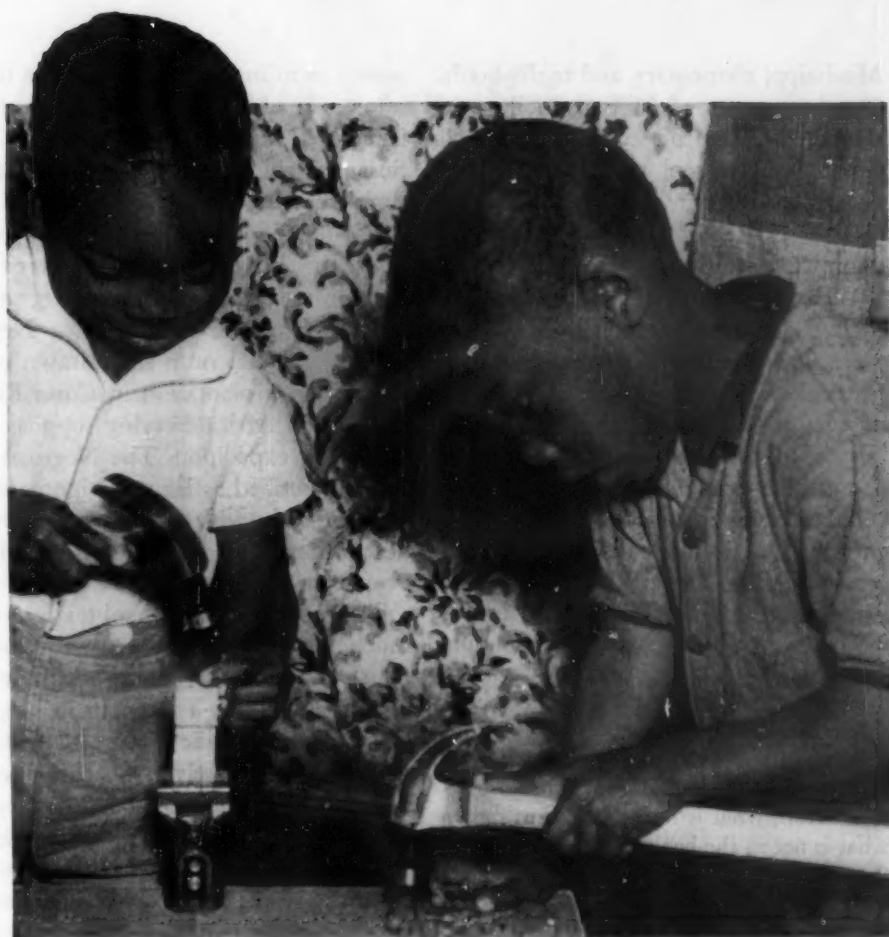
Be it enacted by the Delegate Assembly of the Mississippi Education Association, That the President shall appoint a committee of from five to fifteen members, to study present textbooks and other materials which might achieve the purpose of giving understanding of the origins and achievements of the Negro, and to recommend such materials on the different grade levels as might supplement the existing textbooks, both elementary and secondary.

Report Number One of the committee attempts to answer the question: "What does the graduate of the public highschool, who has mastered his textbooks, know about the Negro?" The report appeared in the December MISSISSIPPI EDUCATIONAL ADVANCE. Members of the committee are (appointed) Mr. Hunt, H. A. Dunahoo, P. H. Easom, H. M. Ivy, R. M. Yarbrough; (exofficio) Mrs. Mary Hutchinson, W. N. Taylor. The report follows:

PROMINENT among the aims of education is that of securing the understanding of environment which will result in social efficiency. Prominent in the social situation in the state of Mississippi is the Negro American. How well do our schools teach the understanding which will make for happy, harmonious, and helpful living together?

The appointment of a Committee on Negro Education from the Mississippi Education Association resulted from the following incident:

As a basketball goal post was being sunk into the ground, a teacher noticed



Courtesy, Works Progress Administration

WHAT DO WE TEACH ABOUT THE NEGRO?

that one of the boys helping was handicapped by a bandaged hand.

"What's the matter with your hand, boy?" he asked.

"Busted it on a nigger," was the answer. A look of inquiry sufficed to bring added explanation, cheerfully given.

"I was walking to town from the house last night, and I met a big nigger walking on the sidewalk. 'Get off the walk,' I told her. She didn't move, so I told her again, 'You better get off that walk!' She started to say something, but she didn't move, so I popped her one, right in the mouth. It knocked her in the ditch, in the water," with a laugh. "I sprained my thumb, but when I seen the blood gush out, I knew I'd hurt her." Further questioning elicited the information that the "nigger" had been a colored woman of perhaps twenty-five years of age, unknown to the boy.

The teacher started wondering. "What had the schools contributed to the action, the blow of a boy, a senior in high-school?" His grammar was less than it

might be surely, but the spirit of the blow, in violation of things sacred, in violation of personality and of womanhood, was surely the point at which help was most needed. He examined the history text the boy studied. The index of the book, adopted for use in Mississippi, listed "Negro—see Slavery." There was nothing here to help any boy gain his appreciation of the worth of personality, irrespective of race or color. He turned then to the English textbooks, but nowhere in the books adopted for use in the highschool could be found any reference to a Negro, or a selection from a Negro writer. The investigation proving too much for a single teacher, the teacher sought the help of the Association.

"What does the graduate of the public highschool in Mississippi know about the Negro?"

Two groups have sought to answer that question. At the State Teachers College in Hattiesburg a groups of students working under Professor S. T. Lewis examined all textbooks adopted for use in

Mississippi elementary and highschools. On the campus of Millsaps College in Jackson a group of students examined adopted highschool texts and elementary-school texts in English and the social studies. Report Number One is based upon these studies.

What does the graduate of the public highschool know about the Negro, so far as information is gained from his textbooks? After eight years of study of adopted textbooks in Mississippi elementary schools, the student will know little about the Negro. The elementary-school course of study ignores the Negro almost entirely. One individual's estimate of J. A. Harley's *Distinguished Americans* characterizes the entire course of study:

The Negro is mentioned only one time in the book. That is in connection with Jane Addams' resolve to "help free both white and black men and women from poverty, crime, and misery." The only impression a pupil would get of the Negro is not from what is in the book but rather what is not in the book. The title indicates that all distinguished Americans will be mentioned, while no mention is made of the American Negro, thus inferring that he has done nothing to distinguish himself.

Reports of individual books chosen at random will demonstrate the general conclusion above:

The Growth of a Nation—A very fair treatment of the Negro as a slave is given. The Negro is not mentioned except as a slave.

Child's Own Reader, Book 2, contains "Little Black Sambo," picturing a resourceful little boy in a difficult situation; his home circle is reported loving, unselfish, and happy.

Reading and Living, Book 2, contains "Discharging the Cook."

With these exceptions, our state's reading course contains nothing. In the adopted and supplementary texts of English and literature, there are no readings from Negro authors, no readings about Negroes, no references to Negro poets, short story writers, novelists, or artists.

Life in the South pictures slavery as pleasant, with rare exceptions. Illustrations include Ku Klux Klan and drawing of white men evicting Negroes from State Capitol in Louisiana; hatred, force, and anger are visibly portrayed.

The Music Hour Series contains four of Foster's songs, and "Swing Low, Sweet Chariot." All are noted for their melodic content which so dominates the

poetry as to make the words leave little impression. However, "Old Black Joe" is pictured as a lovable character; in "O, Susanna" the Negro is just an amiable simpleton.

World Geography—Three illustrations in the book are pictures of Negroes: Negro workmen cutting sugar cane by hand in Puerto Rico; Negro hauling bananas on a slide drawn by a donkey on a plantation in Costa Rica; Negroes in Africa carrying supplies for a hunting expedition. The Negro African is described as lazy and ignorant.

The Earth and Its People gives a brief description of the occupations of native peoples in Africa.

The report on highschool textbooks is much the same. The only textbooks which mention the Negro are those in history and civics. The books in history paint a more idyllic picture of slavery than do those in civics on those occasions when it is mentioned. The Negro slave is spoken of in terms of property rather than personality. Illustrations show the slaves nude, dejected, forlorn. Every textbook in history mentioned the Nat Turner rebellion, in some such way as: "A band of Negroes in Virginia murdered more than sixty white people," or "A slave insurrection broke out in Virginia led by a Negro preacher, a slave named Nat Turner. Before the uprising could be put down sixty whites—mostly women and children—had been killed."

The Negro is pictured chiefly in connection with the causes and results of the War between the States. In only one text is the name of any Negro given who has achieved distinction because of his contribution to the welfare of the U. S.

The books in history feature Old World backgrounds, and students learn much about Ancient Egypt (seldom thought of as African), Babylonia and Assyria, Greece, Rome, and even Scandinavia. But they learn little of cultural backgrounds of the Negro American.

In a text in world history, there is no mention of the Negroes except as they become subjects to foreign nations.

Textbooks in civics rarely mention the Negro. One text admitted that there were problems and that they needed the attention of both races.

In a text on government in the United States the word "Negro" does not occur in the entire book. The text records the Constitution and its amendments and

reports that fifteen members of the Constitutional Convention owned slaves.

A text in economics gives no mention of the Negro.

The investigators report no animus against the Negro in the textbooks. Tho only the truth may be told, the limited portion of the truth told results in a picture decidedly warped. The graduate of the Mississippi public highschool who has mastered his textbooks will have small understanding of, and less liking for, his neighbor, the Negro. Unless his course chanced to include one text whose mention is confined to two sentences, he graduates without knowing the name of a single Negro who has made life in America better and happier. In the whole course of study he will have found scarcely a mention of contributions of the Negro to American life, either in wars or in peace. Negro leadership is pictured at its worst. Scarcely a hint of progress from the conditions of slavery will be found. All of this is done without unfavorable bias on the part of any author—the Negro is simply ignored save when problems of white people bring him to the center of attention, and then his treatment is in terms of the white man's advantage.

If the citizen of Mississippi is to understand his environment, he will need a larger understanding of the Negro's part in Mississippi life. Some information comes by casual contacts outside the schools, but not in quantity or quality such as to cause the school to abdicate from this section of experience.

Your Committee feels that the curriculum offerings of the public schools should give to every student the information which will help him to understand his environment, to make the student a socially efficient citizen. In Mississippi the environment includes the Negro, and information on the Negro should be a part of the planned program of the schools. Toward understanding of the environment, the different subjects should contribute. Until revision of textbooks to give understanding of the Negro in the regular subjects may be had, we recommend supplementing existing textbooks with special materials and enterprises on different grade levels.

A later report of the Committee will recommend such materials as "might give understanding of the origins and achievements of the Negro."

What Shall We Do with Our Schools?

WE ARE FOND, as a people, of boasting of our educational systems, state and national. This attitude of contentment with present educational systems characterizes practically all modern nations. We are dissatisfied with political, economic, and religious conditions, at least we are with the conditions in other countries than our own. But perhaps we are hardly justified in our complacency in regard to education. This is suggested by the ruthless treatment of education by the totalitarian states in Europe. They are all aiming to make their educational systems simply the servants of their national ambitions. But if we take a wider view, we must surely concede that the education of the nineteenth century and of the early decades of the twentieth century has not saved our human world from the worst evils. Human conflicts have been extended and intensified on every side. The higher values of life have been, if not completely ignored, at least rendered ineffective. National, class, and racial egoism have never been more prominent in the history of mankind than they are at the present hour.

All of this is, of course, commonly attributed to the Great War, and back of the war is supposed to stand economic greed, political imperialism, and religious paganism. But perhaps back of both the war and its immediate causes have been wrong methods and ideals in education. At least we must acknowledge that our education has been ineffective in securing peace and cooperation between classes, nations, and races, that it has not been well-adapted to the complexities and interdependence of our modern world.

We ought, accordingly, to be willing to review critically our program and methods of education of the last three decades, and to ask ourselves frankly whether they are adapted to the conditions of our twentieth-century world. If they are not, we are doing our children a great wrong by continuing them as they have been. Even if we in the United States cannot change world conditions in education, we can hardly refuse to recognize the possibility that our leadership in the right direction in regard to

ARE WE JUSTIFIED IN OUR COMPLACENCY WITH REGARD TO EDUCATION?

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the education of the child may greatly influence world conditions.

I, therefore, raise the question as to what program and methods teachers in our public schools can afford to sanction in the education of the child in this twentieth century.

TO ANSWER this question, we need, first of all, to understand the conditions of our modern world. And the first thing which we observe in regard to our modern world is the increasing social interdependence of all classes, nations, and races. Interhuman relations have suddenly thrust themselves to the front and become the great problem of our time. The second thing that we observe is that these relations are not harmonious, but that conflict between classes, nations, and races is becoming more conspicuous and more threatening than ever it was in the nineteenth century. Divisive feelings run thru our human world separating it into antagonistic classes, nations, and races. This has even increased to a considerable degree the antagonism between individuals, as we clearly perceive as soon as we begin to study the conditions of our family life. The third condition is the lack of cooperation between the greater groups of men.

There is to be sure a good deal of antagonistic cooperation, but we have every reason to believe from the principles of human psychology and sociology that antagonistic cooperation cannot long endure. The worthwhile things in our human world, particularly its higher social values, in religion, morals, science, art, and education, have been built upon friendly cooperation. Finally, it might be added to the above characteristics of our present world that there are a great number of hangovers from past conditions which we considered once rela-

tively barbarous, such as war and immense armaments, intolerance and racial hate, class exploitation and nationalistic isolation.

One would think that with such worldwide threatening conditions confronting us the chief concern of our educators would be to devise an education adequate to meet this crisis of mankind; for if education makes individual skill and character, then surely it should help consciously to create the type of individual citizen needed in the present crisis. But so far as I can see, the mass of our educators have not yet grappled with this problem. Nineteenth-century traditions still control our educational programs and methods. To teacher-training institutions this is a matter of serious concern; for the teacher—his equipment, his attitudes, his aims, his methods—is the vital element in all educational problems.

I do not mean, of course, that the teacher-training institution has the sole responsibility in this matter. For back of teacher-training institutions stand the college and the university, and back of all is the general educational tradition.

Now there cannot be any doubt that until very recently our educational tradition in this country was individualistic and innocent of any attempt to deal with such social conditions as I have mentioned. It aimed at creating individualistic skills and accomplishments, and under the leadership of our great state universities, at materialistic achievements. It fostered especially the natural sciences and their applications in the material arts of life, such as the mechanic arts, business, agriculture, engineering, and medicine. It concerned itself with interhuman relations only incidentally, if at all. Consequently, our education did not free us from the worst crimes and social disorders. Racketeering business, class exploitation, racial hate, chauvinistic patriotism, and political corruption persisted, and were in some cases, enhanced. Only a slight knowledge of human psychology is needed to show that instruction in foreign languages, mathematics, and the physical sciences will contribute little directly to the solution of problems of living together.

The obvious corrective for these faults in our educational traditions and practices is more social studies in our curriculum and more efforts on the part of teachers to teach children the value of peace and cooperation, not only between individuals, but between classes, nations, and races. Consequently, the movement among educators during the last three decades to introduce more social studies into the curriculums of our schools. This movement has met with much resistance from those who adhered to the older educational traditions; and it must be acknowledged by those of us who favor the social studies that the movement has not yet produced the results which we hoped. Of course, a sufficient length of time has not yet elapsed, but it begins to become evident that merely putting more social studies in the curriculum will not accomplish desired results unless there are radical changes in our educational traditions and methods. It is too easy to place factual social studies in curriculums without stimulating the thinking and the vision of the student or producing noticeable effects upon his character. All new subjects are apt to be taught superficially because teachers are unprepared; this is perhaps particularly true of the social studies.

In a notable experiment recently made in a Western state with dependent children, it was found that in one group of dependent children carefully placed in foster homes of high class the intelligence quotient of the children was raised surprisingly. But with another group of the same sort of dependent children placed in ordinary schools the intelligence quotient was not raised at all. Probably this points to a radical defect in the ordinary public school in the United States, namely, that its routine is deadening and not stimulating; and such routine instruction in the social studies is especially deadening.

Unless the pupil has his social imagination awakened by the teacher, historical, economic, political, and general social facts have little meaning to him. Instruction in these subjects cannot be of the same order or type as instruction in the manual arts. Social facts cannot be seen by the student. They must be imagined. Social processes in distant places and times cannot be experienced; they must be socially imagined. The whole object in teaching the social sub-

jects must be to awaken an efficient social imagination in the pupil which will enable him to put himself in the place of persons in other classes, nations, and races; and this is the sort of social education which the child must have to meet the problems of human living together in the twentieth century.

BUT we have hardly reached this conclusion before we discover that some allegedly scientific educational theories have put obstacles in the way. This is particularly true of some of our educational psychologists; for instead of studying the higher attributes and powers of the mind, they have paid their chief attention to the simpler, lower, more animal-like activities of the mind of the child. They have sought especially to throw light upon that mind by the study of animal behavior. It has been well said: "Give the psychologist a rat and a graph, and you will get about the last word on the subject of the philosophy of education in this machine age."

These psychologists have forgotten that the human child has attributes and powers possessed by no animal below man. They have forgotten that animals do not produce or possess culture, but that man everywhere lives and has always lived mainly by culture, by what he learns from others, especially thru language, and the awakening of his imagination. Animal psychologists have paid no attention, in general, to inter-learning processes, or learning from others, because we find little or no inter-learning processes among animals. It is the distinguishing mark of man that he learns chiefly from exchange of experience with his fellows, especially thru the aid of verbal language.

Altho it has always been true that the human child has learned mainly thru language, thru communication with others, nevertheless, the educational dogma has grown up that we learn only by doing. This is, of course, a highly useful dogma in education if education is to be confined mainly to the manipulation of objects. It is a typical educational doctrine for the machine age, because it encourages manual training above everything. But many of the processes of the social life, much of the conduct of the good citizen, cannot possibly be learned by doing. It must be learned by imagination. It is not the training of

the hand, or even participation directly in activities which fit us for citizenship in the state, the nation, or the world. It is the training of the social imagination which fits us to carry on in this phase of our life. Imagination must be awakened, even tho the material with which it deals is only indirectly concerned with human relations. Every advance of civilization has depended upon human imagination.

For imagination is the basis of all culture—of religion, art, science, and so even of good citizenship. Unless we can *imagine* our fellow human beings and the conditions under which they live, we cannot possibly adjust ourselves to them. The education of the twentieth century, which will fit our children to live in their human world, should, therefore, concern itself with developing the social imagination of the child if it wishes our civilization to go forward. It should teach the young to identify themselves in their imagination with all men. I predict that the education of the future will teach the young that they are educated just in proportion as they can, thru their imaginations, identify themselves with the life of all humanity. This implies that fundamental information concerning our world must be given to the child as material upon which his imagination may work.

But it is not simply a type of scientific educationist which has impeded the progress of socialized education, by failing to take into account the higher attributes of the human mind, but also a large part of the scientific world which has developed dogmas about pure science, that science as such cannot concern itself with value-judgments; that it cannot say whether a social condition is good or bad, advantageous or disadvantageous. This attitude of the pure scientists, while developed in the interest of trustworthy knowledge, has led to making instruction in the social studies merely factual. It has led to giving mere information about our world without any attempt to inculcate social values.

In my opinion, this attitude of the pure scientists represents a misunderstanding both of the spirit of education and of the spirit of science. If education is to be worth anything socially, it must help the individual to discover the true values of life. Teachers should object to a social science which divorces itself from all social values. Moreover, the scientific

spirit is not the spirit of describing, weighing, and measuring things; in the broad sense it is the openminded love of truth. Now the openminded love of truth compels us to see not only that there are social values, but that some have an adequate foundation in the facts of life, while others are merely traditional, have no such foundation in facts, and have probably been built upon erroneous ideas or observations. When we study thoroly, for example, the use of narcotics in human society, we are in a position to see what a reasonable social standard regarding their use should be, even tho the actual social standard may be very different. This illustration is sufficient to show that the social studies must concern themselves with value-judgments and be critical of the social values current in our civilization. While the physical sciences afford no approach to social ethics, the approach of education to social ethics is necessarily thru the social sciences. The social education of the child, if it is worth anything, necessarily becomes moral education.

BUT besides these impediments to the development of a worthwhile program of social education in our schools, which come from the scientific world, there are other impediments in our general educational tradition. In the main these come from the influence of Rousseau. Rousseau stood for what he called "natural education," by which he meant the least possible restrictions upon the freedom of the child. No moral or religious instruction was to be given the child, at least not before the age of ten years. We may remark parenthetically that *then* it might just as well never be given, because religious and moral attitudes are necessarily formed before the age of ten years, at least in their fundamentals. Education was to be mainly the education of the hand and of the senses. The manual arts were, therefore, to be the core of education. The child was to be free to pursue his own likes and dislikes, to follow out his own nature with a minimum of guidance from teachers. Education, therefore, according to Rousseau, should emphasize individual differences and develop intelligence and character upon the basis of these differences.

Something like these ideas still dominates a majority of schools in the United States. But whatever value we may

justly attach to these ideas, they lead, when exaggerated, to the very opposite of a socialized education. For whatever is "natural" is in all probability not adapted to a complex civilization. Individual differences, when exaggerated, do not facilitate social cooperation, but make it almost impossible.

While a social education, which is rational, will not aim at social uniformity, it will strive to find and emphasize the interests, attitudes, and aptitudes which individuals have in common, as well as individual differences. Too great individualization in education leads to unsocialized attitudes and to inability to cooperate with one's fellows. Likemindedness is, after all, fundamental in human society, whether it is in the family, in the community, or in the nation, and differences in attitudes and values should be encouraged only to the extent that they are complementary and will work together in a division of labor.

While I do not believe that there is any danger of our schools' turning out moral and philosophical anarchists, I do believe that the overemphasis upon individual differences in education is in part responsible for the lack of respect for law among our American young people; for we find the very opposite in European countries that have not followed the Rousseau tradition in their education.

But to return to our scientific educationists. Some of them surely have not helped the development of social education by emphasizing its difficulties and its futility. For example, some professors of the science and art of education in our teacher-training institutions have made long lists of objectives, or goals, for the social studies. I believe that one professor at the University of Chicago has listed between one hundred and two hundred objectives for teachers of the social studies. The poor teacher who tries to remember them all would surely forget how to teach his subject and possibly even how to teach his children.

Now it seems to me that there is value both in life and education in simplifying our objectives or goals. Even tho in this way the objective may be so broad that it is vague, still it is much better than the confusion of too many objectives. In every department of life we have to oversimplify in order to achieve. We have to use "basket terms" such as religion, art, politics, and the like. These do no harm

if we understand that they are capable of further analysis, and do not become word-fetishes. There are many ways of stating the objectives of a socialized education. I wish to be somewhat arbitrary and say that the objectives of a socialized education should be social intelligence, a sense of social honor, and public spirit.

BY SOCIAL INTELLIGENCE I mean knowledge of human nature, the conditions of human life, the relations of human individuals and of human groups, together with their history. No doubt this calls for a very considerable fund of social information, and the teacher must make a selection among the things which he considers of vital importance to pass on to youth. At any rate, we do not want here the intrusion of class, national or racial pride and prejudice, to distort facts.

It has been too long true that one-half of the world does not know how the other half lives, or as I have frequently said, not one-tenth of the world knows how nine-tenths of human beings live. This social, or sociological, ignorance is the source of much of the misunderstandings and conflicts in our present world. It is astonishing to find that it is almost as common among the educated as among the non-educated. For example, the dean of a professional school of a great university told me in 1923 that I must be mistaken that the average "labor income" per farmer's family in the United States was only a little over \$700 a year. He said that all the farmers he knew had incomes of at least \$2000 a year. I could only reply to him that he did not know the poor farmers of the South and of the West. As a matter of fact, the average income per family in the share-cropper tenant class of the South is less than \$250 a year. It is ignorance of such facts and of a multitude of other facts which prevents even the most advanced human societies from getting rational adjustments between classes.

But social adjustments do not come thru social knowledge alone. The will-attitudes of the mass of individuals are quite as important and should receive the attention of the educator. We have too long neglected to educate, train, and socialize emotional attitudes. Particularly have the teachers in the higher institutions of learning been prone to think that intelligence and knowledge are sufficient

to bring about rational adjustments between individuals and classes. We have almost seemed to think that if individuals were made intelligent, we could leave them without any other control over their baser emotions. But the nobler emotions should be specifically trained and developed in any scheme of socialized education. I single out for my example the sense of social honor, by which I mean an individual or group's treating another individual or group as it would like to be treated if it were in the same place as the other.

This sense of social honor has been remarkably developed in some professions thru the ethical codes of those professions. But it surely needs to be universally developed in all groups and classes of human society. Let me take as my example, to illustrate what I mean, the medical profession. The story is told that in the eighties, when Great Britain was still at war with its Zulu tribes in South Africa, a Zulu chief set a price upon the capture of a surgeon in the British military forces, who was so skilful that he was constantly returning wounded British soldiers to active service. Sure enough, the British surgeon was captured by the Zulus. But when he was brought into the Zulu camp he found the Zulu chieftain, who had set a price upon his head, apparently mortally wounded. He had only to do nothing, and this black man, who was an enemy of his king and country, as well as of himself, would soon bleed to death. But he remembered the code of honor of the surgeon. He set to work with all of his medical skill and soon had the Zulu chieftain out of danger.

Such a sense of social honor would surely clean up the political corruption, the class exploitation, and the sordid racketeering and criminal practices too common in American society today.

Finally, a socialized education should instil public spirit into every member of the community. You may call this altruism, if you wish; I refer to the attitude of service of the citizen toward his community, state, nation, and humanity-at-large. There is good reason to think that we shall never make a success of self-government until our educational system is capable of generating much more public spirit than now exists in the average American community. There is no reason why the service attitude should

not be as much a part of our education as it is a part of our religion. It is indeed at this point that education and religion can blend, and find a practical solution of their conflicts. Of course, the service attitude of our schools should rise from the family and the community to the nation and humanity-at-large.

LET me take as my illustration of public spirit the French statesman, Clemenceau. He was, to be sure, over-nationalistic in his spirit. His devotion to France was his religion and we all recognize the danger of such a narrow religion as that. But let us forget for a moment his exaggerated nationalism and remember his spirit of unselfish service to his country. For, altho Clemenceau was in political life for nearly half a century and had every opportunity to enrich himself, yet when he died it was found that his estate amounted to only a little more than \$10,000. He had served France a lifetime for no reward except the welfare of France. Surely, if we had such public spirit, we would not have to complain that the best brains and energy of our young men go into commercial and financial pursuits, leaving religion, education, art, literature, and even science, with the possible exception of the physical sciences, impoverished. Is it any wonder that we do not have today a statesmanship adequate to deal with our social and political problems?

Now I insist that there is no reason in human psychology why social intelligence, a sense of social honor, and public spirit cannot be taught in our schools just as well as manual arts, type-writing, or business law. We simply have not tried. But unless these attitudes are taught to the children of the twentieth century, the outlook for our human world is dark indeed. There is undoubtedly a race between education and disaster in our civilization; but the education for individual success and for materialistic achievements will not save us from disaster. The higher human social values must be emphasized in the education of the child from its earliest years upward. It is surely a mistake to divorce education in any of its aspects from questions of value; for, as I said, education is essentially a process of discovering the values of life. Unless education places the higher and more spiritual values first, we must expect distorted

human characters and social disaster to result. We cannot sow the wind, without reaping the whirlwind.

In conclusion, let me plead with you not to take your ideals and standards from the educational trends of our time. These may often be wrong, as I have tried to illustrate. You may be called to go against the current. This is always difficult and you cannot be too well-prepared for your work of community leadership as well as for your work of teaching the young. Remember that the education of the two past generations not only sustained the World War, but produced men in plenty who defended, apologized, and promoted all the anti-social tendencies in our civilization. The only education which can save us from these evils is one which will bring about a psychological revolution among the mass of our citizens and lead them to see that they cannot live together securely upon the bases of selfish aggrandizement, exploitation, or violence; but that they can live together only upon a basis of mutual service, mutual sacrifice, and mutual goodwill.

This is the only social security which is enduring and worthwhile. Without this basis all the laws to give us social security are not worth the paper upon which they are printed. The moral confusion of our present human world is hardly excusable. Church and school have both failed at this point. The school, as well as the church, must accept its responsibility for the widespread acceptance of false and onesided ideals of life. But if education makes the social man, the schools have it in their power to correct all these false ideals. No doubt our schools should be "child-centered" in the sense that their interest in the physical, mental, and moral welfare of the child is their supreme interest. But in another sense, the school and its education must be humanity-centered, for the child is a part of humanity and it can have no abiding welfare apart from the whole to which it belongs.

Let us remember, therefore, that the child stands for us not simply as an individual, but as humanity; that our teaching should be an effort to create a humanity adjusted to the requirements of its life; and that these requirements are above all mutual goodwill, mutual service, and mutual sacrifice, in one cooperative process of human living together.

VEGETABLE SOUP

"LAST WEEK in our class of sixteen beginners we made soup and then ate it correctly for our mothers," writes Ethel Savage, first-grade teacher, Weston School, Elkhart, Indiana. Miss Savage sent in the pictures below after see-

ing photographic pages in recent JOURNALS, showing activities in the Santa Barbara, California, schools. Other teachers are invited to submit photos for:

Pedagogy thru Pictures



1. Vegetables for soup



2. Washing the vegetables



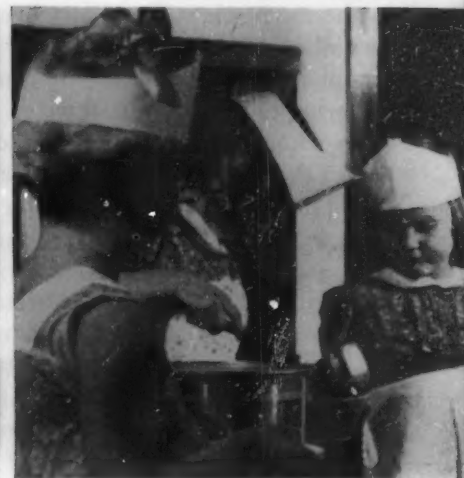
3. Peeling the vegetables



4. Cutting the vegetables



5. Adding vegetables to meat stock



6. Serving the soup



7. Holding the spoon correctly



8. Dipping the spoon correctly



9. Eating the soup

A Challenge to Greater Effort

ENA G. MACNUTT

*Supervisor of the Hard of Hearing,
Public Schools of Newton, Mass.*



Courtesy, Long Beach, California, Public Schools

I AM SORRY, Mrs. Jones, but it is too late to restore Jim's hearing. Why didn't you have his ears examined before?"

"He has always had colds and ear-aches and I didn't know he was hard of hearing. I thought he just didn't pay attention till they tested his hearing at school."

This won't happen to another child in the town where Jim Jones lives for they now have annual audiometer tests for all the school children in place of the whisper tests which detected only those with very marked hearing loss.

Tho the audiometer came too late to save Jim from almost total deafness, it came in time to save: Mary, who after having influenza was found to be hard of hearing, but responded to treatment and now hears normally; Tommy, in the kindergarten, who was "different" but whose hearing was restored by a tonsil operation; Alice, whose hearing was dulled by an accumulation of wax in her ears, but heard perfectly when it was removed.

Are there such cases in *your* schools? Are they having the necessary corrective treatment and help in readjustment?

Ten years ago hard-of-hearing children were given little consideration in our schools. A talk with a superintendent would probably bring the statement, "But we have no hard-of-hearing children in our schools." Today fewer would give this reply.

Realization of the presence of the hard-of-hearing child in our schools has been brought about largely thru the American Society for the Hard of Hearing. Many of its members have vivid memories of their own experiences as hard-of-hearing children in the schools

with their difficulty unrecognized and their lives almost unbearable. Had their hearing loss been detected in its incipiency and treatment given, their hearing might have been saved.

A main object of this national organization is to promote detection of children with impaired hearing, correction of defects where possible, and special education thru lip reading when needed. It was at the request of this group that an audiometer for group testing the hearing of school children was produced. If we trace back to its origin the establishing of audiometer tests and special programs for the hard-of-hearing child in the various cities, in almost every case we find someone connected with this society as its original promoter.

The National Education Association has a Department of Lip Reading whose aims coincide with those of this society. Its membership is open to all who are interested in hard-of-hearing children. It publishes *The Lip Reader*, which is sent to members in half the states, the District of Columbia, and Hawaii.

These two organizations need the understanding and help of all members of the NEA if the child with impaired hearing is to be detected and given the help he needs. According to the American Society for the Hard of Hearing, in 1936-37 the hearing of 1,062,383 was tested; 61,485 were found to have impaired hearing; 10,469 were having lessons in lip reading. But when we compare these figures with the entire school population of our country, we are met by a challenge to far greater effort.

How may you, as individuals, help? If you have a definite program for the hard-of-hearing child in your schools, tell others of its value. If you have not, try to have one established:

[1] By promoting audiometer tests in your schools.

[2] By helping to secure otological examinations and treatment.

[3] By securing lip reading lessons for

those with progressive deafness or a serious hearing loss.

[4] By helping parents to realize that, without treatment, hearing loss almost invariably increases and becomes a definite handicap; that much deafness can be avoided thru preventing its causes by having medical care and following the doctor's advice in cases of measles, scarlet fever, and other infectious diseases, by building up strong bodies to resist frequent colds, by having treatment for running ears, by having diseased tonsils and adenoids removed when advised by a physician; that impaired hearing is not a disgrace to be concealed, but a problem to be faced openly and alleviated thru medical treatment, lip reading, and the use of a hearing aid if necessary.

Reports from cities where a three-point program (audiometer tests, correction of defects, lip reading classes) has been carried on for a number of years indicate that at least 1½ percent of our school population need lessons in lip reading to help them supplement with their eyes what their ears fail to catch.

The effects of impaired hearing on the personality of children are far greater than the average educator realizes. Many have nearly normal hearing but because they do not hear easily under all conditions, develop habits of listlessness and inattention. Lip reading helps to overcome these habits. For pupils with serious hearing loss, lip reading is a necessity. It should supplement regular school work and, except during the lip reading lesson, the hard-of-hearing child should be kept in classes with normally hearing children. For those whose hearing loss is too great for them to keep pace, there should be special classes *in the regular schools* where they may have hearing equipment as well as lip reading lessons.

Legislation is under way to make adequate hearing tests imperative in all schools but it may be years before it is carried out in all states. In the meantime, responsibility for detection of the hard-of-hearing child, correction of his hearing defects, and special education rests with the school. Information may be obtained from the NEA Department of Lip Reading or from the American Society for the Hard of Hearing, 1537 35th Street, N. W., Washington, D. C. What will *you* do for the hard-of-hearing children in your schools?

Establishing RAPPORT with the HOME

THE RELATIONS between home and school present a paradox. Since both are deeply interested in the wholesome development of children it would seem reasonable to expect wholehearted cooperation between them, and yet there is a strong tradition of mutual dissatisfaction with a distinct flavor of mutual suspicion between mothers and teachers. No doubt this tradition—like the tradition that children dislike going to school—is kept alive partly because conflict of any kind has a special news and gossip value. Certainly there are tens of thousands of parents and teachers who work together harmoniously. Yet misunderstandings and downright antagonism occur frequently enough, and with such disastrous effect upon children, that we continue to look for ways of preventing them.

When a teacher and a mother distrust each other, genuine cooperation is out of the question. Obviously they cannot accomplish much in planning and carrying out constructive individual guidance for the child in whom they are both interested. Furthermore, it is usually impossible to keep from the child the knowledge of this lack of rapport and he is likely to fan the flames of discord by bearing tales. Under these circumstances the part which the school can play in the education of the child is distinctly limited.

Any plan which we as school people may make to establish cordial relations with the home should be more than just an attempt to avoid difficulty, but in making such a plan we do need to look squarely at the common causes for misunderstanding and conflict between teacher and parent. For example, it is rarely that either a teacher or a mother will admit, even to herself, that she feels in any sense competitive toward the other. Yet it is probably true that some degree of rivalry is the rule when both are genuinely interested in the child. Nor is there any reason to be ashamed of wanting to play the significant role in guiding a child, so long as one is aware of it and does not let

HERBERT R. STOLZ

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it interfere with one's cooperative behavior.

Similarly, we should not overlook the fact that while a parent can intellectually grasp the idea of the teacher's responsibility toward each of her thirty-odd pupils, she feels that her child's success and happiness is the most important measure of the teacher, the school, and the school system. Effective rapport with a parent must be primarily grounded upon mutual interest in her particular child.

Often the cultural standards of the school differ considerably from those of a particular home. Parents may feel that the school is acquiescent or even actively engaged in breaking down the traditions and practices which the parents are laboring to pass on to their children. They do not understand the changes in subjectmatter and methods and sometimes they cannot see why it has been necessary to make any change at all.

In view of the comprehensive goals of public education in the United States and in view of the compulsory attendance laws, it becomes clearly our responsibility as schoolmen and women to take the initiative in establishing contact with the parents whose children we serve. Moreover, if this alliance is to function in individual guidance it must become less a relation of "*you do your job and I'll do mine*," and more nearly one of "*let's work together on this*."

Organized groups which include teachers and mothers or teachers and fathers have made notable progress in establishing this ideal of genuine cooperation. But such group programs cannot promote directly the rapport between a teacher and a parent based upon common interest in a child. Moreover, it is

generally true that those parents with whom the school finds it most difficult to establish cooperation are the very ones who do not attend parent-teacher meetings.

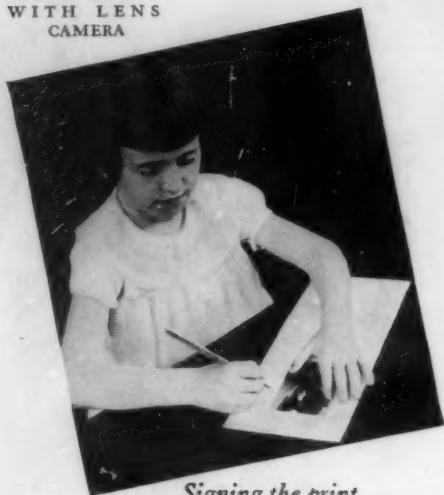
We must conclude, therefore, that progress in individual guidance thru teamwork between school and home calls for an effort on the part of each principal and each teacher to establish personal relations of understanding and mutual respect with at least one parent of each child as soon as possible after the child enters school, and, thru the years, to develop an increasing mutual confidence which will be no small factor in helping the child to get the most out of school.

If the establishment of rapport between teachers and parents on a personal basis is to be included as an essential part of our responsibility, it cannot be left to the teacher as something to be done in spare moments or on her own time, but should be undertaken systematically as a regular part of her professional service, for which there is adequate allowance of time. [This is the fifth in a series of articles on individual guidance by Dr. Stolz, chairman of the NEA Committee on Individual Guidance.]



Courtesy, Los Angeles Public Schools

UPPER PHOTOS
WERE TAKEN
WITH LENS
CAMERA



Signing the print

FORTY second-grade children were full of questions for a science teacher when he looked in to see if he could be of some help. Someone in the class wanted to know how a camera was made and how it worked. "Why not make one and find out?"

"How can you make one, with all those parts?"

"You don't need all those parts."

A few days later, he looked in again and brought a pinhole camera he had made and a picture of a vase of lilacs he had taken with it. The class immediately was interested in making one but frankly "didn't see how a lovely picture like that could be taken with just a box."

Forty pinhole cameras were secured from the Eastman Kodak Company.

LOWER PHOTO-
GRAPHS ARE
PUPILS' WORK
WITH PINHOLE
CAMERAS



THE GENERAL SCIENCE
INSTRUCTOR, AMITYVILLE
PUBLIC SCHOOL,
AMITYVILLE, L. I., N. Y.,

ELMER A. FINCH,

DESCRIBES HOW

SECOND GRADERS

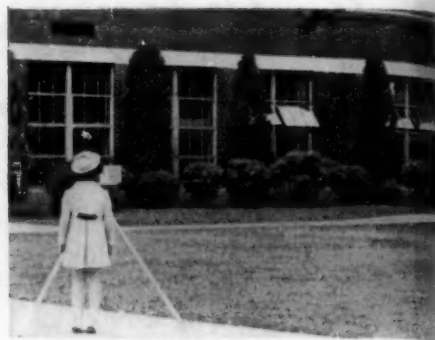
The children put these together. Their skill in manipulating binding tape grew very definitely as the work neared completion. As they worked they learned the essential parts of a camera. A ground-glass back was made for one, so that the children might see the image of a candle flame and learn how the image was made on a film. Cameras were tested for light tightness and a few repaired.

Because it was an experimental undertaking, every child was permitted to select any subject for his picture. The boys and girls were told that since exposures were long, it would be necessary to take only still things. But the number of interesting "still" things out-of-doors near school was limited and they did want to take pictures of people. So an experiment was made with Super Pan Press Film and found to be admirably suitable. One of the values inherent in pinhole photography is the necessity of careful attention to the composition of the picture. As a result every child got

the very picture that he intended to get.

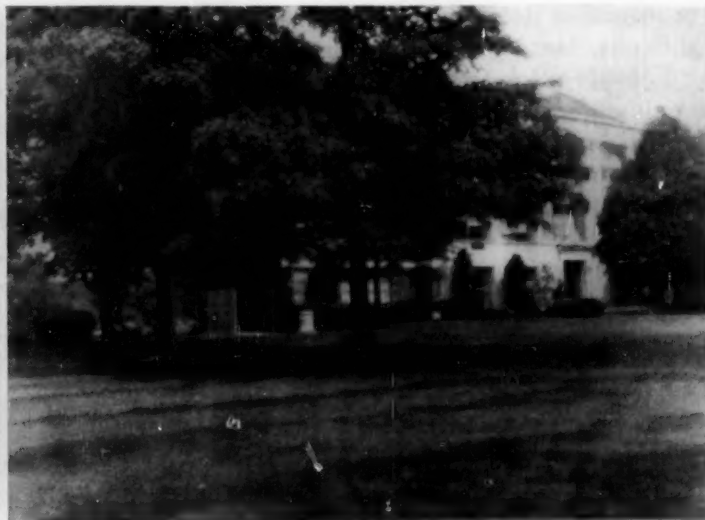
At first the highschool dark room was used to load the camera but the children found that this wasted time, and made a dark room of one of their closets. They had a sink in the classroom which filled the need of running water. They mixed the solutions used, learning something of the chemistry involved in the work of picture taking and making and the differences in treatment of different kinds of film. Negatives interested them very much, for most of them thought that the print came out of the camera. Printing was even more interesting, for they worked with a ten-watt light and they could see more. They were fascinated with watching the image appear on "the magic paper," as they dubbed it. They were interested to find that every negative took a different time and that different grades of paper were used.

After prints were made and straightened in the press, each child put together hand-made mounts and mounted



Left, Mr. Petersen, principal, and Miss Edlemen, second-grade teacher

Right, the high-school building and grounds





Taking a picture of the class and teacher



Timing the exposure of the airplane picture



Putting the pinhole camera together

Learn PHOTOGRAPHY

his own pictures and signed them. Finally an enthusiastic class held a well-attended photographic exhibition the last day of school for parents, friends, helpers, and other grades. The second-grade pupils took keen pleasure in fully explaining the process of getting a print.

As the work progressed, the possibilities of integration with regular class-work seemed endless: The children had to have an adequate vocabulary, be able to figure time, use a thermometer, use the principles of art composition, write up their progress, and use some science information to answer endless questions. There was much opportunity to use the material in reading, arithmetic, spelling, English work, and for news in their classroom news sheet, where progress and new developments were reported in true newspaper style.

It is not often that careful workmanship has such immediate results for children. Here was something, each step of

which was exceedingly simple, but which had to be right, or be made right before the next step could be successfully taken. An appreciation of the photographer's skill and the work of the commercial finisher developed as work progressed. The youngsters learned through concrete experience something about mutual helpfulness between teachers as well as among themselves and how much can be done when everyone cooperates in working and sharing his knowledge and skill with others.

This is a pictorial age, and the children learned something about how good pictures are made. For some it may be the opening up of a hobby or a vocation, or lead to the development of a desirable accessory skill. The project involved such a wide variety of skills

and knowledges that with the help of the second-grade teacher, Miss Edlemen, it held the interest of each child.

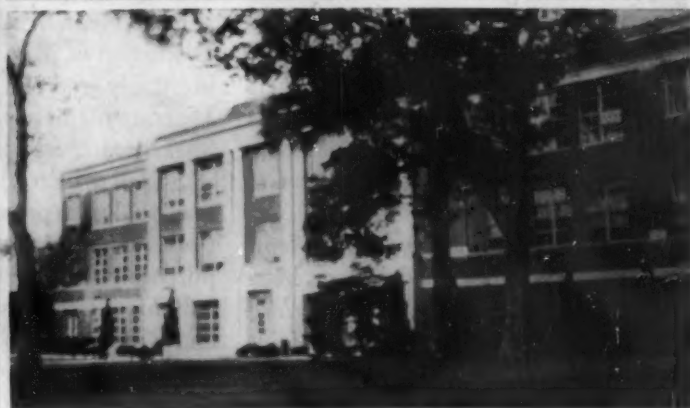
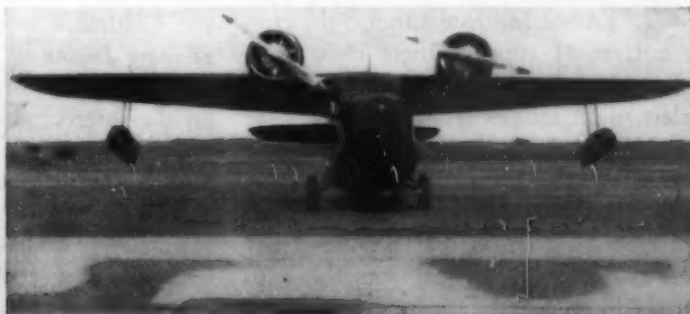
This school year the materials of the social sciences are being used as subjects of the pictures. The experience of working with simple, easily manipulated equipment, producing something interesting and delightful to be enjoyed, was a valuable one for children to have in a commercial entertainment age.



Left, portrait of a classmate

Upper right, an airplane

Lower right, the elementary-school building



Teaching Literature from Current Sources



COURSES in contemporary literature are common in highschools, but many of them are contemporary with the youth of the teachers rather than of the pupils. Many teachers will

probably be shocked at the idea of beginning such a highschool course with *Ferdinand* [Munro Leaf. Viking, 1938]. Yet thousands have bought it and thousands more have read it with pleasure. It is known to practically every senior thru the radio. The English of this brief but perfectly constructed story is that of cultivated Americans; its philosophy is admirable; its humor is authentic and several degrees above slapstick; it is superlatively illustrated. We did begin with *Ferdinand*.

Highschool students read, in general, what adults read. Their reading material is chosen in much the same way as that of adults, thru advertising, book reviews, and comments of acquaintances. It is a distinct advantage to read current favorites while they are favorites.

No list of books can be made which is perfectly satisfactory for as long as one term. When a book like *Listen! The Wind* [Anne Morrow Lindbergh. Harcourt, 1938] appears, there must be a chance for it. The teacher should be alert to all sources from which a really usable new book may be heralded, and quick to take advantage of its advertising. Thus the pupil may be led to realize that books, even good books, are a part of living, and not just something to study in school. A task for the teacher? Yes. But no one should teach literature who thinks that it died with Tennyson, or even with Galsworthy. If the teachers of literature, specialists in the field, can't find and evaluate good books as they appear, how can they direct others to discriminating reading?

There are always a few books "current and choice" for the adolescent. Marjorie Kinnan Rawlings' *The Yearling* [Scribner, 1938] is a favorite sample at the moment. It has everything—struggle, suspense, humor, beauty, and ad-

EVELYN HIEATT

EDITORIAL NOTE—The article on "Contemporary Literature for the Tenth Grade" in the October 1938 JOURNAL has brought many interesting comments. Miss Hieatt, head of the English Department, Junior-Senior Highschool, Alexandria, Indiana, writes, "I agree with every principle laid down, but I'd like to disagree about the selections chosen."

mirable characters set against a background new to literature.

Charles Nordhoff and James Norman Hall construct their stories with a series of happenings exciting enough to hold the interest of the most non-literary reader, but do it in a style that critics find acceptable. *The Hurricane* [Little, Brown, 1936] is especially worthwhile.

Tho some books will appeal to all students, material should be widely varied to meet individual interests. When reading is once begun pleasurably, one book leads to another and the world of literature enlarges from this starting point. To go from new to older writings seems sensible enough. Types can be learned as well from recent publications as from classics.

When pictures of scenes from Thornton Wilder's *Our Town* [Coward-McCann, 1938] are in every newspaper and the Columbia workshop produces his *Happy Journey* [Coward-McCann, 1934], why shouldn't a teacher capitalize on the interest already aroused? From the reading of these plays a class proceeds easily to *You Can't Take it with You* [Moss Hart and George S. Kaufman. Farrar and Rinehart, 1937], *Winterset* [Maxwell Anderson. Random House, 1935], and *Ah! Wilderness* [Eugene O'Neill. Anderson House, 1933]. Discussion of plays without scenery will inevitably lead to Orson Welles and his Mercury Theater. That will involve Shakespeare, for *Julius Caesar* lived again last winter, thanks to Welles' production. Radio presentation of plays from stories suggests mention of plays written purposely for radio. It led us to Archibald MacLeish's *Fall of the City* [Farrar and Rinehart 1937] and a long-to-be-remembered oral reading experience.

In such a course we read for enter-

tainment, information, and understanding. Books are best considered first for the ideas they present, the feeling they impart; then, for the way in which they accomplish their ends.

Airplanes arouse eager interest in many students. *Test Pilot* [Jimmy Collins. Doubleday, Doran, 1935] is good journalistic writing. *Last Flight* [Amelia Earhart. Harcourt, 1937] is a better example of diary than Pepys for most. *North to the Orient* [Anne Morrow Lindbergh. Harcourt, 1935] is personal writing of very high order. Little essays from its pages furnish a good approach to personal essays, which should be introduced as interesting people talking to us, sharing with us their ideas and feelings. The essay field is as varied as the world, and the list of writers is long.

Madame Curie [Eve Curie. Doubleday, Doran, 1938] is a favorite with this year's students and has values that are not ephemeral. Bernard Jaffe presents, in *Outposts of Science* [Simon and Schuster, 1935], much information both about science and about people worth knowing. Stephen Vincent Benét includes enough subjectmatter interest in his *Burning City* [Farrar and Rinehart, 1937] to overcome any pupil's prejudice against poetry. *John Brown's Body* [Doubleday, Doran, 1928] still tells a story well. Poets who deal with present social and economic conditions seem especially appreciated; *The People, Yes* [Carl Sandburg. Harcourt, 1936] attracts some students, as do Miss Millay's recent writings. Poet's pleas for world friendship are of interest to students. The very young poets create an interest because of their youth.

The search for entertainment should lead to such writers as James Thurber, Clarence Day, and Dorothy Parker. *The Education of Hyman Kaplan* [L. Q. Ross, pseud. Harcourt, 1937] ranks high at present. Margaret Halsey's *With Malice toward Some* [Simon and Schuster, 1938] is a perfect piece of writing from which to learn figures of speech.

Obviously no course of this kind can omit reading of magazines. They furnish book advertising, serials, book condensations, essays, poetry, humor.

This kind of contemporary reading any student will approve and enjoy.

President Shaw Announces NEA Committees

MUCH of the work of the National Education Association is done thru committees. Looking back over the years, we recall many committees whose contributions to education stand out as veritable milestones. Among these are:

The famous Committee of Ten, whose report published in 1894 marked the beginning of the emancipation of secondary schools from the domination of the colleges. The Commission on the Reorganization of Secondary Education, whose report on Cardinal Principles of Secondary Education, issued in 1918, marked a significant step in the history of curriculum revision. The Committee on Social-Economic Goals of America, which in 1934 published its thought-provoking and much discussed report listing the ten goals toward which America should move. The two committees on the Emergency in Education, the first of which did a great work during the World War; the second, which made a noteworthy contribution during the crisis of the early 1930's and laid the foundations for the later work of the Educational Policies Commission.

Today, more than ever before, members of the profession are helping solve their problems thru active participation on NEA committees. One has only to read the committee reports in the 1938 Association *Proceedings* to realize how many fields are included in the work of these groups. This comment from a publication of the Cooperative (League) is typical: "About the best brief job that we've seen explaining cooperative principles and philosophy, reviewing the history of cooperatives, and surveying their place in the American scene, is the 1938 Report of the Committee on Cooperatives of the NEA."

In making appointments, we have secured the helpful cooperation of state superintendents of public instruction, state NEA directors, presidents and secretaries of state education associations, and presidents of local associations.

Many NEA committees are large, containing a small "core" group, which proposes plans and carries forward the work, and an advisory group, representing one member or more from each state, to make suggestions and help formulate policies. These core committees have been appointed for 1938-39:

Cooperatives: Albert M. Shaw, Los Angeles, Calif., chairman; Sara Ewing, Indianapolis, Ind.; Herbert G. Lull, Emporia, Kans.; Mary B. McAndrew, Carbondale, Pa.; Graeme O'Geran, Syracuse, N. Y.

To Cooperate with the American Teachers Association [formerly the National Association of Teachers in Colored Schools]: S. L. Smith, Nashville, Tenn., chairman; Mildred Babcock, Kew Gardens, Queens, N. Y.; N. C. Newbold, Raleigh, N. C.; Garnet Wilkinson, Washington, D. C.; Fannie C. Williams, New Orleans, La.

Credit Unions: James F. Moran, Waterbury, Conn., chairman; Florence E. Dixon, New Orleans, La.; J. C. Howell, Detroit, Mich.; Leslie A. Pinkney, Kansas City, Mo.; John P. Sherrard, Buffalo, N. Y.

Economic Status of the Rural Teacher: William McKinley Robinson, Kalamazoo, Mich., chairman; L. V. Cavins, Charleston, W. Va.; Frank W. Cyr, New York, N. Y.; W. H. Gaumnitz, Washington, D. C.; A. R. Mead, Gainesville, Fla.; L. P. Terrebonne, Plaquemine, La.; Kate V. Wofford, Buffalo, N. Y.

Equal Opportunity: Helen Bradley, Cincinnati, Ohio, chairman; Florence Bamberger, Baltimore; Gertrude Mallory, San Gabriel, Calif.; Mary E. Morris, Denver.

Individual Guidance: Herbert R. Stolz, Oakland, Calif., chairman; Harriett M. Allyn, South Hadley, Mass.; Edwin A. Lee, New York, N. Y.; Douglas A. Thom, Boston, Mass.

International Relations: Annie C. Woodward, Somerville, Mass., chairman; Paul Monroe, Garrison-on-Hudson, N. Y., honorary chairman; W. P. King, Louisville, Ky., vice-chairman; Grace Koerner, East Orange, N. J., secretary; Mrs. Louise B. Simmons, Tulsa, Okla.

Joint Committee of the NEA and the NCPT: Mrs. J. K. Pettengill, Detroit, Mich., chairman. The committee will consist of a core committee of five and an advisory committee appointed jointly by the NEA and the NCPT.

Legislative Commission: Sidney B. Hall, Richmond, Va., chairman; John Callahan, Madison, Wis.; Ben Graham, Pittsburgh, Pa.; Frank L. Grove, Montgomery, Ala.; H. M. Ivy, Meridian, Miss.; Bertram E. Packard, Augusta, Maine; George D. Strayer, New York, N. Y.

National Council on Teacher Retirement: This committee was formed in 1936 by the merging of the Committee on Retirement Allowances of the NEA and the National Council of Teacher Retirement Systems. The Council elects its own executive committee at the February meeting of the AASA. Present members of the execu-

tive committee are: George M. Pogue, Columbus, Ohio, chairman; Robert B. Hougham, Indianapolis, Ind.; Jennie Roch, New Orleans, La.; T. T. Allen, East Stroudsburg, Pa.; M. Emma Brookes, Windsor, Ohio; Mildred Medinger, Baltimore, Md.; Louis Taylor, New York, N. Y.

Salaries: Willard Elsbree, New York, N. Y., chairman; Rose E. Boggs, Richmond, Ind.; Dennis H. Cooke, Nashville, Tenn.; John Guy Fowlkes, Madison, Wis.; Clara L. Jahnke, Spokane, Wash.

Supply, Preparation, and Certification of Teachers: Three members who have been appointed are: Mrs. Louise Burgess Herndon, Richmond, Va.; Joseph Rosier, Fairmont, W. Va.; Ambrose Suhrie, New York, N. Y. Two others will be appointed.

Tenure: Donald DuShane, Columbus, Ind., chairman; Mrs. Myrtle Hooper Dahl, Mound, Minn.; Frances Jelinek, Milwaukee, Wis.; Robert C. Keenan, Chicago, Ill.; Mary E. O'Connor, Arlington, Mass.

To Cooperate with the American Legion: In accordance with the action of the Representative Assembly at the New York convention, the following committee has been appointed by the NEA: Walter L. Bachrodt, San Jose, Calif., chairman; Fred D. Cram, Cedar Falls, Iowa; Charles F. Dienst, Lincoln, Nebr.; J. Frank Faust, Chambersburg, Pa.; James H. Richmond, Murray, Ky. The American Legion has appointed the following committee to cooperate with the NEA: William D. Schwartz, Jr., Charleston, S. C., chairman; C. Richard Allen, Camden, N. J.; Dan Sowers, Morgantown, W. Va.; James F. O'Neil, Manchester, N. H.; J. J. Twomey, Lawrence, Mass.

In harmony with the resolution adopted at the New York City convention in 1938, regarding the carrying on of a systematic, intensive program for public enlightenment regarding taxes, a *Committee on Tax Education* is now being formed, with Martin Wilson of New York, chairman.

Members of the *Committee on Academic Freedom* remain the same: Henry Lester Smith, Bloomington, Ind., chairman; William H. Kilpatrick, New York, N. Y.; Greta Oppe, Galveston, Texas; Rena B. Rockwell, Elmira, N. Y.; Ruth West, Spokane, Wash. The three new members of the *Appraisal Committee* are Edith E. Armitage, Audubon, N. Y.; Birdine Merrill, Gresham, Ore.; Ona C. Raines, Tulsa, Okla. Charles E. Sohl, Glenside, Pa., is a new member of the *Committee on Bylaws and Rules*. The new chairman of the *Joint Committee of the NEA and the ALA* is Martha M. Parks, Nashville, Tenn.; NEA and ALA each appoint five members.



The Winter Meeting at

CLEVELAND

Cleveland Board of Education Building; Public Auditorium to the right

February 25—March 2, 1939

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

NINE GENERAL SESSIONS, eighteen major discussion groups, and nearly two hundred other meetings and conferences are scheduled for the Cleveland convention of the American Association of School Administrators. In addition there will be about one hundred breakfasts, luncheons, and dinners. It is estimated that something over 650 speeches will be delivered during the ten-day period while the educators are in the Forest City.

Beginning as early as Tuesday, February 21, and continuing until Friday, March 3, meetings of school people will be in session. The National Association of Deans of Women, the National Vocational Guidance Association, and the American Association of Teachers Colleges are among the organizations which have scheduled early meetings.

By Saturday, February 25, the convention will be in full swing, with registration and exhibits open all day in the Public Auditorium. In area and in number of participants, the Cleveland exhibit will be one of the largest ever staged at a winter meeting. New types of school equipment, books, apparatus, furniture, and classroom helps will be shown in endless variety. School administrators who regularly attend the convention spend many profitable hours in the exhibits.

Notable among new convention features planned by President John A. Sexson will be a group of daily informal conferences. The exhibit hall immediately below the main arena of the Cleveland Public Auditorium is to be partitioned into eight conference rooms. Each one will be large enough to provide seating capacity for fifty people and will have space for the display of materials essential to the ade-

quate implementation of the subject of the conference. These materials will constitute a rough sampling of procedures in various sections of the United States. The fields covered and the agencies responsible for the conferences and exhibits are as follows:

Guidance and Personnel—Providence, R. I., Public Schools, and the United States Office of Education

Safety Education—Pittsburgh, Pa., Public Schools

Vocational Education and Placement—Salt Lake City, Utah, Public Schools

Curriculum Problems—Large Cities—Detroit, Mich., Public Schools

Curriculum Problems—Small Cities—To be announced

Tests and Measurements—Minneapolis, Minn., Public Schools

Planning and Policy-making in Education—Educational Policies Commission

Records, Superintendents' Reports, Research Service—Headquarters staff, American Association of School Administrators

Another innovation is intended to aid superintendents of schools in adequately reporting the convention proceedings to boards of education, teachers' meetings, and local newspapers as soon as they return home. There will be distributed at the final general session on Thursday afternoon a printed bulletin which will give a complete official summarization of the general sessions and discussion groups. About twenty well-qualified educators have been enlisted to cover the meetings and to write the summary reports. Secretary William G. Carr of the Educational Policies Commission will act as editor-in-chief. The ideas set forth in this summarization bulletin will be discussed by a panel

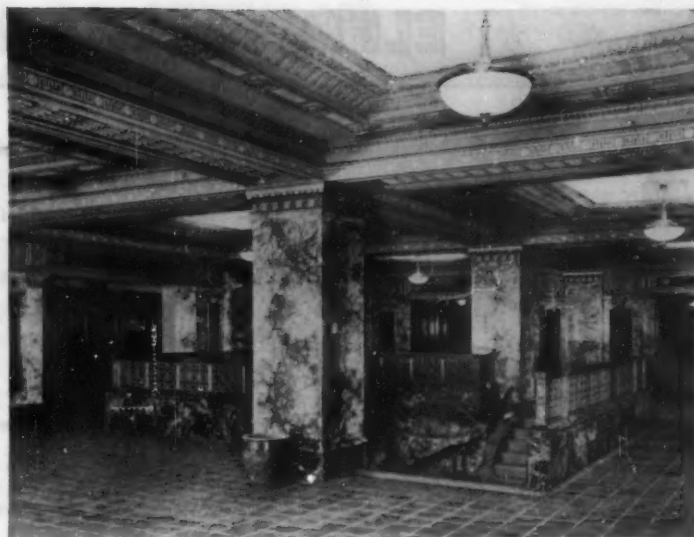
under the leadership of United States Commissioner of Education John W. Studebaker. Thus it is hoped to develop a fair appraisal of the convention and its significance for educational policy and practice in America. This departure from the usual procedure will bring the convention to a close in unique fashion.

The Curriculum in Relation to Child Development is the title of Part I of the Thirty-eighth Yearbook of the National Society for the Study of Education. The book attempts to assemble all of the available evidence concerning the grade placement of materials of instruction. Prepared by a committee under the chairmanship of Superintendent Carleton W. Washburne of Winnetka, Ill., the volume will be presented at a meeting in the Music Hall of the Cleveland Public Auditorium on Saturday evening, February 25. This meeting will be held jointly with the American Educational Research Association.

Entirely independent of the first section of the National Society's yearbook is Part II, *General Education in the American College*, which will be introduced on Monday afternoon, February 27, at a joint meeting with the National Society of College Teachers of Education. The book will contain constructive chapters on the reorganization of the instructional offerings of the American college to meet the needs of presentday students. Professor Alvin C. Eurich of Northwestern University was chairman of the committee which prepared this volume.

"What Philosophy Should the Elementary School Have?" is the topic to be discussed at the meeting of the Department of Elementary School Principals on Monday afternoon, February 27. Helen Heffernan of the California State Department of Education and E. T. McSwain of Northwestern University will participate. On Tuesday afternoon, the principals will consider the question, "How Can Our Elementary Schools Be Improved?" with Claire Zyve of New York University as a speaker.

An address by Rabbi Abba Hillel Silver of the Ansel Road Temple in Cleveland will feature the annual banquet of the Department of Elementary School Principals, which will be held at the



Grand stairway leading to the exhibit hall, Cleveland Public Auditorium

Hotel Statler on Monday evening, February 27. On Wednesday morning, March 1, this Department will join the National Council of Childhood Education, the Department of Supervisors and Directors of Instruction, and the Society for Curriculum Study in a discussion of "Implications of Research in the Growth of the Child as a Whole."

Advance hotel reservations indicate a larger attendance than ever before. Altho Cleveland is well-provided with big modern hotels, accommodations of every sort in the downtown section are exhausted. Those who are still in need of sleeping room reservations are advised to write soon to Mark Egan, chairman, Housing Bureau, 1604 Terminal Tower, Cleveland, Ohio. Since the general reduction of fares several years ago, the railroad companies have not authorized any special convention rates.

Percussion section of the Robert Fulton rhythm band, Cleveland Public Schools



A TEACHER SPEAKS

*I must not interfere with any child, I have been told,
To bend his will to mine, or try to shape him thru some mold
Of thought. Naturally as a flower he must unfold.
Yet flowers have the discipline of wind and rain,
And tho I know it gives the gardener much pain,
I've seen him use his pruning shears to gain
More strength and beauty for some blossoms bright.
And he would do whatever he thought right
To save his flowers from a deadening blight.
I do not know—yet it does seem to me
That only weeds unfold just naturally.*

—Alice Gay Judd, Columbus, Ohio

FIRST THINGS FIRST, a recently published book by Mrs. Agness Boysen, principal, Lyndale School, Minneapolis, is a practical plan of character education for home and school, developed on the foundation described by Mrs. Boysen in her article in THE JOURNAL for November 1928, p261. The book explains the new report card for grading character qualities, "Checking Charts" for daily use in homes, and other character building methods which have proved so successful in the community of Lyndale School. [Associated Authors, 222 West Adams Street, Chicago, Illinois, 185p. \$2.]

A PROMENADE ROOF on the school building is an aid to astronomical study and weather observation. Such roofs can be built at small extra cost, especially if they are included in new building plans. —F. R. Schaeur, science teacher, Billings, Montana.

THE "WANDER BIRDS" is the name of our school club which sponsors civic field trips in connection with the study of general science. During a ten-year period more than a hundred trips have been taken and 41 institutions visited. Trips are made during school hours, usually double-length periods, made possible by teacher cooperation. —Frances Brown Chase, teacher, Hutchins Intermediate School, Detroit.

ARE YOU ON THE MAILING LIST to receive the *Science Guide for Elementary Schools* published monthly by the California State Department of Education, Sacramento? Subscription price, \$1.25 per year; single copies, 15¢. The carefully prepared bulletins cover such subjects as "Winter Birds," "Domestic Birds," "Shells," "National and State Forests and Parks."

TEACHING HISTORY WITH STAMPS—The stamp-collecting hobby can be linked with the study of history, geography, art, science, and many other subjects. The United States has issued about 150 stamps of different design in the past 46 years. When one studies the events portrayed, their historical value is astonishing. How can the uninitiated make a start? The Philatelic Agency of the Post Office Department, Washington, D. C., is a service especially for collectors. By written application anyone can be placed on its mailing list without cost to receive announcements of forthcoming stamps. Two pamphlets will give further clues: [1] *A Description of United States Postage Stamps*, Government Printing Office, Washington, D. C., 25¢; [2] *American History as Told by Postage Stamps* by Charles C.



"BUSY HANDS"—From the school film of the same name made by the Oakvale, West Virginia, schools to show their students at work and play. "Busy Hands" is the third annual school film, 16mm. partly in color, produced by pupils and faculty. The movie had its first showing at "Community Nite" during American Education Week and will now be shown to parent-teacher and civic groups. —Godfrey M. Elliott, principal.

Gill, Philatelic Printery, Holton, Kansas, 50¢.—Charles C. Gill, M.D., Fitzsimons Hospital, Denver, president of the Denver Stamp Club.

FOR CLASS DISCUSSION—How much do you know about your school? Individuals, groups, or the entire class may make a survey of the school. Do you know:

- [1] How your school got its name?
- [2] The number of rooms in your school and for what each room is used?
- [3] The number of children and teachers in your school?
- [4] The number of people employed to care for the building and grounds?
- [5] Anything which has been done to make your school a safe and a pleasant place in which to work?
- [6] Where the money comes from to build and run your school?—From *Teaching the School in the School*, a 71-page bulletin by the Committee on the School as a Social Institution, Michigan State Department of Public Instruction, Lansing. Projects for each grade from the first thru the twelfth are given. Earl R. Laing, principal, Burt School, Detroit, is chairman of the committee.

SURVEYING YOUR COMMUNITY—Social studies teachers will enjoy Fay Rogers' account of "A Survey of the Social Life of the Tuttle School District" [Minneapolis]. Her report is given in A. C. Krey's *A Regional Program for the Social Studies* [Macmillan, 1938, 140p. \$1.25], which suggests how to plan a program related to the chief activities of a particular region.

A BOOK OF *Quotations for Special Occasions* compiled by Maud van Buren is available from H. W. Wilson Company, 950 University Avenue, New York City, 201p. \$2.50. Over 100 quotations are given for each of 30 wellknown holidays and anniversaries, the one conspicuous omission being the failure to include material for American Education Week.

GUIDANCE IN THE ELEMENTARY SCHOOL—the 1938 yearbook of the California Elementary School Principals' Association—may well be made the basis for faculty and individual study. Order from the editor, Sarah L. Young, Parker School, Oakland, \$1 a copy plus postage.

RURAL-SCHOOL SERVICE

THE FARM—Best Home of the Family and Main Source of National Wealth; Foundation of Civilized Society; The Natural Providence.—This inscription, significant of the wide recognition of agriculture in the nation's life, is carved in stone over the entrance to the Union Station in Washington, D. C., almost under the shadow of the dome of the national capitol.

FOR SCHOOL DISCUSSION—Can the pupils in your school:

- [1] Give the annual rainfall in inches for your area and indicate the amount that comes each month?
- [2] Define and give the purpose of contour farming? Strip farming? Cover crop?
- [3] Indicate the best soil area in your district?
- [4] Tell how long it takes each of the trees on the woodlot to grow to usable size?
- [5] Tell what fertilizers are used in your area, the amount and cost of each, how and when applied?
- [6] What yield per acre for each farm crop is considered good, average, poor?
- [7] Give the highest and lowest temperatures reached in your area last year and the time of each?
- [8] Give the date of the earliest killing frost in the fall and the latest in the spring?

WRITE TO THE SOIL CONSERVATION SERVICE, Washington, D.C., for facts regarding soil conservation to be used in teaching work. "When soil is gone, men go."

"IT'S FUN TEACHING A COUNTRY SCHOOL"—Every day is an adventure at Oxide School. I never know what the day will bring. One day Melvin captured a turtle on the way to school and all of us became turtle-minded. We fixed a pen and read all we could find about the food and habits of turtles. We keep an extra supply of glass jars around and so are prepared for whatever may "swim into our ken," for we like our specimens where we can watch and study them. The ant colony was one of the most interesting and from it we drew our lessons on the value of co-operation, the dependence of the individual on the group, and the efficiency of a well-organized society.—Mrs. Rosalind Ehram, teacher, District 40, Ellsworth County, Kansas.

OCCUPATIONS OF 458 AGRICULTURAL COLLEGE GRADUATES, 1920-1937

Occupation	Number
Teachers of agriculture, highschool...	128
United States Forest Service.....	47
Farmers	41
College instructors, research specialists, graduate students.....	39
Agricultural extension service.....	36
U. S. Department of Agriculture specialists	19
Soil Conservation Service.....	14
Dairy industries.....	14
Farm Security and WPA.....	12
Unemployed	8
Salesmen	7
Farm managers	7
Agricultural economists	5
Florists	4
Landscape architects	4
Rural engineering and forestry.....	4
Business	3
Department of Conservation.....	3
Soil survey	2
Miscellaneous	61
Total	458

—From "Opportunities for the Farm-Reared Boy" by H. M. Byram in November 1938 *Occupations* (National Occupational Conference, 551 Fifth Avenue, N.Y.).

PARLOR GAMES FOR YOUNG CHILDREN—Every child should be encouraged to enjoy several simple games useful for long winter evenings and for social occasions. Among quiet indoor games are anagrams, Chinese checkers, dominoes, chess, and checkers. Active indoor games include ping-pong, deck tennis, and shuffleboard. These and many other games may be had at small cost from department stores or mail order houses. A good book for the school library is Bancroft's *Games for the Playground, Home, School, and Gymnasium* [Macmillan].

FOR A FREE COPY of Health Education Material for Teachers, write to the American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street Northwest, Washington, D. C. The leaflet lists free or inexpensive pamphlets and books.

CONSERVING THE RURAL TEACHER'S TIME—The rural teacher must be an executive who can relieve a crowded program by

delegating responsibilities to others. In our county we appoint individual pupils or committees to carry out various duties in the daily program. Such "helpers" are:

Timekeeper	Decorations
Secretary	Ventilation
Fireman	Boards and erasers
Housekeepers	Wastepaper basket
Host and hostess	Mailcarrier
Librarian	Lunch boxes
Telephone	Wraps
Shades	Grounds
Flag	Toilets

Conservation of the teacher's time is not the only benefit from this plan of pupil participation in the conduct of the school. The helpers are eager to do things and thrill under responsibility. The timekeeper gives all signals on the minute; the secretary is accurate and neat in keeping the daily register. A spirit of pride inspires all helpers to their best efforts.—E. C. Bohon, superintendent, Marion County Schools, Palmyra, Missouri.

DO RURAL TEACHERS OWN THEIR OWN HOMES? Do they carry life insurance? Do they receive enough income to prepare and keep fit for effective teaching? Answers to these and other questions appear in *The Economic Status of the Rural Teacher*, NEA Department of Rural Education, Washington, D.C., 25¢.

EVERY RURAL HIGH SCHOOL TEACHER will be interested in the *Guidance Manual for Vermont Secondary Schools* recently published by the State Board of Education, Montpelier, Vermont. 113p. Includes analysis and record blanks.

2	7	6
9	5	1
4	3	8

A GAME FOR FUN AND STUDY—This magic square, any three figures of which added horizontally, vertically, or diagonally make a total of 15, can

be used for oral arithmetic drill. The teacher or student may call off the numbers in irregular order, the sum of any one row making 15, 2 rows 30, 3 rows 45, and so on. More difficult squares can be prepared by the children.

TESTS OF PROGRESS AT THE NEW YEAR—Walter E. Myer, editor of the *American Observer*, suggests a few questions which each student, whether in highschool or college, may profitably ask himself:

[1] Do I read better than I did a year ago? Do I read more rapidly and understandingly? Have I enlarged my vocabulary?

[2] Am I wasting less time than I did a year ago? Do I show evidence of a growing power to organize my day?

[3] Am I becoming more adult in my thinking? Am I getting away from the absorption in entertainment characteristic of infancy and childhood? Am I more interested than I was a year ago in the important problems of the personal and public life?

[4] Am I overcoming my prejudices? Am I more inclined than I was a year ago to suspend my judgments, to see both sides of a disputed question?

[5] Have I become more useful to my relatives and friends during the year? Do I contribute more to the enjoyment and happiness of those with whom I come into contact? Am I more broadly sympathetic; a better member of my family and my community?

[For the school bulletin board]

A DOUBLE BUS SCHEDULE to encourage children who live several miles from school to take part in the extracurriculum activities which are usually scheduled in the late afternoon periods, has been arranged by the Board of Education of Cazenovia Central School District in New York state. Sixteen buses of their transportation system leave as usual at 3 PM carrying the children from the elementary schools and those from the highschools who do not have special activities. Then at 5 PM four or five buses as needed return to take those children who have been engaged in extracurriculum activities.—Wayne Lowe, principal, Cazenovia Central School, Cazenovia, New York.

FOR HIGHSCHOOL AND ADULT CLASSES—Five pamphlets in its "Sportsmanlike Driving Series" have been published in book form with an introduction by Agnes Samuelson, by the American Automobile Association. *Sportsmanlike Driving* discusses problems of traffic,

safety, and driving. (AAA, Washington, D. C. 1938. 502p. 261 illustrations. Single copy \$1.10. Quantity prices for book or separate pamphlets.)

THREE MONTHLY "DIGESTS" for young people and their leaders have recently appeared: [1] *Youth Leaders Digest* (Youth Service, Inc., Peekskill, New York) for workers who supervise youth programs; [2] *Youths Digest* (published by James Elliott Mooney, 5800 N. Merivine Street, Philadelphia), a reader on current affairs; and [3] *Youth Today* (Modern Youth Press, Inc., 250 Park Avenue, New York), "the month's best reading for young people."

FOR CLASS DISCUSSION—The following lines entitled "Prayer at Eighteen" were written by Margaret Cosgrove and published recently in the *Preston, Maryland, News*:

"Lord God,

"I have walked from agency to agency asking for work, and been refused.

"I have seen men, women, and children standing in long lines in front of a stone building awaiting their daily rations.

"I have rested in the public square and seen the seeds of agitation sown in the fertile soil of discouraged minds.

"I have welcomed the temporary respite of relief work, taking dictation from a college-bred man, himself a relief worker, who wrote of 'vocational maladjustment' and 'minor tragedy of blind-alley jobs.'

"I have waited upon death in a general hospital where children's very bones were dissolving because of malnutrition.

"I have known young boys with freckles standing out grotesquely against white faces and eyes glassy from hunger asking for 'housework.'

"I have seen college girls, one a Phi Beta Kappa, who, unable to get positions in their chosen vocations, applied for Christmas work in a 5-10-15-cent store—and had even that refused them.

"I have watched hope, ambition, dreams die out of faces, to be replaced by resignation in the old, and by doubt and desperation in the young.

"And I have felt a nameless terror creep into mine.

"Lord God,

"Have I, and a million others like me, a destiny?

"And if so, is it worth attaining?"

TEACHING AS A MAN'S JOB—a 79-page book published by Phi Delta Kappa, Professional Education Fraternity—is written "for young men to interest the best of them in what some believe to be the greatest profession to which a man can devote his life." Pointing out that more men are needed in American education, the booklet discusses in brief space "The Teacher at Work," "Can I Become a Good Teacher?" "What Does Teaching Offer Me?" Order from Phi Delta Kappa, Homewood, Illinois, single copies, 15¢ paper, 40¢ cloth; 50 or more, 10¢ each paper, 25¢ each cloth.

TOWN MEETING OF THE AIR—To assist student groups who listen each week to the Town Meeting of the Air—nationwide debates by experts on current affairs broadcast each Thursday over NBC at 9:30 PM EST—a Town Hall Advisory Service has been established. For a small fee to cover printing and mailing, materials on the subjects to be discussed will be furnished. Address the Town Hall Advisory Service, 123 West 43rd Street, New York City.

A NEW SERVICE is announced by J. W. Studebaker, Commissioner of Education, to operate under the title of New National Occupational Information and Guidance Service in the United States Office of Education. It will include collection and distribution of information about occupations; a permanent cumulative inventory of the individual who is to pursue one of the occupations; and the promotion thruout the nation of the need of occupational information and general guidance as an integral part of school programs.

A PLAN FOR SELFIMPROVEMENT—January 17 is the anniversary of Benjamin Franklin's birth. Every highschool student will enjoy his *Autobiography* with its plan for self-improvement. Let students develop their own list of desirable character traits and compare them with Franklin's list of temperance, silence, order, resolution, frugality, industry, sincerity, justice, moderation, cleanliness, chastity, tranquillity, and humility. Carl Van Doren's new biography of Franklin, while long, is well within the interests of highschool students (Viking Press, New York, 1938, 845p. \$3.75).

COLLEGE AND UNIVERSITY SERVICE

BOOKS WHICH EVERY AMERICAN SHOULD READ—Place on the college bulletin board this list of 100 books chosen by prominent Americans. Let students develop similar lists for comparison with these selections. Teachers desiring copies of the list for distribution among students may obtain them from the American Library Association, 520 North Michigan Avenue, Chicago, 100 copies, 75¢; 500, \$2.50.

- [1] Shakespeare.....Plays
- [2] Mark Twain.....Huckleberry Finn or Tom Sawyer
- [3] Thackeray.....Vanity Fair
- [4] Cervantes.....Don Quixote
- [5] Goodman.....Benjamin Franklin's Own Story [The *Autobiography* completed]
- [6] Hugo.....Les Misérables
- [7] Emerson.....Essays
- [8] Defoe.....Robinson Crusoe
- [9] Boswell.....Life of Samuel Johnson
- [10] Chaucer.....Canterbury Tales
- [11] Dumas.....Three Musketeers
- [12] Dickens.....Pickwick Papers
- [13] Stevenson.....Treasure Island
- [14] Whitman.....Leaves of Grass
- [15] Carroll.....Alice's Adventures in Wonderland
- [16] Hawthorne.....Scarlet Letter
- [17] Tolstoy.....Anna Karenina
- [18] Burton.....Arabian Nights
- [19] Dana.....Two Years before the Mast
- [20] Shaw.....Plays, Pleasant and Unpleasant
- [21] Adams.....Education of Henry Adams
- [22] Austen.....Pride and Prejudice
- [23] Dante.....Divine Comedy
- [24] Poe.....Tales and Poems
- [25] Thoreau.....Walden
- [26] Cellini.....Autobiography
- [27] Darwin.....The Origin of Species
- [28] Galsworthy.....Forsyte Saga
- [29] Ibsen.....Plays
- [30] Swift.....Gulliver's Travels
- [31] Balzac.....Père Goriot
- [32] Goethe.....Faust
- [33] Palgrave.....Golden Treasury
- [34] Plato.....Republic
- [35] Brontë, C.....Jane Eyre
- [36] Gibbon.....Decline and Fall of the Roman Empire
- [37] Fielding.....Tom Jones
- [38] Sandburg.....Abraham Lincoln
- [39] Lamb.....Essays of Elia
- [40] Marx.....Capital
- [41] Melville.....Moby Dick
- [42] Wells.....Outline of History
- [43] Homer.....Odyssey
- [44] Bacon.....Essays
- [45] Maugham.....Of Human Bondage
- [46] Beard and Beard.....Rise of American Civilization
- [47] Bennett.....Old Wives' Tale
- [48] Butler.....The Way of All Flesh
- [49] Parkman.....Oregon Trail
- [50] Harris.....Uncle Remus, His Songs and Sayings
- [51] Montaigne.....Essays
- [52] Beveridge.....Life of John Marshall
- [53] Eliot.....Mill on the Floss
- [54] Flaubert.....Madam Bovary

- [55] James, William.....Varieties of Religious Experience
- [56] Strachey.....Queen Victoria
- [57] Dostoyevsky.....Brothers Karamazov
- [58] Maeterlinck.....Life of the Bee
- [59] Mann.....Magic Mountain
- [60] Meredith.....Ordeal of Richard Feverel
- [61] Molière.....Plays
- [62] Brooks.....Flowering of New England
- [63] Hamsun.....Growth of the Soil
- [64] Hardy.....Return of the Native
- [65] Hudson.....Green Mansions
- [66] Prescott.....Conquest of Mexico and Peru
- [67] Howells.....Rise of Silas Lapham
- [68] Masfield.....Poems
- [69] Steffens.....Autobiography
- [70] Veblen.....Theory of the Leisure Class
- [71] Brontë, E.....Wuthering Heights
- [72] O'Neill.....Plays
- [73] Voltaire.....Candide
- [74] Bunyan.....Pilgrim's Progress
- [75] Eddington.....Nature of the Physical World
- [76] Conrad.....Nigger of the Narcissus
- [77] Crane.....Red Badge of Courage
- [78] James, Henry.....Portrait of a Lady
- [79] Lewis.....Main Street
- [80] Ellis.....Psychology of Sex
- [81] Freeman.....R. E. Lee
- [82] Frost.....Collected Poems
- [83] Jeans.....The Universe Around Us
- [84] Kipling.....Short Stories
- [85] Lynd and Lynd.....Middletown
- [86] Scott.....Ivanhoe
- [87] Cooper.....Last of the Mohicans
- [88] Doughty.....Travels in Arabia Deserta
- [89] Lawrence, T. E.....Seven Pillars of Wisdom
- [90] Rolland.....Jean-Christophe
- [91] Lawrence, D. H.....Sons and Lovers
- [92] Morison and Commager.....Growth of the American Republic
- [93] Plutarch.....Lives
- [94] Proust.....Remembrance of Things Past
- [95] Robinson.....Collected Poems
- [96] Untermeyer, ed.....Modern American Poetry and Modern British Poetry
- [97] Schlesinger and Fox, eds.....History of American Life
- [98] Fitzpatrick.....George Washington Himself
- [99] Wells and Huxley.....Science of Life
- [100] Cheney.....World History of Art

HOW SHALL AMERICAN EDUCATION BE ORGANIZED? How many years for elementary school? Shall highschool include the junior college? The Educational Policies Commission has already recommended a 14-year school system. Now comes the report of the Regents' Inquiry into the Character and Cost of Public Education in New York state, a commission composed of outstanding laymen and educators, whose 3-year study of New York schools has just been summarized in book form under the title *Education for American Life* (McGraw-Hill, New York, 1938, 167p. \$2).

The commission recommends that the highschools begin with the seventh grade and include what are now the

freshmen and sophomore years of college. This recommendation, based on elaborate analyses of the New York system from its earliest beginnings, is likely to exert much influence in other states. Due to the shrinking birthrate, the 14-year school system of 1950 will probably enrol no more students than did the 12-year school system of 1930.

In advising against the establishment of a publicly controlled and supported university in the New York state school system, the commission held that "the central need of older youth is not for more academic liberal arts, teacher education, or other professional schools, particularly in view of New York's anticipated decrease in school population. It is for subprofessional, subtechnical, and general cultural courses such as will be made available thru the upward extension of the highschool. Similarly, the central need of adults is for industrial retraining and adult education. Neither group needs more traditional academic colleges."

PRACTICING WHAT WE PREACH?—In connection with my thesis for the M.A. degree in education, I have referred to countless periodicals in the college library, many of them bound. The number of mutilated copies has been a revelation to me. The mutilation consists of extensively penciled or inked underlining, and even the actual removal of whole articles. This destruction, I am informed by the library staff, is *most prevalent in the education section*, and complaints about torn and missing pages are recorded most frequently toward the end of every summer session.—Ralph Perkins, University of Michigan, Ann Arbor.

NAZI GERMANY'S PERSECUTION OF THE JEWS is a reversion to barbarism unparalleled in modern history. The events which are taking place in Germany compel every thinking American to dedicate himself anew to the principles and practice of American democracy. For an understanding of the educational significance of what is happening in Germany, read *School for Barbarians* by Erika Mann (Modern Age Books, New York, 1938, 159p. 50¢).



NOTES AND ANNOUNCEMENTS



At a special meeting of its Board of Trustees at Chicago, on November 27, 1938, Dr. Willard E. Givens was re-elected Executive Secretary of the National Education Association for a second four-year term.

The Federal Aid Bill

★ PLANS are underway for the introduction in the coming session of Congress of the bill for federal aid to the states for the support of public education. Senators Harrison and Thomas will again be the sponsors in the Senate. It is expected that the Chairman of the House Committee on Education, Congressman William H. Larabee, will assume responsibility thru his Committee for the legislation in the House. Assurance has been given that hearings will be held before both the House Committee and the Senate Committee immediately after the Congress convenes.

The new federal aid bill will be based on the Report of the President's Advisory

Committee on Education and it is practically certain that the bill will be recognized as sponsored by the Advisory Committee.

The Executive Committee of the NEA Legislative Commission, as a result of extensive correspondence with competent persons interested in the provisions of the bill, and conferences with the NEA Executive Committee and representatives of the President's Advisory Committee, has proposed certain changes in the bill (S. 419) as it appeared in the last Congress. It is proposed that the funds be made available to the states upon acceptance by their respective legislatures and upon the provision by state law of a plan for the expenditure and administration of the funds received. Grants will not be subject to discretionary approval of plans by any federal official. It is also proposed that all funds expended under the provisions of the bill be expended only thru public agencies and under public control. Expenditures for transportation and textbooks are to be treated as all other expenditures, and all provisions for scholarships are to be omitted.

The bill will call for an initial appropriation of 72 million dollars and will increase in five years to 202 million dollars. About 80 percent of the funds will go to elementary and secondary schools including school buildings, and the remainder for teacher training, state departments of education, adult education, library service for rural inhabitants, and educational research.

Educational Policies Commission

★ THE MEETING of the Commission in Chicago, November 25-29, marked the conclusion of the third year of its five-year program. The Commission has now published or formulated its recommendations with regard to the major general problems con-

fronting American education. The remaining two years of its plan will be devoted to the completion and publication of the reports which are now outlined, and an extensive program for translating its policies into the day-by-day work of the educational system thruout the United States.

The Commission authorized a series of regional institutes on educational policy during 1939 and a wide range of other activities designed to provide an opportunity for the teaching profession to study and evaluate its reports. In this program the Commission will emphasize the relation of education to the problems confronting American democracy, both at home and abroad. It will give particular attention to the development of a realistic program of civic and economic education.



THEY MEAN MORE to you than anything else in the world . . . those children of yours! You can well afford to give some thought to their education.



President Reuben T. Shaw of the National Education Association congratulates Mattie S. Doremus, former vicepresident of the NEA, upon her election to the New Jersey State Legislature.

★ THE FOUR-PAGE ANNOUNCEMENT of NEA radio programs, of which the picture above with its caption is the cover, may be obtained free in quantities for distribution to parents in your community as part of your plans for closer relation of home and school. Write to the National Education Association, Washington, D. C., requesting the number of free copies which you can use to advantage for that purpose.

The National Education Association brings you four radio programs each week. *Our American* [Cont. on page A-8]

HONOR ROLL OF THE NEA

OUR PROFESSIONAL LIFE is not confined to one school or one system. The problems of education are greater than any of us know how to solve. As we share our problems with others of our profession, as we see their problems, sometimes like our own and sometimes different, and discuss these problems with them, our general professional security becomes greater. We should, therefore, associate ourselves with our fellow teachers in professional organizations—not merely by paying dues, but by actively participating in their meetings, discussions, and work. It is as we work with our fellow teachers in these associations, that we get to know them and they get to know us and we become secure professionally.—Carleton Washburne, superintendent of schools, Winnetka, Illinois.

New Life Members Received in November

CALIFORNIA—Virginia Meline, Harry Smallenburg
DISTRICT OF COLUMBIA—Irvine Irving, Franklin Padgett
FLORIDA—Lena Redfearn, Warren Ellis Trotman
INDIANA—Alton W. Cochran, M. D. Williams
KANSAS—Dale Zeller
LOUISIANA—Miss E. B. Hamilton, Clarence A. Ives, Alice Short
MAINE—Adelbert W. Gordon, Roland E. Stevens
MASSACHUSETTS—Harry P. Stedman
NEW JERSEY—Dorothy M. Firth
OHIO—Richard Crow, Richard Delp
PENNSYLVANIA—Mitchell G. Uram
PUERTO RICO—Angel R. Feliberty
TEXAS—A. M. Limmer
WEST VIRGINIA—R. V. Braham

Completed Enrolments

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

TWENTY-ONE YEARS

NEW JERSEY—Bridgeton, South Ave.
WISCONSIN—Madison, Lowell

TWENTY YEARS

COLORADO—Denver, Perry
OHIO—Elyria, Roosevelt

NINETEEN YEARS

CALIFORNIA—Piedmont, Entire System; Santa Barbara, McKinley, Roosevelt
COLORADO—Colorado Springs, Buena Vista
ILLINOIS—Decatur, Roach; Moline, Lincoln, Willard; Rock Island, Washington Jr. High
MASSACHUSETTS—Brookline, Pierce Elem.
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Jr. High, Hawthorne, Hayward, Whittier Jr. High, Willard
NEW JERSEY—Bridgeton, Vine St.

EIGHTEEN YEARS

CALIFORNIA—San Francisco, Madison; Santa Barbara, Lincoln
ILLINOIS—East St. Louis, Hawthorne; Elgin, Columbia; Maywood, Lincoln, Washington; Moline, Logan
MAINE—Peaks Island, Peaks Island; Portland, Butler, Chapman, Nathan Clifford, Emerson, Saunders St., Shailer, Rosa E. True
MASSACHUSETTS—Belmont, Cheney; Brookline, John D. Runkle; Springfield, Homer St.
NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Park, Randolph, Saratoga
OHIO—Lorain, Brownell, Harrison, Lowell; Scienceville, Thorn Hill; Youngstown, Buckeye, Coitsville Center, Geography Hall, Warren Richey, Scienceville, Scienceville Sr. High, Thorn Hill Ave., John White Grade
VIRGINIA—Lynchburg, Floyd, White Rock

SEVENTEEN YEARS

CALIFORNIA—Berkeley, University
CONNECTICUT—East Hartford, Meadow
ILLINOIS—Decatur, Oglesby; Elgin, Franklin, Garfield, Lowrie; Moline, Central Jr. High, John Deere Jr. High, Garfield
INDIANA—Wabash, Entire System
MASSACHUSETTS—Beverly, Farms
MICHIGAN—South Haven, Entire System
NEW YORK—Lockport, Dewitt Clinton, Charlotte Cross, Hawley St., John Pound, Walnut St.
OHIO—Lorain, Hawthorne Jr. High, Whittier Jr. High
OKLAHOMA—Muskogee, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, West High, Whittier
PENNSYLVANIA—Drexel Hill, Garratford; Primos, Primos
VIRGINIA—Lynchburg, Frank Roane
WISCONSIN—Kenosha, Lincoln Jr. High
WYOMING—Casper, Lincoln

SIXTEEN YEARS

ARIZONA—Phoenix, Wilson
CALIFORNIA—San Jose, Gardner
COLORADO—Colorado Springs, Whittier
DELAWARE—Wilmington, Public School No. 13, Public School No. 21
ILLINOIS—Decatur, Roosevelt Jr. High; Elgin, Grant, Lincoln; Maywood, Garfield, Irving, Melrose Park; Moline, Ericson, Irving, McKinley, Moline Sr. High, Roosevelt
INDIANA—Fort Wayne, Jefferson
MAINE—Portland, Morrill, Oakdale, Vaughan St.
MASSACHUSETTS—Beverly, Charles S. Brown
MINNESOTA—Minneapolis, Harrison
NEBRASKA—Lincoln, Lake View, Prescott
NEW YORK—Binghamton, Thomas Jefferson No. 8, Laurel Ave., Florence Nightingale No. 4, Woodrow Wilson
OHIO—Lorain, Irving, Irving Jr. High, Longfellow, Longfellow Jr. High

FIFTEEN YEARS

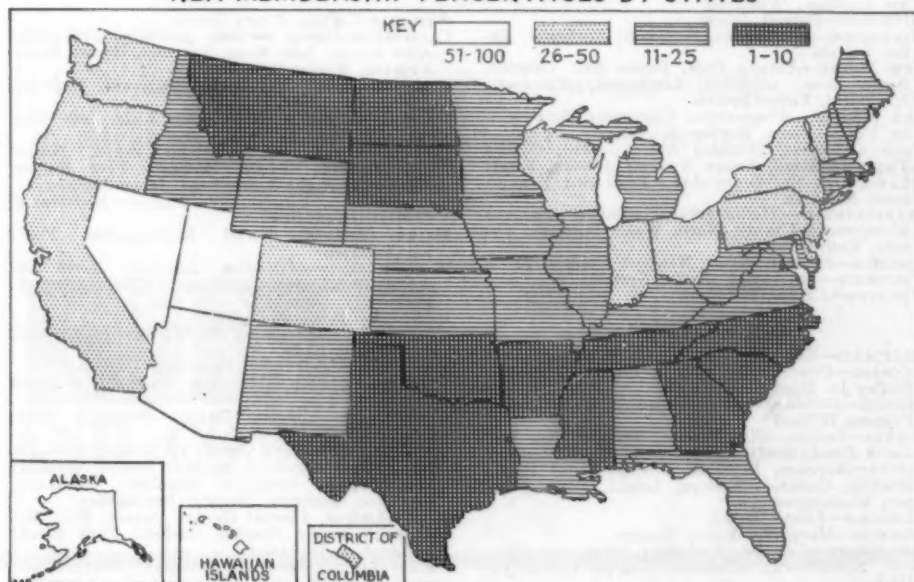
ARIZONA—Flagstaff, Entire System
CALIFORNIA—Oakland, Emerson; San Jose, Grant; South Pasadena, Lincoln Park
COLORADO—Colorado Springs, Midland; Denver, Barium, Bromwell, Ebert, Fairmont, Montclair, Steele, Stevens, Thatcher, 24th St., Wyatt, Wyman; Englewood, Hawthorne
DELAWARE—Wilmington, Public School No. 22
ILLINOIS—Dundee, Dundee-Carpentersville Jr. High, Dundee Community High; Elgin, Elgin High, Lord, McKinley, Sheridan, Washington, Wing; Elmhurst, Lincoln, Roosevelt; Moline, Entire System; Rock Island, Edison, Grant, Hawthorne, Irving
INDIANA—Fort Wayne, Forest Park, Hamilton; Hammond, Franklin; Indianapolis, George W. Julian No. 57; Michigan City, Jefferson; South Bend, Elder, Lincoln, Linden, Muessel, Oliver, Studebaker
KANSAS—Hutchinson, Northside
MAINE—Portland, Isabella Garvin, Heseltine, Libby, Lincoln Jr. High, McLellan, Presumpscot, Roosevelt, Sherman St. Kindergarten, Walker Manuel Training, West, Willard

MASSACHUSETTS—Everett, E. E. Hale; Melrose, Roosevelt
MICHIGAN—Adrian, Lincoln, McKinley Primary
MINNESOTA—Minneapolis, Irving
NEBRASKA—Lincoln, Entire System; Omaha, Jackson
NEVADA—Bunkerville, Virgin Valley Sr. High; Mesquite, Mesquite; Moapa, Moapa; Overton, Moapa Valley High; Reno, McKinley Park
NEW JERSEY—Englewood, Franklin; Rutherford, Lincoln
NEW MEXICO—Albuquerque, Lew Wallace
NEW YORK—Binghamton, Christopher Columbus No. 5, Thomas A. Edison, Abraham Lincoln, Henry W. Longfellow, George Washington No. 1
OHIO—Belle Center, Belle Center Village; Brecksville, North Royalton Cons.; Chagrin Falls, Beechwood; Columbus, Fairwood, Heyl Ave., Medary; DeGraff, DeGraff High; East Liberty, Perry High; Findlay, Detwiler, J. C. Donnell Jr. High, Firmin, Glenwood Jr. High, Lincoln, McKee, Washington; Huntsville, Huntsville Village; Lake View, Stokes High; Lewistown, Washington Rural; Logan County, Entire System; Lorain, Entire System; Marion, Greenwood; Middleburg, Zane High; Olmsted Falls, Olmsted Falls; Rocky River, Fairview Sr. High; Solon, Solon Cons.; West Liberty, Monroe Rural, West Liberty Village; West Mansfield, Bokescreek Rural; Zanesfield, Zanesfield Rural
PENNSYLVANIA—Clearfield, Fourth Ward, Jr. High; Steelton, Entire System
TEXAS—Waco, Brook Ave.
UTAH—Bingham Canyon, Bingham Central, Bingham Jr. & Sr. High, Copperton Elem., Highland Boy, Upper Bingham; Draper, Jr. High & Elem.; Lark, Lark; Midvale, Jr. High & Elem., West Jordan Jr. High & Elem.; Riverton, Herriman, Jr. High & Elem.; Sandy, Butler, Crescent Elem., Granite, Jordan Sr. High, Sandy Jr. High & Elem., South Jordan Elem., Union Jr. High & Elem.
VIRGINIA—Richmond, John Smith
WYOMING—Casper, McKinley

FOURTEEN YEARS

ARIZONA—Winslow, Entire System
CALIFORNIA—San Jose, Woodrow Wilson Jr. High
COLORADO—Colorado Springs, Garfield, Ivywild; Denver, Alameda
FLORIDA—Daytona Beach, Seabreeze High; West Palm Beach, Palm Beach
GEORGIA—Atlanta, Whiteford Ave.
ILLINOIS—Jerseyville, Jersey Twp. Sr. High; Rock Island, Franklin Jr. High, Lincoln Jr. High; Watseka, North Side, South Side
INDIANA—South Bend, Central Junior High, Colfax, James Whitcomb Riley Sr. High, Washington
MAINE—Portland, Allen, Staples, Summit St.
MASSACHUSETTS—Beverly, Cove; Malden, Judson; Newton, Eliot, Stearns; Plymouth, Hedge
MICHIGAN—Adrian, Entire System
MINNESOTA—Minneapolis, Whittier
NEW JERSEY—Asbury Park, Asbury Park High, Bond Street, Bradley, Carney's Point, du Pont No. 1; East Orange, Washington; North Plainfield, Somerset
NEW YORK—Ardsley, Ardsley High No. 5; Binghamton, Central Sr. High, Continuation No. 2, Daniel S. Dickinson, East Jr. High, Eldredge

NEA MEMBERSHIP PERCENTAGES BY STATES



Park, Benjamin Franklin No. 7, Alexander Hamilton, Health Education, Open Air No. 7 & 9, Theodore Roosevelt No. 11, West Jr. High; *Lockport*, Emma Belknap; *Rye*, Public School No. 3; *Schenectady*, Howe

OHIO—*Ashtabula*, Park Jr. High; *Cincinnati*, Commercial Voc. High; *Columbus*, Second Ave.; *Lancaster*, Lancaster High; *Lima*, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, Washington, Whittier; *Lorain*, Clearview; *Logan*, East, Logan Jr. High; *North Baltimore*, Entire System; *Walbridge*, Lake Twp. High

OREGON—*North Bend*, Entire System

PENNSYLVANIA—*Indiana*, State Teachers College; *New Kensington*, Entire System

TEXAS—*Dallas*, North Dallas High

WASHINGTON—*Spokane*, Rogers High

WISCONSIN—*Kenosha*, Jefferson; *Madison*, Hawthorne

THIRTEEN YEARS

CALIFORNIA—*Atascadero*, Atascadero Elem.; *Oakland*, Frick Jr. High; *Santa Barbara*, Montecito Union Elem.

COLORADO—*Denver*, Asbury, Byers Jr. High, South Denver High, University Park; *Englewood*, Lowell

ILLINOIS—*Decatur*, Dennis, Mary W. French, Garfield, E. A. Gastman, Johns Hill Jr. High, Oakland, Riverside, Ullrich, Warren; *East St. Louis*, Jefferson, Signal Hill; *Elmhurst*, Hawthorne

INDIANA—*Michigan City*, Central, Eastport, Elston, Isaac C. Elston Jr. High, Isaac C. Elston Sr. High, Garfield, Park

KANSAS—*Paola*, Paola Sr. High

MAINE—*Portland*, Thomas B. Reed

MASSACHUSETTS—*Springfield*, Thomas M. Balliet

NEW JERSEY—*Asbury Park*, Entire System; *Bridgeton*, Irving Ave., Monroe St.; *Carney's Point*, John J. Pershing; *Hightstown*, Grammar, Hightstown High; *Northfield*, Mill Road

OHIO—*Ashtabula*, Division St.; *Columbus*, Crestview; *Lancaster*, Entire System; *Lima*, Entire System; *Logan*, Entire System

PENNSYLVANIA—*Braddock*, Braddock High, Carnegie, Copeland, Hamilton, Henning; *Broomall*, Marple Twp.; *Chester*, Lower Chichester Twp., Parkside Borough, Trainer Borough; *Claifton*, Entire System; *Clearfield*, Entire System; *Clifton Heights*, Clifton Heights, Clifton Heights High; *Drexel Hill*, Drexel Hill; *Folcroft*, Folcroft Jr. High; *Gettysburg*, Entire System; *Glenolden*, Glen-Nor. Sr. High, Glenolden; *Media*, Elementary, Media High, Sandy Bank; *Middletown Twp.*, Lima, Parkmount; *Newton Square*, Marple-Newton Cons.; *Norwood*, Norwood; *Sharon Hill*, Bethel Central, Sharon Hill Sr. High; *Springfield*, Central; *Upland*, Upland Boro; *Upper Darby*, Bywood, Essington, Lester

RHODE ISLAND—*Westerly*, Bradford

TEXAS—*Houston*, Park Place

VIRGINIA—*Richmond*, Oak Grove

WISCONSIN—*Kenosha*, Columbus; *La Crosse*, Hamilton

TWELVE YEARS

CALIFORNIA—*Alameda*, Mastick, Washington; *Anaheim*, La Palma; *Pomona*, Washington; *Santa Barbara*, Harding

COLORADO—*Colorado Springs*, South Jr. High; *Denver*, Adams St., Baker Jr. High, Bryant, Webster, Evans, Lake Jr. High, Stedman, Teller

FLORIDA—*West Palm Beach*, West Gate Jr. High

HAWAII—*Kekaha*, Kauai, Kekaha

ILLINOIS—*Decatur*, Centennial Jr. High, Durfee, Grant, Lincoln, Pugh, Washington

MAINE—*Portland*, Long Island

MASSACHUSETTS—*Everett*, Hancock; *Melrose*, Calvin Coolidge, Winthrop

MICHIGAN—*Detroit*, Guest

MINNESOTA—*Minneapolis*, Audubon; *Rochester*, Entire System

NEW JERSEY—*Asbury Park*, Bangs Ave. (North), Bangs Ave. (South); *Livingston*, Roosevelt; *Northfield*, Entire System

NEW MEXICO—*Albuquerque*, University Heights

NEW YORK—*Rome*, Harvey E. Alter

OHIO—*Columbus*, Hubbard Ave.; *Goshen*, Goshen Twp.; *Lockland*, Entire System; *Marion*, Forest Lawn, Oak St., Olney Ave., Pearl St.; *Youngstown*, Sheridan

PENNSYLVANIA—*Hollidaysburg*, Entire System; *Montgomery County*, North Wales Borough; *Tyone*, Entire System

VIRGINIA—*Newport News*, Newport News High

WISCONSIN—*Shorewood*, Entire System

WYOMING—*Casper*, Roosevelt

ELEVEN YEARS

CALIFORNIA—*San Jose*, Hester, M. R. Trace

COLORADO—*Denver*, Cheltenham, Colfax, Sherman, Smiley Jr. High

ILLINOIS—*Decatur*, Entire System; *Rock Island*, Frances Willard

INDIANA—*Indianapolis*, Francis Willard No. 80; *South Bend*, Benjamin Harrison, James Madison

KANSAS—*Merriam*, Shawnee Mission Rural High; *Wichita*, Carleton, Kellogg, Lowell, Park, Skinner, Washington

MICHIGAN—*Flint*, Durant

MISSOURI—*Maryville*, Entire System

NEW JERSEY—*Camden*, Yorkship; *Livingston*, Central, Squiertown; *Montclair*, George Inness Jr. High

NEW YORK—*Hartsdale*, Hartsdale; *Ithaca*, Central, East Hill, Fall Creek, Open Air, Reconstruction Home, Saint John, Belle Sherman, South Hill, West Hill

OHIO—*East Cleveland*, Roselle; *Marion*, North Main St., Oakland Heights; *Willoughby*, Entire System

PENNSYLVANIA—*Middletown*, Central Grammar

VIRGINIA—*Newport News*, Bankhead Magruder, George Washington, Woodrow Wilson

WISCONSIN—*La Crosse*, Hogan

WYOMING—*Casper*, Willard

TEN YEARS

ARIZONA—*Clifton*, Chase Creek, Clifton High

CALIFORNIA—*Alameda*, Versailles; *Centerville*, Washington Union High; *Pismo Beach*, Pismo; *San Diego*, Benjamin Franklin, Andrew Jackson

COLORADO—*Denver*, Beach Court, McKinley, Moore, Smedley; *Walsenburg*, Huerfano Co. High

CONNECTICUT—*East Hartford*, South Grammar

DELAWARE—*Elsmere*, Oak Grove; *New Castle*, Minquale No. 47; *Odesa*, Odesa; *Saint Georges*, Commodore MacDonough No. 53; *Stanton*, Stanton School Dist. 38

ILLINOIS—*Elmhurst*, Old Field, Washington; *Maywood*, Entire System

INDIANA—*South Bend*, Franklin, Girls Prevocational, Marquette

KANSAS—*Wichita*, College Hill, Lincoln, Sunnyside, Waco, Woodland

MAINE—*Portland*, Open Air

MINNESOTA—*Minneapolis*, McKinley

NEBRASKA—*Lincoln*, College View Sr. High, South College View

NEW JERSEY—*Bridgeton*, Bank St.; *Livingston*, Entire System

NEW YORK—*Lockport*, Entire System

NORTH CAROLINA—*Durham*, Holloway St.

OHIO—*Ashland*, Entire System; *Columbus*, Garfield; *Kent*, Entire System; *Nelsonville*, Nelsonville Sr. High; *Painesville*, Roosevelt

PENNSYLVANIA—*Middletown*, Susquehanna Bldg.; *Mount Lebanon*, Entire System; *Northampton*, Entire System

VIRGINIA—*Newport News*, Thomas Jefferson, Walter Reed

NINE YEARS

CALIFORNIA—*Alameda*, Sadler; *National City*, Entire System

COLORADO—*Denver*, Ashley, Ellsworth, Fairview, Garfield; *Fowler*, Fowler High, Park

FLORIDA—*St. Petersburg*, Child's Park

GEORGIA—*Atlanta*, Inman Park

ILLINOIS—*Puffer*, Puffer Dist. No. 69; *Rock Island*, Denkmann; *Springfield*, Hay-Edwards

INDIANA—*South Bend*, Kaley, Nuner

KANSAS—*Wichita*, Fairmount

MASSACHUSETTS—*Beverly*, Ryal Side; *Greenfield*, Abercrombie; *Springfield*, White St.

NEVADA—*Austin*, Austin High School No. 1; *Battle Mountain*, Battle Mountain, Lander Co. High No. 2

NEW YORK—*Ithaca*, Entire System; *Lockport*, Washington Hunt

OHIO—*Lancaster*, Cedar Heights; *Nelsonville*, Entire System

OREGON—*Rainier*, Rainier Grade No. 13

PENNSYLVANIA—*Ambridge*, First Ward; *Bloomsburg*, State Teachers College; *Bushkill*, Bushkill; *Nesquehoning*, Mauch Chunk Twp.; *New Kensington*, Martin, Valley Heights; *Pike County*, Entire System; *Summit Hill*, Entire System

VIRGINIA—*Hopewell*, Highland Park; *Newport News*, John W. Daniel, Stonewall Jackson, Booker Washington; *Norfolk*, Robert Gatewood

EIGHT YEARS

ARIZONA—*Clifton*, Entire System

CALIFORNIA—*Santa Barbara*, Jefferson; *San Diego*, Alice Birney, John Muir; *San Jose*, Horace Mann; *Ventura*, Mound School

COLORADO—*Denver*, Ashland, Boulevard, Eagleton, Elyria, Rosedale

ILLINOIS—*Elmhurst*, New Field; *Lisle*, Lisle Dist. No. 70

INDIANA—*Crawfordsville*, John Beard, Horace Mann, Mills, Tuttle, Willson; *Fort Wayne*, Adams Jr. High; *South Bend*, James Monroe

KANSAS—*Hays*, Lincoln, Washington; *Hutchinson*, Central, Grandview

MAINE—*Portland*, Bethel Kindergarten, Peary Kindergarten

MASSACHUSETTS—*Arlington*, Brackett; *North Andover*, Bradstreet; *Wellesley Hills*, Alice L. Phillips Jr. High

MICHIGAN—*Dearborn*, Edison

MINNESOTA—*Minneapolis*, Dowling Sch. for Crippled Children, Lyndale

MISSOURI—*Kansas City*, Benjamin Harrison

NEBRASKA—*Lincoln*, Havelock Central, Norwood Park

NEW JERSEY—*Camden*, Starr; *Highland Park*, Franklin High

NEW YORK—*Endicott*, George F. Johnson; *Geneva*, High St.; *Irondequoit*, Seneca; *Ithaca*, Atypical; *Poughkeepsie*, Benjamin Franklin; *Rochester*, Laurelton Grammar; *Solvay*, Intermediate

OHIO—*Ashland*, Central Grade; *Dayton*, Fort McKinley; *Garfield Heights*, Garfield, Park Knoll; *Willoughby*, McKinley

PENNSYLVANIA—*Ambridge*, Harmony, Liberty; *Knoxville*, Knoxville Boro; *Lawrenceville*, Lawrence-

ville Boro; *New Kensington*, Fifth Ave., Fourth Ward, Mt. Vernon, Parnassus Jr. High

VIRGINIA—*Norfolk*, Coleman Place; *Norview* (Norfolk), Norview High; *Richmond*, Bellevue, John D. Cary, Chimborazo, Helen Dickinson

SEVEN YEARS

ARIZONA—*Eloy*, Eloy Grammar, Eloy Jr. High; *Marana*, Marana High

CALIFORNIA—*Riverside*, Glenavon; *San Jose*, Herbert Hoover Jr. High, Longfellow

COLORADO—*Denver*, Central, Columbian, Franklin, Milton, Mitchell, Reynolds, Steck

ILLINOIS—*Decatur*, Special Teachers & Supervisors, Woodrow Wilson Jr. High; *Elgin*, Edward H. Abbott; *Rock Island*, Entire System; *Urbana*, Lincoln

INDIANA—*Fort Wayne*, Hoagland, Miner, Louis C. Ward

MAINE—*Portland*, Cliff Island

MARYLAND—*Smithsburg*, Forrest Dist. No. 6

MASSACHUSETTS—*Acushnet*, M. S. Howard

MISSISSIPPI—*Clarksdale*, Entire System

MISSOURI—*Independence*, Bristol; *Kansas City*, Manchester; *St. Louis*, Lincoln

NEBRASKA—*Lincoln*, Havelock Sr. High

NEVADA—*Boulder City*, Boulder City

NEW JERSEY—*Hopewell*, Hopewell; *Leonia*, Leonia; *North Plainfield*, Watchung; *Princeton*, Princeton

NEW YORK—*Amsterdam*, McCleary; *Endicott*, Broad St., H. B. Endicott, George Washington; *Mechanicville*, Public School No. 4; *Rome*, Baringer, Columbus, East Rome

OHIO—*Canton*, Allen; *East Cleveland*, Prospect; *Youngstown*, East High

OKLAHOMA—*El Reno*, Irving

PENNSYLVANIA—*Allentown*, Whitehall Jr. High; *Covington*, Putnam-Covington Joint School; *Egypt*, Whitehall High; *Kulpsville*, Towamencin; *Lansdale*, Upper Gwynedd Twp.; *Narberth*, Narberth; *Newport*, Fourth St. Bldg.; *Obelisk*, Upper Frederick Twp.; *Terrace*, Mifflin Twp.

VIRGINIA—*Hopewell*, "B" Village, Patrick Copeland

SIX YEARS

ARIZONA—*Phoenix*, Alhambra

CALIFORNIA—*Alameda*, Longfellow; *Oakdale*, Oakdale Union Sr. High; *Riverside*, Palm School

COLORADO—*Denver*, Berkeley, Gove Jr. High, Lincoln, Washington Park; *Englewood*, Entire System

FLORIDA—*Homestead*, Redland Elem.; *Miami*, Riverside

ILLINOIS—*Aurora*, East High; *Elmwood Park*, Elmwood; *North Chicago*, Central, Lindbergh

INDIANA—*Indianapolis*, Stephen Foster No. 67; *Mingo*, Springfield Twp. High; *Rushville*, Belle Gregg; *South Bend*, Entire System; *Terre Haute*, Rea

KANSAS—*Hutchinson*, Roosevelt; *Wichita*, Finn, Irving, Longfellow, Robinson, Willard

MAINE—*Portland*, Cummings, Jackson, Leland, Monument St., Riverside, Woolson

MASSACHUSETTS—*Beverly*, McKay; *Waltham*, Nahum Hardy, Phineas Lawrence

MISSISSIPPI—*Vicksburg*, Entire System

NEW HAMPSHIRE—*Ashuelot*, Ashuelot

NEW JERSEY—*Atlantic City*, Monterey Ave. Girls' Voc.; *Glen Rock*, R. E. Byrd; *Madison*, Central Ave.

NEW YORK—*Mechanicville*, Entire System; *Wellsville*, Martin St.

OHIO—*Akron*, Harris; *Columbus*, Olentangy; *Delphos*, Franklin; *Garfield Heights*, Entire System; *Logan*, Central; *Marion*, Glenwood, Mark, Silver St.; *Newark*, Entire System; *St. Bernard*, St. Bernard; *Venedocia*, York Twp. Centralized; *Willoughby*, Longfellow

OREGON—*Oregon City*, Barclay, Eastham, Mount Pleasant, Senior High

PENNSYLVANIA—*Millerton*, Jackson Twp.; *Wellsboro*, Wellsboro Sr. & Jr. High; *West Homestead*, West Homestead Borough

SOUTH DAKOTA—*Sioux Falls*, Longfellow

VIRGINIA—*Lynchburg*, Thomas C. Miller; *Richmond*, Nathaniel Bacon

WISCONSIN—*La Crosse*, Franklin, Roosevelt

WYOMING—*Laramie*, Laramie Sr. High

FIVE YEARS

ALABAMA—*Birmingham*, Minor

ALASKA—*Sitka*, Sitka

CALIFORNIA—*Alameda*, Haight, Lincoln, Porter; *Oakland*, Jefferson, Maxwell Park; *San Bernardino*, Arrowhead, Marshall; *San Diego*, La Jolla Elem.

COLORADO—*Denver*, Alcott, Emerson; *Grand Junction*, Washington

DISTRICT OF COLUMBIA—*Washington*, Buchanan

FLORIDA—*Miami*, Buena Vista; *St. Petersburg*, Mt. Vernon

GEORGIA—*Atlanta*, J. C. Harris, Jerome Jones

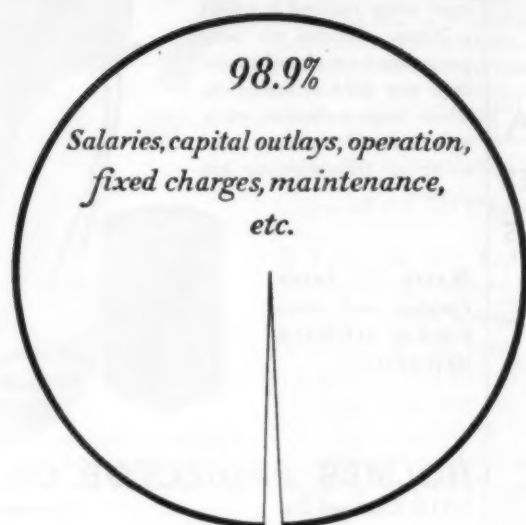
ILLINOIS—*Aurora*, Beaupre; *Mendota*, Mendota Twp. High; *Sterling*, Central, Lincoln Dist. No. 11

INDIANA—*Bloomington*, Hunter; *Fort Wayne*, J. S. Irwin; *Indianapolis*, Public School No. 66; *Petersburg*, Entire System; *Rushville*, Graham

KANSAS—*Hays*, Entire System; *Hutchinson*, Fourth Ave.; *Valley Falls*, Entire System; *Wichita*, Entire System

MAINE—*Old Orchard Beach*, Old Orchard Beach

[Cont. on page A-11]



Textbooks 1.1%

Next to top in importance . . .
Next to bottom in expenditure

Ranked next to teachers as the item of most educational importance in the Thirtieth Yearbook of the National Society for the Study of Education, textbooks rank next to last in school expenditures.

According to the latest available official figures (1930) not even 2% of the total annual expenditure for schools goes for textbooks. Transportation cost 1.9 times as much as textbooks; instructional supplies cost 1.7 times as much as textbooks.

Is this as it should be? Are not America's school budgets slighting textbooks to the disadvantage and discouragement of America's boys and girls?

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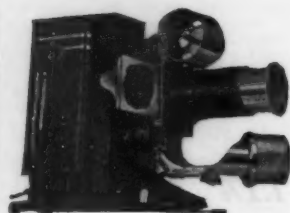
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P R O J E C T O R S

[Cont. from page 30] *Schools*, every Wednesday and every Saturday, interprets the problems of the modern school to the public. The *American School of the Air*, on Wednesday and Thursday afternoons, brings you an important aid for social science and natural history classes.

These dramatic presentations are broadcast by experienced actors, radioists, and musicians, with consideration both for radio technic and for the technics of teaching. Programs originate in museums, at historic shrines, in America and from abroad, with the purpose of furnishing, as one of the services of the National Education Association, a type of supplementary classroom and administrative help not available from any other source.

When writing for announcement leaflets for distribution to parents ask also for free bulletin board posters for announcing the NEA radio programs in the schools of your city.

The New Feudalism

☆ IN CONNECTION with the editorial on page one of this issue, readers will be interested in the following quotation:

Both Congress and the people were familiar with the meaning of the word "corporation" at the time the Fourteenth Amendment was submitted and adopted. The judicial inclusion of the word "corporation" in the Fourteenth Amendment has

had a revolutionary effect on our form of government. The states did not adopt the Amendment with knowledge of its sweeping meaning under its present construction. No section of the Amendment gave notice to the people that, if adopted, it would subject every state law and municipal ordinance, affecting corporations (and all administrative actions under them), to censorship of the United States courts. No word in all this amendment gave any hint that its adoption would deprive the states of their long recognized power to regulate corporations.—Justice Hugo L. Black in dissenting opinion before the Supreme Court of the United States, January 31, 1938.

President of the University of Minnesota

☆ GUY STANTON FORD has been elected president of the University of Minnesota to succeed the late Lotus D. Coffman. Dr. Ford has been with the University since 1913 as professor of history and dean of the graduate school. He served as acting president of the University during Dr. Coffman's illness.

American Education Week 1939

☆ SINCE PUBLICATION of the topics in the December JOURNAL, modifications in the wording of three of the topics have been approved by the sponsors. The final wording is:

General Theme—Education for the American Way of Life

Sunday, Nov. 5—The Place of Religion in Our Democracy
Monday, Nov. 6—Education for Self-Realization
Tuesday, Nov. 7—Education for Human Relationships
Wednesday, Nov. 8—Education for Economic Efficiency
Thursday, Nov. 9—Education for Civic Responsibility
Friday, Nov. 10—Cultivating the Love of Learning
Saturday, Nov. 11—Education for Freedom

Social Hygiene Day

☆ THE THIRD NATIONAL SOCIAL HYGIENE DAY will be observed February 1, 1939. The purpose is to promote the growth of [a] public understanding of the health hazards of syphilis and [b] public support for the control of the program. Program and publicity aids may be secured from the American Social Hygiene Association, 50 West 50th St., New York, N. Y.

Rabbi Abba Hillel Silver To Speak

☆ RABBI ABBA HILLEL SILVER, Cleveland, Ohio, will be the guest speaker at the banquet of the Department of Elementary School Principals, Grand Ballroom, Hotel Statler, Monday, February 27, 6 P.M. Dr. Silver, one of America's most gifted orators, will speak on the "Crisis of World Affairs." The following paragraph is from

Why Teach Printing?



ARTHUR E. ORMSBEE
General Manager

Commonwealth Printing Co., Grand Rapids, Michigan

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● "Printing is definitely the most important of vocational studies. It is the only means through which a people could have built up a civilization such as we enjoy today."

● As one of the outstanding commercial printers of the country MR. ORMSBEE'S statement regarding the importance of printing instruction preparatory to taking it up as a craft bears the weight of authority.

● Besides its unquestionable cultural value, the teaching of printing is a vocational "must" in every progressive school program.



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the address he gave before the AASA in Cleveland, 1934:

Here then, is our task: To prepare our children for the new day by stressing the social sciences, by frank and honest discussions of conditions as they are and of the projected plans by which to reconstruct them, by emphasizing the supremacy of the cooperative life, by preparing our youth for active participation in political life, by arousing them to those supplementary curriculum activities which in later life will enable them to use leisure creatively, and by widening their mental and spiritual horizons, so as to include the whole of humanity, the federated society of tomorrow.

Story of Social Philosophy

☆ TEACHERS will find in this book by Charles A. Ellwood—whose article appears on page 13—an interesting and scholarly evaluation of the great currents of social thought for over two thousand years. This 581-page book was published by Prentice-Hall in 1938. One of Dr. Ellwood's most famous books is *Man's Social Destiny*, published in 1929 by Cokesbury Press.

Brazil Prepares To Receive the WFEA

☆ THE BRAZILIAN EDUCATION ASSOCIATION announces that it is perfecting plans for the entertainment of those who attend the Eighth Biennial Congress of the World Federation of Education Associations, August 6-11, 1939. The *Rotterdam* is prepared to take you down to Rio and back to New York in comfort. If you have not taken care of your reservation, it is advisable to do so while there is still desirable space. *World Education*, the bimonthly publication of the WFEA, is carrying selected recommendations for pre-conference reading. WFEA headquarters, 1201 Sixteenth Street Northwest, Washington, D. C., will be glad to have your inquiries.

Family Allowances for Public-School Teachers

☆ AMONG INTERESTING EXPERIMENTS in salary schedules for teachers is the plan of allowances for dependents. Several of the schedules supplied to the NEA Research Division in connection with its 1938-39 study of salaries include this feature. Family allowances for teachers were proposed in 1925 by Paul H. Douglas in his book on *Wages and the Family* (Chicago: University Press, 290p) and have been recommended since by Willard S. Elsbree and other students of school salary scheduling. But it seems that no such plan was adopted until 1935, when the board of education in Garden City, N. Y., authorized a family allowance of not more than \$300 for a dependent wife and \$100 for each child under 18 years of age. Other schedules providing family allowances [Cont. on page A-10]

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I am sure every Josten salesman joins me in thanking you for your part in enabling us to make this happy New Year's announcement.

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President

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[Cont. from page A-9] come from Lead, S. Dak., Palmerton, Pa., Grand Island, Nebr., Emporia, Kans., Rock Island and Quincy, Ill.

American Association of School Administrators

☆ EXACTLY FOUR HUNDRED persons received votes on the primary preferential ballot for president of the AASA, according to announcement made by the Board of Tellers. The five superintendents of schools who had the highest number of votes were:

Homer W. Anderson, Omaha, Nebr.
Nicholas Bauer, New Orleans, La.
Ben G. Graham, Pittsburgh, Pa.
Carroll R. Reed, Minneapolis, Minn.
James P. Vaughan, Chisholm, Minn.

One of these nominees is to be elected president of the Association by a final preferential ballot, the result of which will be announced on February 1. Two other offices will be filled by election at the Cleveland convention — namely, second vice-president for one year and member of the executive committee for four years. The Board of Tellers which is conducting the elections this year consists of Superintendents Raymond C. Burdick of Huntington, L. I., chairman; Edwin W. Broome of Rockville, Md.; and Omer Carmichael of Lynchburg, Va.

Mechanicville Honors Its First Principal

☆ THE SCHOOLS of Mechanicville, New York, launched their American Education Week observance by a special program commemorating the fiftieth anniversary of the opening of the first graded school. Tribute was paid to L. B. Blakeman, first principal and superintendent, who altho more than 90 years old, replied with an address of appreciation.

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Educator-Editor Retires

☆ DR. JOHN H. FINLEY has retired as editor-in-chief of *The New York Times*, of which he has been one of the editors for the past seventeen years. Dr. Finley has been president of Knox College, professor of politics at Princeton University, president of the College of the City of New York, commissioner of education and president of the University of the State of New York.

Daisy Brown Honored

☆ AT THE ANNUAL CONVENTION of the Minnesota Education Association in October a life membership in the MEA was presented to Daisy Brown, NEA State Director for Minnesota, who has served as legislative chairman of the MEA for the past nine years. Miss Brown has retired as chairman to become superintendent of field service and research for the state teachers retirement fund.

[Cont. from page 32]

Elem., Old Orchard Beach Jr.-Sr. High, Old Orchard Beach Public; *Saco*, Entire System
MASSACHUSETTS—*Brookline*, George S. Baldwin; *Holden*, Rice; *Swampscott*, Stanley; *Waltham*, Samuel D. Warren; *Winchester*, Mystic
MICHIGAN—*Adrian*, New McKinley; *Bay City*, Wenona; *Detroit*, Dixon, Wilkins
MINNESOTA—*Minneapolis*, Hawthorne
MISSOURI—*Kansas City*, Ashland
NEBRASKA—*Kearney*, Nebraska State Teachers College
NEVADA—*Ely*, White Pine Co. High No. 1; *Reno*, Billingshurst Jr. High, Mary S. Doten, Northside Jr. High, Orvis Ring, Southside; *Sparks*, Mary Lee Nichols
NEW JERSEY—*Atlantic City*, Senior High
NEW YORK—*Lockport*, Lockport Part Time
NORTH CAROLINA—*Durham*, East Durham
OHIO—*Bay Village*, Parkview Sr. High; *Canton*, John K. Baxter, Market; *Lockland*, Arlington; *London*, Entire System; *Marion*, Vernon Heights Jr. High; *Steubenville*, Washington; *Toronto*, Entire System; *Youngstown*, Myrtle Ave.
OREGON—*Oregon City*, Entire System; *Salem*, Richmond
PENNSYLVANIA—*Middletown*, Entire System; *Port Allegheny*, Entire System; *Willow Grove*, Davisville Road, Willow Grove Sr. High, York Road
UTAH—*Morgan*, Porterville, South Morgan
VIRGINIA—*Richmond*, Robert Fulton, Springfield
WASHINGTON—*Chehalis*, West Side
WEST VIRGINIA—*Barboursville*, Barboursville; *Clarksburg*, Carlisle; *Morgantown*, Pursglove
WISCONSIN—*Eau Claire*, Seventh Ward

FOUR YEARS

ALASKA—*Seldovia*, Seldovia Territorial
CALIFORNIA—*Burbank*, Burbank; *Chico*, Central; *Chula Vista*, Chula Vista Union Grammar; *Covelo*, Round Valley Union High; *El Modena*, Lincoln, Roosevelt; *Los Angeles*, Eagle Rock; *Oakland*, Anthony Chabot, Hawthorne, Laurel, Lazear, Manzanita, Montclair, Parker, Sequoia, Elizabeth Sherman, Whittier; *Pomona*, Hamilton; *San Diego*, Euclid, Fremont, Loma Portal, Rest Haven; *San Jose*, College Park, Edison High, Lowell, Washington [Cont. on page A-12]

FISK

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[Cont. from page A-11]

COLORADO—Colorado Springs, North Jr. High
DELAWARE—Delaware City, Delaware City High;
Newport, Newport Dist. No. 106 C; Wilmington,
Henry C. Conrad High, Charles B. Lore; Yorklyn,
Yorklyn

FLORIDA—Miami, Miramar, Southside
ILLINOIS—East St. Louis, Froebel; Momence, Entire
System; North Chicago, South; Raymond, Ray-
mond Community High

INDIANA—Indianapolis, Thomas A. Edison No. 47,
Oliver Perry Morton No. 29; Peru, Lincoln
KANSAS—Coffeyville, Field Kindley Sr. High; Dodge
City, Lincoln; Effingham, Atchinson Co. Commu-
nity High; Hiawatha, Central, Hiawatha Sr.
High; Paola, Entire System

KENTUCKY—Maysville, Entire System
LOUISIANA—Grand Chenier, Grand Chenier High
MAINE—Portland, Longfellow

MASSACHUSETTS—Auburndale, Charles C. Burr,
Hamilton, Williams; Plymouth, Mt. Pleasant
MINNESOTA—Minneapolis, Lowell

MISSOURI—Kirkwood, Henry Hough, W. W. Keysor,
John Pitman; St. Louis, Special School No. 6

NEVADA—Elko, Elko, Elko County High; Clark
County, Entire System; Sparks, Robert H. Mit-
chell, Sparks Jr. High, Senior High

NEW HAMPSHIRE—Aldstead, Vilas High
NEW JERSEY—Bridgeton, Pearl St.; Madison, Lucy
D. Anthony, Green Ave.; Neptune, Bradley Park,
Ridge Ave., Summerfield, Whitesville; Ocean
Grove, Entire System; Wenonah, Wenonah School
No. 1; Westfield, Lincoln, Woodrow Wilson

NEW YORK—Endicott, George H. Nichols; Port
Chester, Park Avenue

OHIO—Columbus, Fairmoor, Reeb Ave.; Delaware,
East; Findlay, Huber; Gratis, Gratis Village;
Mansfield, Prospect; Struthers, Highland Ave.;
Woodville, Woodville; Youngstown, Kyles Corn-
ers, Wilson Jr. High

OREGON—Bend, Allen Platoon, Kenwood, Reid
PENNSYLVANIA—Antrim, Duncan Twp.; Arnot,
Bloss Twp.; Blossburg, Blossburg Boro; Duke
Center, Otto Twp. Jr. High; Gaines, Gaines Boro;
Elkland, Elkland Boro; Imperial, Findley Voc.;
Liberty, Liberty Boro; Little Marsh, Chatham
Twp.; Mansfield, Mansfield Jr. High; Marcus
Hook, Marcus Hook Jr. High; Middlebury Center,
Middlebury Cons.; Morris, Morris Twp.; Morris
Run, Hamilton Twp.; Nelson, Nelson Twp.;
Nether Providence Twp., South Media Elem.;
Osceola, Osceola Twp.; Rutland, West Rutland;
Sabinsville, Clymer Twp.; Tioga, Tioga Boro;
Wellsboro, Asaph, Charleston Twp.; Westfield,
Westfield Twp. Cons.

SOUTH CAROLINA—Clinton, Entire System
UTAH—Morgan County, Entire System; Ogden,
Weber Co. Sr. High

VIRGINIA—Hopewell, Entire System; Lyon Park,
Henry Clay; Newport News, Entire System; Nor-
folk, Great Bridge High, Ingleside; Richmond,
George Thorpe

WEST VIRGINIA—Parkersburg, McKinley
WISCONSIN—Racine, Stephen Bull, Garfield, Wil-
liam Horlick Sr. High, Jefferson, Knapp, North
Racine, Washington Jr. High

THREE YEARS

ALASKA—Fairbanks, Fairbanks; Skagway, Skag-
way Public; Wood River, Wood River
ARIZONA—Mesa, Entire System

CALIFORNIA—El Segundo, El Segundo; Grass Val-
ley, Grass Valley High; Hermosa Beach, Entire
System; Los Angeles, Rockdale; Miranda, South
Fork Union High; Oakland, Horace Mann, Rock-
ridge; Pescadero, Pescadero Union High; Piru,
Piru; Placerville, Placerville; San Diego, Chollas,
Sunshine

COLORADO—Denver, Columbine, Crittenton, Gilpin,
Skinner Jr. High; Englewood, Washington

CONNECTICUT—East Hartford, Hockanum, Second
North

DELAWARE—Hockessin, Hockessin; Wilmington, S.
G. Elbert

DISTRICT OF COLUMBIA—Washington, Logan
FLORIDA—Miami, Earlington Heights, Robert E. Lee
Jr. High, Santa Clara

GEORGIA—Atlanta, Morningside; Macon, Bellevue
ILLINOIS—Berwyn, Irving; Canton, Kellogg; Chi-

cago, Stowe; Des Plaines, Central; East St. Louis,
Cannady; Edwardsville, Entire System; Eldorado,
Lincoln; Enfield, Enfield High; Evanston, Miller;
Gavin, Gavin Dist. No. 37; Harrisburg, McKin-
ley; Monmouth, Central, Garfield, Harding, Wil-
lits; Roodhouse, Grade School Dist. No. 72

INDIANA—Center, Center; Crawfordsville, Lincoln;
Decker, Decker Chapel High; Fort Wayne, Har-
rison Hill, Frances Slocum; Freelandville, Entire
System; Indianapolis, Public School No. 24; Nap-
pance, Entire System; Vincennes, Lincoln Sr.
High

IOWA—Waterloo, Irving

KANSAS—Dodge City, Entire System; Spearville,
Spearville; Wichita, Boys Farm

KENTUCKY—Jenkins, Burdine, Dunham; Louisville,
Albert S. Brandeis, George D. Prentice

LOUISIANA—Grand Chenier, Grand Lake High
MAINE—Saco, Saco Kindergarten

MARYLAND—Brunswick, Brunswick High Dist. No.
25; Knoxville, Knoxville; Thurmont, Creagers-
town

MASSACHUSETTS—Melrose, Melrose High; Swamp-
scott, Clarke

MICHIGAN—Adrian, Washington; Bay City, Wood-
side; Detroit, Breitmeyer, Burbank, Hampton,
Pestalozzi, Robinson, White, Williams; South
Haven, Central Elem.

MINNESOTA—Minneapolis, Clay, Hale, Tuttle
MISSOURI—Jefferson City, Broadway

NEW HAMPSHIRE—Candia, Moore

NEW JERSEY—Harrisonville, Harrisonville; Linden,
Linden High; Madison, King's Road; Moore-
town, Lenola; North Plainfield, East End, West
End; Plainfield, Irving, Jefferson, Lincoln

NEW YORK—Binghamton, Sight Saving; Lockport,
Arnold; Oswego, Public School No. 2; Schene-
ctady, Hamilton; Solvay, Senior High

OHIO—Bay Village, Forest View; Canton, J. J.
Burns, Cedar, Dueber, Liberty, Daniel Worley;
Cleveland, Woodland; Findlay, Bigelow, Strother;
Johnstown, Johnstown-Monroe; Mulberry, Miami
Twp. Rural; New Washington, New Washington
Cons.; North Bloomfield, Bloomfield Centralized;
Salem, Columbia St., McKinley; Troy, Edwards;
Van Wert, Franklin; Williamsburg, Williamsburg
Twp. Rural

OREGON—Oregon City, Carus School Dist. No. 29

PENNSYLVANIA—Ambridge, Anthony Wayne; Ber-
rysburg, Berryburg Boro; Dauphin, Middle Pax-
ton Twp.; Elizabethville, Jefferson Twp.; Harris-
burg, Penbrook Boro; High Spire, High Spire
Boro; Hummelstown, Hummelstown Boro; John-
stown, Osborne; Middletown, G. W. Feaser, Lee-
donderry Twp.; Oberlin, Swatara Twp.; Paxtang,
Paxtang Boro; Progress, Susquehanna Twp.;
Shanksville, Stonycreek Twp. Cons. High; Shie-
glehouse, Shinglehouse; Union Deposit, South
Hanover Twp.

SOUTH CAROLINA—Newberry, Boundry, Mollohon,
Speer St., West End

UTAH—Salt Lake City, Oquirrh; Weber County,
Entire System

VIRGINIA—Lynchburg, Robert E. Lee Jr. High;
Nansemond County, Entire System; Richmond,
Ginter Park; Westhaven (Portsmouth), West-
haven

WASHINGTON—Chehalis, Entire System; Everett,
Monroe

WEST VIRGINIA—Chesapeake, Lower Chesapeake;
Winding Gulf, Collins Elem.

WISCONSIN—Delavan, Delavan; Kohler, Kohler;
Sheboygan, U. S. Grant

TWO YEARS

ALABAMA—Baileytown, Hulaco School No. 3; Hance-
ville, Center No. 31, Pleasant Hill No. 29

ALASKA—Juneau, Juneau; Karluk, Karluk Native;
Wrangell, Wrangell High

ARKANSAS—Blytheville, Entire System

CALIFORNIA—Corcoran, Corcoran Union Sr. High;
El Monte, Entire System; San Bernardino, Met-
calf; San Diego, Central, Edison, Florence, Lin-
coln, Ocean Beach, Ocean View, Vauclain Home;
San Francisco, Garfield; San Jose, Anne Darling,
Lincoln Glen, Willow Glen; Santa Cruz, Laurel;
Spadra, Spadra

COLORADO—Colorado Springs, Bristol; Denver, Cole
Jr. High, Garden Place, Globeville

DELAWARE—Delaware City, [Cont. on page A-14]

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ROUND WORLD SERVICES



[Cont. from page A-12] Delaware City Elem.; Wilmington, George Gray
DISTRICT OF COLUMBIA—Washington, Eaton, Summer-Magruder
FLORIDA—Kendall, Kendall; Miami, Morningside, Silver Bluff; Tampa, Grover Cleveland
GEORGIA—Albany, Monroe St.; Atlanta, Lula L. Kingsbury; Garfield, Garfield Sr. High; Swainsboro, Swainsboro
ILLINOIS—Bloomington, Edwards; Canton, Central, McCall; East St. Louis, Lansdowne Jr. High; Peoria, Glen Oak; Pinckneyville, Pinckneyville No. 30; Rock Island, Lincoln, Central Jr. High; Waukegan, North
INDIANA—Cicero, Cicero Cons.; Danville, Central Normal College; Greendaleville, Brick Cons.; Union City, Union City
IOWA—Dubuque, Fulton, Lincoln
KANSAS—Coats, Coats Rural High; Kansas City, Rosedale Dist. No. 92; Parsons, Entire System
KENTUCKY—Louisville, George Rogers Clark; Tolleboro, Tolleboro High
MAINE—Augusta, Farrington; Camden, Senior High; Portland, Physical Education Dept.; Westbrook, Forest St.
MARYLAND—North East, North East Elem.
MASSACHUSETTS—Amherst, East St.; Orange, Central; Revere, Theodore Roosevelt; West Hanover, King St.
MICHIGAN—Detroit, Mann, Schulze
MINNESOTA—Minneapolis, Bryn Mawr, Clinton
MISSISSIPPI—Jackson, Edward L. Bailey Jr. High, Duling, George, Robert E. Lee, J. L. Power
MISSOURI—Kirkwood, Entire System
NEVADA—Reno, Mount Rose; Winnemucca, Winnemucca
NEW JERSEY—Atlantic City, Indiana Ave. Girls; Glen Rock, Public School No. 1; Moorestown, Moorestown Jr. High; North Plainfield, North Plainfield High; Oakhurst, Oakhurst; Pemberton, Pemberton Twp.; Plainfield, Washington; Tom's River, Public School; Union, Jefferson
NEW MEXICO—Portales, Junior High
NEW YORK—Auburn, Evans St., Division St., Genesee St.; Binghamton, North St. High; Dickinson Center, Dickinson Union; Endicott, George W. Johnson; Geneva, Prospect Ave.; Purchase, Purchase
NORTH CAROLINA—Durham, Morehead, North Durham
OHIO—Crawford County, Entire System; Columbus, Pilgrim; East Cleveland, Entire System; Findlay, Adams, Senior High; Lima City, Lima City; Loveland, Loveland; Marion, George Washington; Morrow, Morrow Village; Salem, Fourth St.
OREGON—Umatilla, Umatilla Sr. High
PENNSYLVANIA—Berlin, Berlin-Brothersvalley; East Greenville, Green Lane-Marlboro Cons.; Elizabethville, Elizabethville Boro; Flemington, Flemington High; Hershey, West Hanover Twp.; Indianola, Indianola; Library, Bethel Twp.; Tioga County, Entire System; Verona, Verona Borough; Westville, Washington Twp.
SOUTH CAROLINA—Columbia, Schneider; Goldville, Joanna Jr. High; Newberry, Junior High, Oakland; Prosperity, Prosperity
TENNESSEE—Knoxville, Bell House, Flenniken, West View
TEXAS—Houston, Hawthorne; Needville, Woodrow; San Antonio, Gonzales No. 25
UTAH—Jordan District, Entire System; Salt Lake City, Lowell
VIRGINIA—Amonate, Baldwin; Hickory, Hickory High; Norfolk, John Marshall, Norfolk Highlands; Portlock (Norfolk), Portlock High; Portsmouth, Deep Creek, Sunray; Richmond, William Fox, Patrick Henry, Stonewall Jackson; West Norfolk, West Norfolk
WEST VIRGINIA—Belle, Belle Elem.; Sissonville, Sissonville; Valscreek, Hartwell
WISCONSIN—Madison, Harvey; Necedah, Necedah Public
WYOMING—Rawlins, Rawlins Sr. High

CURRENT YEAR

ALABAMA—Baileton, Antioch; Cullman County, Entire System; Shelby County, Entire System; Talladega County, Entire System
ALASKA—Kake, Kake; Ninilchik, Ninilchik; Palmer, Palmer; Seward, W. H. Seward; Valdez, High
ARKANSAS—Greenwood, Greenwood Cons.
CALIFORNIA—Anaheim, Benjamin Franklin; Anderson, Anderson Union High; Buena Park, Grand Ave., Lindbergh; El Segundo, El Segundo High; La Verne, Bonita Union High; Littlerock, Keppel Union; Los Angeles, Yorkdale; Los Nietos, Los Nietos; Oakland, Luther Burbank, Clawson, Cleveland, Cole, E. Morris Cox, Crocker Highlands, Durant, Edison, Grant, Bret Harte Jr. High, Piedmont Ave., Santa Fe, Toler Heights, Westlake Jr. High; Paradise, Paradise; Pomona, Alcott, Abraham Lincoln; Rialto, Rialto Jr. High; San Bernardino, Cajon; San Diego, John Adams, Emerson, McKinley; San Fernando, El Retiro; San Francisco, George Peabody; San Jose, Lincoln; Santa Barbara, Garfield, Peabody; Walkermine, Walkermine
COLORADO—Denver, Albion, Valverde, Whittier; Longmont, Central; Windsor, Windsor High
DELAWARE—Hockessin, Mt. Pleasant; Marshalltown, Harmony; Milton, Milton Dist. No. 8; Newark, Glasgow, Milford, Ogleton, Pleasant Valley, Welsh Tract; Newport, Newport Dist. No. 21; Townsend,

Elem.;
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Newark,
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townsend,
ATION

Patterson; Wilmington, McClellandsville, Walnut Green
FLORIDA—Clearwater, South Ward; Miami, West Little River
GEORGIA—Columbus, Sixteenth St.; Kite, Oak Chapel; La Fayette, La Fayette High; Macon, Fort Hawkins; Norristown, Norristown High; Summit, Pound
ILLINOIS—Bertwyn, Emmerson; Clifton, Clifton High; Decatur, Oak Grove; Des Plaines, Croatian; East St. Louis, Alta Sita, Irving; Evanston, Orrington; Fox Lake, Fox Lake Grammar; Neponset, Neponset Twp. High; Peoria, Theodore Roosevelt Jr. High; Sidney, Sidney Community High
INDIANA—Brazil, Senior High; Bruceville, Bruceville High; Decker, Orrville; East Chicago, Columbus; Fort Wayne, South Side Sr. High; Hammond, George Rogers Clark, Maywood; Indianapolis, Parkview No. 81; Noblesville, Noblesville Jr. High; Oaktown, Oaktown Cons.; South Bend, Thomas Jefferson; Switzerland County, Entire System; Washington, Walnut St. Grade
IOWA—Dubuque, Bryant
KANSAS—Russell, Russell Public
KENTUCKY—Burlington, Canaan Cons.; Camp Dix, Laurel High; Carrollton, Entire System; Garrison, Garrison Cons.; Harlan, Harlan Elem., Harlan Sr. High; Lewis County, Entire System; Livermore, Livermore; Louisville, Victor H. Engelhard; Morgantown, Morgantown Public; Russellville, Knob City High, Russellville; Trinity, Trinity Cons.; Versailles, Entire System
LOUISIANA—Athens, Athens Cons. High; Homer, Claiborne Parish; Johnson Bayou, Johnson Bayou Cons.; New Orleans, Merrick; Spring Creek, Spring Creek Sr. High; Sulphur, Hackberry High
MAINE—Augusta, Webster; Dayton, Burnham Grammar, Clark, Franklin, Lincoln, Union; North Kennebunkport, Burnham, Durell, Iron Bridge, Irving, North Chapel; Saco, Ferry, Locke, Nonesuch, Sawyer
MARYLAND—Frederick, Parkway, Urbana; Jefferson, Feagaville, Jefferson Elem.
MASSACHUSETTS—Arlington, Old Parmenter Ind. Jr. High; Belchertown, Belchertown Center; Brookline, Sewall; Malden, Charles A. Daniels, Laura A. Leonard; Medford, Lincoln Elem.; Melrose, Lincoln; Reading, Chestnut Hill; West Bridgewater, Sunset Avenue
MICHIGAN—Detroit, Dubois, Hally, Jones, Noble, Pottengill, Pulaski, Winterhalter; Flint, Roosevelt; Grand Rapids, Coldbrook; Hastings, Senior High; Saginaw, Jones
MINNESOTA—Minneapolis, Alcott, Douglas, Monroe
MISSISSIPPI—Belzoni, Belzoni; Clarksdale, Sunflower Cons.
MISSOURI—Kirkwood, North Glen Dale
NEBRASKA—North Platte, Jefferson
NEVADA—Goldfield, County High; Wells, Wells
NEW HAMPSHIRE—Lyme, Lyme Plain; Portsmouth, Atlantic Heights, Lafayette
NEW JERSEY—Camden, Liberty; Long Branch, North Long Branch; Montclair, Mt. Hebron Jr. High; Newark, Miller St.; Westfield, Franklin; Union, Union Sr. High; Wanamassa, Wanamassa
NEW YORK—Binghamton, Entire System; Geneva, Cortland St.; Jamestown, M. J. Fletcher
NORTH CAROLINA—Charlotte, Glenwood; Durham, George W. Watts
NORTH DAKOTA—Fargo, Clara Barton
OHIO—Akron, Spicer; Canton, Hartford, Roosevelt, Summit; Carey, Entire System; Cincinnati, Fairview; Columbus, Linden; Defiance, Entire System; Findlay, Howard, Special Teachers & Supervisors; Greensburg, Greensburg; Hartsgrove, Hartsgrove Elem.; Lakewood, Taft; Lockland, Springdale; New Lexington, Entire System; Orwell, Orwell Cons.; Salem, Prospect, Reilly; Struthers, Sexton St.; Youngstown, Chaney Elem.
OKLAHOMA—Sapulpa, Garfield
OREGON—La Grande, Eastern Oregon Normal; Milwaukie, Entire System
PENNSYLVANIA—Ambridge, Second Ward; Carnegie, Lincoln, Washington; Halifax, Halifax Boro; Millersville, Manor Twp. High; Packerton, Packerton Jr. High; Rutledge, Rutledge Borough; Somerset County, Entire System; Upper Darby, Aronimink, Brookline, Llanerch, Oakmont, Preston
SOUTH CAROLINA—Columbia, Prosperity
SOUTH DAKOTA—Sioux Falls, Bancroft
TENNESSEE—Knoxville, Brownlow, Christenberry Jr. High, McCampbell, Meade, Mountain View, Stair Voc. High; Memphis, Bethel Grove, A. B. Hill
TEXAS—Amarillo, Alice Landergin; Houston, Southland; San Antonio, Herff No. 18
UTAH—Beaver County, Entire System; Ogden, Washington Jr. High; Salt Lake City, Forest
VERMONT—South Barre, Public School
VIRGINIA—Bristol, Robert E. Lee; Norfolk County, Entire System; Vinton, William Byrd High
WASHINGTON—Hamilton, Hamilton Grade, Hamilton High
WEST VIRGINIA—Milton, Keaton; Newell, Newell Fourth St.
WISCONSIN—Madison, Marquette; Milwaukee, Benjamin Franklin; Racine, Gilbert Elem., James Elem., Mitchell Jr. High, Henry Mitchell Elem., N. D. Pratt, Theodore Roosevelt, Washington Elem., Winslow; Sheboygan, Sheridan; Superior, B Hill Grade, South Superior



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