

PROCEEDINGS OF THE
NATIONAL EDUCATION ASSOCIATION
1936

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

PROCEEDINGS

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WASHINGTON, D. C.

FOREWORD

THIS BOOK comprises the seventy-fourth annual volume of *Addresses and Proceedings of the National Education Association of the United States*. It contains the papers delivered at the Portland convention of the National Education Association and those delivered at the St. Louis convention of the Department of Superintendence.

In the preparation of this volume it has been necessary to abstract many of the papers, particularly those delivered before departmental sessions, owing to the abundance of material and the limited space available. Wherever abstracting has been done every effort has been made to preserve the essential ideas the speaker conveyed in his complete address.

Where the material for a given department exceeded the space available for that department, the officers of the department were asked to indicate which addresses to include. In a few cases addresses were received too late for inclusion in the volume.

A number of the addresses, of which only abstracts could be published in the *Proceedings*, have been printed in full in other publications. In cases where such information was available, it has been indicated by footnotes attached to the addresses concerned.

WILLARD E. GIVENS,

Executive Secretary.

*Contents of previous volumes of Proceedings
of the National Education Association may
be found by consulting the Education Index.*

CONTENTS

GENERAL SESSIONS

Building Character	—Baxter	17
Address of Welcome.....	—Howard	18
The Northwest Greets You.....	—Carson	19
Greetings	—Joslyn	20
Presentation of Platform Guests.....	—Rice	21
What You Should See Here.....	—Riley	22
We Are Glad To Be Here.....	—Ralls	27
Why We Have Come.....	—Samuelson	28
Greetings from Japan.....	—Tsurumi	33
We Chart Our Future Policies.....	—Hunter	33
<i>Public Forum—Education and Democracy</i>	—Studebaker ...	42
Education under Dictatorships.....	—Gosling	49
The Equalization of Educational Opportunity.....	—Sutton	51
Federal Relations to Public Education.....	—Sexson	53
The Worth of Personality.....	—Holt	56
<i>Symposia on Building a Stronger Foundation</i>		
A. Implementing the Children's Charter—Next Steps..	—Kersey	61
B. Speeding Educational Equality.....	—Skidmore	63
C. Advancing Teacher Welfare.....	—Smith	65
Youth's Appeal	—Lawson	67
America's Answer to Youth's Appeal.....	—Sproul	81
<i>Symposia on Improving the Program</i>		
A. Developing Discrimination in the Use of New Tools—	Kirn	90
B. Meeting New Needs on the Elementary Level.....	—Woodruff	92
C. Forum Discussion—Meeting New Issues on the		
Secondary Level	—French	94
Removing Juvenile Delinquency.....	—Wembridge ...	95
Pioneering in Human Achievement.....	—Sockman	97
<i>Symposia on Strengthening the Relationship between School</i>		
<i>and Community</i>		
A. Coordinating the Forces for Child Safety.....	—Showalter	100
B. Utilizing Lay Cooperation.....	—Cochran	102
C. Broadening Community Horizons.....	—Woodward ...	104
<i>Symposium on Evaluating National Issues</i>		
Representing the Democratic Party.....	—McNutt	105
Representing the Republican Party.....	—French	113
Representing the Socialist Party.....	—Thomas	126

LIFE MEMBERSHIP DINNER

Historical Note	134
An Institution of Growing Significance.....	—Martin
Presentation of Life Membership to President Agnes Samuelson	—Crabtree
	135

NATIONAL COUNCIL OF EDUCATION

Historical Note	138
<i>Discussion—The Teachers College Versus the Liberal Arts</i>	
<i>College in the Education of Teachers</i>—Latham	139
A Tribute to Dr. Adelaide Steele Baylor.....—Wright	141
The Contribution of Adelaide S. Baylor to the Home Eco- nomics Movement	—Stanley
How the Profession Can Cooperate with the Office of Edu- cation	—Studebaker
<i>Discussion—Democracy and the Profession of Teaching</i>—Yocum	146
<i>Discussion—Can Universal Secondary Education Be Made</i> <i>Socially Profitable?</i>	—Force
Secretary's Minutes	151

DEPARTMENT OF ADMINISTRATIVE WOMEN IN EDUCATION

Historical Note	158
Secretary's Minutes	159

DEPARTMENT OF ADULT EDUCATION

Historical Note	162
<i>Group Discussion—Values in the National Program of</i> <i>Americanization</i>	—Maaske
The Furtherance of Unity among the People of Widely Variant Racial Origins.....	—MacCormack ..
Implications of the New Program for the Education of Aliens Preparing for Naturalization.....	—Aiton
What Is Happening to Youth?.....	—Brown
Committee on Technics of Adult Education in Public School Programs	—Deming
<i>Summary of Group Discussions</i>	—Powers
Secretary's Minutes	175

DEPARTMENT OF ART EDUCATION

Historical Note	178
Ideals of Japanese Art.....	—Harada
Art in Rural Education.....	—Tilton
Art in a Reorganized Program in Secondary Schools.....	—Gearhart
Japanese Gardens	—Harada
Secretary's Minutes	184

DEPARTMENT OF BUSINESS EDUCATION

Historical Note	186
President's Address	—Goodfellow ...
<i>Panel Discussion—Public High School; Private Business</i> <i>School; College</i>	—Goodfellow ...
Is Commercial Education Vocational?.....	—Fleming
What Economic System Does Business Want?.....	—Hefleboewer ...
Development of Better Understanding between Business Leadership and School Leadership—from the Point of View of Business.....	—McNaughton ..
Development of Better Understanding between Business Leadership and School Leadership with Regard to the Study of Business in the Secondary Schools.....	—Brady
Private Business Education.....	—Armstrong

DEPARTMENT OF CLASSROOM TEACHERS

Historical Note	196
Around the Year with the President.....— <i>Ralls</i>	197
A Socially Significant Curriculum.....— <i>Merchant</i>	202
New Progressive Movements.....— <i>Temple</i>	203
New Economic Developments.....— <i>Woodbury</i>	206
Cooperative Buying for Teachers.....— <i>Bork</i>	207
Youth and the New Order.....— <i>Brown</i>	209
Report of 1936 Committee on Academic Freedom.....— <i>Tarbell</i>	210
Secretary's Minutes	212
Platform and Resolutions.....	215

DEPARTMENT OF DEANS OF WOMEN

Historical Note	220
Two Generations Facing a Mutual Problem—Cooperation..— <i>Lloyd</i>	221
Facing a Mutual Problem—Cooperation.....— <i>Turner</i>	224
Implications of a New Educational Philosophy for the Work of the Dean of Women.....— <i>Zirbes</i>	228
Knocking at Opportunity's Door.....— <i>MacGill</i>	229

DEPARTMENT OF EDUCATIONAL RESEARCH

Historical Note	232
Proceedings of Annual Meeting.....	233
Secretary's Minutes	233
Report of the Secretary-Treasurer for 1935.....	235

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Historical Note	240
Today's Program of Elementary Education from the Stand- point of the Home.....— <i>Harman</i>	241
Parent Education as Supplementary to the Modern Ele- mentary-School Program	242
Has the Public Accepted the New Elementary Education?..— <i>Sexson</i>	243
The Influence of Education on the Motion Pictures.....— <i>McPherson</i> ...	246
The Elementary Principalship Develops.....— <i>Bracken</i>	247
What Happens When We Learn?.....— <i>Corey</i>	249
What Is the Responsibility of the Principal in the Securing of Desirable Educational Outcomes?.....— <i>Hale</i>	251
What Part Does the Teacher Play in the Learning Process?— <i>Rosier</i>	252
Teaching of the Implications of Religion in the Teaching of Social Sciences	253
Status of the Elementary-School Principalship in Oregon..— <i>Maaske</i>	254
Intersubject Relations	256
Building a Community thru the Elementary School.....— <i>Sutton</i>	256
Secretary's Report	258

DEPARTMENT OF KINDERGARTEN-PRIMARY EDUCATION

Historical Note	268
Conditions Affecting Child Growth and Development.....— <i>Bell</i>	269
New Developments in Kindergarten-Primary Curriculum..— <i>Hanna</i>	270

America's Contribution to the Little Child.....	— <i>Sutton</i>	272
Secretary's Minutes		273

DEPARTMENT OF LIP READING

Historical Note		276
Address of Welcome.....	— <i>Maclean</i>	277
Welcome to Portland and the Northwest.....	— <i>Ager</i>	277
Better Opportunities for Hard-of-Hearing Children and Adults	— <i>Moore</i>	278
Tacoma's Program for the Hard-of-Hearing Child.....	— <i>Heath</i>	279
The Development of Lip Reading in Oregon under the Emergency Adult Education Program.....	— <i>Beach</i>	281
Secretary's Minutes		282

DEPARTMENT OF MUSIC EDUCATION

Historical Note		284
Economical Devices in Teaching Instrumental Music.....	— <i>Lockhart</i>	285
Appreciation—Understandings—the Vital Core of all Music Teaching	— <i>Clark</i>	286

DEPARTMENT OF RURAL EDUCATION

Historical Note		290
Professional Leadership in Rural Education.....	— <i>Baldwin</i>	291
Rural Education in Other Depressions.....	— <i>Knight</i>	292
The Yearbook on Rural School Libraries.....	— <i>Lathrop</i>	293
Training Teachers for Rural Schools.....	— <i>Robinson</i>	294
How Should the Curriculum for the Training of Rural Teachers be Differentiated from the Curriculum for the Training of Urban Teachers?.....	— <i>Turner</i>	295
Significant Attitudes To Be Developed in Rural Teachers..	— <i>Wofford</i>	296
Training Rural School Administrators.....	— <i>Gaumnitz</i>	297
Adjustment of Rural Schools to Present Needs.....	— <i>Parrott</i>	298
State Stimulation and Supervision of an Enriched Program in Rural Education.....	— <i>Palmer</i>	298
A County Program for In-Service Training of Rural Teachers	— <i>Fischer</i>	299
A Program of Health Service and Instruction in Rural Schools	— <i>Bennett</i>	300
Educational Objectives in Terms of a Public School Pro- gram in Rural Areas.....	— <i>Frost</i>	301
Procedures for Obtaining Adequate Organization and Ad- ministration for Rural Schools.....	— <i>Morphet</i>	302
A Countywide Program of Consolidated Rural Schools....	— <i>George</i>	303
A Statewide Survey of Rural School Adequacy.....	— <i>Long</i>	304
Functional Planning of Plan for a Twelve-Year Consoli- dated School	— <i>Viles</i>	305
The Arrangement and Equipment of a Model One-Room School	— <i>Baldrige</i>	306
Experiments and Demonstrations for Improvement among Small Rural Schools.....	— <i>Favrot</i>	307
Rural Education for Negroes.....	— <i>Embree</i>	308

Library Service in Rural Areas.....	—Wilson	309
Social and Economic Factors Affecting Rural School Areas in the South.....	—Johnson	310
Financing Rural Negro Schools.....	—Caliver	311
Hawaii's Rural Schools Are as Good as Her City Schools..	—Robinson	312
Activity Programs in Rural Schools.....	—Flood	313
Individual Instruction in Rural Schools.....	—Taplin	314
Art Instruction in Rural Schools.....	—Tilton	315
Music Instruction for Rural Boys and Girls.....	—Hood	316
Secretary's Minutes		317

DEPARTMENT OF SCHOOL HEALTH AND PHYSICAL EDUCATION

Historical Note		322
School Health in the Virginia Educational Program.....	—Adair	323
Nutrition: One Factor in the Health Program.....	—Simmonds	324
Social Security and the Health of School Children.....	—McCown	325
Parents, Schools, and Child Welfare.....	—Hayes	326
Successful Ventures in Administration from the Medical Director's Standpoint	—Carey	327
The Public Health Nurse in School and Community.....	—McNeil	327
Administrative Problems in Health, Physical Education, and Recreation in the College Health Program.....	—Langton	328
Secretary's Minutes		330

DEPARTMENT OF SCIENCE INSTRUCTION

Historical Note		334
A Proposed Statement of Principles Basic to Instruction in the Natural Sciences.....	—Bayles	335
Secretary's Minutes		345

DEPARTMENT OF SECONDARY EDUCATION

Historical Note		348
<i>Subjectmatter Round Tables in High-School Instruction and New Curriculum Materials</i>		
In Ancient Languages.....	—Roller	349
In Business Education.....	—Stuart	349
In English	—Roberts	350
In English	—Maltby	351
In Home Economics.....	—Coon	351
In Home Economics.....	—Winning	352
In Mathematics	—Christofferson..	353
In Mathematics	—Murray	353
In Modern Languages.....	—Wann	354
In Modern Languages.....	—King	354
In Music	—Garbett	355
In Parenthood	—Brown	356
In Science	—Skewes	357
In Science	—Eby	357
In Vocational Education.....	—Adams	358
Secretary's Minutes		358

DEPARTMENT OF SECONDARY SCHOOL PRINCIPALS

Historical Note	362
The High School's Responsibility in the New Education....— <i>Hale</i>	363
What Difference Should High-School Education Make?....— <i>Threlkeld</i>	364
Sequence of Learning Materials in the Curriculum.....— <i>Douglass</i>	367

DEPARTMENT OF SOCIAL STUDIES

Historical Note	374
Shall the Social Studies Abolish Subject Boundaries?.....— <i>Knight</i>	375
Necessity and Scope of Social Indoctrination.....— <i>Coleman</i>	377
The Social Science Program.....— <i>Whitney</i>	379
Things Which Have Worked and Things Which Have Not Worked in Social Studies.....— <i>Ray</i>	380
Secretary's Minutes	381

DEPARTMENT OF SPECIAL EDUCATION

Historical Note	384
The Smouse Opportunity School.....— <i>Anderson</i>	385
Progress of Education of the Deaf in Day School.....— <i>Templeton</i>	387
Red Cross Activities in the Field of Public Health.....— <i>Gosling</i>	388
Girl Scouting and the Physically Handicapped.....— <i>Robbins</i>	390
Some Phases of Treatment of Children with Orthopedic Handicaps	391
Physical Education for the Mentally Handicapped.....— <i>Raibone</i>	392
The Testing of the Deaf and the Hard-of-Hearing Children in St. Paul Schools with the Arthur Performance Scale..— <i>Bishop</i>	393
The Speech Defective in the Ranks of the Handicapped....— <i>Wells</i>	394
Let's Study the Whole Child.....— <i>Williams</i>	395
The Kinesthetic Approach to Remedial Reading.....— <i>Freel</i>	396
Secretary's Minutes.....	397

DEPARTMENT OF SUPERINTENDENCE

Historical Note	400
<i>Symposium on Federal Support of Public Education</i>— <i>Mort</i>	401
Federal Support and Local Responsibility for Education— <i>Coffman</i>	413
Federal Support of Public Education.....— <i>Judd</i>	421
<i>The Social Studies Curriculum, The 1936 Yearbook</i> The Scholar in an Age of Conflicts.....— <i>Beard</i>	438
Jury-Panel Discussion of 1936 Yearbook.....— <i>Glenn</i>	444
The Educational Policies Commission.....— <i>Saxson</i>	463
<i>Teaching Controversial Subjects in the Classroom</i> Demonstration Class in Problems of Democracy.....— <i>Hatch</i>	467
Evaluation from the Standpoint of the Educator.....— <i>Bénézet</i>	482
Evaluation from the Standpoint of the Layman.....— <i>Silver</i>	485
Physical Education Becomes a Fundamental.....— <i>Schrader</i>	490
Music Invades the Public School Curriculum.....— <i>Hanson</i>	496
The Immediate Values of Art Education.....— <i>Tildsley</i>	504
Secretary's Minutes	513
Report of the Board of Tellers.....	515
Resolutions	515

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION

Historical Note	524
The Curriculum in English as Experience.....— <i>Hatfield</i>	525
The Program in the Individual School.....— <i>La Brant</i>	526
Instructional Leadership and Social Change.....— <i>Sayers</i>	528
A Program of Action.....— <i>Rankin</i>	530
Teachers and Guidance.....— <i>Betzner</i>	531
<i>Panel Discussions</i>	533
A Forward Look at Supervision in the New Education.....— <i>Gentle</i>	539
Secretary's Minutes	540

DEPARTMENT OF SUPERVISORS AND TEACHERS OF HOME ECONOMICS

Historical Note	544
The Effects upon Family Life of Certain Frustrations of Youth	— <i>Kelly</i>
Home Economics and Parent Education.....— <i>Sowers</i>	546
The Place of Home Economics in the Educational Program Today	— <i>Samuelson</i>
Training the Young Consumer—Planning the House in Re- lation to Its Function.....— <i>Wilson</i>	548
Use of Problems in Developing Judgment in Selection of House Furnishings	— <i>Russell</i>
The Teaching of Buymanship.....— <i>Lewis</i>	550
<i>Panel Discussion—Education for Home and Family Life Is Essential in Modern Education</i>— <i>Pratt</i>	551
President's Report	— <i>Smith</i>

DEPARTMENT OF TEACHERS COLLEGES

Historical Note	556
President's Report and Recommendations.....— <i>Sprague</i>	557
Raising the Level of the Education of Teachers.....— <i>Judd</i>	574
The Relationship of General and of Professional Education in the Preparation of Teachers.....— <i>Peik</i>	581
Professional Elements in the Education of Teachers.....— <i>Evenden</i>	588
Curriculum Provision for Sequence and Professional Inte- gration	— <i>Campbell</i>
Estimating and Controlling Supply of and Demand for Teachers	— <i>Pittenger</i>
Teacher Preparation from the Point of View of an Employ- ing Officer	— <i>Threlkeld</i>
List of Accredited Institutions—1936-37.....	614

DEPARTMENT OF VISUAL INSTRUCTION

Historical Note	620
-----------------------	-----

DEPARTMENT OF VOCATIONAL EDUCATION

Historical Note	622
Vocational Education as a Factor in Crime Prevention.....— <i>Briggs</i>	623
Vocational Education in Town and Rural High Schools....— <i>Lapham</i>	624
Current Problems in Vocational Education in Agriculture..— <i>Fife</i>	624
Current Problems in Industrial Education.....— <i>Mays</i>	625
The Importance of Vocational Agriculture, as a Service to Rural Youth	— <i>Astleford</i>
What Employers Expect of Vocational Education under Presentday Conditions	— <i>Kreitzer</i>
Opportunities and Responsibilities in Vocational Education..— <i>Howard</i>	627

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

Historical Note	630
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ASSOCIATIONAL RECORDS AND INFORMATION

Act of Incorporation.....	633
Headquarters Staff	655
Officers—1936-37	659
Committees of the National Education Association—1935-36.....	665
Minutes of the Sixteenth Representative Assembly.....	679
Minutes of the Meetings of the Board of Directors.....	740
Minutes of the Meetings of the Executive Committee	765
Minutes of the Meetings of the Board of Trustees	786
Report of the Board of Trustees	788
Report of Auditors.....	790
Report of Treasurer	803
Report of Budget Committee	806
Reports of Committees	
Academic Freedom.....— <i>Smith</i>	814
Amending the Charter.....— <i>Shaw</i>	817
Bylaws and Rules.....— <i>Adair</i>	856
Committee To Cooperate with the National Association of Teachers in Colored Schools.....— <i>Newbold</i>	856
Equal Opportunity	— <i>Mallory</i>
Health Problems in Education.....— <i>Wood</i>	860
Higher Education	— <i>Crane</i>
Horace Mann Centennial.....— <i>Smith</i>	865
International Relations	— <i>Woodward</i>
Joint Committee of the American Library Association and National Education Association on School Libraries— <i>Lathrop</i>	869

Joint Committee of the National Education Association and the National Congress of Parents and Teachers— <i>Langworthy</i> . . .	872
Legislative Commission— <i>Hall</i>	873
National Commission on the Enrichment of Adult Life..— <i>Moyer</i>	876
Necrology— <i>Tempel</i>	878
Resolutions— <i>Hinrichs</i>	887
Retirement Allowances— <i>Brookes</i>	894
Reorganization of the National Education Association...— <i>Oberholtzer</i> . . .	896
Social-Economic Goals of America.....— <i>Kelly</i>	911
Status of the Rural Teacher.....— <i>Robinson</i>	912
Tenure— <i>DuShane</i>	914
Annual Report of the Secretary.....	914
Membership of National Education Association by States, 1926-35	929
The Sixteenth Representative Assembly.....	930
Index	952

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JOY ELMER MORGAN, *Director*
Division of Publications

GENERAL SESSIONS

BUILDING CHARACTER

BRUCE R. BAXTER, PRESIDENT, WILLAMETTE UNIVERSITY, SALEM, ORE.

THE WORD "CHARACTER" comes from a Greek term which means to cut or engrave, referring to the permanence of character once it has been attained. One writer says that character is caught and not taught, which shows the importance of the teacher himself or herself possessing it first of all.

Of 1500 engineers contacted thru the Carnegie Foundation seven times as many put character first in the list of requirements as those who put technical skill first. Later, questionnaires were returned from 7000 members of three great engineering societies. Ninety-four percent of these men put character as the first requisite of a successful engineering career.

The teacher who gives prime consideration to the building of character in pupils will emphasize the cultural side of life. Goethe said, "A man should hear a little music, read a little poetry, and see a fine picture every day of his life in order that worldly cares may not obliterate the sense of the beautiful, which God has implanted in the human soul." It is not necessary for a thing to be ugly in order for it to be real. James Russell Lowell once said, "It is the function of education not to enable us to earn our daily bread so much as to sweeten all of our bread."

The teacher from whom character is caught will emphasize the fact that the making of money is not the sole measure of achievement. Anything that can be lost as easily as fortunes have been lost during the depression is certainly not sufficient to be the chief motivating desire of an individual. A contribution toward character will be made with the proper emphasis upon sheer honesty. Cecil de Mille recently said, "During the last six years we have tried to substitute legality for integrity." It is impossible to make this substitution successfully. In morals as in geometry a straight line is the shortest distance between two points. Justice Cardozo said recently, "There is no guarantee of justice in the United States aside from the personality of the judge." I wish he had added one word and had said, "There is no guarantee of justice in the United States save in the personality and character of the judge." It is upon the character of people in places of responsibility that we ultimately depend.

A teacher who presents the proper inspiration to a sturdy character will help the student to the correct appraisal of values so that a proper perspective may be secured. Unless one has this correct scale of values, an education might prove to be very dangerous, for "an educated weakling is a disappointment; an educated rascal is a menace." Finally, this character will be closely related to a vital connection with God.

I do not believe that there is any genuine atheism among thinking people. I believe that that which passes for atheism is a reaction against some inadequate conception of God. The individual to whom He is a friend and not something to be afraid of, is well on the way toward the achievement of a substantial character upon which a later career may safely be built.

ADDRESS OF WELCOME

C. A. HOWARD, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
SALEM, ORE.

Teachers of America, Old Oregon greets you and bids you welcome—and by Old Oregon I mean that vast empire now comprising several states of the Northwest which was once called the Oregon Country. When, at the behest of Thomas Jefferson, Lewis and Clark found their way into this section of the North American continent in 1805, and for over a quarter of a century thereafter, there were few white people here to enjoy the grandeur of these mighty rivers and towering mountains, the verdure of these valleys, the flowering beauty of these hills, and the abundant provision of nature for the physical needs of man. Because of their isolation from other population groups, these early white men of the Northwest evolved a mode of living and, to some extent, a culture of their own. They were true pioneers. The flavor of their hospitality still exists among us, we hope in sufficient measure to give zest to your visit here. The need for formal schooling was not felt. The trap, the trail, the canoe, and the lore of wild life—these were the materials of a vital education.

In 1833, just one hundred and three years ago, a Yankee named John Ball taught the first school of the Oregon Country at Vancouver, just across the Columbia River from Portland. His pupils were the children of the Hudson Bay trappers and their Indian wives. It was during the following year that Solomon Howard Smith opened a school in the territory that now comprises the Oregon Commonwealth. Oregon's educational history seems but brief when we call to mind that, thruout the land, we have but recently celebrated the 300th anniversary of the first American high school.

In the course of one century, Oregon's population has grown to approximately one million. Two hundred and five thousand children attend her elementary and high schools and eight thousand more are enrolled in normal school and college. Eighty-five percent of those who are of high-school age are enrolled, and over 80 percent of these go thru to completion.

As I have thought of your coming to Oregon by automobile, by air-conditioned train, and by airplane—you who count your traveling time by fleeting hours—my mind has gone back to that other group who came to Oregon in 1843, ninety-three years ago. That was the year of what we call our Great Immigration, for 1000 men, women, and children came to Oregon that year wending their weary way across the dusty plains and rugged mountains to this land of their dreams. Ninety-three years ago at this very moment these daring, earnest, and courageous men and women were well on their way to arrive here in the late autumn.

I should like to describe the immigration of 1843 in the words of Arthur Guiterman in his, "I Sing the Pioneer."

Two hundred wagons, rolling out to Oregon
Breaking thru the gopher holes, lurching wide and free,

Crawling up the mountain pass, jolting, grumbling, rumbling on,
Two hundred wagons, rolling to the sea.

Now toils the dusty caravan with swinging wagon-poles
Where Walla Walla pours along, where broad Columbia rolls.

The British trader shakes his head and weighs his nation's loss,
For where those hardy settlers come the Stars and Stripes will toss.
Then block the wheels, unyoke the steers; the prize is his who dares;
The cabins rise, the fields are sown, and Oregon is theirs!

They will take, they will hold,
By the spade in the mold,
By the seed in the soil,
By the sweat and the toil,
By the plow in the loam,
By the School and the Home!

Two hundred wagons, rolling out to Oregon,
Two hundred wagons, ranging free and far,
Two hundred wagons, rumbling, grumbling, rolling on,
Two hundred wagons, following a Star!

And from that day we have tried to keep our eyes lifted to that star.

During these days we shall look to you for counsel and we shall try to make your stay a pleasant one. We know that American education will go forward with surer stride as a result of this week of friendly companionship and earnest labor.

THE NORTHWEST GREET'S YOU

HONORABLE JOSEPH K. CARSON, JR., MAYOR OF PORTLAND, PORTLAND, ORE.

Portland is honored in being host to the National Education Association. Yet we feel, with pardonable pride, you have acted wisely in the choice of a convention city for 1936. While we yield to none in trying to be hospitable, we are frank to admit we are favored with so many advantages, it is not difficult to be gracious. I shall not catalog these manifold blessings—you will discover them yourself. However, our principal asset is our institutions of learning. Here in the Pacific Northwest, we cherish the value of education above all else of this world. Being new, we have been able to avoid many mistakes of older communities. Because of our deep and abiding belief that education is the cornerstone and the bulwark of liberty and free government, our hearts are filled with gratitude that you have come here to carry on your deliberations in our midst. Then too, we are grateful because your presence here means so much to us. We believe this part of the United States is destined to take a leading part in the cultural evolution of our common country. So believing, you can readily understand why we are so happy to welcome you here. We know you will long remember your visit with us and in so doing, you aid us in hastening the day when we shall have achieved that goal.

We call Portland the "City of Roses" not solely because of the beauty and fragrance of roses but because they somehow symbolize the strength, beauty, and character of education—education which causes men and women to grow in strength, character, and fruitfulness. We liken the effect of your labors in a spiritual and moral way upon our youth to the physical development of the rose under the wise and guiding hand of the husbandman.

May I therefore, on behalf of our city, extend to you a most cordial welcome. May I extend to you the hand of fellowship in appreciation of the noble work you do. There is little more I can add. We are tenderly proud of your mission in life; there can be no higher calling in earthly things. Being of such conviction I close this message of welcome by saying: We are happy and proud that you have come to see us, we will try our utmost to make your stay most pleasant, and may God bless you all.

GREETINGS

W. L. JOSLYN, REPRESENTING THE HONORABLE CHARLES HENRY MARTIN,
GOVERNOR OF OREGON

Governor Martin is deeply interested in the holding of the convention of the National Education Association in Portland. About a year ago, we had communications from Superintendent Rice of our city schools telling that a determined effort was being made to secure this wonderful convention for Portland, and at that time Governor Martin joined many others in this state in sending telegrams to the leaders of your great profession, urging you to hold your convention here in Portland.

We are, indeed, very happy that that invitation was accepted and you are here today. I regret, only, that Governor Martin was delayed by official state business, and was unable to be here in person to express to you his sincere appreciation for your according this honor to the state of Oregon and the city of Portland. We want you to know, however, that you have a deep place in his heart.

I might say, also, that Oregon is proud of the work of our splendid state superintendent of instruction, Mr. Howard, of Superintendent Rice of our Portland schools, and of the leaders of your profession in this state.

I am here, today, to express that tribute of appreciation to those distinguished leaders of our state, to all of the teachers of Oregon, and to the teachers of the United States. There is no more important group of public servants in the United States and in Oregon today than the teachers in our public schools. We look to them to see to it that the young men and women, the children, who are entrusted to their care are brought up with principles of the highest ideals of government and of public service.

In Oregon, when the pioneers came here, the first thing that they did was to build a church and the second thing that they did was to build a schoolhouse and, so, right from the very start of our history, the schoolhouse and the school teachers have occupied a very important part in the life of this community.

Personally, it would not be possible for me to address a group of public school teachers without expressing to them my appreciation for the wonderful kindness and the loving interest that they took in my own advancement and education. Such as I am, I am the product of the public schools of Oregon and I want here to tell those teachers, who have played a part in my education, if they may be here today, that I thank you from the bottom of my heart for the fact that you have contributed so much to everything that is dear in my life. I know of no finer group of men and women than the teachers that I have known in my course thru the public schools of Oregon.

In conclusion, I want to bid you, on behalf of the state of Oregon and on behalf of Governor Martin, a very sincere welcome to this state and to this beautiful "City of Roses." May your sessions be guided by wisdom, may they be a great inspiration to you, and when you go back to your various homes thruout the United States, may you carry in your hearts a very warm and tender recollection of your experiences while in the city of Portland and in the state of Oregon.

PRESENTATION OF PLATFORM GUESTS

CHARLES A. RICE, SUPERINTENDENT OF SCHOOLS, PORTLAND, ORE.

A welcome has been extended to you by our governor, our mayor, and our state superintendent, and anything I might say would be repetition. However, I do want to extend to you greetings to our guests from the school forces of the city of Portland, our schoolboard, our teachers, and our boys and girls.

It was in 1917, nineteen years ago, when you met in our city before. You have waited too long to pay us a second visit. During the last three or four years, in order that we might interest you in coming to Portland, we have told you something about this Northwest country, about our roses, our scenery, our climate, and the hospitality of our people. We have made you promises which we propose to keep especially with reference to the weather.

If, during your stay in our city, you are overlooked in any way at all, we want you to call on us. We want you to like our city and to get acquainted with our people. We believe that when you come to know us, you will like us.

Many of us came to this section of the country from the Middlewest and the East, and we wish at this time to acknowledge the debt we owe to you now living in those states that provided many of our Oregon pioneers and also those who came later. You will not be able to meet many of our people personally, but at this time, we want you to meet some of the leaders in education in Oregon.

(At this point Mr. Rice introduced a number of prominent Oregon educators and laymen.)

May I say in conclusion, that we do welcome you; we greet you; and we hope you will not wait nineteen years to come again.

WHAT YOU SHOULD SEE HERE

FRANK BRANCH RILEY, LECTURER, PORTLAND, ORE.

I am glad to come, if only for a moment, into this interesting world of your Association to greet you in the very beginning of your holiday and of the serious business sessions of your convention. My own share in your deliberations is a very modest and a very brief one. But for me it is one of the most attractive of all the assignments on your otherwise distinguished program, because it is going to be a privilege to add a few welcoming words to those that have just been officially and warmly spoken, not only on behalf of this convention city but also for all this astonishing and fascinating empire of the great Northwest.

I am very happy to come to you early in the morning of this first day, while you are still alert, wideawake, and unsuspecting, and before you have fully comprehended the withering, creeping barrage of convention oratory that is being, and must be, laid down upon you. You are going to hear the Boom! Boom! of Eloquence; the Roar of the Big Stuff coming over; the Tramp! Tramp! of Logic. There will be columns upon columns of marching statistics. You will feel the bayonet thrusts of penetrating analyses and maybe the scattering shrapnel of wit and repartee. I come just ahead of all this, a kind of inconsequential scout armed with nothing but a little harmless gas.

I am to remind you of some of the scenic attractions of this world's greatest out-of-doors in which you now find yourselves, and, on behalf of the happy people who dwell here, to give expression of our feelings of pride and gratitude that you, gentlemen and ladies, coming from your widely-scattered homes should have ventured so far for your great rendezvous.

You have come to us here on the uttermost western bounds of the republic. It is possible that a convention of even this magnitude might not be an overwhelming event in the routine and complex daily life of such vast communities as New York City, Philadelphia, Chicago, or Boston, but to us away out here far isolated from the great centers of population and wealth, still young, a little less sophisticated, and enormously flattered at the presence of strangers, your party is an event of transcendent importance which challenges the wonder and the hospitable impulses of all our people.

Some of you have come for the very first time on a little Northwestern voyage of discovery. Of course, the business of the convention has been the excuse—I understand some of you are even planning to attend some of the sessions!—but far, far deeper has been the age-old, congenital yearning, the passion of the white woman and the white man to see the West. For Westward the hopes, the dreams of men have always gone venturing. The Star-of-Empire has always been swung in more Western skies. And, so, you, too, like the pioneers, have come, following the course of the sun, with the footsteps of Lewis and Clark to guide you, away out here to the end of the white man's trail, into this last West. For there is no more West.

Across the Pacific Ocean lies the same old immemorial East where ages ago, in the dawn of civilization, we began the long migration around the

globe, pausing a few centuries at the Mediterranean, and a few at the Atlantic—in New England. A hospitable shore; I love it. I am not at all in agreement with some of the far western boosters who declare that the Pilgrims never would have landed there if they had not been seasick!

You have been stirred by a joyous and seasonable restlessness to go places and see things—a healthy and vitalizing urge. The great American adventure is seeing America. To know her better is to love her better, to serve her better.

First of all, Portland, the convention city, with roses, radiant terraced gardens, cool woodland parks calls to you. And we hope you shall find it the embodiment of the traditional, warm-hearted, vigorous, open-handed hospitality of the West.

A city of culture, dignified, conservative, but with a gift of laughter. Older than most Pacific Coast cities, yet within the memory of citizens now living, the site of it was a dense almost unknown forest wilderness. One of the romantically situated cities of the world, she reposes importantly, alluringly on her own seven hills and astride of her blue-green mountain river (not the *Willamette*, but the *Willamette*, please) which, lately released from nearby frozen gorges is, on this summer morning, refreshing with the chill of newly-melted snow.

And this broad river is a fresh-water harbor, busy with the commerce of the world, for Portland looks to the sea as well as to the land and sits upon her river the same distance from the Pacific as Philadelphia on her Delaware is from the Atlantic. This is the first port of the Pacific Northwest in volume of foreign trade. From the seven seas come great ships laden with copra, tea, coffee, silk, hemp, and back they go with balanced cargoes of wheat, flour, wool, fruit, and, of course, lumber, for this is the largest lumber manufacturing and exporting city on the globe.

We are knocking down the last great stand of Uncle Sam's glorious inheritance of big trees; we are dragging them to tidewater and sending the finished products of the forest to every treeless nation under the sun. You will be glad to be reminded that millions upon millions of acres of these forests are in national reservations, owned share and share alike by the teachers in this convention and all other citizens of our country.

These primitive and wilderness areas are just as the Indians left them, sanctuaries for wild life, wild beauty, wild flowers, and wild waters, and for you who have fled like fugitives from all the debasements of the city's dirt and noise and smoke and all the cluttering conveniences of civilization to enter into, to breathe down deep the healing incense of the cedar and the fir, and to save your souls.

These national forests are under the protection and the control of what has always seemed to me to be one of the most admirable and efficient of all the bureaus of our central government, the Forest Service. The young forest rangers will teach you how to make springy mattresses of fragrant fir and hemlock boughs upon which to lay your sleeping bag, and you shall not want even a shelter tent to shut out the mystery of the night and the low-hanging stars needling the sky.

From the rose-embroidered city streets or from the slopes of the scenic river hills, some of you have already seen, and all of you shall behold, Mt. Hood, Portland's beloved sentinel peak rising above the green pedestal of its forests in spotless and dazzling purity, like a great white throne. For the encircling forests at its base, for its sub-alpine, iridescent flower gardens of blue lupine, pink heather, and avalanche lilies spread clear up to the snow fields, for the snow-blocs, ice-towers, and crevasses of its eternal glaciers, and the living fire in its slumbering crater, it is not surpassed by the mountains of Europe so eagerly visited by our countrymen.

It is but one of a galaxy of snowy volcanoes that adorn the range, all within a few hours' journey from this convention hall—Mt. Rainier, Mt. Adams, Mt. St. Helens, Mt. Jefferson, once fire-mountains blazing like beacons along the backbone of the continent, now standing stark and still in the icy clutch of glaciers.

That she might enjoy this glorious panorama, I conducted an aunt of mine from Nebraska to the heights above the city. It was a heavenly morning and the lofty range was exposed for a hundred miles. I was disappointed that she did not seem deeply moved and impressed.

"Isn't it magnificent, Aunt Mary?"

"Y-e-s, it is, I guess—but, you've been in Nebraska, haven't you Frank? Oh, there's something about Nebraska—you can see so far—the cornfields stretch away; Oregon is all right but these mountains shut out the view."

On the journey which all of you are to make to Mt. Hood you shall enter the velvet depths of the Grand Canyon of the Columbia, the noblest river in our hemisphere, motoring over a road paved like the floor of this auditorium and flung like a lariat around the shoulders of the mountains.

Nearly every mile along this highway thru the Columbia Gorge, like a filmy scarf draped on a cliff, is a waterfall. Of these, Multnomah is the loftiest and the loveliest; it has cast its spell over all those who have ever seen its airy draperies floating in the wind. The little river seems to hesitate a moment at its lofty take-off, and then, loosened from its fastenings, to jump airily down like the unwinding of a silver ribbon against the cliff.

Here's the mighty Columbia, itself, the greatest single hydroelectric power resource in our nation. For ages, it has been flowing with the mellowness of time and tradition, wasting its energies in roar and mist. Now the engineers are planning to let it test its lusty strength and we are at the dawn of a new era in the river's history. By dams and canals the upper Columbia and its tributaries are being made navigable and the Columbia Basin, an empire as vast as all central Europe, is being brought to Tidewater and to the ships of the seven seas; and new and unimagined blocs of electric power, the cheapest in North America, are being generated—you are to view an economic development of profound significance to the American nation.

All of you have come to see one Oregon lake in particular. It sits in the center of a National Park, and is your very own. You are to go with me into Southern Oregon where I shall point out to you a broken mountain skyline which is the trunk and all that remains of what was once the mightiest

monarch of the range. All thru the ages, it towered 20,000 feet into the skies encased in its armors of ice. And then, after centuries of calm, the old fires were rekindled, the lava poured down its glacial gorges and all the surrounding valleys.

Finally, in a series of titanic cataclysms of nature, the old mountain blew up and collapsed, its steep walls were sheered off and fell into the crater, which, ever-widening, became the world's greatest caldera. And then, into that pit, where once the fires of hell had raged, the blue waters gathered thru eons and eons of time. The mountain is gone, but in the heart of it one day we found the loveliest lake in the world—Crater Lake—held 6000 feet above the sea in the shattered crater of the old volcano! The lake is 2000 feet deep; the painted walls rise 2000 feet above the water, unbelievably blue. Twenty-five miles in circumference, it bows you down with its immensity, but touches the heart with tenderest emotions so intimate, so friendly is its beauty.

If you would taste the tonic breath of the sea, we shall point our cars this afternoon toward the west and in three hours reach the surf-beaten ocean shores of the Pacific where the great wooded mountains come clear down to the water and push their great shoulders out into the wild disorder of the leaping surf.

Along the nearly four hundred miles of Oregon ocean front, a magnificent boulevard folds around the bold headlands high above the sea, follows wide beaches pierced by rocks fantastically carved by the tides, rims many a blue bay. And just when so much of the pageantry of the sea, the battling white water, and the wild grandeur of the resisting cliffs, threatens to overwhelm you, the road considerably leads for a few miles thru the green and rugged secrecy of a deep forest of ancient trees or offers a placid lake, blue and beguiling.

Historical associations invest this coast with a strange enchantment. Every cove, every cape thrust into the sea, every tidal river which emerges from the mountains with spreading arms to embrace the sea, speaks excitingly of romance and legend; of strange, bearded, lusty adventurers speaking strange tongues, who prowled about these waters in inquisitive caravels and named the capes and inlets; of musket fire and of buried treasure.

Sometimes my eastern countrymen insist that the Pacific Northwest is too young to have a tradition; that it is as yet barren of historical interest, legend, and lore. But you who study history with great fidelity, know, for example, that the Columbia River is fluid history; that for two centuries it was searched for by the ancient mariners without success; but that one hundred and forty-four years ago in May, it was discovered by a skipper from Boston who pushed his tiny ship thru the entrance which marks the confluence of the river and the sea which is the river's eternity, and came to anchor under the heights of what is now Astoria, flying the then unfamiliar Stars and Stripes of the youngest-born of the nations; and bestowed upon the river the name of his ship.

The British navigator, Admiral Vancouver, then in these waters, learning of the discovery, sent into the great river one of his own ships and his lieu-

tenant, Broughton, who in a small boat ascended the Columbia a distance of one hundred miles and asserted a separate claim of discovery; and the contest between the United States and Great Britain for the new empire began.

Thirteen years later, at the behest of one of President Roosevelt's political ancestors, Thomas Jefferson, the courageous explorers, Lewis and Clark, crossed a trackless continent, reached the Columbia, followed its course thru scenes of unparalleled grandeur to the sea, and again placed the Stars and Stripes on the new front of the world and established Uncle Sam's second claim of sovereignty over the Oregon country.

In 1811 there came by sea the expedition of John Jacob Astor in quest of furs. These American traders established a trading post and stockade "Astoria" and by this gesture of settlement, Uncle Sam had a third claim.

Then followed the lonely men, the trapper, the missionary, and finally, the long painful line of awkward covered wagons hitched to deliberate oxen, driven into the sunset by the pioneer, who came to subdue a wilderness, to find a new home for democracy, to bequeath to us a civilization.

A few miles from this convention hall, opposite Portland on the Washington side of the Columbia River, is historic Vancouver, the site of the Hudson Bay's largest trading post and mightiest fortress, the seat of that almost fabulous historical personage, that feudal lord, the noble McLaughlin, a benevolent British despot, the ruler of this whole vast empire. Not far away is Walla Walla, of tragic memories.

My car is just outside the door and I think I must take all 10,000 of you to Champoege 30 miles up the Willamette River. When the need of a provisional government became imperative, the curiously assorted group of widely-scattered pioneers, missionaries, and hunters, some claiming allegiance to England and some to the United States, gathered, on May 2, 1843, in a clearing in the forest wilderness, and there, by a close vote, decided to cast their fortunes with the United States and to seek the protection of her government.

This picturesque Champoege, the scene of so dramatic and significant an event in our history, has been appropriately preserved as a national shrine and a place of pilgrimage for thoughtful patriots. When you stand on that hallowed ground, you will be reminded that this Oregon country, greater in area than the combined areas of a dozen Atlantic coast states, is the only part of our national domain which we did not get by conquest or purchase; it was won by the actual occupation of the patriots of the wagon trains.

Rich as is the Oregon country in events of the past, you are mindful that here, history is still in the making. We are still pioneers, and few in number. There are more people living in Detroit than there are in Oregon, and Oregon is half as large as Germany.

When you have returned to your homes please remind our countrymen that we face an ocean greater in area than that of all the six continents combined, the new theater of trade and politics. Will you also dispel a few superstitions? The Columbia River does not flow into Puget Sound, the harbors of the Northwest are not choked with ice all winter long, even

tho they be on a latitude with Montreal, for a beneficent warm stream in the sea, the Japan Current, tempers the sunshine of this summer's day and keeps green all winter long the fairways on every golf course. Tell them that the modern pioneer is no longer in danger from the Indian, unless it be the Indian's automobile—for these Bucks drive sport cars!

And, most of all, assure them that your presence here has given us more pleasure, more satisfaction and pride than any poor words of mine can express.

WE ARE GLAD TO BE HERE

MARY C. RALLS, E. C. WHITE ELEMENTARY SCHOOL, KANSAS CITY, MO.; AND
PRESIDENT, N. E. A. DEPARTMENT OF CLASSROOM TEACHERS

We are glad to be here. It is with pleasure that I respond to the hearty greeting of welcome from the city of Portland and the state of Oregon. Just as the pioneer of long ago held out his hand and opened his door to those that followed, so these hosts have called you to enter this wonderful playground.

They wish us to share the joy of this wonderland and to catch inspiration from the canvas splashed by the hand of the Master Artist. May I take for my text the contemplation of the towering mountain, the deep green forest, the winding stream, the jewel-like lake reflecting the blue of the sky, and of Mount Hood, the perpetual sentinel in white which smiles down on Portland.

Will you follow me in metaphorical application of these great glories of the West as the morning sun touches their summits. The increasing splendor may be likened to the beginning teacher as she comes to her work, full of enthusiasm with which her youth and profession have filled her. Nothing can daunt her; she has no fear; she yearns to be giving of herself and of her time; her radiance grows as she endeavors to mold the characters of the young souls depending upon her for guidance; just so the tireless sun which has grown from beauty into strength will later in the day flood the pathway below where footsteps may be guided by its light. As this same sun mounts high in the heaven and shines with both heat and power in the glory of the noonday, the tall pines and the lakes of the neighboring hills are literally drenched in the sunlight. May we think of this intensity of fulfilment as the teacher at the height of her influence and success; she radiates her desire for accomplishment, not only for her own satisfaction but for the realization of her destiny.

In the evening, as the sun begins to sink towards the west and the shadows lighten, until the great red ball has disappeared leaving a glorious and gorgeous sky, we think tenderly and with respect of the retired teacher, who has given her life, her love, her all, but who leaves a lasting memory of beauty and goodness reflected in the life of those whom she has guided.

Each of us in this vast audience has passed or is now passing thru one of these stages, which I have tried to picture and, in consequence, there is a

deep understanding sympathy which surges like a river thru our ranks. When we look down the long avenue of the future, and see the good there is for each one of us to do, we realize after all what a beautiful thing it is to work, to live, and to be happy. We have common interests, aspirations, desires, hopes, and prayers. We offer you our love and our sincere professional comradeship in return for your hearty and gracious welcome; we are glad to be your guests and shall not forget your hospitality.

WHY WE HAVE COME

AGNES SAMUELSON, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
DES MOINES, IOWA; AND PRESIDENT, NATIONAL
EDUCATION ASSOCIATION

The year in panoramic review—If it were possible to place before you at this moment a sound picture portraying in panoramic review the events of most importance to education since we met in Denver a year ago, many interesting scenes would appear on the worldwide screen. We would start with the Oxford meeting of the World Federation of Education Associations—a great adventure in world friendliness. We would show pictures of the excellent exhibits, of the formal receptions in the Town Hall or at Hampton Court where the teacup made neighbors out of strangers, and of a mass meeting in Sheldonian Theatre. You would be impressed, as we were, with the significance of this conference participated in by delegates from over thirty nations at a time when world relationships were not at their best. While we differed in traditions and in language, we were alike in the purpose which drew us together—our desire to interpret the necessity and meaning of world friendliness to the present generation so that peace may prevail and human progress be achieved.

As the picture unfolded there would be glimpses of several national conventions at which it was my privilege to be your representative. You would be thrilled with the magnificent festival by school children at the Music Educators Conference; comprehensive exhibits of the National Safety Congress revealing what a complicated problem safety actually is; history-making meeting of the Department of Superintendence; American Physical Education Association in action; youth panel of the National Congress of Parents and Teachers; working program of the American Vocational Association and of the National Council of State Superintendents and Commissioners of Education. There would also be the Warm Springs Conference with President Roosevelt regarding the educational situation.

The times call for educational statesmanship of the highest order. The organization of the Educational Policies Commission jointly with the Department of Superintendence is probably the most important undertaking of the year. A close-up of this group in a deliberative session would follow. You would see glimpses of your state conventions and of meetings which you sponsored in the interests of the National Education Association. You

would find yourselves in the picture at work on your problems. Over there you would also locate the faithful ensemble of the headquarters staff.

Back of it all would appear a sea of faces, those of the children and youth of our land who constitute the reason for our service. As the final close-up, I should like to have you vision a picture entitled "Thoughts of Youth" by Margaret Tarrant. Two children, a girl and a boy, are perched on a rocky ledge overlooking the sea. She is seated near the top and he is sprawled out a little below her. They are looking toward the horizon where sky and water meet. They are thinking the thoughts of childhood. For them life is just beginning.

Those scenes illustrate chapters composing the records of this year. Time alone will determine how significant they are. We will not write *finis* to the story. We shall simply turn over a new leaf. Since we are dealing with human values, the outcomes are as immeasurable as life itself. One thing is clear. When the history of this critical period is written, the volume relating to the heroic part taken by the educational profession in helping our communities to protect the educational opportunity of the present generation from interruption, will be a notable one.

Guiding principles in planning the program—"Why come ye here?" These words inscribed over the auditorium stage of a mountain college challenge the students to define their purposes, sharpen their thinking, and chart their programs. Let us ask ourselves this same question at the opening of our seventy-fourth convention. May it remind us of our common purposes, invite us to evaluate our program of action, sharpen our thinking, grow in excellence of performance, and inspire achievement in others.

We are now assembled in the convention which climaxes the year's work and starts the next one. We pause to evaluate the year's achievements, to discover at what point we have arrived, to make a report of progress, to set up a new program of action, and to turn over the gavel.

Two principles have guided our planning for this 1936 convention. While they overlap and are more or less inseparable, we may roughly clarify them as the inspirational and the practical values. The first constitutes the spiritualizing outcomes which are to be derived from the total experience of the convention. The other is the more direct or technical benefit which will come from specific attention to given aspects in our particular fields of service.

The one requires a telescope with which to gain a clearer perspective of the place of education in our social order and of our own place in relation to the whole educational program. The outlook is essential if we are to move in the right direction. For that reason we broaden our educational as well as our geographical skylines as we gather here in this glorious Northwest. The other requires the microscope. Thru it we focus attention upon the improvement of our craftsmanship. We examine our programs to the end that content may be enriched, procedure and skills improved, and outcomes of instruction strengthened.

If the hopes cherished for this convention are realized, we shall return with a keener understanding of the necessity of implementing education for

its task of serving our democracy, and with a greater awareness of the responsibilities of the educational profession. We shall have a larger vision of the sacredness of our obligation as teachers to advance the cause of childhood and youth. We shall be vigorous in improving our craftsmanship and more alert in spiritualizing the facts. We shall be more concerned about safeguarding teacher welfare to the end that the above purposes may be achieved. We shall be more interested in national issues and international problems. Some of the spiritualizing aspects will come from the combined gain of convention and vacation "out where the West begins." While this great conference is the reason for our coming here to this City of Roses, we should not return without experiencing the inspiration which comes from the close association with unspoiled nature which is afforded on every hand. Our visit would be incomplete without taking time to enjoy the solitude of primitive forest, majesty of snow-capped mountains, music of falling waters, serenity of blue lakes, fascination of ragged rivers, grandeur of ever-changing canyons, picturesqueness of Indian culture, glimpses of wild life, and the romance of color and scenery enhanced by distance. An excursion to the land of the midnight sun, of the totem pole, and of gold rush memories, or to our national parks, for example, may be as vivid and sparkling to us as a trip to the zoo is to our pupils. We need wider experiences ourselves if we are to guide our pupils in having them.

There are other inspirational outcomes to be gained at a great meeting like this. Whether we teach in a small district school, an emergency education project, or in the university, a great convention like this impresses us with the greatness of the guild to which we belong. Part of the value of the convention experience lies in seeing and hearing our national leaders. It gives us a lift to rub elbows with our co-workers from other areas and to come in contact with such leaders as our United States Commissioner of Education, J. W. Studebaker; our Executive Secretary, Willard E. Givens; the staff members at headquarters; Chancellor Frederick M. Hunter; and others whose names we know in print. It thrills us also to receive such a welcome as our comrades in the Northwest are giving us.

In addition to these refreshing values more or less common to all our national conferences, the sentiment and heritage of the Oregon Trail are also connected with this meeting place. It would have been fitting for each of us to have reviewed this great epic before starting out on our journey hither. Whether we came via a streamlined ocean steamship as the Hawaiian delegation did, an airplane as some of our speakers must do, or by train or automobile as most of us did, we were reminded of that trek of those intrepid pioneers who blazed the trail from the Missouri to the Columbia a century ago. Some of you retraced this course enroute to this meeting. Some of you covered part of the Lewis and Clark trail. In the story of those pathfinders who pushed the boundaries of civilization westward may be found not only that spirit which distinguishes America, but also the fortitude of man in carving his own destiny against whatever odds. If we can attack the problems now blocking human advancement with the same high purpose and heroism with which they conquered physical frontiers, we shall be worthy to

follow in their footsteps. Perhaps the resolve to do that eclipses all other outcomes of this great pilgrimage.

Technical problems and specialized interests will be considered in the meetings of the departments and allied organizations. Nearly three hundred speakers will participate in the general and special meetings. There will be a hundred or more breakfasts, luncheons, teas, and dinners by small groups for social and business purposes. Is there not inspiration also in learning how to do our work better today than we did yesterday?

Education moving forward—Education must do more than regain its losses. It is not enough to retrieve the progress which had been reached when the economic crisis set the clock back. The profound social, economic, and political changes now taking place call for more and not less education. Reconstruction requires new services and increases the demands upon our schools and colleges. We must think in terms of tomorrow and not of yesterday, if we are to train this young generation to meet new situations. So important is it for education to advance and for all of us to think in terms of next steps in educational progress, that "Education Moving Forward" has been selected as the keynote or theme for this convention. Each one of the eight general sessions is devoted to some particular subject that has to do with the advancement of education.

One of the greatest values to be derived from any professional meeting of this kind is the strengthening of our hands for the good work in which we are engaged—the making of men and women. Character building is still required. It is our greatest task. Need I pause to say anything about the importance of appreciating the beautiful, of developing the cultural aspects? Did you ever carry a violin to school along with your speller? Did you ever exhibit any creative work when you were a young learner? Was your drill on the multiplication tables ever embroidered with any relaxation or thrill in physical or health activities? Let us see to it that the arts are not left out of the picture. What more inspirational place could there be from which to gain a new and clearer perspective than out here where the West begins?

The value of forums and open discussions is being more and more utilized. Democracy must preserve education if education is to preserve democracy. To safeguard the welfare of children and of teachers, next steps in our educational planning should include the implementing of the Children's Charter, the speeding of educational equality, and the advancing of teacher welfare. These are definite steps in the building of a stronger foundation.

To conserve the American youth is a problem of immediate as well as ultimate significance to our present and future welfare. We shall consider this problem from the standpoint of America's answer to youth's appeal. No more far-reaching problem confronts us than to extend our educational program to meet the needs of youth both in and out of school. The improvement of our program is a continuous task if education is to move forward. We shall deal with the development of discrimination in the use of new tools, thru the consideration of the radio, the movie, and children's literature. We shall look at the elementary and secondary programs to discover what new needs there are and how they may be met.

As we are meeting in an area which exemplifies to us the conquering of physical frontiers, so we must consider pioneering in human advancement. The schoolrooms are the frontiers of the land and the teachers are the pioneers. The part which education must play in removing juvenile delinquency and in promoting world peace and friendliness is of vital concern as we improve our craftsmanship and advance to new areas of service.

Strengthening the relationship between school and community has many aspects of which three will be considered. The problem of coordinating the forces for child safety needs no argument. It is time that the educational forces assumed leadership in the matter to a far greater extent. Utilizing lay cooperation, creating understanding, securing support, and keeping children uppermost are essential to the interpretation of any educational program. Teachers are alert to national and international issues and anxious to be informed to the end that they may vote intelligently. While these are not all the problems that have to do with the forward march of education, they are some of the important ones to which we shall devote intensive study here in this Portland meeting.

Our major task is to determine the program of action under which we are to move forward during the coming year. To that end we shall spotlight the issues and point out the solutions as far as it is possible to do so thru the program sessions. We shall also pay heed to the reports of the committees whose findings are to be submitted at this time. We shall examine the machinery under which our organization functions to ascertain whether it needs changing. If controversial problems arise, let us bring to bear upon them the clear, critical, and constructive thinking which characterizes our profession and which is in accordance with the principles we teach in the classroom. I ask your definite cooperation to the end that our business meetings may be conducted with efficiency and dispatch.

In appreciation—I want to thank you most sincerely for the splendid way in which you have taken hold of the enlarged program of the year as set forth in the September 1935 *Journal of the National Education Association*. Due to your cooperation and efforts, there is progress to report in each of the five points. There is still much to be done but it has been a year of substantial achievement. The items in the program of action are still a valid checklist for charting our course and measuring headway. We must continue to emphasize the close relationship between education and the preservation of our democracy; improve the services of our Association to the end that all schools may render the maximum service to childhood; seek higher standards of educational service; develop an informed public opinion regarding the work of the schools; and strengthen our program of service thru increased membership and the improvement of the organization.

The year has been replete with rich experiences. Only those who have been privileged to serve as your president can appreciate fully the meaning and value of these experiences. We trust they will redound to make life more significant for the children who in due time will be taking our places. Why come we here? To gain a fresh start and to strengthen our hands for the great work on behalf of childhood.

GREETINGS FROM JAPAN

KEN TSURUMI, CONSUL OF JAPAN, PORTLAND, ORE.

I have the honor to read the greetings of Hidejiro Nagata, president of the Japanese Education Association, addressed to the president of the National Education Association of this country.

"Greetings! The Japanese Education Association sends its cordial greetings to the National Education Association of the United States, meeting in its seventy-fourth annual convention at Portland, Oregon, and wishes them every success in their important deliberations.

"The Japanese Education Association recalls the interest the National Education Association has always entertained in the enhancement of international goodwill, not to mention its contribution to education, and its initiative in organizing the World Federation of Education Associations, whose untiring efforts have developed a greater appreciation of the hidden values of inherited gifts of nations and races.

"In continuing this great enterprise, the World Federation of Education Associations has signally honored Japan by choosing Tokyo as the site of its seventh biennial conference to be held next year from August 2 to 7. The Japanese Education Association, as hosts, will be privileged to entertain representative educators from all the nations of the world. It is their sincere hope and desire that a large American delegation will be present to contribute their experience and knowledge to the cause of education and to promote the advancement of human understanding.

"An elaborate program is being planned by a world conference committee composed of outstanding Japanese educators and business men, and every facility will be afforded the delegates to see and study Japan.

"The Japanese Education Association extends to the N. E. A. a cordial invitation to attend this notable gathering next summer.—HIDEJIRO NAGATA, *President*, Japanese Education Association, and Minister of Overseas Affairs in the Japanese Cabinet."

WE CHART OUR FUTURE POLICIES

FREDERICK M. HUNTER, CHANCELLOR, OREGON STATE SYSTEM OF HIGHER
EDUCATION, EUGENE, ORE.

"In those days there were giants on the earth." So the historians will in future eras write of our times and peoples. It is not a product of exaggerated imagination to believe that we witness in our day and generation—nay, we are parties to—a conflict of ideas which will prove to be one of the most momentous of all time. The events of past history, indeed all the experiences of the race, have not previously brought forth such a setting and such a herculean clash between opposing schools of thought.

I am not rash enough to maintain that previous critical periods and turning points in human affairs have not many times been as *important* as the danger period of today, but at no time in history have conceptions of such

import to the entire race been espoused by the millions of individuals constituting great nations or groups of nations and set in battle array one against the other as in the past two decades.

At the close of the World War democracy seemed triumphant. A crusade of deep consecration to make the world safe for democracy had swept the thought of Western nations and culminated in an idealistic attempt at expression in a worldwide plan to abolish war and to make good the type of destiny for the individual which had been the urge of race struggle from the early civilizations. In fact, since the movement for American independence and the overthrow of the decadent French absolutism by the revolution, there had been a steady forward march of the cause of political freedom until at the close of the World War apparently the last remnants of absolutism had disappeared and the democratic philosophy of life and the doctrine of constitutional government for the moment seemed everywhere victorious.

But now, in the two decades of tragic disillusionment, one nation after another, numbering population by the millions, for the false assurance of economic security turns in its frantic desperation of fear and dire need to the despotism of class dictatorship. And in America and the nations of the western European seaboard where the democratic philosophy of life had created its real strongholds, the battle seems to be joined for final decisive determination. The conception of the highest good for all men as a mass, as symbolized in the communistic dictatorship of Russia and the totalitarian states of Italy and Germany, struggles with the characteristic individualistic thinking of democratic peoples that all government and all state entities are maintained in order that the individual may "work his destiny deeply as he will," and forces the issue to a conclusion.

As both observers and participants in this battle of the Titans, we of the National Education Association, largest and most far-reaching of the professional organizations with a first loyalty to education, are called upon to define our policies and chart our course. Not that this is a new experience with us. It has been in process since the founding of the Association almost eighty years ago, but new requirements and a new emphasis are thrust upon us by the play of these herculean forces that operated in the society which education fundamentally serves. It is not sufficient for us to rely upon tradition or adhere to party or group loyalties. We must redefine our goals, look unflinchingly at the issues, clearly apply the light of science and the wisdom of history to the solution of the welter of problems that face our educational institutions.

Of course, we can never forget our past or the purposes that have animated education in its relation to American democracy. The surest clues to a wise guidance of our future are to be found in the original conceptions which moved our founders in the establishment of the American plan of government. Here is to be found the original American dream. It was to be realized by a unified central governmental authority strong enough to vouchsafe to future generations a powerful nation, but so modified and restricted that the fruits of a democratic philosophy of life were to be enjoyed in the rich and abundant life to arise in local communities thruout the nation from

the perfection of local self-government. All powers except those specified in the Constitution were reserved to the states and other local units established within them. To make sure that centralized authority should be properly restrained from paternalism and tyranny, a bill of rights was immediately forthcoming as a guarantee that democratic government was to be matured and realized in its strictly local phases. So thoroly has this theory been applied that in the century and a half of the development of the nation there have come into being and are operating today 185,000 different units of local self-government thruout the nation. The validity of the federal policy then espoused and the place of the nation thus created in the family of nations and in the records of history are no longer open to question. The Civil War conclusively settled the issue of stability.

The weaknesses and the imperfections of the localized system are only too apparent to any who will glance for a moment at the record of municipal government in the great cities of the nation. The multiplication of the agencies of corruption, the prevalence of gangsterism, graft organizations, and governmental breakdowns, are all too well known. The multiplicity of taxing authorities, the entire failure of many local financial structures, even in some of our great cities, and the inadequacy of police control when faced with the power of organized crime under modern conditions, all furnish abundant evidence of the unfulfilled purposes of our local system.

True, vigorous, well-sustained movements, such as the development of the city manager plan of municipal government, reorganization of the taxing system, a reviving civic consciousness in many places, afford a lively hope that it is not too late to consummate our original national goals even yet. It is nevertheless very problematical as to whether higher levels of intelligence and widespread knowledge of civic affairs can ever strengthen our highly subdivided system to a point of efficiency sufficient to guarantee a satisfactory universal realization of free democratic living. Moreover, the problems of crime control are so overwhelming that a very necessary resort to national relief, such as has taken place in the suppression of the kidnaping epidemic, has brought about a very positive trend toward recentralization. The acute problems too that arise from our economic insecurity immediately call for national assistance, and again a surrender of local authority.

The problem for you and me as teachers—the problem for our profession—is: “What course shall education take in bringing to bear upon these issues the accumulated knowledge of the people of the nation and the vast resources of scientific research that are spread abroad over the earth? Can our profession chart a course that will make these available in time to serve as a means of salvation?”

Pressed upon our consciousness is the constantly recurring reaction against education. A vigorous coterie of extreme conservatives, sufficiently large to constitute a pressure group if not an entire party, charge the institutions of education with radicalism, and its leaders say the colleges are rife with the communistic movement and with the teaching of Marxian and socialistic doctrines, and that the ills of governmental experiments fostered by imprac-

tical idealists are a product of the ill-advised educational program of the country.

The leftists, or extreme socialistic group, on the other hand, openly accuse the public schools and colleges with developing a breed of hard-hearted, hard-fisted, self-seeking materialists, completely wedded to the laissez faire doctrines of classical capitalistic economy. The reasoning of both parties would lead to the destruction of the present educational system—possibly, if carried to the limit, to the abolition of public education altogether.

Another cult, whose most extreme proponents and spokesmen move toward the establishment of a policy of indoctrination of youth thru education, find our present curriculum program guilty of academic stagnation. Says one of these in the June 1936 *Atlantic Monthly*, under the title "Extra Ribs in Pigs": "American methods of education too often lead only to a swamp. Knowledge is poured into the student in a ceaseless stream. . . . It collects, it stagnates. The student in expressive vernacular is swamped."

Yet another academic clan holds that all respect for standards and for knowledge as a true medium of education has been sacrificed, that soft pedagogy has captured both the leadership and the rank and file of the teaching profession.

If we allow all or any of these schools of thought to dominate our educational planning, it is easy to foresee the outcome. The demagogues, the pressure groups, and their uniformed followership will succeed in crucifying the most essential of democracy's supporting "pillars of society"—its institutions for universal education.

In addition to these philosophic criticisms, education contends with constant political pressures growing out of the exigencies of the times. We find within the past year six state governors penalizing the institutions of higher education by a veto of 333 budget items in a total amount of \$3,500,000. We find the people of all the states have clothed governmental budgetary systems thruout the nation with the power to control the expenditures for education practically ad libitum. We find the percentage of tax resources expended by the states for the growing program of education in a successive retrogression for the past fifteen years. According to statistics taken from the N. E. A. *Research Bulletin* for May 1936, the average for the country as a whole is as follows: 1921-22, 30.2; 1923-24, 29.6; 1925-26, 28.5; 1927-28, 27.1; 1929-30, 27.1; and 1931-32, 28.4. Large numbers of states show even a more marked tendency to penalize the schools, and thus undermine the foundational structure of democracy.

If we accept the inevitable responsibility which the nation places upon the teaching profession, let us hold clearly in mind some very fundamental ideas with relation to education.

(1) The spread of knowledge has a creative rescue power for the ills of society. In the past, when it has seemed the last vestiges of civilization would perish from the earth, society has again and again been saved by a revival of learning. The teaching profession of the democracies of the world must never be allowed to forget this fundamental truth. The evidence of history is unmistakable and our mandate may be clearly read.

(2) Our American origin and the total of our life experience commit us irrevocably to the democratic philosophy of life. The wisdom of our forebears as stated in the Ordinance of 1787 is as applicable and valid today as in 1787. "Religion, morality, and the diffusion of knowledge being necessary to the progress of the people, schools and the means of education shall forever be encouraged."

(3) The methods of science applied to the realm of economics confirm the conception that widespread economic prosperity is to be found in the constant increase of the levels of living and culture of the people. The intensive application of principles of scientific research to economic problems and to a study of the causes of the great depression, such as the series of studies recently published by the Brookings Institution, "America's Capacity to Consume," furnishes abundant evidence to support this tenet.

During the so-called "new era" of the gay twenties the United States was not living beyond its means.

There has been a tendency, at least during the last decade or so, for the inequality in the distribution of income to be accentuated.

Vast potential demands alike for basic commodities and for conventional necessities exist in the unfulfilled wants of the masses of the people, both rural and urban.

The manifest implications of these carefully stated findings of scientific research are much too manifold and far-reaching for treatment in this brief discussion. It certainly is clear, however, that they include a definite mandate for education. Our historic assumptions that economic prosperity is fundamentally dependent upon the general level of culture of a people are here abundantly sustained by the most thoro processes of investigation and research. Here we find our confident belief sustained that the triumph of democratic society may be assured by an educational program which continually moves to raise the mass levels of living. The conversion of the luxury of today into the necessity of tomorrow by universal enlightenment and the diffusion of knowledge, and the application of the discoveries of research to the resources of the earth, have become the key to the success of the production machinery of the nation.

With these certain principles clearly in mind, let the profession maintain its solidarity of strength, and its steadfastness of purpose in defining the policies of its future program. The initial steps seem consistent with this demand and with these principles. During the past year the Educational Policies Commission was created by the National Education Association and the Department of Superintendence for the purposes I have designated. The history and achievements of the Commission thus far may be stated as follows.

Educational Policies Commission

Origin

The Educational Policies Commission was appointed in December 1935 by joint action of the executive committees of the National Education Association and the Department of Superintendence to aid the profession in clarifying and directing their efforts toward the solution of problems in

education. The Commission is aided in its work by a grant of funds from the General Education Board. During the five years of existence the Commission is empowered to hold meetings, confer with expert advisers, conduct studies, issue pronouncements, and adopt such other procedures as may be necessary to the fulfilment of its purposes.

Purposes

The Educational Policies Commission has the function of crystallizing and helping to make effective the best thought devoted to education in the United States and other countries over a period of years. As means to this end the Commission has begun:

To reconsider the purposes of education and define the peculiar functions of the school in the social scene

To appraise critically existing conditions in education in the light of these purposes and functions

To make the best practises and procedures known thruout the country and bring about desirable changes in the method and content of education

To stimulate thoughtful, realistic, and long-term planning both by the profession and the lay public, looking toward the continuous adaptation of education to social need.

Progress

Since its appointment last December the Commission has held two meetings—January 17-19, 1936, and May 8-11, 1936, at Chicago. It has appointed more than 1200 consultants on an ex-officio basis from within the profession of education in all parts of the country. This is a first step in securing numerous careful judgments on the pronouncements and policies set forth, and in informing the profession and the lay public regarding the activities of the Commission.

Expert counsel has been secured from four eminent sociologists and economists on the subject of educational expenditures and their relation to the economic welfare of the nation; from the chairmen of seven national educational commissions on the purposes and objectives of education; and from five leaders in civic planning on state educational planning.

Its publications to date include: *Some Current Problems in American Education*—a list of issues prepared for consideration by lay and professional groups; *Deliberative Committee Reports of 1935*—a first step in the direction of a continuing and cumulative exchange of information and co-ordination of effort in the field of educational policy; *State Educational Planning*—a guide for state planning groups prepared in cooperation with the National Resources Committee.

Program

The Educational Policies Commission seeks the advice and help of all individuals interested in education thruout the country. It receives recommendations from all sources looking toward the improvement of the schools; it is proceeding to develop understanding and cooperation among all organized groups interested in advancing the cause of education.

Thru a series of publications and a comprehensive program of public relations the Educational Policies Commission is undertaking to keep the profession fully informed as to its program and accomplishments. The Commission is attempting, however, to define policies for American education which will merit the united support not only of the profession but of all citizens.

Membership

Three groups comprise the membership of the Commission:

Advisory members

The United States Commissioner of Education

The president of the American Council on Education

Appointive members

Eleven persons selected from the profession at large

Ex-officio members

The president of the National Education Association

The executive secretary of the National Education Association

The president of the N. E. A. Department of Classroom Teachers

The president of the N. E. A. Department of Superintendence

The executive secretary of the Department of Superintendence.

At the January meeting the Commission undertook to isolate and state some of the major issues which confront organized education in the United States. These issues—fifty-six in number—were set forth in a brief pamphlet and given wide circulation. The counsel of some 1200 consultants was sought by direct correspondence, and broad discussion—both professional and lay—was encouraged. The Commission, of course, makes no assumption that all of the issues confronting education are included and likewise fully recognizes that the stated issues may to some degree overlap one another. The following classification of a few considered the most vital among the fifty-six will convey to you a glimpse of the course of thinking governing the Commission:

Objectives

What should be the controlling purposes of the public school system in a democracy?

What is the relationship of education to social reconstruction?

Should organized education be primarily concerned with ideals and attitudes or with items of information?

To what extent can the objectives of education be discovered by scientific inquiry as compared with the process of social philosophy?

Should religious sanctions be involved in the character objectives of the public schools?

Scope

What are the present obstacles to progress in secondary education and how may they be removed?

What are the present obstacles to progress in rural education and how may they be removed?

How may we broaden the concept of education so that it will be regarded as a life-long continuous process?

What is a satisfactory organization for public higher education? How can duplication and competition among higher institutions be avoided? What are the possibilities of regional planning for higher education?

What are the good and bad effects of the existence of schools not supported by taxation upon the general school system?

Finance

Heavy demands are being made on the public revenue by the continuance of relief, the provision of social security, and the service of the public debt. In the light of this condition, how can the financial needs of the schools be met?

What are the characteristics of an adequate and just tax system for the support of schools?

What are the facts concerning the actual and potential productivity of our material, technical, and human resources? What are the implications of these facts for school support?

What is sound public policy with reference to local, state, and federal support of schools? How is this related to overlapping tax jurisdictions and to other subsidies already in existence?

Control and Public Relations

What fundamental policies should control the relationship of the federal government to education?

What is the source of ultimate control in American education?

This problem involves several subordinate questions:

- a. What should be the powers of the various governmental units?
- b. What are the respective functions of the laymen and the profession regarding educational policy-making?
- c. What is the proper role of interest or pressure groups in the control of American education?

What is the proper form for the organization of state leadership in education?

What relationship should the schools have to the several state and local planning commissions?

What are the demands of the current social situation with respect to the freedom of teaching and its correlative responsibilities? How can this freedom be defined and defended?

Personnel

What standards should be formulated for admittance to the teaching profession?

How may the most effective organization and solidarity in the teaching profession be brought about?

What steps are necessary to secure reasonable economic and social security for the teaching profession? This includes questions relating to salaries, tenure, retirement, and teacher welfare in general.

Material

How can school buildings and equipment be planned so as to meet future developments in educational needs and practises?

Method and Content of Instruction

What can be done by the schools with reference to unsocial behavior, crime, and delinquency? Stated positively, what can be done by the schools to promote desirable character? What steps must be taken to secure an adequate emphasis on ideals and attitudes as a primary purpose of education?

How can parents and other citizens be made aware of the harmful effect on the educational program of anti-social activities, legalized, or at least permitted, by the public at large?

What are the most important changes which are immediately needed in the curriculum of the public schools?

How can the research basic to more effective teaching methods and to more desirable curriculum material be encouraged, coordinated, disseminated, and used?

The presentation of these issues, the wide discussion of their implications, and the preliminary statements already forthcoming in the Commission's publications serve to inform the membership as to methods and policies of the agency created by their Association for the exceedingly vital responsibility of defining and clarifying a course. At every available opportunity the Commission will report to the parent bodies.

As I have reminded you, the setting in which modern education works is both terrifying and inspiring. The worldwide proportions of the issues joined in our generation can easily carry consternation to any but the stoutest hearted. But the responsibility which inheres in the calling of the teacher is potent urge for the profession en masse and full assurance of the place in the sun for education if we courageously accept the challenge and chart a course marked and guided by science and vision.

Our endeavor to make real the traditional dream of democracy can hope for consummation when we have implemented the oncoming generation to fulfil the ideal of competent local self-government. Making democracy safe is a problem to be solved close at home over the whole area of the nations which adhere to Mazzini's immortal principle of the "progress of all thru all under the leadership of the wisest and best."

The triumph of democracy is the development of the American child everywhere into the full maturity of the free self-governing being for which the peoples of the earth have yearned since civilization began.

May I venture one more word before my final closing? This Association cannot escape the responsibility in the first place for a well-defined program of the type I have just been discussing—a program founded on great teaching, the finest which science can devise and which our experiences of the past support so abundantly, and a great program for the search for truth that is to be found in the great research effort in the education of this country.

In addition to that, there is another element in this responsibility. It is the responsibility for the solidarity and militancy of the profession. In no selfish way do we look upon education as a great cause; of course, you and I are investing our lives in it but, after all, the highest and finest idealism that can motivate life is to invest with a reasonable return in so great a purpose as the triumph of democracy thru education.

Let us forget small issues, personalities, local factionism; let us forget petty selfishness at this tragic time, this time of great crises; let us labor to weld this Association into a solidarity of the profession dedicated to the cause of youth until every one of the million members of the profession actively participate in the making and the forward movement of its program.

EDUCATION AND DEMOCRACY

J. W. STUDEBAKER, UNITED STATES COMMISSIONER OF EDUCATION,
WASHINGTON, D. C., *Leader*

Participants:

Thomas W. Gosling, Director, American Junior Red Cross, Washington, D. C.

Willis A. Sutton, Superintendent of Schools, Atlanta, Ga.; and Past President of the Association

John A. Sexon, Superintendent of Schools, Pasadena, Calif.

Lucy Mason Holt, Principal, Ocean View School, Norfolk, Va.

A. L. Threlkeld, Superintendent of Schools, Denver, Colo.; and President, N.E.A. Department of Superintendence

W. W. Parker, President, Southeast Missouri State Teachers College, Cape Girardeau, Mo.

DR. STUDEBAKER: There are all kinds of forums. This is one kind. It is a bit more formal than many of the best, but we are making it so because of the size of the auditorium and, then too, we have had no opportunity to practise.

I am going to open up the subject with a formal statement of about twenty minutes; then my four colleagues will present statements, following which we will have the general free-for-all discussion.

I do not know what any of these people are going to say and they do not know what I am going to say. We have not read the papers to one another, so it will all be strange to us, as it will be to you. We will think out loud to one another here.

I like to see a group like this. Let us forget there is an audience. If we can, imagine we are around a table at a chop suey, talking over the problems of America and its destiny.

I should like to get the audience in on this discussion. As we read our papers and talk here, please write out questions or brief comments; then signal an usher who will bring the slip to me, and I will direct the question to some member of the family. Get out your pencils and pads and get ready to participate.

I wish we could let people stand up and talk. That is the way most forums are run. Some day we will have a new invention. I understand there is a man bringing one along, which will enable the chairman to flash a ray of light on the face of the speaker and the ray of light will conduct the voice to an amplifier and everyone will hear him speak, a great advantage to the chairman, because he can take the light off when he wants to discontinue the conversation.

I am going to open the subject, as I suggested, on the general theme, "Education and Democracy." As I glance thru various conference and convention programs coming to my attention, I am encouraged by the increasing tendency to present discussions rather than series of long lectures and addresses.

It now seems to be the rule rather than the exception that the listener shall have opportunity to clarify for himself the meanings of the speaker thru discussion. The panel—or symposium forum—is fast taking the place of lengthy addresses and public monologs. This tendency itself is a good omen to those who are eager to preserve democracy.

I wish I had time to outline fully the swiftly growing movement of adult civic education and to report to you on the activities of your federal Office of Education in promoting this movement. I should like to summarize the scores of letters coming to me weekly from school superintendents, principals, and classroom teachers expressing their desires and intentions to make the educative process in their branches of education a more effective training ground for articulate citizenship. If I had time, I should like to describe in some detail the program of junior forums operating in high schools in Des Moines and other places.

During this convention the National Broadcasting Company will relay to the American people a high-school forum led and participated in by students. The popularity and significance of the Town Hall of the Air programs have convinced broadcasters of the vital importance of public discussion, so that on their own initiative, the National Broadcasting Company is arranging these high-school programs. I understand the National Broadcasting Company intends to present a university series of a similar nature in the fall.

I wish I had time to tell you about the ten forum demonstration centers which will be operated next autumn and winter by local public education agencies, with the aid of federal support and the active cooperation and sponsorship of the United States Office of Education. One of these centers is to operate here in Portland, with the hope that it will radiate a great influence for adult civic education thruout the Northwest.

I can only mention but I cannot take time to recount the advances we have been able to make in educational broadcasting as a means of extending and promoting adult education. Not only are we experimenting with the radio medium as an educational force in what may be described as a national radio workshop, but this year we have been representing the interests of local public education in all communities by urging the Federal Communications Commission permanently to reserve for the exclusive use of local systems of education a fair proportion of the high frequency wave lengths as yet not allocated.

I should like to report to you some of the aspects of the survey we have been making of the public forum movement as it is being developed under numerous sponsorships. The fact that over two-thirds of the reporting forums in our survey were established since 1929 and one-half of them date their beginnings after 1932, is indeed an encouraging indication of a growing popular interest in education as a means of preserving and extending democracy. From the hundreds of communications we are receiving, from laymen as well as educators, I think it is safe for me to predict that twice as many forums will be sponsored in 1937 as were in operation during the current academic year.

Those of us who want to see organized public education take the lead in this service for democracy, are hopeful that many of these new forums will be under the auspices and management of public agencies of education. And we have reason to believe that there is a distinct tendency in this direction. Citizens committees and adult education councils in many places are reporting vigorous work in behalf of special appropriations in the regular school budgets for adult civic education.

We have cause to indulge in a certain amount of celebration over the growing acceptance of our plea for an educational system serving the needs of people in our democracy from the cradle to the grave. But as a profession we face real problems in attempting to serve the public welfare and the cause of democracy, both in regard to the organization and operation of formal educational opportunity for children and young people, and the development of the more informal but indispensable adult civic education plans.

I shall not, therefore, dwell further upon the encouraging signs of new vitality in public education or report specifically on the national and local programs now being sponsored. The Office of Education is organizing and publishing this material for widespread distribution.

While the indications are many that people generally are imbued with a new eagerness for understanding current affairs, and while there is an encouraging response to this revival of social consciousness, there is at the same time a marked tendency toward suppression of civil liberties without which no program of public enlightenment is possible. This tendency is noticeable in the various attempts toward intimidation of the teaching profession to frustrate its leadership in the attack on civic ignorance.

From the days of George Washington and Thomas Jefferson to the present, every important leader of the people has made vital pronouncements on the subject of education and democracy, and has advocated the principle of free public educational opportunity as essential to our form of government. In the early days of our history there was an articulate minority which honestly and forthrightly opposed democracy itself. They feared popular government and sought every means of preventing the direct control of public affairs by the people. First they complained against the ignorance of the common people, and then they opposed the organization of the public school system as a means of providing for public enlightenment.

As we progressed, learning the ways of democracy with the establishment of each new community, and as public education swept aside opposition in its onward march toward the great goal of equal educational opportunities, it became apparent to those elements, unsympathetic with the idea of popular self-government, that it was useless to make a frontal attack upon democracy any longer. That which could not be directly overthrown they sought to subvert to their own purposes in other ways. In the guise of defenders of American democracy they have organized Ku Klux Klans and Black Legions to frustrate the process of free inquiry, and, therefore, of freedom itself. They have tried to control the content of textbooks thru the indirect bribery of textbook writers with high fees for "public relations"

work. They have sought in every possible way to prevent the fair and impartial treatment of controversial questions and to force educational administrations to carry the propaganda of selfish interests into the classroom. They have manufactured "red" scares and threatened educational appropriations.

I could go on detailing the activities of the minority groups essentially antagonistic to democracy. But it is needless for me to remind you of the many different tactics employed to frighten our profession and thus prevent it from assuming its rightful and necessary obligation for vital citizenship training in terms of the demands of a progressive democracy.

We may as well recognize clearly that as we venture into the field of controversy and attempt to organize an educative process for children, adolescents, and adults which will actually develop critical and independent thinking, we shall of necessity incur the opposition of those minorities which really oppose democracy itself. We must be aware that such minorities exist and always have existed since the Declaration of Independence challenged the old system of special privilege.

I submit then for our discussion that one of the major problems of the teaching profession is the development of a clear policy, consistent with the principles of democracy, by which we may keep open the lines of communication, maintain free access to knowledge, and provide for full and free discussion of controversial questions.

Please note that I am suggesting that our professional policy should be consistent with the principles of democracy. We must not be persuaded to adopt a retaliatory policy, the very policy of suppression which we oppose. While these minority groups of which I speak must not be allowed successfully to suppress the expression of opinion or the presentation of facts in conflict with *their* particular ideas, the *expression* of *their* points of view must be as scrupulously protected by our profession as the rights of persons and groups who do *not* attempt to gain the acceptance of their views by suppressing their opponents.

Thomas Jefferson once said in a letter: "Differences of opinion lead to inquiry and inquiry to truth, and I am sure . . . we value too much the freedom of opinion sanctioned by our Constitution not to cherish its exercise even when in opposition to ourselves. . . . I respect the right of free opinion too much to urge an uneasy pressure of my own opinion on others."

I believe that we can pursue an aggressive policy of resistance against the "uneasy pressures" exercised by certain groups to prevent the expression of contrary opinion, without attempting to enlist our profession on one side or the other of controversial issues. Now let me suggest for our consideration some of the points we might include in an educational policy adequate to protect the right of the learner to learn.

First it seems to me that it should be a cardinal and accepted policy of the teaching profession, thru its own organizations, to put up a vigorous defense against all definite encroachments on democratic rights and freedom, and against campaigns of misrepresentation designed to intimidate teachers and professors. It must be understood that the struggle for academic freedom is

not for the benefit of teachers but rather for the preservation of the rights of the people to learn. Therefore, the defense plans of the teaching profession should include the cooperation of all civic-minded groups.

There is little doubt that a powerful alignment of the organized forces of democracy working in understanding cooperation with great professional organizations passionately devoted to the cause of true education for democracy, could successfully resist the seemingly inevitable threats to free inquiry organized by minorities and promoted by influences with anti-democratic purposes. We may well take warning from the experiences of the adherents to democracy in some countries abroad, and realize that active defense of democratic rights wherever and whenever they are questioned is essential. It is part of our duty as public servants in a democracy to plan careful defenses against the suppression of the rights of the people.

The importance of a defense function in a professional policy is emphasized by the uncoordinated and, therefore, ineffective defense of the school teachers in the District of Columbia. The ridiculous but apparently necessary administrative procedure requiring the teachers of the District to take an oath each pay day stating that they have not taught or advocated communism in or out of school is a pertinent illustration of what may happen to spread confusion and intimidation among teachers generally unless means are established by which a national public opinion in defense of Americanism in education may be vigorously expressed. I am certainly not contending for the establishment or advocacy of communism. But I do wish to point out that the implications of the situation in the District of Columbia are of great significance to all citizens who conscientiously try to bring a definition of education into harmony with our traditional concept of American democracy.

If democracy means freedom to inquire, to learn, to express oneself (rights commonly called freedom of speech, of press, and of assemblage) ; if it is true that democracy bases its hope for social progress on the theory that the general welfare is best served when the masses of millions of individual citizens are alert, are thinking critically with minds open to new ideas, are most freely sharing their thoughts and inventive genius with one another over wide areas thru channels for intercommunication which are kept open and free, then we can tolerate no dictatorial censorship of thinking and learning. And if education implies *teaching* which, as you and I think of it, means *guiding a free learning process*, we must not confuse the meaning of "teach" with the meanings of "indoctrinate," "propagandize," "impose," and "advocate," all of which smack of the fearful rigidities of dictatorship rather than of the relaxing freedoms of democracy.

With these conceptions of the meanings of democracy and education accepted, there can be no censorship of learning, either by the pressure groups outside the educational profession or by the impositions and advocacies of individuals who are placed in the influential positions as teachers and are given the great privilege and responsibility of teaching.

Now I realize how difficult it is to draw a clean-cut and complete line of demarcation between "teach" and "advocate," as I have used the terms. But this is only to say that all processes or transactions or movements exist, not

as absolute and easily distinguished wholes or separate entities, but in relative and frequently very subtly distributed degrees. Blatant advocacy is easily distinguished from the best example of true teaching. However, where persuasion is only slightly affected by the personal bias of the teacher, advocacy and good teaching tend to meet in a middle ground which is not so easy to label. It is because this is true that no set of words can be written into law that will accurately and adequately define the delicate relationships of the fine art of teaching in a democracy. Any attempt to do so will either fall short of the mark and therefore be quite impotent, or it will be so wide in scope as to impose an arbitrary, stultifying, and even terrifying authority upon both teacher and learner.

For these reasons the sound and practicable course to pursue is not to write into laws and regulations with sweeping effect the undefinable policies and rules which may be shaped into a confusion of words to govern a fine art, but to rely upon the growing appreciation of the art by the educational profession itself. Everywhere thruout the nation educators are becoming increasingly conscious of the sacredness of their trust and of their obligation to insure a fair hearing for the diversity of facts and interpretations of life as represented by the various majority and minority groups which support public education.

In this connection it is well to recall the characteristics of the teachers of our country. There are approximately a million of them. As a group they are definitely above average in intellectual attainment and educational preparation; they are probably more carefully selected than are any other class of public employees; they represent in their personal lives a fair cross-section of all political, religious, social, and economic beliefs. They are patriotic, loyal Americans. Most of them work in inconspicuous places, but with an incomparable devotion to the welfare of the nation. They are not perfect because they are human; as a consequence they are patient with the unfolding lives and tolerant of the imperfections of those whom they seek to inspire and guide. They are in daily contact with thirty million learners drawn from all walks of life; they are, therefore, sensitive to the changing needs and aspirations of all groups and to the conflicting interests of these groups. They are banded together by the ideals of a profession whose sole purpose is to enable learners to find the truth and to make intelligent choices.

I ask citizens in general: Do the teachers of the United States need to be frightened and coerced into dealing justly with their country? If so, by whom? And by what token does some other group claim superiority of intelligence, of education, of representative viewpoints, of patriotism, of human perfection, of responsiveness to public needs, and of devotion to the truth?

But an effective policy for our profession must include much more than a defense program. As a second point, I suggest a vitalization of the curriculum itself to include more practical consideration of the real problems facing democracy. We cannot be satisfied with the attainment and reasonable maintenance of academic freedom for our institutions. It must be

obvious that academic freedom is closely associated with civil liberties in general. Certainly high-school and college youth should study, as a part of their preparation for citizenship, the conditions existing with respect to civil rights and the problem of preserving our liberties. They should study the whole problem of mob violence, not in the abstract but in the specific cases occurring in their day. They should study objectively the various mediums of propaganda and the tactics of mass appeal. They should understand these controlling forces in society. This is their protection as free citizens. Those who are ignorant concerning the sources of information and propaganda cannot possibly be free.

There are many great issues involving the public welfare which must be understood by high-school and college students. Upon these issues there are honest differences of opinion. As I have said, it is not our function as teachers to decide which is the right opinion. But it seems to me to be of *primary* importance that the various aspects of these issues be understood by the future citizens of our democracy.

It may be argued that this policy of vigorously introducing the real controversial issues of our day into the classroom will subject the teaching profession to a constant fire of criticism and that, therefore, these issues should be avoided as much as possible. This is to argue that we protect our professional rights and duties by not using our rights and not performing our duties. The main purpose of education in democracy, as I see it, is to enable the average citizen to act more intelligently with respect to the real problems of his day. When we neglect to perform this function of organizing free inquiry on these vital matters, we play into the hands of the demagogues, whose only hope of establishing a dictatorship on this soil lies in a condition of widespread civic ignorance. It is my opinion that we strengthen the defense of democratic education for the future by dealing specifically and objectively with controversial issues.

But we have need for at least one further point in an effective policy for our profession. If the public schools deal almost exclusively with young people, the schools' programs and procedures may be subject to misrepresentation and distortion by undemocratic propagandists whose ideas and proposals suffer by comparison with the alternatives.

A communitywide program of adult civic education, competently managed by the same agency which organizes the educative process for children, will go a long way toward gaining and maintaining public confidence and appreciation. Such a program, of course, creates values far beyond the mere protection of democratic education in the elementary, secondary, and higher schools. It is, as a matter of fact, a necessity if the rank and file of citizens are to achieve sufficient understanding to guide their own affairs in our complex civilization.

Consider for a moment how much chicanery and exploitation could be perpetrated upon a people who, by and large, knew nothing about arithmetic. The fact is that the ignorance of some peoples concerning arithmetic and reading has enabled tiny minorities to control and exploit them for long periods. And these tiny minorities have always resisted the attempt to teach

the people the simple tool subjects which would practically mean the liberation of the masses. This same illustration may be applied to a civilization on a higher plane where the complexities of modern life have not been understood by enough of the people to enable them to determine their own destiny.

When dictatorships have finally been imposed, it is the policy to keep from the people all facts and information, all points of view and opinions contrary to the prevailing position of the dictatorship. If that is true of a dictatorship then exactly the opposite must be true of a democracy. It must be the function of education to make available all facts, information, and opinions and to organize the consideration and discussion of problems so that these facts, information, and opinions may be intelligently used by the individuals to arrive at their own judgments and choices.

The problem of achieving our historic function of providing an education equal to the needs of democracy should be discussed in every local teachers association, every parent-teacher group, and every lay organization, devoted to the proposition that men and women on this continent shall remain free and shall enjoy equal opportunity.

Forum—Education and Democracy

EDUCATION UNDER DICTATORSHIPS

THOMAS W. GOSLING, NATIONAL DIRECTOR, AMERICAN JUNIOR RED CROSS,
WASHINGTON, D. C.

Wars and economic depressions are foes of democracy. When life is hard and security is threatened, people listen readily to the seductive overtures of men who promise them a way out of their difficulties. When people are unable or unwilling to manage their own affairs, the way is open for some strong man or some small group of strong men to become masters. In return for the security which they offer, these masters or dictators demand compliance with and submission to the supreme will, which is their own will. They permit no divergent views. They are intolerant of opposition. They have only one objective, namely, the perpetuation of the power of the powerful. Ultimately, they resort to harsh measures of suppression and they place no restraints upon the expression of their arrogance.

If the heavy hand of tyranny were laid only upon adults, the wounds would heal in the course of time. But such healing is no part of the plan. It is necessary to regiment the young and to indoctrinate them in the principles of the new economy. And so we witness the spectacle of the hardening of young minds in forms and according to patterns which permit no freedom of choice and which prevent the operation of the laws of normal child development.

With such policies as these, education, as you and I understand it, is wholly at variance. Real education encourages the free play of mind upon

all materials of instruction, including the environment. It stimulates the search for truth; it recognizes no compulsion except the compulsion of truth itself; it demands no compliance except that which the truth imposes. Its objective is the training of the young to be free and under conditions of freedom to attain security.

It is unfortunate that in most of our contemporary discussion, the term "dictatorship" is applied chiefly to political conditions in foreign lands. We need to remind ourselves repeatedly that dictatorship may be found in all human relationships and that evidences of it may be found in America as well as abroad. An economic system which makes a man's earning of a livelihood dependent upon the will of another; a social system which places restriction upon the members of certain races and certain nationalities, and which does not grant full equality to the members of all religious faiths cannot be said to be free from the taint of dictatorship.

To maintain the integrity and the independence of thinking is one of the most difficult problems of life. At every turn we encounter attempts to conscript our opinions. Our clubs, our social groups, our fraternities, our political parties all attempt to impose upon us certain patterns of thinking which are not our own. Only by consistent independence and sometimes only by defiance can we be free men. When we submit to these compulsions from without, we yield to the most subtle and the most dangerous kind of dictatorship. Political and economic dictatorships may be overcome by force. Dictatorship over our thinking reduces us to helpless slavery.

Until we remove dictatorship from the schools, we cannot with good grace attack it elsewhere. We have attempts at dictatorship on the part of the Congress of the United States and of state legislatures on down thru all the elements of the school system even to the classroom. The so-called "Red Rider" which Congress imposes upon the teachers of the District of Columbia is known to all of you. Because Congress holds the purse-strings of the District, it exercises the control which invariably accompanies financial sponsorship. As a result, the teachers of the District are obliged each month to state under oath that they have not taught communism to their pupils. Thus the restraint imposed by fear supplants the joy of free inquiry. Compulsory oaths of allegiance and compulsory salutes to the flag are flagrant examples of dictatorship which some legislatures have imposed upon teachers and pupils. In one state, formerly honored for the liberality of its people, it has been possible to expel children from school or to threaten them with sentence to jail for refusal to salute the flag, altho the refusal was based upon religious scruples and was in obedience to the wishes of parents.

The classroom teacher movement with its justifiable demand for tenure laws owes its origin to the wish of teachers to be freed from the domination of boards of education, of superintendents, principals, and supervisors. All who are charged with special responsibility in school affairs should regard this classroom teacher movement as a challenge to reexamine their practises for the purpose of removing all grounds for complaint. At the same time the classroom teachers themselves should make sure that in their dealings with their pupils they exemplify the true principles of cooperation and of

freedom. The foundations of democratic government are laid in the homes and in the schools of the nation. For this reason, teachers have an unusual responsibility for guiding the educational processes of liberty-loving young Americans according to the best traditions of democracy.

Political freedom cannot long be maintained without economic freedom. Many years ago Edmund Burke said of the American colonists: "They are a litigious people. . . . They scent the approach of tyranny in every tainted breeze." We have been a liberty-loving people from the beginning. If we are resolved to maintain that tradition, we cannot fail to give our support to the aspirations of all who are seeking freedom in their individual lives. Economic freedom, social freedom, religious freedom, freedom to teach, and freedom to learn are desirable goals in our national life. The fairest promises of dictators can be nothing more than Dead Sea apples which turn to ashes in our hands. The enduring fruits of freedom can be won only by long-continued and courageous vigilance. We must strike at tyranny wherever it attempts to raise its head. We must continue to "scent the approach of tyranny in every tainted breeze." Until the last vestiges of tyranny are removed from the schools, they will be unable to fulfil the high mission for which they were created. Until America is wholly free, it will not be the land of our dreams.

Forum—Education and Democracy

THE EQUALIZATION OF EDUCATIONAL OPPORTUNITY

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.; AND
PAST PRESIDENT OF THE ASSOCIATION

In discussing education in a democracy, no phase of it could be more important than the thought that each individual in that democracy should have an equal opportunity according to his talents to the fullest development of all his possibilities.

It would be impossible to give to every child in the United States exactly equal opportunities. As long as there are superior teachers and good teachers and fair teachers, and as long as there are not sufficient superior teachers to teach all the children, therefore it evidently will be impossible to give equal educational opportunity to every child. Since education is largely a state function, and the various states of the Union suffer from inequality of economic resources, it evidently would be impossible that every child should receive exactly the same amount of money. We must also understand that all the children of all the people do not have the same intellectual and social possibilities, and the same education for each of them would render the differences between them far greater than they are even today.

With the above statements we are ready to consider the subject of the equalization of educational opportunity as a necessity in making and maintaining a democracy. There must be equalization of opportunity between the

racess. America has been called the melting pot of all the nations. Peoples from the four quarters of the earth have inhabited our territory. These races are divergent in their inherited and acquired characteristics, but they have become somewhat homogeneous since their coming to America where they have had the opportunity of mixing and mingling together.

We would not for a moment say that every racial branch should receive exactly the same education, but we would most emphatically assert that no race must be discriminated against or denied adequate opportunity to develop its various talents and abilities. If America is to be a democracy, if her people are to express their will at the ballot box, if all types, races, and colors of American citizens are to become a part of the government, they must receive something like equal educational opportunities according to their intellectual abilities.

Equal educational opportunity must be granted to all sections of a state, and if humanly possible, to all sections of a country. It is not fair to any group of people living in any section of a state to be discriminated against in providing educational opportunities and yet at the same time to demand that they shall observe the same customs, be guided by the same laws, tried by the same juries, and rewarded or punished by those who maintain the standards of the state. It is manifestly unjust to think of one child reared in very poor surroundings, taught by a high-school graduate in a school building torn and dilapidated, poorly heated and lighted, with no equipment, with poor facilities, without library, and then demand that that particular student shall be required to live up to the high standards which are expected of a student born in comfortable surroundings, educated and trained by college graduates, and completely surrounded by an environment of a high social order. Such a demand made by society on the part of such a child is unjust, and the equalization of educational opportunity would break down to a great extent these formidable barriers.

Equalization of educational opportunity demands that the children of the slum districts shall have something of the same advantages which are afforded to those living in a community of comfort and luxury. It is impossible for the state or the school district to provide an elaborate or even comfortable home, but the municipality, the state, or the district can provide comfortable, healthful, inspiring school buildings, and well-educated, well-trained, and well-developed teachers for those who have been less fortunate in their economic surroundings.

In many sections of our country the classes in the slum districts are decidedly larger in number than corresponding classes in the more favored sections of the city. This is manifestly unjust, and the equalization of educational opportunity is a means by which a really genuine democracy may exist even where the levels of wealth and culture seem to make such a condition impossible.

The equalization of educational opportunity should mean and must mean, however, that the child in the rural community where population is sparse and widely distributed must have equal school advantages with the child in the densely populated wealthy community of the city. We are all

citizens of one republic. The children of our people are Americans, whether they live on the vast, almost uninhabited plains, or in the coves and valleys of the mountains. They are all subject to the same call from the same government for protection of the state, and, in certain emergencies, to face the cannon and to go to war. If the state or the nation has the right to demand certain very definite duties of each citizen, it certainly has the obligation to so train and prepare each of them that each in his turn will have an equal chance for success in his chosen profession and occupation, or for escaping death if called to the colors. The proposition that each child of a democracy is entitled to something like equal service from its state or its nation is so evident that it needs absolutely no elaboration, but it is a subject about which we have talked a great deal and which still remains unsettled and unsolved.

The National Education Association could do no greater service to the various states or to the nation than to continue its efforts earnestly and faithfully before legislatures and before the national Congress to secure such legislation and such appropriations as will give to every child an equal opportunity to develop his inherited and acquired powers.

Forum—Education and Democracy

FEDERAL RELATIONS TO PUBLIC EDUCATION

JOHN A. SEXSON, SUPERINTENDENT OF SCHOOLS, PASADENA, CALIF.

Many thoughtful persons are of the opinion that the time has arrived in the development of public education in America, when the relation of the federal government to public education must be definitely embodied in well-defined and operative policies and principles.

Public education has, from the very beginning of this nation, been regarded by the people of these United States as the cornerstone of their social and political system. The ideal of equal educational opportunity for every child—from the primary school to the university—has motivated more citizens to active participation in the public affairs of this nation than has any other civic idea. Evidence of this is to be found in the enrolment of more than thirty million youths in our public schools; in our employment of more than a million teachers and professional workers in the field of education; in our investment of over six billion dollars in buildings and equipment; in our annual expenditure of nearly two billion dollars for the operation of our schools; in our complex but loosely articulated organization of forty-eight state systems of public education; in our more than one hundred thousand independent school districts, with more than three quarters of a million lay citizens serving as members of their boards of trustees, directing, quite free from central authority or bureaucratic control, the policies and practises of these wide-flung schools.

From the earliest days of this republic, the federal government has recognized public education as a function of this democracy, and has con-

sistently made financial contributions, either directly or indirectly, to the states for the establishment and maintenance of public educational institutions at all levels. It is not necessary at this time to enumerate the various acts of Congress which have appropriated funds for the support of public education, but it is important that we establish, in the minds of all our citizens, the basic concept that public education is a matter of first concern for the federal government, and that the responsibility for the maintenance of an adequate system of public education is carried by the federal government as well as by the several states and local communities. Whatever authority properly exists in this democracy of ours, rests upon the authority of the ballot. Whatever policies are initiated and followed in this country, for the protection of the ideals, purposes, and institutions of this democracy, must, in the final analysis, rest upon the full and free opportunity which each individual citizen has to acquire the knowledge, the attitude, and the will to exercise, intelligently, honestly, and effectively, the privileges of suffrage.

That public education is a necessary function of a government founded upon the principles of democracy, has been well recognized by statesmen from the earliest days of this republic. George Washington, Thomas Jefferson, Daniel Webster, and Woodrow Wilson are but a few of our national leaders who have recognized that public education is a most fundamental concern of this government and of the people of these United States.

The interest of the federal government in public education is, in fact, the foundation upon which the interest of state and local systems rests. This is reflected, to a degree, in the great mobility of our population. The percentage of persons living in a state other than that of birth has increased each decade since 1900, and there is every evidence that in future years this percentage will increase at an even greater rate, and that the responsibility for education and training for citizenship will shift, inevitably, from local to larger, and even to national, units. If the population of school age and the wealth available for the support of education were uniform thruout all the states of the nation, there would be some hope that we might, thru state and local systems of support, maintain adequate educational facilities for our people. But great inequalities exist.

In one state, the number of persons five to twenty years of age represents but 25 percent of the total population, while in another state the number of persons between those same ages represents 41 percent of the total population. If we compare the number of children of elementary and high-school age in these states with the number of persons of the ages from twenty-one to sixty-five, we find that in the first state there is only one child to 3.4 adults, while in the second state there is one child to 1.4 adults. The state with the relatively small number of children has a per capita wealth and a per capita income three times as great as the state with the large number of children. There is small wonder, then, that the first state spends for public education nearly five times as much per pupil as does the second state. In order to bring about comparative equality of position, with respect to the education of children in these two states, it would be necessary in

the first state, to double the number of children and to reduce the wealth and income by two-thirds.

In order fully to realize the wideness of the disparity in wealth, income, and spending ability among the several states, and among the several communities, it is necessary only to read figures recently released. A study by the National Tax Association reveals the fact that, under the most defensible plan of raising revenue for the support of education, the richest state in the Union would expend 16.5 percent of its tax resources for schools, while, to meet the same standards, the poorest state would have to expend 96.5 percent of its tax resources for schools, leaving practically no revenues for the support of any of its other governmental services. These disparities in wealth are reflected in the public schools of the several states, not only in the length of the school term and in the frequency with which public school systems are established and maintained thruout the area, but also in the expenditures per pupil, the salaries per teacher, the value of school property per pupil, and many other factors which indicate clearly that, under the present system of state and local support, there is the widest disparity of educational opportunity for our citizens, ranging from what is fairly adequate in the rich states, to what is indefensibly poor and inadequate, in the less favored states. Careful analyses of the factors involved in the support of public education have convinced an increasing number of investigators that the issue is not one of effort on the part of the people of the several states, but rather, in the final analysis, a question of the economic ability of a people to pay taxes. Where people can pay taxes, they will support schools; where people cannot pay taxes, they cannot support schools.

Much discussion has gone on thruout America, during the period of this emergency as to whether the federal government has, by grants and subsidies sufficiently stimulated education, or whether definite federal support on a substantial and enduring basis should be established. It is inherent in the development of the system of public education in this country that it should be subject to state and local control. Public schools should grow up as local institutions; they should be close to the people; they should be administered by local boards of education, elected by a vote of the people. This, however, should not be interpreted to mean that the federal government should not render financial assistance to the states in carrying on the services or institutions of government which are under the control and management of the states. Examples abound in the history and administration of affairs in this nation, under which the federal government has assisted the states with respect to the conduct of numerous other functions without in any way interfering in control.

Very simple principles are involved in the legislation necessary to bring about the situation to which I have referred. First of all, Congress may make its appropriations directly to the several states, to be used by them for the support of their schools in the manner in which they, thru the agency of their state legislature, may decide. Secondly, legislation should and must provide that all control, administration, and supervision of the schools are reserved strictly to determination by the several states. Thirdly, the money

allocated to the several states should be apportioned upon two bases: a flat per capita sum for each child between five and twenty years of age, and, in addition, an equalization apportionment to be allocated to the states on a mathematical basis, set up in the legislation in such a way as to provide money to the states according to their economic need. These bases are founded upon two fundamental principles, under which the government may safely participate in the support of public education in America. The first is that the federal government has an interest in the adequate education of our entire population. The second is equally simple, but equally basic, and it is that the federal government, as the coordinating agency should equalize the resources available for the support of the schools, among the several states, in accordance with their need and up to an acceptable standard.

These principles are basic and fundamental. Once they are incorporated into legislation, the federal government not only will participate actively in the support of public education thru grants of money for such purpose, but will, in so doing, act in accordance with those relations to the function of public education in the several states which are in harmony with the long-established practises and traditions of this nation.

Forum—Education and Democracy

THE WORTH OF PERSONALITY

LUCY MASON HOLT, PRINCIPAL, OCEAN VIEW SCHOOL, NORFOLK, VA.

A thousand men march down the street: blue uniforms, white caps, heads up, shoulders erect, perfect time. Each row steps as one man. You cannot tell one man from another. But, if you analyze the parade, you will know that there are no two men in it just alike. We frequently hear people say that a group of people with whom they are not familiar all look alike. But the most frequent remark of all is, "All babies look alike." They do not. A whole ward full of two-day-olds, each one very pink, very wrinkled, beating his fists and crying lustily, is different from every other one.

Men—nations—babies, no two in any group just alike and what is it that establishes our individuality and sets us each apart? It must be personality. What is personality? What is—a lot of things? How do we know when we pass in the dark that this is an orange grove, that, an apple orchard, or peach, plum, or crab apple?

What makes the rose sweet like no other sweetness? Is it the perfume that pleases? So does the color, the exquisite shading, the shape, the texture of the petal, all of these things please. When the temperature changed from warm sunshine at noon to chilly dampness at eventide and put that subtle change of texture in the petals, I wonder if the rose complained like we do when the chill winds of adversity give us a chance to grow in quality?

The quality of understanding can come only from suffering similar experiences. Imagination can take us a long way but there must be a root stock from which our imagination can spring. Thoughtfulness for others

can come from two very different experiences. The first, when you feel the thoughtfulness of another person, when a very kindly deed is done for you—appreciation wells up in your heart and you seek an opportunity to express your thoughtfulness toward some other person. On the other hand, there may have been a time when you did not receive the courtesy which thoughtfulness should prompt. Quick as a flash, the opportunity is yours to resolve: "Never will I allow another to feel like this."

Most mothers are happier than fathers. Some mothers are happier than others. There are many reasons, but one most surely is unselfishness. A mother lives not only for her children but in her children. Yes, it is a vicarious living but it is full of happiness.

School teachers have the most wonderful opportunity for this happiness, for their supply of babies never grows up, while a mother's all get grown. How many of your teachers do you remember? Why do you remember those particular ones? You do not remember her age. They were all ancient when you were little. You do not remember whether she was a blond or brunette. You did not even know those words. You only knew "red-headed" and "old lady."

You do not remember which one introduced you to "I see the cat," "8 x 9," or "Rameses, Pizarro, Marconi, or George Washington." But, you remember the one who tied up your stubbed toe or who kissed your mashed finger. That one was Kindness. You remember the one who saw something funny the same time you did and laughed at the same moment. That one was Human.

You remember the one who asked a certain question on examination because the answer was in tiny print in the crack of a folded page. Yes? Well, that was Pickayunish!

So, on down the line, as we touch the lives of friend or foe along the journey of life, we leave our stamp on each other.

The tale is told that in one section of our country a stranger is gaged by "What is he worth?" in another section "What can he do?" and in the oldest section they still say "Who is he?"

It may seem that all of these points enumerated are really points of character. Well, even so, character is what you are; reputation is what people think you are—a wide difference sometimes but in the long run they unite. So, personality must be your wave length. That is a very comfortable definition, for it places part of the responsibility on the fellow who tunes in.

So that is what did it. The one who made the deepest imprint on your life did not do it by might or by power but by a twinkle when we both tuned in on the same wave length—when we were told that Mark Hopkins on one end of a log and a boy on the other made a university, it was but another way of saying that the teacher's personality and room to grow would make a real man.

But who was the outstanding teacher of them all? Which one stands head and shoulders above the rest? No one can answer for you, but surely many of you in this section of the country remember the same one. He was so human, he was so understanding, he gave so much room to each indi-

viduality without any partiality; he found the little bit of "genuine" in each of us and helped us and helped it to grow. Each one of us who had him for our teacher must pass it on. You know that Louis Vernon Parrington, of the University of Washington, gave us of his personality!

What is personality, anyhow? It is that very real thing which you cannot touch, which you cannot see, which you know because it is the stamp of God which makes you, you, and me, me, and fits each one to do his particular part.

DR. STUDEBAKER: The first question I have here is directed to Dr. Gosling: "Why should any teacher refuse to salute the flag or take the oath of allegiance?"

DR. GOSLING: I do not know why anyone should refuse, neither why anyone should do so under compulsion.

DR. STUDEBAKER: Another one, Dr. Gosling. "What specific action do you recommend to District of Columbia teachers to get rid of the Red Rider you mention?"

DR. GOSLING: Teachers of the District of Columbia are practically helpless, like other citizens of the District. Any act brought by Congress must come thru the effort of all the people thru the whole country because the District is taxed without representation; we are helpless there.

DR. STUDEBAKER: It was decided by the Board of Education that teachers would not be required to send in those questionnaires unless they wanted to.

"Dr. Sutton, should we not first find the technic for teaching the ideal of service before we teach the superior student to lead, possibly to lead for personal gain, as industrial monopoly, racketeering, or even dictatorship?"

DR. SUTTON: I think above all things else, in the question of giving equal educational opportunity to the gifted child, we should impress upon him by our teaching that he has an extra responsibility and his attitude ought to be the very best that he can possibly give. I do think that his attitude and desire to serve ought to be stimulated as well as the extra-curriculum activities and enrichment given to him.

DR. STUDEBAKER: Here is one I will take. "Explain the term 'democracy.' Is it social or economic?"

Well, I would be inclined to discuss it in terms of the broad social indication in relation to the business in which you and I are engaged, namely, education. There are all sorts of points of view upon what democracy is, that can be applied to all of the aspects of our lives; certainly, it can be applied to our economic life.

My own general point of view is that the controversies concerning what economic democracy is will continue to be raised from now on, as they always have, but the important thing for us is to keep clearly in mind and make clear, if we can, what we believe democracy applied to education is. If we can do this, we should be able to make with each generation those democratic economic adjustments in which most of us currently believe. Then it seems to me that we shall be arriving at something that resembles

economic democracy and after all, is a really fundamental thing, much more fundamental than some quick panacea to remedy our economic arrangements, because once we apply the civil remedy we will still be on the roll for more proposals. That is why you and I work at the really fundamental job of American life.

Here is another question: "What groups oppose democracy at the present time? Where would Hearst be classified?"

"Would you advise placing books on communism and other such literature in high schools as a method of teaching fairly both sides of that question?"

Well, obviously, you would not teach both sides if you placed only communistic literature in the schools; you would want to place opposing literature in the schools. The fact of the matter is, we do have in schools literature which attempts to explain communism. I would like to see our students in all schools take a good square look at all of the propaganda for all kinds of "isms"; and I think we ought to have a curriculum on the study of propaganda.

Now, I think it would be dangerous to put propaganda in the schools and let it drift around among the youngsters, just as it is dangerous to have it in the community public library or any other place, without any guidance.

We are in an age of propaganda. These great instruments for amplifying the single expression of a voice so it may now speak not merely to hundreds but to tens of millions; the motion picture—yes, we are in the age of propaganda. Why do we not frankly face it and look at it and teach it and let our students know what it is?

Now, you have stated it differently in different departments of the educational scheme of things but we have new problems on our hands which we never had before—communism, socialism, and all the other "isms" we are trying to find out about. I teach the propagandas and I ask the youngsters to discover the propagandas and to compare propagandistic statements with real honest statements.

Now, I wonder if Dr. Threlkeld over there would like to make some comment on any part of the discussion.

DR. THRELKELD: I think it is easier to participate in a discussion of this kind, when we find something has been said on which we violently disagree, but I have not been able to do that very much.

I would like to make a comment or two, something supplementary to what has already been said. I think Dr. Studebaker, in dealing with that last question, was dealing with a very important one which we need to face in the administration of schools and in the development of a new point of view, with reference to what is the function of schools.

One reason why people are so alarmed over such a question as to whether we should allow a book on communism to be read by high-school pupils, is that schools have been used as agents for propaganda so long—they have been used that way in practically every civilization.

The general public knows that at the present time in Italy and Germany the schools are being used to effect fascism, and in Russia to put com-

munistic philosophy into the habit, custom, and ways of thinking of the boys and girls.

We used our schools in this country in the early days to create a patriot to Great Britain; as an aftermath of the Revolution, our schools were used to establish certain points of view, rather arbitrarily. People have the notion that is what schools are for and that is what we expect to do when we take anything into the schools.

If we are going to make the schools really meetings of democratic assemblies, we have to change the entire concept. We have to have it thoroly understood by the people that in a definitely controlled way we are going to see to it that every point of view that has anything back of it at all is going to be adequately presented and dealt with. If you can get that point of view established, you will find the public more tolerant of the idea of our bringing all these new things into the schools.

DR. STUDEBAKER: Mr. Parker, have you any brief comment?

MR. PARKER: I want to ask two questions, one directed to Superintendent Sutton. I should like to ask him if he would accept this proposition, equality of opportunity, for unequals as being democratic?

DR. SUTTON: Yes.

MR. PARKER: Thank you. I wondered if, from your statement, you accepted that proposition. Commissioner Studebaker very properly, I think, emphasized the new eagerness to understand the public. I should like to ask him if he thinks it is probable that if and when prosperity returns, eagerness will wane.

DR. STUDEBAKER: No, I do not think it will, very much. It seems to me that we have moved into the stage of development of American life, where what we may call prosperity will still be some distance away and will be quite unsatisfactory. In other words, the shoe is beginning to pinch. The frontier is gone. We cannot move out. We have to stay here and face our problems as a nation and, therefore, I think from now on we are going to see a heightened interest in the great problems of associated living.

I have one further question that I will state. I am sorry we cannot take all the questions but we have tried to do our bit and we have demonstrated a little, at least, of the way in which people can sit out in a big audience and talk about these problems and do a better job educating than if they lectured all the time.

Here is a perfectly fair statement: "We all agree that we should teach with freedom and resist pressure groups, but how can it be done by teachers with pressure groups in control of all government, including schoolboards?"

I imagine, myself, that we would not be discussing this question here tonight and in other places in this country if the problem we face were so simply solved as to say that we ought to do this kind of thing in education. In a general way, Mr. Threlkeld touched upon it, made the point very clear that we are following a great many traditions; we have all sorts of notions abroad in a land of 130,000,000 people, as to what ought to be done. Some of them get on the schoolboards who believe that as laymen or indi-

viduals, they ought to start out and dictate exactly what everybody in the school system ought to think.

Our job is one which goes partly to the education of children. I worked pretty hard at that job for twenty years and I finally reached the conclusion that about the quickest way to emancipate the child would be to set up a thoroughgoing system of education for the adults. Without dwelling upon an attempted answer to that question, I should say that you and I as workers in a great profession have a problem of exercising leadership in our communities with laymen, with lay groups, with all these pressure groups that operate outside, and with schoolboard members. One of your big jobs as a classroom teacher, principal, supervisor, state commissioner of education, president of a teachers college, or any other position is to get out and sell the gospel of education in a democracy—clarify your own thinking! I have been trying to clarify mine for some time; I have been trying to write a statement that would make my position clear on that question. I was dealing with some of those statements tonight and trying to draw the line between a teacher and a propagandist and I was trying to relate my thinking to the serious question as to whether or not an attempt should be made to embody a philosophy and practise of education and democracy in the states and law, and when you get down to the really fine vital points, I do not see how it can be done.

I was just going to ask this: How many of you think it would be valuable if the discussions from the platform tonight plus these questions could be put in pamphlet form by the National Education Association and made available to you to take back to your school system to be used for the basis of discussions in teachers meetings, parents groups, and otherwise? We will pass that suggestion on.

I think the time has come to close, so we will now stand adjourned.

Symposia on Building a Stronger Foundation

SECTION A—IMPLEMENTING THE CHILDREN'S CHARTER—NEXT STEPS

VIERLING KERSEY, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
SACRAMENTO, CALIF.; AND PRESIDENT, NATIONAL COUNCIL
OF STATE SUPERINTENDENTS, *Presiding*

MRS. B. F. LANGWORTHY, PRESIDENT, NATIONAL CONGRESS OF PARENTS
AND TEACHERS, CHICAGO, ILL., *Summarizing*

Participants:

Effie I. Raitt, President, American Home Economics Association, University of Washington, Seattle, Wash.

A. L. Threlkeld, Superintendent of Schools, Denver, Colo.; and President, N.E.A. Department of Superintendence

Levi T. Pennington, President, Pacific College, Newberg, Ore.

Norman F. Coleman, Professor of English, Reed College, Portland, Ore.

Miss Raitt opened the meeting with a discussion of the responsibility of the home in implementing the Children's Charter. She stated that the first and most fundamental measure of implementing the Children's Charter is to use every means to improve homes and to foster parent education. She feels that if children are to gain a sense of relationship to a higher power, the home and church must each fulfil its function, and that consideration must be given to the obligation of parents for psychological effects of the home atmosphere they provide, and to the reactions to other social groups. She emphasized the importance of childhood stories and books, guidance later in the choice of reading, music in the home, protection against mediocre and pernicious movies, and above all the plane of casual family conversation as factors in determining the level upon which habitual intellectual activity is established. Miss Raitt maintains that the Children's Charter will not be fully implemented until the problem of providing material necessities in optimum amounts for physical well-being essential for health and for social adjustment is solved.

Mr. Threlkeld is convinced that the schools cannot do the things which the Children's Charter calls for, except as the adult public believes these things should be done and is willing to support them. He stated that "it is thru adult education that we have the opportunity to develop the necessary intelligence and the necessary attitude on the part of the adult public with reference to the objectives of the Children's Charter." He discussed four objectives which he thought were definitely implied by the more specific statements of needs contained in the Charter: (1) a curriculum that meets presentday needs; (2) better home and school cooperation; (3) a continuous community program for childhood and youth; and (4) better integration of school life and life outside the school. In conclusion, Mr. Threlkeld said that by adult education he did not mean necessarily a program of classroom instruction of adults but that in essence it would be a program in which people get together to study their common problems. "It would be a process by which such intelligence as we have developed concerning our common problems would be made available to all concerned and a process in which each one concerned would gladly use this intelligence in his own living."

Mr. Pennington first discussed the aims of the church as it faces the problems of the childhood and youth of America. Then as "next steps" he offered several suggestions: "First, let the church genuinely recognize its task—the moral and spiritual ministration to the childhood and youth of the country." He believes that this task of ministering to childhood and youth should be recognized as the task of the whole church, calling for a measure of cooperation far beyond anything thus far realized among various divisions of the church. Additional "next steps" were the daily vacation Bible school; the week-day school of religious education; the children's service in connection with and in addition to the regular church service; and "the good old Sunday school." He concluded with "And let the very best of us accept our responsibility in the church, and with convincing earnestness lay the responsibility on the best and strongest and ablest men and

women in the church, that the church may not fail in its share of the task of implementing the Children's Charter."

Mr. Coleman discussed implementing the Children's Charter from the viewpoint of the community's responsibility. He summarized his discussion as follows: "The Children's Charter cannot be implemented in a day or a generation. Calling as it does for a home of *love* and *security* for every child, it proposes nothing less than large-scale social and economic reconstruction so that such a home may be possible for every child. In making such a claim for every child it calls for the individual study and special treatment of children, especially of those who are handicapped thru domestic or physical or mental misfortune. The schools with their concentration of community intelligence upon the problems of children are natural centers of leadership in demanding and preparing for the expert service that the special needs of children call for."

Symposia on Building a Stronger Foundation

SECTION B—SPEEDING EDUCATIONAL EQUALITY

CHARLES H. SKIDMORE, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
SALT LAKE CITY, UTAH, *Presiding*

FRANCIS L. BAILEY, STATE COMMISSIONER OF EDUCATION, MONTPELIER, VT.;
AND PRESIDENT, N.E.A. DEPARTMENT OF RURAL EDUCATION, *Summarizing*

Participants:

Anna Swenson, Director of High School Teacher Training Departments, State Department of Education, St. Paul, Minn.

Elise H. Martens, Senior Specialist in Education of Exceptional Children, U. S. Office of Education, Washington, D. C.

James H. Hope, State Superintendent of Education, Columbia, S. C.

Howard A. Dawson, Director of Rural Service, National Education Association, Washington, D. C.

Miss Swenson discussed the topic "Speeding Educational Equality" for children in the rural areas. "It is a challenge to America that there shall be no part of this great country (1) where the children do not come under the influence of some great teacher, directly or remotely, because it is physically impossible for them to reach any school; (2) where districts maintain school only six or seven months a year; (3) where teachers are scarcely beyond eighth-grade level; and (4) where schools are without libraries and the textbooks are hardly worthy of the name. So long as these conditions exist anywhere, we have not met the challenge." Miss Swenson described a number of schools thruout Minnesota where certain experiments had bettered the conditions. "This progress has come about and will continue only as communities see the results and experience the value of good schools. It is a matter of the education of parents, school officers, taxpayers, and patrons. Only by making the schools as they are now organized really good

schools, can we hope to make progress in larger administrative units; better distribution of school funds; high-school opportunity, with courses suited to varying tastes and abilities for all children." In Miss Swenson's closing remarks she urged that "we work steadily and with integrity of purpose, thru education, demonstration, and a wholehearted interest in the youth of our rural communities, to remove the obstacles that hinder progress toward equality of educational opportunity."

Miss Martens discussed the topic in relation to children with special needs. She believes that special provisions in both content and method of instruction, as well as in equipment, are needed to bring to these children the opportunity to learn to live happily and efficiently. She discussed several avenues of approach, in speeding educational equality for children with special needs: the individual educator in the school, the local school authorities, the state authorities, and national and federal agencies. Miss Martens feels that the program developed for children with special needs should include: (1) special classes or other special instructional provisions, with all the equipment involved, in keeping with the needs of each group; (2) transportation to school for those physically unable to attend otherwise, and instruction at home for those physically unable to attend at all; (3) local clinical service for the physical and mental health of children whose bodily or emotional needs demand it; (4) well-regulated state educational institutions of a residential type for boys and girls who are totally blind or deaf, who are delinquent, or who are mentally deficient, and for whom no community facilities are available.

In discussing the subject of federal aid to education as the next step in speeding equality of opportunity, Mr. Dawson vividly pictured the inequalities of educational opportunities by citing a series of contrasts between opportunities in city schools and those in rural schools. He stated that inequalities are increasing; rich states tend to have fewer children and larger expenditures for schools, states have unequal spending power, some states will levy high taxes and get little revenue, and poor states make greater effort to support schools than rich states. Mr. Dawson believes that without federal aid educational inequalities are permanent. "It is apparent that the only feasible method of obtaining a fair degree of educational opportunity, to say nothing of speeding equality of opportunity, is for the federal government to make substantial contributions to the states to be used by them in the support of public schools." Mr. Dawson discussed the provisions of the bill introduced in the last session of Congress, providing for federal assistance to the states in the support of public schools.

Symposia on Building a Stronger Foundation

SECTION C—ADVANCING TEACHER WELFARE

ELPHE K. SMITH, PRESIDENT, PORTLAND GRADE TEACHERS ASSOCIATION,
PORTLAND, ORE., *Presiding*

MRS. INEZ JOHNSON LEWIS, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
DENVER, COLO., *Summarizing*

Participants:

Donald DuShane, Superintendent of Schools, Columbus, Ind.; and
Chairman, N.E.A. Committee on Tenure

M. Emma Brookes, Principal, Miles-Cranwood Schools, Cleveland,
Ohio; and Chairman, N.E.A. Committee on Retirement

Emily A. Tarbell, Vocational High School, Syracuse, N. Y.; and
Chairman, Committee on Academic Freedom of the N.E.A. Department of Classroom Teachers

Gertrude Mallory, Franklin High School, Los Angeles, Calif.; and
Chairman, N.E.A. Committee on Equal Opportunity

William G. Carr, Director, Division of Research, National Education
Association, Washington, D. C.

The meeting was opened with a discussion by Mr. DuShane on "Tenure and a Teaching Profession." Mr. DuShane stated that teachers are threatened in many ways of which the public is not fully aware; there are in every community those who seek to dominate the schools politically for the sake of jobs, school contracts, and political influence; there are job-seekers who are eager to drive out experienced teachers in order to gain positions on the public payroll; and short-sighted taxpayers who are willing to destroy the efficiency and morale of our schools for the sake of their pocketbooks. Not only have tens of thousands of excellent teachers been dismissed in thousands of school corporations, but the efficiency and morale of the teachers remaining in service in such school systems, have been lowered or destroyed because of fear, intimidation, drastic salary reductions, or worry over future uncertainties. "Out of such abuses of the public service, such injuries to the schools, has grown an increasing demand for tenure legislation." Mr. DuShane feels that much of the value of tenure to schools is due to its improvement of teacher morale and self-respect, the betterment in the professional attitude and spirit of teachers, and to a determination on the part of tenure teachers better to fit themselves for their work. He hopes that teaching will develop into a learned and respected profession, somewhat more self-governing than at present, and much better paid. "If such a profession is to develop in America, tenure will of necessity be the foundation upon which it will be built."

Miss Brookes discussed the improvement of the schools thru the establishment of a retirement system for teachers. She feels that such a system tends to attract a more virile set of people to the business, keeps such people

in the profession, and when age and affliction dull the edge of their ability, helps to have them give way gracefully to a new generation of teachers. According to Miss Brookes, a retirement system which will be effective must have two distinctive qualities: (1) it must be financially sound and actuarially stable; and (2) it must be sufficiently generous to encourage the teacher voluntarily to retire. She discussed the interest of the N.E.A. in teachers' retirement systems as shown in its committee which has existed for a number of years, and told of some of the work the committee has done. She also discussed the work of the National Council of Teachers' Retirement Systems and stated that it is the opinion of this group that it should become a department of the N.E.A., the principal object being to unify the efforts of those interested in teacher retirement.

In her discussion on "Freedom in Teaching" Miss Tarbell emphasized the importance of training the student of today to think for himself, to look at all sides of questions, and to secure all the facts possible before he forms his judgment on controversial subjects. "We advocate the right to delve into living issues of the day, the right to search for the truth, particularly in the physical and in the social sciences." Miss Tarbell feels that a healthful sign of the time has been the increasing interest in academic freedom as denoted by the many editorials and articles, commencement addresses, radio dramatizations, and material prepared by the committees on academic freedom. She discussed some of the specific cases regarding alleged violations which had come to the attention of the Committee on Academic Freedom of the Department of Classroom Teachers. She concluded with the statement that "with clear-visioned, straight-thinking teacher leaders in every community, we will have academic freedom."

In discussing the work of the Equal Opportunity Committee, Miss Mallory cited a number of instances where there had been sex differentials in salary and where court decisions had discriminated against women. She also quoted from a number of reports sent out by the N.E.A. pertaining to the subject of salaries, showing the differences in salaries for men and women teachers thruout the country. She feels that there is great need for such a committee, and concluded with the statement that "the educators, men and women, of this nation are rightfully looking to us for leadership in the solution of such vital questions as concern equality."

In dealing with the topic, "Adequate Compensation," Mr. Carr pointed out that education, when practised as a profession, has important compensations in addition to those found in the pay envelope. He stated that reduced to their simplest terms, the problems of adequate compensation at the moment may be stated in three words—restoration, reconsideration, and revision. He feels that we should insist that the restoration of teachers' salaries to the pre-depression levels is not a favor extended to the teachers, but rather is a normal, just, and businesslike procedure. "Recent studies give encouraging signs of general restoration of teachers' salaries." Mr. Carr stated that the teaching profession needs to do some careful and serious thinking on the salary question and to encourage the lay public to do likewise. He believes that the public can be interested in adequate financial compensation for

teachers working under a well-designed salary schedule, only when the profession itself thinks and talks of salaries, first of all as matters of public policy rather than of private advantage. In the matter of revision of teachers' salaries, Mr. Carr presented two general considerations: (1) the importance of teacher participation in thinking thru the problems, in conducting investigations, in reaching wise decisions, in drafting the schedule, and in explaining it to the public before its adoption; (2) the necessity for building the schedule in the light of all the pertinent facts.

YOUTH'S APPEAL

MISS WILLIE A. LAWSON, SECRETARY, ARKANSAS EDUCATION ASSOCIATION,
LITTLE ROCK, ARK.

In every country of the world, on every inhabited isle, in the interior of darkest Africa, and along the seacoast of the Malay Peninsula intermingled with the peoples of all lands, there dwell certain tribes of human beings whom we are pleased to call "youth." Their tribal traits are the heritage of the ages.

Some of them may have light complexions and some dark, some may have thick lips and others thin, their hair may be curly or straight. They may be tall, slender, and graceful, or short, chubby, and awkward. They may plow behind an arched piece of wood drawn by a brother or from the more or less comfortable seat of a farm tractor. They may wear short loose breeches or the latest American-cut model. They may woo their mates to the tune of a mandolin under a Venetian moon or at the twist of the dial on the dashboard of a V-8 on a Kansas prairie. But still their tribal characteristics are fundamentally the same—courage and daring, honesty, eagerness and enthusiasm, active devotion to a cause. And there are others of no less importance—gallant sportsmanship, everlasting idealism, and inherent romance.

History indicates that this is no new tribe and these are no newly acquired tribal traits. And yet only recently has the world in general and the United States of America in particular recognized the existence of this group, as such. Quite characteristically now that a weak place in the levee of democratic society is supposed to have been discovered, the floodlights have been turned on and the entire population above the youth deadline (twenty-five or thirty, according to who is speaking) has rushed to throw in the sandbags. Hundreds of books have been published recently on the subject of youth; it is a rare thing to pick up a current magazine of any description and not find one or more articles devoted to the "problem." Daily newspapers feel that it is sheer neglect to allow a week to pass without an editorial on youth, and public speakers, to assure themselves of listeners, choose as their topics something about the "Youth of This Great Country."

And where is youth itself in all of this? If I were allowed only one sentence in answer to this it would be, "Standing by waiting for us to quit talking about them and begin to talk to them and with them." And we might also quite profitably listen to them once in a while too! But the story is longer

than that. Youth scattered abroad in this land has sent you (at our president's request) a message by me, and I am flattered to be the voice for 22½ million American boys and girls between the ages of fifteen and twenty-five. It was my privilege to have this assignment long enough in advance to make personal contacts with many groups and individuals as well as to secure reports from others who have touched the lives of American youngsters within the last two to five years.

The three youth-adult conferences on which I report brought some revelation but as was to be expected, a majority of the young men and women shaped their discussions according to what they thought the adult questioner and the audience anticipated.

The casual conversation with the high-school senior, the young insurance man, the too-young social case worker, the newly elected school superintendent, the first-year elementary teacher, the Marquette University freshman, the approaching-maturity newspaper reporter, the young publicity director of a state centennial celebration, the hotel chambermaid, the filling station operator, etc., gave me vast stores of information.

A thing which will have a great influence on my future thinking toward youth and what I do about it as well was my visit to Hull House six weeks ago. It was there that I felt the spirit of the great Jane Addams who will long breathe her blessing on the six to eight thousand young people and adults who every week step upon that limestone entrance thru the doors to the greatest and sometimes only security their lives have ever known. It was there that the young staff member permitted us to know the various angles to the lives of the youth of dozens of nationalities which find in Hull House some refuge. "Here is a group," he said, "not one of whom has ever had a job in his life and they are all more than twenty-six years old."

"Here is a young fellow who belongs to a gang of fourteen and he is the only one not in jail at this time. He has never been. He came here to get help in finding something for them to do when they are released."

"Here is a poetry and literary group. Two books published already."

"See that young fellow? Thru some technicality, his father was sent back to Europe, he is being deported to Canada, and his mother is retained in the hospital here."

"This bit of grass in this courtyard is the drawing card for many visitors. It is the only grass in this part of the Chicago world."

Hull House's answer might be America's, but it is not mine to answer! Suffice it to say, there might be a Hull House in every community in the land were there a Jane Addams to provide the vision and the leadership.

The high-school senior to whom I talked insisted that what is most needed is a program to give youth guidance, training, and the opportunity to work. "Altho there has been much discussion," he added, "on the desire of youth for responsibility, youth does not crave responsibility. . . . Responsibility will naturally follow after youth is given a chance to gain a foothold."

Hirst in the Milwaukee Youth Conference said that there are other kinds of guidance needed besides vocational—emotional, for instance. "We

should be concerned with the reasons why people are not happy in certain jobs." And Schultz, a young high-school boy in this same group said, "We think of adults in another world. We must get together or we will skip a generation in development." And when the members of this group were asked as to their contribution to society, this one reply stated the general thought of the group, "My contribution has been so far to refuse to be discouraged and disillusioned by the past few years."

The young president of the National Student Federation of America states this challenge: "I am a bit puzzled by the current usage of the term 'youth problem.' There is no one problem which can be shifted upon a certain age group and labeled 'youth problem' without taking into consideration the problem of all age groups. The problem of youth is the problem of democracy." He too suggested relief from responsibility and a guarantee of an opportunity to all.

Out of the Michigan Youth-Adult Conference came two definite recommendations: (1) That youth should be represented on all boards of agencies and organizations that regulate the world in which youth lives. (2) That in case of threatened war a referendum of those who must fight should be called before war is declared.

And from the "Youth Today" hearing in 1934 among other pertinent suggestions were these: From John, "You cannot have schools with a service motive dominant in a social order where the profit motive rules," and from Fred, "The next step is trying to build the service motive into our civilization. You adults are supposed to be our guides but we do not know how far we can trust you in this."

And this more or less plaintive cry, "Among you where are those that can help us most? Will you sit down and talk to us? We are perplexed or we would not ask it." If I had had a chance to reply I would have said, "So are we, or we would not wait for you to ask it!"

From Cambridge, Massachusetts, came a letter in April 1936 published on the editorial page of the *New York Times*. The writer, H. R. Byers, recounts rather accurately some of the activities of this generation, accusing us of permitting a dictatorial rule in one state by a boorish clown, of allowing a militant minority to filch for its group a billion or so dollars from the citizens, of permitting state legislatures to pass laws compelling students and teachers to a superficial patriotism . . . and he closes with this, "I think I speak for my generation when I say that we are sick to death of platitudes and clichés, of flag waving and heroic attitudes, of patriotism that is talked rather than felt, of Father Coughlins and William Randolph Hearsts, of Huey Longs and Dr. Townsends, of soothing talks and accusations, of political parties and political corruption, and all the other paraphernalia which are our unsavory heritage."

The question of the place of youth in a democracy is no new one. The innate characteristics of young men and women are practically the same thru the centuries according to older psychologists and historical records. But the world into which they pass from childhood to youth is vastly different

with each generation and because of science even more different in 1936 from what it was twenty, thirty, or forty years ago. For example, there are more youths. Because of immigration, sanitation, medical inspections, etc., the death-rate among the nation's children between five and fourteen has diminished approximately 25 percent in ten years.

Too, in the homes which used to require the full-time services of one lad to keep the wood box filled, the ashes emptied, and the fires burning, the thermostat is now set and all that is necessary is brains enough to see that the oil tank is kept filled. When light is desired someone presses a button. When sweeping must be done a vacuum cleaner is attached, and when food would be chilled, the electric refrigerator does the work. Without a doubt few of the next generation will have heard the story of the ice man!

In the past the scheme for women was home from birth to six, public school and possibly college from six to twenty-two, motherhood or spinsterhood from twenty-two to death, with retirement at forty or thereabouts. Today the nursery school and kindergarten supplement the work of the public school before six; after college from twenty-two to twenty-six or thirty there is a job or profession; then motherhood from twenty-six to forty-five or fifty; and again a profession or civic work from fifty to seventy. The question of retirement is entirely out of the picture.

Today's world provides a place for initiative and ingenuity of young business women never known before. You have read the story of Lydia O'Leary who fought her way thru college in spite of the physical handicap of a port wine birthmark but who, unable to find relief thru medical science, failed each time she applied for a job. Her ability and initiative put her to work painting tally cards. In some fortunate way she accidentally found a color combination which would blot the purple. Her knowledge of chemistry helped her to work out a formula on which she was granted a patent by the Court of Appeals. She put her product on the market and today she not only restores the physical appearance of human beings but from her office, 551 Fifth Avenue, New York City, she sends them out with renewed confidence and faith in life itself.

Recently a formula was discovered for making wool from milk (which makes the cows feel a bit sheepish, so the article said) and already it is being commercialized in Italy, cutting off a 40 million dollar annual importation bill for wool.

It is a changed world, truly, but a growing one. The confusion, rebellion, and disorder which seem to have been accumulating thru the decades and to have culminated between 1929 and 1933 are but growing pains. The entire nation has been affected and each group will have to bear its proportionate share of the responsibility of readjustment to change with an interdependence evident thruout the whole population. Youth, however, points out some few problems which seem to be giving the greatest difficulty in a readjustment scheme and sends individual representatives to you to ask for aid.

What about religion?—I am Theodore Rowell—twenty-six years old. I have a wife and a son aged two and a half. I have a steady income, a happy home, plenty of congenial associates. My family is reputed to have been one

of the "first families of Virginia" (probably because they could not get any further West at that time—lacked the pioneering spirit to blaze new trails—but we will not go into that). To all outside appearances ours is the perfect situation but within our home there is an indefinable something lacking.

On June 5 I read with something akin to awe that Mrs. Byrns said that she could not remember a night in her married life when Speaker Byrns had not knelt at his bedside to reaffirm his faith and consign himself and his country once again into the keeping of a great Spiritual Being. Why was that something for her to hold to so tenaciously in her hour of tragedy?

And then I read at the suggestion of a friend, Henry C. Link's "Return to Religion" condensed in June 1936 *Reader's Digest*. I quote: "For the Adjustment Service of New York City during 1933-34, I supervised a psychological study of 10,000 unemployed men and women. One of the findings in this project was that the individuals who believed in religion or attended a church had significantly better personalities than those who did not." And now I want to know *why*? What did they have that the others did not possess?

Solomon has the reputation for having been the wisest man in the history of mankind. We read from his lips that "a virtuous woman considereth a field and buyeth it; with the fruit of her hands she planteth a vineyard; she stretched out her hand to the poor; she openeth her mouth with wisdom; and in her tongue is the law of kindness; her children arise and call her blessed; her husband also and he praiseth her." But we have been taught that virtue is measured by morals, by abstinence, by prohibitions. Was Solomon sound in attaching activity, labor, kindness, wisdom, parenthood, and respect of husband, etc., to virtue? Is this religion or an attribute of it?

Our generation has seen a nation which spends thousands of dollars to send missionaries to foreign countries increase its expenditures for war materials 197 percent in seventeen years (Foreign Policy Association, New York City) and this same nation supports a crime cost of between 11 and 18 billion dollars a year—\$300 and \$400 a year per person for keeping criminals in prison. We see in the papers that church and social organizations pass resolutions against lynchings, white slavery, child labor, etc., and later we stand near the polls to see these churchmen and social leaders vote to send men and women to national and state legislatures who have been chosen because they will keep alive an economic order which is built around profit and selfishness. An impenetrable wall appears to arise between Sunday and Monday making it impossible for man to carry over any of his Sunday principles and philosophy much less his Sunday deeds and activities.

We as youths are instinctively religious but in this day and age which is built on the foundation of scientific interpretation we are searching for a religion founded on truth and accuracy, for faith plus intelligence and judgment, for a God who can accompany us to the picture show instead of being confined to the four walls of a church where we are to be enticed by the adults' idea of having a picture show there, for a God we can accept and talk about, for a living breathing functioning religion and we do not want it "jazzed." Francis B. Sayre, Assistant Secretary of State, says, "We must

go back to the living Christ—to the audacious, thrilling, winsome figure that actually lived.” Is this true? Show us how to find Him so.

We will go a long way with Roger Babson in his theory that the law of love is the greatest force influencing mankind, that as a power for progress it is in a class with gravitation and electricity and that it too will become an eternal reality thru laboratory tests and experiments and we will agree with Steinmetz that the greatest discoveries yet to come will be made along spiritual lines, for “some day people will know that material things do not make men and women creative and powerful.” We think that the laboratory variety of love requires judgment, courage, and industry as well as kindness, patience, and self-control.

The time comes with every one of us, especially when we become parents, when we turn to some great power for guidance or protection or worship. Unless there has been a rationalization of the God theory so that it has become humanized as a part of our philosophy of life we reach out into a great emptiness and withdraw defeated.

We will agree that “if human life is to achieve its noblest possibilities a greater and greater degree of contentment and savor of living should come to a greater and greater number of people.” Can religion help us reach this point in human progress? If so, how?

What about marriage and homemaking today?—My name makes no particular difference to you. I might be Sun Sen from Chinatown or Jennie Levine from the Ghetto or plain Sallie Brown from Ohio. The questions, the needs, the demands will be the same.

I am biologically ready for participation in adult life; nature saw to that centuries ago. But society makes it impossible to participate biologically without assuming social and economic responsibility for which there is no place in today's world. A basic need in every human life is companionship. The most perfect type of companionship, that is, the type which has the greatest possibilities of perfection, is traditionally known as marriage. This, we are led to believe, is founded on the science of love between two people of opposite sex. They see each other, are attracted the one to the other, drive together, see a few shows together, save up a few dollars for a civil permit to unite in holy matrimony at the hands of a judge or clerk, and thus is launched another family. Simple, isn't it?

But there are barriers—family attitudes, social conventions, economic restrictions, sex questions, parenthood problems—and there is no education, no training, no guidance to help us past these. To illustrate, if possible.

Thousands of years ago among our savage ancestors, falling in love at adolescence was regarded as a proper and dignified proceeding, one of the good and natural phases of life. It was not a matter to be jeered at or discouraged by shame. It was never referred to as “puppy love” and regarded as an outcast among human impulses. Parents might create an environmental condition whereby sons or daughters might meet the types of girls or boys in whom they would become interested from the standpoint of building a family and this was not referred to as trying to get the daughter married off or casting a net for the best catch for the sons.

For a normal, uncrippled, natural development of youthful interest in the opposite sex we, youth, must see each other in sufficient numbers, of appropriate age, and with attractive personal qualities and there must be a "fostering" attitude on the part of adults.

I am one of the thousands of girls working in Chicago, Denver, Dallas, or Atlanta. I live with my sister who has no idea of a fostering attitude now that she is basking in the security of a marriage to the boyhood sweetheart from the old home town. One of the girls in our office lives in a girls' boarding home, another has an apartment with two other girls, still another boards with an old lady who needed a companion. How are we to conform to social conventions and meet desirable companions? Or how are we to meet companions who interest us regardless of all conventions? Would it be asking too much of these adult groups who have organized themselves into save-the-youth clubs to carry on a sort of registration center for eligibles to be investigated and recommended to each other for social engagements?

Courtship or just dating is an expensive pastime. The boys complain of the gold diggers and the girls who have apartments declare that they do not dare keep groceries in the pantry or they would never get a dinner out! And those of both sexes who make no complaints and who strive to bring pleasure to each other, find it discouraging to meet the necessary costs of cars and shows and dinners—necessary because young people from thousands of homes in America have no place to entertain at home and no family co-operative program of entertainment where there is room space. And this is quite as true in the homes of the wealthy as in the homes along the river front or the railroad track. The cost of entertaining two frightens us away from the thought of providing for two permanently, of the cost of family upkeep. Shall we both work? If so, we can manage. But what about babies? We have planned to have three and we do not want to wait until we are so old. Shall we give them youthful, enthusiastic, loving, and ambitious parents and a rented crowded apartment in which to grow up with us, or wait and provide for them the security of a home with mature and settled and all-too-wise parents? Answer us that one, please.

But Bill has the worst situation. He has a mother and seven brothers and sisters to support. His father, who could not "carry on any longer," took an overdose of bichloride of mercury, but Bill who had nothing to do with the size or condition of the family belongs to the courageous tribe of the world known as youth, so he gives up the girl next door and supports "mom and the kids." Noble sacrifice, but what of Bill's attitude toward life and his contribution toward the citizenship of a great nation?

Sex does not concern us as much as it does your generation, I believe. Frankly, we think that many less private forms of behavior make or break a marriage much more quickly and definitely than adjustment of sexual relationships. We admit here that experience *may* change the opinion which observation in our own and other homes has given us. Our theories as to the lesser importance comparatively of sex adjustment lead us to believe that we can handle this after marriage, as our traditions dictate, just a little bit better even than we can the personality and economic problems. We are

aware of the fact that each human being is born without knowledge of the casual connection between sex and reproduction of the human race and that this must be learned in some way. We prefer home, parent, or school information to the method of being "alley trained" which has predominated for several generations, but home conditions where life itself is rather strenuous are not conducive to such teaching, parents are afraid because they themselves do not know the scientific approach and we are not interested in any sentimental and superficial make-believe explanation—truth and accuracy or nothing, thank you! What we really are pleading for is instruction along all lines which insure happiness in marriage. Schools are still dodging the real issue, "We need to know about budget making," "We have to be well-informed on the care and guidance of children," "We want to know how to cultivate common interests," "What should marriage really mean?" "Is marriage a terrible ordeal of discipline and adjustment or a fine and joyous companionship which promotes mental and spiritual growth?" are a few of the problems brought to Arthur J. Todd, professor of sociology and anthropology, Northwestern University.

Judge George A. Bartlett, former judge of the Reno Court, in *Men, Women and Conflict* says, "I am convinced that it is possible to increase our number of happy marriages by leaps and bounds by a well-organized system of 'marriage education' that will compare favorably with engineering or medical or legal or any other form of education. . . . In a recent survey of eighty-four well-known universities, only forty-one admitted that their curriculum provided in any way for fitting the individual student for marriage, parenthood, and the family life" as a job, a profession, a career! Will the youth savers do something about this and help us to quit floundering?

Education—And someone says "What of education?" Aye, that is where we come questioningly forward not in single file but in battalions—Mary, Bill, Sara, Tom, and all the rest of us from the forty-eight states in the United States of America. We do not understand the 1936 educational theories as compared to what actually is taking place in our public school systems. For instance we hear the President of the United States say: "We dare not close our eyes to the fact that the only way a representative form of government can persist is thru an educated electorate. This electorate must be thoroly conscious of the issues which its representatives confront. It must be trained to assume its full responsibility. . . ." and we see the federal government rushing forward with a temporary program to keep the schools open which program is openly called a relief project to keep teachers from continuing in or joining the ranks of the unemployed and which program, it is reiterated again and again, is not based on consideration for the youth who are being deprived of so-called educational opportunities. To clinch this policy the funds for this enterprise are in the hands of the relief organization. The state superintendent in a state which received approximately two and one-half million dollars from these relief funds and more than the ordinary amount of consideration in disbursing them suggests that we soft-pedal any criticism of the temporary relief program since five hundred

schools in this state would have closed had it not been for the allotment. We young people are not convinced that an open school with a \$35 a month teacher, no books, no supplies, poor equipment, no instructional supervision, in an excuse for a school building is making any contribution whatsoever to the happiness and progress of the youth incarcerated therein. We think that a government which offers this as a palliative and refuses to consider permanent federal aid is using us as a cat's paw to scorch our fingers with the burning chestnuts of political favoritism. We can accept this temporary aid in full faith only when sincere consideration is given to the question of equalization of educational opportunities thru permanent federal aid to all forms of education as it is to vocational education and when the 50 percent of the youth on the border line who will engage in just jobs are shown the same consideration by the federal government which is today shown the 25 percent academic group thru training for professions in land-grant colleges and the 25 percent who will be prepared for trades thru the vocational appropriations, recently increased thru the George-Deen Act, I believe. We *hear* a governor say that "protection of wild life is a part of the school program and can only be successfully carried out if taught there" and then we *read* his statement that the curriculum should consist of reading, mental arithmetic, spelling, and the other academic subjects. We *hear* a judge state that the safety program can succeed only as it is accepted as an obligation of the schools and we *see* him allow without dissent the state supervision program to be discontinued and the standards for teachers lowered and it seems to our inexperienced and immature minds that there is a long, long way between theory and practise in the world of education.

Second on our list of questions is an explanation of the wide divergence between the salaries of the administrator and the classroom teacher; we learn in our simple academic way that Jefferson's sum of good government as stated in his inaugural address was "a wise and frugal government which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvements, and shall not take from labor the bread it has earned," but we must believe that this interpretation evidently cannot apply to good government in a small school system because: (a) When a teacher gets a check for \$60 in the same system where the executive gets \$250 and in a public government launched forum where the directors receive \$400 each while the overworked little stenographer receives \$62.50, men most certainly are injuring one another. (b) When the red tape of rules and standards and orders from the "chief" sap all of the initiative and enthusiasm from the individual teachers, they cannot be free to regulate their own pursuits of improvement and industry. (c) When salaries of classroom teachers are cut or left at a minimum schedule in order to build ostentatious buildings or launch athletic programs for the few to participate in and the many to applaud from the bleachers or to experiment with a new waxing chemical while bookshelves remain meagerly filled, it is most assuredly taking from labor the bread it has earned. Shall we select teaching as a profession and strive to be A'd and B'd and finally

degreed, when we have intelligence enough to see the futility of present existing conditions of the profession?

A third thing which concerns us with regard to the question of schooling: Within the last five years we have heard a thousand times the wail of a parent or the sarcasm of a non-college trained business man, "A college graduate, yes, but at work in a filling station." Why should a college graduate not work in a filling station? Effective college preparation gives background for efficient effort wherever that effort may be spent. No college that I know of offers an oil magnate's course but with the general training offered thru classroom study and campus association, the young filling station attendant may go farther and faster than one who lacks this. A high-school senior said to a commencement speaker in May 1934, "Can't you get over to our parents in some way the idea that my years in high school have not been a loss just because I am a chambermaid in a hotel? Tell them I am happier than the others, that I see more beauty, that I discover more of interest in our patrons, that I do the same things, probably, but I do them differently, and that I do not *think* like the rest of them do."

It is easy for a lawyer to come out of an auto mechanic's family and the world stands by and acclaims, "Smart boy! What ambition!" but just let a lawyer's son try to be an auto mechanic and the family pride is on the rocks while the sympathizing friends stand around in silent disapproval—so strong has been the traditional worship at the professional shrine, so habituated are we to put the price on the job rather than on the way the job is done.

It is hard to understand why one section of a state can have so much greater opportunities than another section, why towns and cities may give their boys and girls opportunities which rural communities may not. According to a recent educational investigation by the state planning board in Iowa, a large majority of rural youth quit school at sixteen or younger, more than half having graduated from high school; 11 percent of them lost interest; 12.5 percent lacked money or were needed at home; 5 percent went to work; 3.5 percent just disliked school; $3\frac{1}{3}$ percent had parents who objected to more schooling; the remaining 7 percent gave various reasons. These children assert that they love farm life but they do not want to be stifled because of it. They say that they are not going to school so long as it has nothing more to offer than the one-teacher school, or that school of the narrow restricted purely academic curriculum. They feel the need of social and emotional guidance as well as occupational. At present they declare that they seem to be just a part of the landscape to some school administrators, board members, and other adults and are never called on to contribute ideas in making plans. Of course, Iowa is only one of the forty-eight states but she is above the average in educational and economic advantages.

According to Agnes Samuelson, president of the National Education Association:

1925-29 farm population received about $\frac{1}{10}$ of the nation's income, comprised $\frac{2}{10}$ of the nation's women, and nurtured $\frac{3}{10}$ of the nation's children.

In 1930 about 21 percent of all women of child-bearing age were living on farms but this 21 percent was producing 29 percent of the nation's children.

Farm people make a contribution without which the world outside of the farms would soon collapse. What guarantee do they have of educational parity and social opportunity?

But even more puzzling to us of the youth tribe is the thinking underlying the attitude of adult groups, teachers and laymen, regarding the place of youth in a system which is *of* youth and *for* youth. It seems queer and out of reason to us that educators are participating enthusiastically in a plan which sets up an environment called nursery school, wherein a three-year-old child may grow and develop normally amid natural surroundings, where he may help direct the work of the group as a part of it, where indoctrination is a crime subject to immediate dismissal, and dictation is tabooed and yet the same leaders who urge this program debate for hours over the question of "allowing" partial student government in a high school and if at all, under the eagle eye and firm hand of the principal. If a move is made on the part of any one of us youngsters or an organized group of us to secure recognition we meet responses varying from a stern, "When we need your assistance we will call for it," to a patronizing, "Nice of you to think about taking this responsibility. We will give it due consideration at the next board meeting"—or the next session of the principal's round table or what-not. Recently a noted woman lecturer told a group of learned schoolmen how the representatives of the World Court sat around a table at Geneva and discussed together the affairs pertaining to the various nations. She was offering this as a substitute for imposition by strong nations and war between those of more or less equal strength. The listeners were enrapt at the glory of such a culmination of the preaching and teaching of principles of arbitration and ideals of peace and the next week when the question of elimination of high-school fraternities came up, the big nations (schoolboard, Ministerial Alliance, P. T. A.) offered no seat around the table to the little nations (student groups), not even for a hearing or a participation in the discussion!

Quite frankly we are a bit tired of being used as victims for laboratory experiments. Instead of living to learn or even learning to live, we want to *live* now as completely and happily the first twenty-five years of our lives as we will the second and third twenty-five. We do not crave the responsibility of running the municipal government, but we do believe that participation in establishing policies and carrying out activities in schools and other groups of our own age levels will better enable us to assume this responsibility when it is thrust upon us.

We do not plead for a curriculum which allows us to build cities on sand tables, and call it a unit. Our school is our unit and we cry out to participate in its multifarious interests—finance, building arrangements, teacher selection, pupil direction, social events for pupils, and all else which forms the basis of a school system.

In our neighbor's yard we see a game going on which they call democracy. All of the old folks are playing and the youth are sitting on the bleachers watching or lolling in the grass nearby waiting to run for a stray ball. Occasionally one of the players shouts, "'Tis great fun, youngsters. When you get old enough you may play too." Across the street another game is

going on. They call it "communism." There is much activity there and all of the young people are taking part with the players. Everyone seems to be doing something. We look longingly toward one and then the other. From across the street comes the invitation to "come on over," not to be an on-looker but to take part. The temptation is too great. We do not want to wait until we are old and have exchanged our loyalty and enthusiasm for reasoning and logic. We go because there is action and participation and not because we are desirous of becoming communists, whatever that is. As we join the new game the adult players in the neighbor's yard stop their game and shout, "Radicals! Communists!" etc., but they have not sent a cry yet of "Come on over, we will make room for you on our squad"—and when the present Administration called in youth participants they went into a huddle and shook their heads over the irregularity and possible disastrous results.

"The best possible preparation for parenthood is to live successfully in one's own generation" says Muriel W. Brown, parent education authority. And is not this true of all other professions, trades, and jobs as well as that of parenthood?

It is the thinking, we say, among adults which is destroying the morale of youth even more than what they are doing. For instance in a June 8 release from the United States Office of Education there was this statement with regard to a student panel discussion as a commencement program at the University of North Carolina, "All points of view are represented on the panel which was selected by the faculty in consultation with student groups." If schools are of and for students, unquestionably the panel should have been selected by student groups in consultation with the faculty. As to results—probably of minor importance, but quite significant of the adult's fear of putting the leadership in the hands of students even in affairs which are confined to student activities.

And finally our attention is directed to the eighth statement in the report of the N. E. A. Educational Policies Commission. It struck the keynote of our attitude. "Educational policy is of little value until it affects educational practise. . . . We believe that educational policies which do not terminate somewhere and sometime in action are worse than useless." But we as youth become skeptical when we examine the personnel of the Educational Policies Commission and find no one on it representing the youth groups and no one on it who would appear to be of what is usually thought of as the youth age. Sounds like more theory, more high sounding phraseology, more borderline indoctrination to those of us sitting on the bleachers. Where are we in the great reorganization plan for secondary education in the National Education Association? Where are we in the curriculum readjustment program of Arkansas, Virginia, Mississippi, and other states? Examination and investigation show no direct representation in any one of these groups.

And yet there are 4,000,000 of us in the schools and colleges whose lives these policies and methods will vitally affect and 5,000,000 more who are not at work and should be under the influence of educational institutions. Less than half (46 percent) of high-school graduates continue schooling;

24 percent are employed for pay; 28 percent are unemployed; and 2 percent only are lost in the masses. Would participation in policy-making and reorganization programs change these percentages in favor of more and better schooling for more youths?

Is the educational system in America in itself apart from all other groups set up as a representative form of government? Are we not spending the first twenty-two years of our lives under a dictatorship to be turned loose to live in and "run" a democracy? I merely ask the question!

Little has been said in this discussion about jobs and the social and political conditions which so vitally relate to job getting.

I am Paul Hensley from Dallas, Texas—let us imagine. I am not so concerned over the fact that I do not have a steady job at the present time. It may be rank heresy on my part but I honestly believe that outside of the extremely crowded sections of the large cities youth can get work if youth wants it badly enough. It may not be the kind of work youth is trained for (if at all) or it may not pay as much as youth wants to make—but it is work with remuneration and in most instances work which "taken at its tide leads on to fortune." As I said, I am not so concerned over the emergency economic situation today, but I am deeply concerned over a social order which lacks confidence in my ability to hold a job and a political machine which provides jobs for a select group and has no place for the masses of which I am one.

I am not a representative of any one of the 70 youth organizations which went before the Senate Committee on March 19, 20, and 21, 1936, to speak for Senate Bill 3658 known as the American Youth Act. Nor am I affiliated with any one of the 853 organizations, representing a membership of 1,300,000 youths of America, which sent official delegates to the American Youth Congress, July 4, 1935.

I am just one of the other 18 million not belonging to any youth organization. Furthermore, I am one of the 300,000 who is out of work and not looking for any instead of belonging to the 4,700,000 unemployed and seeking employment. The reason is that I do not have to work in order to eat or dress or play and that seems to be the only goal held up to us as an incentive to work. The mother of a friend of mine said recently to the son, "Well, you might at least get up in the morning"; and when he replied politely "What for?" she had no answer. Now in China under James Yen's education program young men from fourteen to twenty-five get an education so that they can go into the communities for the purpose of "working to rid China of ignorance, poverty, disease, and civic disintegration"! They know that they are going to be called on to organize clubs, operate wireless sets for the benefit of the village, mediate lawsuits, engage in tree planting, road-repairing, anti-narcotic and anti-gambling movements, etc. But thousands of us in America are just mechanical parts of a social order which holds out no incentive to us to be anything now—our only choice is to get to be a so-and-so when we grow up.

Somebody "howls" every day in the newspapers about the enormous burden of taxes which this generation is leaving for youth to pay. I know

that I am right when I say that we will not object to the taxes if the money from them is used to make this a better world for us to live in for the next fifty years and to make us as developing citizens more capable of enjoying this world. Child labor in factories or in cotton fields is much more staggering to us and much more harmful and detestable to our generation than the bills we will have to pay later on for schools and recreation camps and rehabilitated families.

Of course, we do object to having to build such a huge army and navy because we hate war and openly declare ourselves against it. Some of the youth groups such as National Student Federation, National Student League, American Youth Congress, etc., have gone so far as to adopt a four-point program for peace: (1) to support genuine neutrality legislation; (2) to work for demilitarization of our schools; (3) to teach the crucial problems in and out of school; and (4) to refuse to support the government in any war it may undertake. Many of the colleges are sending out peace squads all over the country. New York high-school students are to be taught the causes and prevention of war. But in the face of all this there has been a million dollar increase for R. O. T. C.—two-thirds of the new units compulsory. This has added 30,000 to 60,000 more students to the 148,000 already under the War Department. We are not giving up but we do beg you to give attention to this situation which you are leaving us as a dastardly heritage.

The NYA, the CCC, and the American Youth Act would lead you to believe that temporary surcease from idleness with a minimum remuneration satisfied our economic demands. Be it remembered that the above solutions were not our brain children but those of adults who were giving grave consideration to the fact that we were remaining at home in idleness and thus breaking down our own and the family's morale or were wandering aimlessly behind the sign of the thumb up and down the highways of America and thus lowering the moral fiber of the nation at large. We feel a deep appreciation for the NYA not because of what it has done so much as that it has established a precedent in officially recognizing that youth is groping for a toehold in a world rapidly shifting in economic and social values.

The average crime age is back to nineteen. If we had jobs which kept us busy and enabled us to live normally during our recreation hours would our daring and desire for excitement expressed in robbing, stealing, and gambling not be lessened? Harry Emerson Fosdick said in a radio address that ennui has caused more drunkards than thirst, more gamblers than avarice, and more suicides than despair. We rush madly about in response to a nervous demand to go places and do things because we are bored.

Youth is a pioneer. Always when there has been some pioneering to be done, some work which took courage and intense loyalty to a cause, age was no barrier. Benjamin Franklin was editing and printing the *Pennsylvania Gazette* when he was twenty-three; George Washington wrote his famous *Rules of Conduct* at the age of fifteen; John Quincy Adams was United States Minister to France at twenty-seven; Abraham Lincoln was elected to the Illinois legislature at twenty-five; and Robert E. Lee was assistant to the

Chief Engineer of the United States Army at twenty-seven; Jane Addams was not yet thirty when she established Hull House; Herbert Hoover was sent to Australia by his company when he was twenty-three years old to investigate mining interests; John D. Rockefeller was head of a commission firm at nineteen; and Franklin Delano Roosevelt was Secretary of the Navy at thirty.

There seems to us to be a great renaissance ahead, an enormous unfolding of a social and economic concept, a gigantic shifting of the American philosophy of government—a pioneering job, in other words. Are we going to be assigned a task in the great whole or shall we organize ourselves into separate groups and forge ahead without a guidance which we need and welcome?

AMERICA'S ANSWER TO YOUTH'S APPEAL

ROBERT GORDON SPROUL, PRESIDENT, UNIVERSITY OF CALIFORNIA,
BERKELEY, CALIF.

The task which confronts me is not an easy one. I am not at all certain, in the first place, just what is meant by "youth," nor when comes the momentous yet unnoted year that one ceases to belong to the company of those who are courageous and daring, honest and sportsmanlike, eager and enthusiastic, romantically idealistic, burning with devotion to a cause. Miss Lawson places the deadline at "twenty-five or thirty according to who is speaking"; Mr. Pitkin raised it to forty; and the publishers of *Young Men of America* must have set the upper limit at forty-five, for I find my own name inscribed on one of the pages of the 1936 edition. Who, then, are youth and when does the age of youth begin and when does it end? And the "appeal" that America is to answer—does it come from the thousands of college and university graduates who have recently been invested with bachelorhood, or from the still more numerous thousands of high-school graduates who have just celebrated commencement? Does it come from the ranks of the so-called generals whose names are listed in *Young Men of America*, or from the private soldiers tragically wandering in what is now ironically described as "the army of young hoboos"?

In order to set some bounds to the discussion, may I assume, as Miss Lawson does, that we mean by youth all those who are between the ages of fifteen and twenty-five, in or out of school, or college, or university. Since we are all reasonably familiar with this group, it may be possible to appraise a number of their prevailing attitudes toward the social transition in which they find themselves. Like Miss Lawson, it has been my privilege to have personal relations with many groups and individuals, so that I also can speak from information as well as belief. May I select one or two from the company of my young friends and acquaintances, so that we may compare them with those Miss Lawson has given us, and scrutinize their attitudes.

Take the boy whom I met about a year ago when he came into my office to tell me that he must leave the university. His father had died suddenly,

leaving a modest insurance estate in which was a one thousand dollar policy in favor of his son. The lad found himself quite without warning in the midst of the whirlpool of life with the following assets to sustain him: youth; \$1000 in cash; one ancient Ford—vintage of 1920—valuable only because it provided usable, if precarious, transportation; and a priceless desire to try his skill at the business of standing on his own feet and wresting a living from the world. So he took the Ford and started on a search for a service station site which had somehow been overlooked by the apparently ubiquitous “big company” scouts. He found one and leased it from the owner for a small down payment. He then dug up a contractor, who agreed to build a small plant for a smaller amount of cash and a term contract. Next, he hired a former student friend who was in the ranks of the unemployed. They gardened the lot and ere long became the staff of an attractive station which they kept open sixteen hours a day. Before many weeks had passed, they were pumping a daily supply far in excess of the average. Then came the payoff. A major company subleased the enterprise for a sum sufficient to give our youthful adventurer a net income of \$50 a month. In due time he will own the property. Just now he is cruising again in the same old Ford, looking for another sleeper.

One more example. A few years ago a gaunt young man with a body trimmed down for battle made his way thru the university by working a full shift as night watchman in a refinery. For four years he supported a widowed and handicapped mother. He won the university’s medal, the highest honor—and, let it be said, he was a physical chemistry-mathematics major. He then went on thru a brilliant graduate career. A few months after receiving his doctor’s degree, he was stricken with infantile paralysis and completely immobilized from the waist down. When the first dread weeks had passed, he arranged to correct papers for the mathematics, physics, and chemistry departments. Lying all day on his back, he served one full, long year at this arduous task. It was at the high tide of the “handout” era, too, and he could undoubtedly have had almost everything he needed for the mere asking. Instead, he refused all save one small loan from a friend. Then he, too, came to the payoff. A great research chemist heard of him and made him his personal assistant. Slowly returning health made it possible for him to go daily to the work for which he had so valiantly trained himself. His only appeal, obviously, was for a chance to keep his self-respect.

Admittedly those are selected cases, but they are more representative of the thousands of youth whom I meet than those to whom our attention was directed previously, and of which we read in sensational books, such as *The Lost Generation* by Maxine Davis. These must not be ignored if we are to see the problem clearly and see it whole; if we are to solve it as quickly and as fully as possible. In that part of society that we have labeled “youth,” are various elements, just as there are in the rest of humankind. There are the alert, able, and self-reliant, whom I have just been describing, who stand on their own feet and ask no quarter from stern reality. There are the “fluttered” ones who would be no less bewildered in Utopia than they are in America today, the “alibi-ers” who from childhood to the

grave will have no other asset than the ingenuity to invent excuses. Between these extremes is the whole gamut of variations, presenting a cross-section of humanity, with its heroes and its villains, its saviors and its destroyers, its builders and its parasites, its leaders and its leaners.

Again, I cannot be sure that youth is *making* an appeal to America, even tho I hear the clamor of a multitude of voices claiming to speak in youth's name. Everyone with a panacea calls on youth to build a better world, according to his specifications. Should youth object to the plans or the materials he is straightway labeled as right or left, super-patriotic or un-American; brutal vigilante or dangerous radical. The cold fact is that most of us put the "appeal" in the mouth of youth and lay claim to his enthusiastic support without consulting either his will or his conscience. Or we paraphrase "youth's appeal" in terms of what we think youth should want. And with respect to the exact nature of even these more or less specious, and often spurious, appeals, who can say what it is, in the midst of confusion almost infinitely confounded?

"Youth's appeal" is one of those phrases which may mean much or nothing. If it implies that the youth of America is banded together to demand "a brave new world," it means little, in my opinion, because it is not true. But if it means that a very considerable number of young men and women are becoming increasingly conscious of the social upheaval of our times, and increasingly aware of their vital interest in the events that are determining their future, then it may mean much. The real truth is that youth's attitude toward the world reflects many things: their personalities, their backgrounds, their environments, and their responses to stimuli which are offered, indeed pressed, by those who selfishly want for their respective causes, the vigor and vitality of young blood. And the problems of youth today are neither new nor unique. They are the age-old problems of learning to live and to find a place in a world which exists for no single individual and no single group—young, old, middle-aged, proletariat, bourgeois, or aristocracy—but for all its inhabitants.

There is no end of wishful thinking in such terms as "youth's appeal" and the "youth movement." There is something magical in the very word "youth." It stirs latent memories in the breasts of the older generation, and fires the imaginations of dreamers and reformers. It embodies a poet's conception and an artist's ideal. It draws a veil across reality and lifts to the realm of romance the commonplace fact of being. And the state of mind that it evokes, is an almost insurmountable barrier to the very youth it eulogizes. For youths are but human beings with all the human characteristics. Courageous, daring, honest, eager, enthusiastic! Yes, youth is all of these, but not all the time. There are moments, even for youth, when doubt chills courage, when caution tempers daring, evasion clouds honesty, and despondency overwhelms enthusiasm. This ideal state of youth must find its everyday expression in the imperfections of human nature; as Pope puts it in his interpretation of Homer:

A youth to whom was given
So much of earth, so much of heaven.

Too often, moreover, these Burne-Jones portraits of youth are conjured up, not by persons who see in youth the only hope for a shattered world, but by those who plot to trade on youth's idealism. The very youngness and inexperience of youths make them easy victims of those who would use them for ulterior purposes; and the more high-sounding, the more flamboyant, the more emotional the appeal, the easier it is to capture the young of any age or any nation. With them, idealism is at the peak; emotions are in full flood; energy runs high; hope has not yet felt the sharp pangs of defeat. They lack the practical experience which must ultimately temper their idealism, but need not destroy it. Amongst them there is ability, excellence, even genius; youth often thinks more clearly than age, and does not naturally "bear the ancient grudge." But youth also takes the color of its environment; trained to believe that life is an adventure and that civilization will be advanced thru their courage and resourcefulness, young people have often become the creatures of a ruthless state or the subservient followers of a self-seeking group. In a recent letter from an American student, now resident in a German university, there is this passage:

The great majority of students are sincerely in favor of the main objectives of the Nazi program, as they see them. Their admiration for and belief in Adolf Hitler is as genuine as it is great; and this is not based upon fear, force, or coercion. The majority do not wish a democracy—they prefer a dictatorship or a monarchy as the best form of government for their people and for a nation in their particular world situation. They are keenly aware of the very uncertain international conditions. Most of them do not want war, but at the same time many believe that it is inevitable and not far distant.

The black-shirted youth of Italy marches with hearts attuned to the commands of Il Duce, and the young people of Russia sing the *Internationale* with all the fervor of conviction. How about American young people? With many of the channels of yesterday closed to them; with many in school only because they can find no work; with others on relief or loafing in the streets with no outlet for the energy and enthusiasm of their years, is it reasonable to believe that American youth is thinking any more clearly than these or that it is not being similarly led astray? As a matter of fact, they are; and they are being mercilessly exploited, too, by the social racketeers who tell them that America is not the fair land of hope and opportunity that, always and everywhere, it has been pictured to be. Our own words condemn us for they imply our belief that the youth of other lands is not thinking along lines that we call good. And if asked the question, "When is thinking clear and by what token?" most of us, if we are entirely truthful, must answer, "When it suits our point of view."

Nevertheless, the harsh, awkward, unpleasant facts of recent years, and the widespread disruption of the pattern of human society are not to be sidetracked by quibbling over where youth begins and ends, by skeptically analyzing the origin and reality of youth's appeal, or by mouthing platitudes anent the nature of human nature. All of us, including youth, will admit that young people today do face the necessity of some major adjustments of which the young people of the "gay nineties" were mostly ignorant.

These adjustments are required, in large measure, because of the explosive wreckage left by a generation which tried to build "a brave new world" with bayonets, to whose survivors came a disillusionment that belittles the bitterness of wormwood.

And so youth in this twentieth century is facing difficulties that seem to wear strange and unfamiliar aspects; indeed, to youth, they seem quite unprecedented and quite unfair. Youth is loath to believe that present times represent an old and recurring event in man's history. They are not wise enough to know that always such travail has presaged man's attainment to better things. Therefore they are apt to be openly impatient with America's answer. For the answer of America to her youth must be today, as her ideal has always been, abundant life, ordered liberty, and the right to pursue happiness with some prospect of attaining it. And the ways of reaching this answer, the means of attaining this ideal, must be what they always have been—freedom and tolerance, respect for the individual, regard for the rights of minorities, an intelligent sense of responsibility for the common welfare, respect for law and love of peace—the ways and means of democracy.

Upon the education of American youth, lies in heaviest measure the task of making good this answer America has given—the answer that we know is the only answer. That answer cannot be given in terms of passion and prejudice. It cannot be reached by a route cluttered with half-truths and insinuations against the government, the institutions, the organizations, which provide means for youth to keep in touch with the past and yet be alive to the future. To put such obstacles in the way of those who would learn is wasteful and destructive, wholly unworthy of the proud title of teacher. Nor can the answer be found by the application of magic formulas, prepared by fathers, doctors, late senators, or village blacksmiths. The modern world is far too complicated a piece of machinery to be operated safely either by the moonstruck or by intellectual infants. Most certainly of all, the answer cannot be found by evolving it from the inner consciousness, or drawing it out of a book written a hundred years ago by an embittered theorist, and then attempting by force to shape the world to a preconceived pattern.

The only possible way to find a solution to the discomforts of today and the uncertainties of tomorrow was pointed out by Euripides more than two thousand years ago, and by Thomas Jefferson in the earliest days of our own nation. The words of Euripides were, "Who neglects learning in his youth, loses the past and is dead for the future." Thomas Jefferson stated the tremendous importance of education as a social force, pleaded for it again and again, and placed the founding of the University of Virginia alongside the writing of the preamble to the Declaration of Independence as one of the great achievements of his career. The platitude that democracy can succeed only with citizens who possess a high degree of intelligence is none the less true because it has been worn thin by repetition.

I say these things with full realization that any answer which will meet youth's needs today must include food, shelter, and family life; as well as

intellectual satisfaction. But these can be had only if there is an open way for each individual to get to the place for which he is fitted by the talents and skills of his natural endowments. The only way I know to keep the avenues of advancement open is thru the opportunity for free education. Only in a pioneer society is it easy for the individual to make progress of a sort when handicapped by ignorance. In this modern, scientific twentieth century of technical knowledges and intensive application of skills, both of brawn and brain, the criterion of success is, first, sound preparation, and then continuous growth to something better—continuous self-improvement. The race, even to get the creature comforts and material satisfactions of life, inevitably will go in the future to those who enrich experience with well-developed intellectual powers.

This education of which I am speaking, as America's answer to youth's appeal, is notably a product of its times. Holding fast to that which it has proved good, it is also pressing on to meet the needs of a tremendously expanded social order. Education will always be deeply concerned with the highest concepts that man has yet known, and will always acknowledge their vital, indispensable part in man's very power to be a man at all. But twentieth century education is also most anxiously concerned with man, the social being, and with his adaptation, with all his personal foibles and frailties, to an evolving, complex society. The salvation of the human race is less likely to be won by excessive worship of past achievements, than by perfecting our social and economic structure so that there will be opportunity for even greater cultural monuments in the future. Twentieth century education also, is detecting the relationships that should exist between the school and the society for which it is a preparation—in other words, between the training of youth and its functioning in maturity. So would education build for democracy a stable but not inflexible organization of men, women, and children, willing and able to accommodate itself and its individual members to the dynamic character of the world in which we live.

If education is to be America's answer, it must reach all of America, not only those parts of our country where wealth, or population, or brains, or initiative are concentrated. One of the reasons for the comparative failure of education up to the present time is that we have never attacked a national problem on a national scale. Our separate communities have gone at the task like so many termites, sealed each in its own little alley and gnawing away for dear life. We recognize the need for centralization of control in phases of commerce which cannot be confined to one state, but we have not appreciated fully the similar and greater need in the most important interstate product of all, namely, education. We protect one state against undesirable goods originating in another, but we fail to protect the United States against undesirable educational products originating in one or another of its various units. The authority of the nation, however, is not exercised by those states only where education is most clearly adequate; neither are the representatives who legislate the terms of the authority chosen only by the people of the most advanced states. Obviously, it would seem, America must distribute education more equitably than at present, for the intellectual

strength of the nation cannot be much greater than the intellectual strength of its weakest states.

Education, if it is to be an effective answer to youth's appeal, must be devised to train followers as well as leaders, to raise the level of mass intelligence to the point, if possible, where each may be a wise leader in one field and a clear-eyed follower in many. This will be a staggering task but in a democracy there is no alternative. Young people at present are perforce staying in school longer because of lack of employment, and decreasing hours of labor and old age pensions (tho not at \$200 a month) stress the need for adult education and wise guidance in the use of leisure time. These demands upon education will, of course, be offset to a certain degree by the relatively stable period into which, all population studies indicate, we are passing. The population of the elementary schools is, in general, stationary or decreasing. The high schools are filled but the reservoir from which they draw has reached its maximum. This will result in a diminished number of high-school entrants shortly and of college matriculants eventually. Nor is our present position so consolidated that we need add only a few years to the present school period, for we are now educating no more than two-thirds of our boys and girls up to the age of eighteen. The American Youth Commission estimates that not more than 60 percent of those of high-school age are actually enrolled in high school. This means that we must provide secondary education for at least 50 percent more than we now do. This high-school group is far more important, in my opinion, than those who seek collegiate education without regard to their fitness for that academic routine. America's answer to youth's appeal is not going to be fulfilled by inordinately increasing facilities for the economically and intellectually fortunate at the expense of those who are less fortunate. Especially is this true when, as is too often the fact, educational facilities for the academic high-school graduate are provided in total disregard of the needs of the community. All of us recognize that one of the faults of our educational system is the standardization of courses primarily aimed at preparation for the traditional university. That fault will, of course, be deepened and intensified by the further establishment, at every crossroad, of small colleges attempting to duplicate university offerings as closely as possible. We need a greater diversity of paths in our educational landscape, and we are not going to meet the situation by pouring more concrete on the highway that leads to white-collar jobs.

The education that will respond to youth's insistent call must meet the demands of the spirit as well as of body and mind. It must recognize and teach that there are needs and desires utterly beyond the satisfactions of science and materialism. Neither scientific progress nor technological advancement are prophylactics against decay. The social order is not built wholly upon economic foundations, nor can it be interpreted purely in economic terms. Nations die when their ideals wear out, when the spirits of their people weaken and flag. Civilizations totter when their foundations are economic rather than moral, when the profit-making motive is not subordinated to the ideal of human service. Aristotle said long ago: "The

good of man must be the end of the science of politics. To secure the good of a single individual is better than nothing. But to secure the good of a nation or a state is a nobler and a more divine achievement."

To realize these things is to be sensitive to the spiritual issues of existence, whether or no "the God theory has become humanized as a part of the philosophy of life." Every man rates things according to some scale of value, and the thing he places at the top, the thing to which he gives the right of way, that thing becomes to him his god. There is no man without a god even if he sees its image only in the looking glass. So also, there is no "new ethics," "new morality" needed, only, sometimes, new applications of old principles. No true religion has ever been founded upon morals, abstinence, and prohibitions. But courage, veracity, love, honor, temperance, faithfulness, magnanimity, are principles which pass over readily from Sunday to Monday and flourish even within the four walls of a church. They are virtues not by chance or commandment but because men thru the long process of trial and error have found them to be indispensable factors of a tolerable life. America's answer to youth in the field of religion must again be the old, old answer: *Man cannot live by bread alone. Let each one of you buttress himself with a reasonable faith, and into your lives will come a sense of peace, and power, and plenty.* Neither bludgeoning nor cajoling will convince anyone of this truth. Each of us must find his own salvation, but few there are who will "reach out into a great emptiness and withdraw defeated."

If young people are not to be misled and exploited by false leaders preying upon their idealism; if they are not to be stifled by watchful adults, forever diagnosing their imagined problems and encouraging their distress, then thru education there must be nurtured in them that natural self-reliance and independence of action which is, perhaps, their most valuable attribute and thru which they may be strong to meet the tests of an age of crisis. So, and so only, will youth move by the painful route of experience toward the restraint of pride and greed. So, by trial and error scientifically directed, they will learn what can and cannot be done with human material. So, by patient review and studious planning, they will work toward the production and distribution of wealth on terms of greater justice. Weighing and appraising every suggestion, taking time to come to reasoned conclusions, youth will reject the "isms," one and all. Even in the confusion of tongues which surrounds them today, they will be aware that the "brave new world," like the Kingdom of God, must begin within themselves. Already the concern which self-styled youth-savers evidence is little short of nauseating to them. They begin to be suspicious of sympathy and hear the beating of the wings of an ancient truth: "Unless a man be master of himself he can never rule a city; unless he is disciplined, trained, self-controlled, self-reliant, he can have no effective part in building a better state."

Youth could ask no better gift from America than this quiet, calm assurance that it is the master of its fate, the captain of its soul. Once he knows that, the boy becomes a man, a king, and a mason, and straightway his palace is begun. No answer which does not further this process in the

mind and soul of youth can possibly be right, and no answer is so likely to further it as education. The only chance of failure lies in the possibility that teachers may spend themselves in a furious and futile attempt to reform the social order instead of bending their efforts to the building of intelligent, effective, forward-looking individuals. The church, the school, the college, and the university share a sublime role in human progress, the awakening and development of the intellectual and spiritual life of man. Without such enlightenment the ideal commonwealth is impossible and Utopia becomes more than ever a myth.

I hear no mass appeal from youth today for "isms" or panaceas, even tho their idealism, as always, renders them sensitive to the reforms which are so often in the vanguard of the thing called "progress." In them "hope does not seem slain." The baneful brand of disillusionment has not yet been applied. If American education fulfils its destiny it will create a vast and ever-increasing army of informed, restrained, courageous, independent youth. Of such is the stuff from which new worlds are made.

To the appeal of America's youth I would return the challenge of the building of a "brave new world." I would say to them: The obligation and the opportunity are enormous. The call of the hour is for leadership, sympathetic in its understanding, tolerant in its outlook, and dynamic in its courage. Do not let yourselves be embittered by the disappointments of your elders, or your buoyant confidence impaired by their suspicions. Do not permit your judgment to be clouded by their inferiority complexes. They are paying the penalty of their mistakes; see that you profit by them. Above all, do not be content with contemplative inaction. Do not be content merely to interpret the world, or even to complain about it. Go out to change it. But remember that there is a difference between change and destruction. If you can keep our American system of government successfully working, as it has worked since the days of its beginnings with Washington and Franklin, you will be keeping clear the way to the land of promise. Your reward will be a greater, finer, and richer America than we have yet known. For whether America shall be exalted or debased depends wholly upon America's citizens and the quality of their leadership. To those who will accept the challenge to keep faith with America, America offers still an open road that leads straight ahead and ever upward.

*Symposia on Improving the Program*SECTION A—DEVELOPING DISCRIMINATION IN THE
USE OF NEW TOOLS

G. W. KIRN, PRINCIPAL, ABRAHAM LINCOLN HIGH SCHOOL,
COUNCIL BLUFFS, IOWA, *Presiding*

WILLIS L. UHL, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF
WASHINGTON, SEATTLE, WASH., *Summarizing*

Participants:

Ben H. Darrow, Director, Ohio School of the Air, State Department
of Education, Columbus, Ohio

A. G. Crane, President, University of Wyoming, Laramie, Wyo.

Arthur S. Garbett, Educational Director, West Coast Division, Na-
tional Broadcasting Company, San Francisco, Calif.

Mrs. Gladys L. Potter, State Department of Public Instruction,
Sacramento, Calif.

An interesting and enlightening part of Mr. Darrow's discussion on the use of films in the classroom was the showing of twenty scenes chosen from teaching films which illustrated time lapse photography, animated drawings, and telescopic and microscopic photography. Mr. Darrow stated that the motion pictures are the swiftest, most effective teaching tool yet devised. He believes that one of the greatest needs of education in America today is that the intelligentsia of the movement—the big shots—stop doing things of lesser portent and really bring motion pictures in, complete in coverage and constancy of use. He feels that this can be done if parents, teachers, and school executives everywhere promote it simultaneously, giving film makers courage to produce, and cutting the cost of distribution so that the cost to schools will be small—as small as the use of textbooks. He thinks the motion picture should take over much of the load of information giving and liberate the teacher to do the priceless part of teaching. "The priceless part of teaching is the leading of bands of explorers into every domain of useful human activity."

Mr. Crane opened the discussion on "Radio, the Assistant Teacher," by raising several questions: What use have schools already made of radio? What greater uses can schools make of radio? What are the difficulties and dangers involved in using present broadcasts in classrooms? What can teachers and administrators do to promote the use of broadcasting in schools? What may broadcasting mean to American culture thru the years ahead? In suggesting answers to some of these questions, Mr. Crane cited instances where the public schools have used radio successfully as a supplement to classroom instruction. He thinks the results of certain experiments have justified the radio's extension and expansion. "As technic improves, as facilities become more universal, as listening sets improve, so will the usefulness of this new medium increase." He feels that school broadcasts directed by educators can be put on the air as readily as commercial pro-

grams, and that the need is for programs specially designed for school use and sponsored by educators whose motives and competence are unimpeachable. Mr. Crane stated that teachers can experiment with the use of radio in their classrooms and out of this experimentation will come successful devices for others to adopt. He suggested that teachers form educational committees to study the use of broadcasting in schools. He concluded with the following: "Education by radio is going on all about us. . . . There is appearing in American homes the finest products of American culture in science, in literature, and in music. The schools can aid in cultivating an attitude on the part of children which is appreciative of the best, which will make this new instrument not a mere toy for casual entertainment but an instrument for spreading culture."

In his discussion of music, Mr. Garbett stressed the fact that music has long been called a universal language, but never before has it had such universal distribution. "Radio now is compelling us to recognize music as a factor in life of far greater importance than it ever was before." The wholly new thing that radio is doing is to bring a flood of music into homes in which it has hitherto been wholly lacking, said Mr. Garbett. His twenty years' direct experience with mechanically reproduced music has taught him that never before have people been so eager for knowledge about music. He believes that sooner or later our increasing curiosity about music will bring increased knowledge; and with increase of knowledge will come a desire to produce more a music of our own. The creative integration of music with other subjects in the life of the modern school seems to Mr. Garbett to be one of the most important movements of modern times. "Soon we shall begin making our own contributions, creating our own musical forms and patterns; and so, with our increased leisure time, we shall be able to offer to a distraught world our own share of musical beauty, expressed in our own national idiom."

According to Mrs. Potter, the goal of the teacher of literature in the progressive school is to establish an enduring love for good books. In her discussion of "Children's Literature," Mrs. Potter emphasized the fact that it is the function of the literature teacher to create book lovers. In order to put the right book in the hands of the right child, the teacher must have a wide knowledge of books and the librarian must have a wide knowledge of children. Mrs. Potter believes that the enthusiasm of the teacher is one of the most important elements in stimulating the interest of children in literature. "The goal in the teaching of literature is joy in reading *now* and the continuance of this joy into adult life. This joy can be assured only by providing adequate, attractive books suited to the interest and the reading ability of each individual." Mrs. Potter suggested using *Pleasure Reading for Boys and Girls* as a booklist. This list was published by the California State Department of Public Instruction and was compiled by a large committee of county, city, and school librarians, supervisors, teachers, and administrators. "There can be no higher work than awakening children to a knowledge of the beautiful and the cultivating of an enduring love for good books."

*Symposia on Improving the Program*SECTION B—MEETING NEW NEEDS ON THE
ELEMENTARY LEVEL

CAROLINE WOODRUFF, PRINCIPAL, STATE NORMAL SCHOOL, CASTLETON, VT.,
Presiding

NELLIE LIND, PRINCIPAL, STEDMAN SCHOOL, DENVER, COLO., *Summarizing
Participants:*

Mrs. Nina H. Brown, Professor of Elementary Education, Simpson
Collège, Indianola, Iowa

Bernice Baxter, Director of Elementary and Junior High School In-
struction, Oakland Public Schools, Oakland, Calif.

L. S. Tireman, Professor of Education, University of New Mexico,
Albuquerque, N. Mex.

James T. Worlton, Assistant Superintendent of Schools, Salt Lake
City, Utah

Mrs. Brown opened her discussion with the statement that the new needs of elementary education center about change. "It is the time of preparation for growth in spite of set-backs and external changes all about." Because of the fact that children leave school at such an early age, Mrs. Brown thinks this preparation for growth must come while the child is in the elementary school in order to give him the habits and attitudes that will enable him to fit into clean, democratic government. She believes that every child should have the opportunity to love, imagine, adventure as he goes thru life, and to live a larger, better life for having had the opportunities of education so far as he can profitably take them. Mrs. Brown feels that the greatest need is for a loyal, upright sort of citizenship. She stated that the second need that the elementary school must face is that of building morale to lessen the tendency to go into crime and to make life and property safer. A third need that faces the school as never before, said Mrs. Brown, is for guidance that will develop all angles of the child's nature; a fourth need is that every child may learn to appraise his merits and correct his weaknesses.

In her talk on "Some Things We Know about Child Development," Miss Baxter presented facts pertaining to the physical growth of children. For example, information relating to the physical growth of the six- to nine-year-old child indicates that his whole physical make-up requires activity. During this time speech, the acquisition of concepts and ideas, as well as the more purely motor abilities, depend for their development upon exercise and practise. During the later years of childhood, nine thru twelve or thirteen, the motor aspects of growth are still prominent. The intellectual interests are assuming more and more importance, but the period is one of great physical activity, according to Miss Baxter. While still in a formative stage of physical and emotional growth, the child is faced with the necessity of adjusting previous learnings to the demands of an ever-enlarging

social world. The strain is great and home and school must work together closely to guide the child in his first steps toward personal independence and social adjustment. Miss Baxter believes that educational practises are being modified to meet the mental maturity of pupils. "The findings of child development studies are giving us a source of information which promises definitely to affect educational procedures."

Mr. Tireman discussed the contributions of research to the improvement of classroom technics, citing numerous studies and their results in the fields of English, arithmetic, and reading. He believes that research can always be defended upon the ground that it is worthwhile for its own sake. However, in the field of education, Mr. Tireman thinks its chief justification is that it contributes to the improvement of some phase of the instructional program. Hundreds of men and women are spending long hours in patient and methodical effort to find the truth, and Mr. Tireman declared that teachers must not fail in their obligation to apply these findings to their daily work.

Mr. Worlton discussed the question, "What should be the criteria for selecting curriculum content in order to meet new needs?" He contends that child development is an outgrowth of child activities and can be directed and guided only by means of determining and controlling his experiences. The content of the curriculum may be defined as the sum total of all the experiences which the child has under the direction and supervision of the teacher; therefore, according to Mr. Worlton, its selection and organization are the most important functions of teaching. He believes that curriculum content should be selected which will comply with rigid criteria established to safeguard the interests of society and those of the child as an individual. Mr. Worlton stated that an effective curriculum content should: (1) involve significant race culture; (2) be selected with reference to its value in giving the child an understanding of presentday society; (3) appeal to the interests of children and, if possible, serve their immediate needs; (4) be of high potential value in adult life; (5) contribute to the purposes of society in maintaining the schools and to the developmental needs of children; (6) be in harmony with the spirit of democracy; (7) develop in pupils such understandings, appreciations, attitudes, and automatic responses as are necessary for participation in constructive social life; (8) give the child the widest possible range of experiences suited to his maturity; (9) be selected with reference to individual differences among children in interests, in abilities, and in the capacity to learn; (10) make provision for continuous, consecutive, and cumulative growth thruout school life; (11) be selected in terms of its value in developing independence and power; and (12) contribute to the child's mental and physical health and development.

*Symposia on Improving the Program*SECTION C—FORUM DISCUSSION—MEETING NEW
ISSUES ON THE SECONDARY LEVEL

WILL C. FRENCH, SUPERINTENDENT OF SCHOOLS, LONG BEACH, CALIF.,
Leader

Participants:

Hilda Maehling, President, Indiana State Teachers Association, Terre Haute, Ind.

Mary B. McAndrew, Superintendent of Schools, Carbondale, Pa.; and President, Pennsylvania State Education Association

Albert M. Shaw, Hollenbeck School, Los Angeles, Calif.; and Western Regional Director, N. E. A. Department of Classroom Teachers

Edward O. Sisson, Professor of Philosophy, Reed College, Portland, Ore.

Payne Templeton, Principal, County High School, Kalispell, Mont.

Fred W. Traner, Professor of Education, University of Nevada, Reno, Nev.

The forum discussion was opened by the leader, Mr. French, who stated that during the past three hundred years of remarkable progress of secondary education in America some real issues have developed. He added that this was accentuated by recent sharp and rapid change in society itself, and that many people now believe that until some of these most critical issues are *thought* out, not *fought* out, further progress is suspended. Mr. French announced that the purpose of the forum discussion was to aid in defining and resolving some of these issues and would be based upon the recently published Report on the Orientation of Secondary Education by Briggs. By agreement the group decided to concentrate their discussion on the seventh issue in the report—the one dealing with the form or organization of the curriculum as basic for today—with other related issues of the report considered only as they have a bearing on the new curriculum.

Miss Maehling made suggestions as to the methods of familiarizing teachers and principals with the report and getting them to agree that a new curriculum is desirable. She believes that the one sure way to acquaint all the teachers with the report is to have a central committee to make a clear-cut statement of aims and objectives and to outline briefly the work of this committee. This printed material should then be put into the hands of every city and county superintendent with specific instructions not only to distribute the folders but to see that discussions are held concerning them. Other suggestions for disseminating the information were: a series of articles relating to the report might be prepared for the *N. E. A. Journal*, with similar ones for all the state publications; all allied organizations and departments of the N. E. A. could be furnished with material for publication in their bulletins and journals; lay magazines could be utilized; organ-

izations friendly toward education—Phi Beta Kappa, A. A. U. W., business and professional women's organizations, and similar ones—would be glad to publish articles furnished by this national committee; and prominent speakers might appear before state association meetings and large groups of teachers. Miss Maehling believes that it will be only after *much* discussion that the vast throng of teachers will become familiar with the new issues.

In speaking on "The Core of the Curriculum," Mr. Shaw stated that instead of one core, it would seem that we need several cores in our new curriculum. He feels that much of the work which has formerly been given in college and university may well be carried down to our secondary schools in perhaps a somewhat simplified form. In our new courses, continued Mr. Shaw, we will group around our basic categories much of the good material in our present curriculum—but we need some new courses, new material, and new methods of presentation. Mr. Shaw recommended the open forum type of class discussion with an occasional written paper to help in training in English, for expression, and for logical arrangement. He presented a few suggested categories such as political or civic concepts, business, industrial, practical arts, scientific, technical, world affairs, cultural, social and economic, and avocations. He recommended that popular try-out courses be offered in a variety of activities suggested in the outline, some of which might be elected later for more thoro study. Mr. Shaw suggested that for the type of pupil to which a program of physical activities would have the greater appeal, a curriculum made up largely of this class of work should be provided, the purely mental type of activity should be rather incidental or reduced to a minimum, and all work adequately supervised.

REMOVING JUVENILE DELINQUENCY

ELEANOR R. WEMBRIDGE, FORMER REFEREE, CLEVELAND, OHIO,
JUVENILE COURT, LOS ANGELES, CALIF.

When I am speaking to teachers, I know that I have an audience that understands without explanation what is meant by a problem child. As you all know, this is a child who does not fit into the regular school routine, either in studies or in behavior. Every school has some of these problem children. Whereas all of them do not have to go to court, by any means, almost all who *do* go to court have been problems in school before they got arrested and were brought in by the police. Take them altogether they make up a lost legion of unhappy children, gradually growing out of sorts with society and everyone in it. And the first sign that a new recruit is about to join this wretched army is *truancy*. Persistent running away from school is as sure a sign that a child is becoming antisocial, as a temperature is a sign that he is developing a fever. The average child prefers to go where other children are—namely, to school, even tho he grumbles about it and longs for vacation. To refuse to go means that school, instead of helping him to express himself, humiliates him so much that he can no longer bear it. This feeling of shame may come from countless causes with a child, just as it does with grown people. Boys and girls who cannot dress

like other children; who have no money for books or fees; who are ashamed of their family, their looks, their homes; who are oversized, or undersized; whose teeth, eyes, or general health are poor; or who cannot keep up with the regular grade work and are ashamed to be the dummies of the class usually become truants. One juvenile court officer told me that as soon as long division appeared in the fourth grade, the first set of truants began to walk out, and appear in court. A few more ran away from school when fractions, decimals, grammar, and written papers appeared. Some children as well as adults become confused and repelled when education leaves the actual objects of the early grades and shifts to the study of objects, by means of notebooks, dictionaries, and essays. All these study devices are so many scraps of paper to them. All such objects as metal, wood, cloth, engines, food materials, or money lose their vitality for certain types of minds, when instead of being handled they are read about from paper. I have known boys so completely baffled by paper work that they deliberately stole from a fruit peddler so that they could be sent to what they called the "bad boy" school, and thereby get into a machine shop. I have also known of a girl who ran away from school and insisted that she would run away again if she had to keep working examples that she did not understand and never expected to do the rest of her life. "How often do *you* have to do algebra?" she asked me. I had to admit that I lived most of my life without its aid. This girl wanted to be a hair-dresser. Running away and getting arrested seems an awkward and roundabout route to a machine shop or a beauty parlor—especially as the runaways are more than likely not to land in their destination, but in some scrape that will ruin their future. Few of us can put up with constant humiliation. Yet most court children have known little else. In their clumsy and uninstructed way they hunt for satisfaction and relief in the most dangerous places, not only to their own destruction but to the destruction of others, as well. The schools of the country are doing a colossal piece of work as it is, but they should do more. And the public which has so much at stake, should give them the moral and financial backing necessary to do it.

No school child should be allowed to fight the handicap of imperfect hearing, vision, or teeth. Every child needs proper food, clothes, and recreation, and should not be humiliated in receiving it. In their formative years, children should be convinced that organized society is their friend and not their enemy, and that paper intelligence is not all that is needed to lead a good life. The ancient Persians believed that the essentials of education were to know how to ride a horse, and to tell the truth. I know plenty of young people, who (to bring this maxim up to date) would be better off if they learned to drive considerately and to tell the truth, than if they understood percentage or could diagram a sentence. Better to be kindly and honest, and forsake paper work in the fourth grade, than to be a college graduate and be a crook. The ultimate object of education in a democracy is to make thoughtful and responsible citizens, capable of governing themselves. But neglected children who crowd the juvenile courts, instead of the grade school, pass to the police and criminal courts instead of high school.

They find in the workhouses and prisons to which they are sent, the most expert teachers in theft, safe-cracking, banditry, vice, kidnaping, and murder. These courses are easier to learn than historical dates or foreign languages. And it is now too late to teach them kindness and honesty. The citizens that might have been, have now developed from unwholesome children into public enemies, who exist only to be hunted and shot down like vermin.

I appeal therefore to the teachers: Never belittle your calling. To teach in these chaotic times is more than a profession. It is a crusade. No matter what work your scholars can or cannot do, *keep them in school* working at something useful. Hunt up a runaway as you would hunt lost sheep. Adjust their difficulties at home. Keep the playgrounds open, and the recreation supervisor on the payroll. Figure out what you would want your own child to have, and see that other children have it. It takes patience, but there is no other way. The nations of the world have weighed democracy in the balance, and most of them have decided that it is impractical. They insist that self-expression and development are not for the average citizen, but only for the dictator. He alone can be trusted to rule the state. The United States is committed to the opposite faith. But this can survive only if all its citizens are trained in the higher integrity, if not the higher learning. The world has thrown down the gauntlet to America's faith in the common family and its children, and to democracy's conviction that the school and not the dictator shall be their teacher. No juvenile court, however good, can take the place of the school. It was an advance for the last generation to establish such courts. It will be a greater advance for the schools and courts of the future to work together, to make any court for children unnecessary in the United States.

PIONEERING IN HUMAN ACHIEVEMENT

REVEREND RALPH W. SOCKMAN, PASTOR, CHRIST CHURCH, NEW YORK, N. Y.

A few years ago our American novelist, Louis Bromfield, made one of his characters, a young man in the Middlewest, say something like this: "My grandfathers came into this wilderness to conquer and subdue it. It was a land filled with savages and adventure. I, too, must have my chance. I am of a race of pioneers, but I have no frontier."

In that remark Mr. Bromfield expressed the spirit of restlessness which has characterized our post-war generation. The force of the statement is especially felt as we meet here in this convention at the western terminus of the Oregon Trail. We are standing in the footprints of the pioneers who established our American commonwealth. But now the wilderness is cleared; the roads are laid; magnificent cities like Portland have replaced the frontier towns. My own trip here by airplane makes vivid the contrast between the horse-and-buggy era and the age of streamlined trains and skyways. We have come a long way since the time when Horace Greeley could counsel young men to go West and grow up with the country. The West has grown

up. The geographical frontiers are gone. The great open spaces no longer furnish safety valves for the unemployed or the untamed.

The frontiers of today are to be found in the realms of human advancement. The easy outlets of free land and geographical spread now having been closed, the time has come for us to grow up with ourselves. We must find new resources within our own personalities, new materials thru our physical sciences, new adjustments by means of our social sciences. The safety valves of the old frontier have been replaced by the melting pots of the great cities. And the near future will reveal whether the result is to be explosion or a finer expression and enlargement of life.

Many guides and guideposts are pointing the way to our new human frontiers. The writing of Alexis Carrel's book, *Man, the Unknown*, and the popular attention which it has received are evidences of our awakening to the fact that there are unrealized possibilities to be explored and developed within our own individual natures. We are determined to get more out of life. We want more enjoyment thru our bodies. We are lengthening the span of active life. More people are alive at sixty than in the days of our grandfathers and what is more interesting, they are more *alive* at sixty. The current interest in health, the amazing growth of medical research, the new prestige of psychiatry, the church's widening concern in the matter of healing—all give hope of an expanding personal life.

With medical science lengthening our active years, economic science must provide better security and opportunity for our maturity and old age. Whatever may be the merits or defects of the Townsend Plan, the interest in such a proposal shows the rising popular demand for a more satisfying social insurance. It would seem a healthier emphasis, however, if we were to stress the opportunities of old age activity rather than pensions for old age retirement. A Christian social order can certainly be devised which will provide useful activities for the years which our medical skill is now prolonging. It does not seem good economy to put people on the shelf at sixty any more than to plow under crops.

Family life offers another frontier for human advancement. With all respect for the "good old-fashioned home," it was not good enough. Our day with its new education and independence of woman demands something more than the home gave our grandmothers. The modern woman is not content to be a child-bearing housekeeper. Homemaking must become a career as challenging to the intellect and resources of womanhood as are the careers open to women outside the home.

Toward this end, some progress already made points the way to further possibilities. Better instruction before marriage and child-birth is paving the way for healthier child culture. Birth-control, which should be safeguarded if possible from selfish motives, may help mightily in protecting childhood from poverty, overcrowding, and inadequate parental care. Mothers, whose children are grown, are now finding a wholesome outlet for their creative energies in community and political activities; but much remains to be done to deliver middle-aged post-graduate mothers from fatuous and empty leisure. Here adult education has an expanding field.

The frontiers of business and industry should be looked upon as laboratories for working out new ways of cooperation rather than as battlefields of competition. If the energy now spent in class struggle for possession were turned to devising ways of better production and distribution, we should be freed from the paradox of land going to waste and millions going without work. The cure cuts deeper than political partisanship. We may turn political parties in and out of office without relief. We must get down to the problems of technological adjustment.

International relations furnish a frontier which we must explore whether we wish to or not. The United States cannot keep out of world wars by mere isolation or neutrality. While we should not play with fire by mixing in the smouldering hates of Europe, we should let the other nations know on what basis we will cooperate for the prevention of the conflagration of murder in war. Perhaps we should begin by regional associations of nations whose areas are contiguous and whose interests are kindred. Why not have a Pan-American League of Nations?

Burdening people with taxes to build huge armaments which will be scrapped tomorrow as out of date is a futile preparedness which inevitably leads to war. The present mad race for armaments will involve the world, including ourselves, in war during the present school generation.

In pioneering on these new social frontiers, there are certain principles which should guide us.

First, we should conserve the experience of the old pioneers for the sake of our new experiments. We need a perspective like that given by the chauffeur's mirror, which enables the driver to see what is behind him without turning his eyes from the road ahead. We need this historical perspective for the very purpose of safeguarding our "left turns." Sometimes in turning to something socially new, we are wrecked by old fallacies coming down the road from the past, carrying new license plates.

For instance, our government should be ever devising new ways of meeting our complex problems, but it would be reaction rather than progress to turn into fascist or communistic theories which have been tried in the past and found wanting. It is fortunate for the United States that the Russian, Italian, and German experiments have had time to disclose their defects before they caught the imagination of our American masses.

A *second* guiding principle for our new pioneering is that we should preserve the spirit of independence amid the necessities of interdependence. In other nations we have watched movements start as a desire for liberty and then develop into a new tyranny. Shall it be so here? There are certain sinister trends toward fascist dictation, such as the red-baiting by pseudo-hundred-percent Americans and the movement for teachers' oaths, which educators must fight before they are throttled by them. If we lose the spirit of individual initiative, freedom, and responsibility, we shall have cut the nerve of our whole body politic.

A *third* pioneering principle for our social advance is that we must maintain the old virtues of our founders but with new frontiers of application. When we teach honesty, we must sharpen its point and lengthen its range

so that it makes itself felt in Wall Street as well as in the village store. In our long-range corporate life, it is so easy to cheat people whom we cannot see. When we inculcate the Golden Rule, we must sensitize the imagination so that the people who try to apply it will have a sympathetic idea of what they would want done to them if they were in the other fellows' places. Too many try to practise the Golden Rule without imagination and thereby make it sheer irritation. One of our troubles is that the subtlety of our temptations has outrun the sensitivity of our consciences. We need education to help our sense of sin catch up with our new opportunities for sin.

A *fourth* principle for our new pioneering is that we should recover our local loyalties in the midst of our larger outlooks. By our modern means of communication we are gaining world views and hearing the world's voices. But along with this enlarging horizon has gone a loosening of the old "settler spirit" which built America.

We have begotten a kind of chain-store mentality which mistakes movement and size for progress and happiness. The landless nomads of our city apartments and the fluid masses of factory workers lack that permanence which developed our civic institutions. In our desire to erase the label of provincialism we have been heaping sarcasm and scorn on Main Street. But let us remember that it is Main Street rather than Broadway which makes and keeps America.

*Symposia on Strengthening the Relationship
between School and Community*

SECTION A—COORDINATING THE FORCES FOR CHILD SAFETY

N. D. SHOWALTER, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
OLYMPIA, WASH., *Presiding*

JOSEPH ROSIER, PRESIDENT, FAIRMONT STATE TEACHERS COLLEGE, FAIRMONT, W. VA.; AND PAST PRESIDENT OF THE ASSOCIATION, *Summarizing*

Participants:

Worth McClure, Superintendent of Schools, Seattle, Wash.

Charles H. Elliott, State Commissioner of Education, Trenton, N. J.

Marian L. Telford, Educational Division, National Safety Council,
New York, N. Y.

William Knoelk, Assistant Superintendent of Schools, Milwaukee,
Wis.

Mr. McClure, speaking on "Responsibility of the Schools for Child Safety," stated that conditions warrant and the public expects the assumption of responsibility for traffic safety education in American schools, particularly in the high schools. He cited numerous instances where it has been demonstrated that traffic safety education in schools is entirely feasible for high-school students as well as for those in elementary and junior high

schools. Mr. McClure believes that a well-rounded program of safety education probably should include (a) systematic instruction at stated times in cause and prevention of traffic accidents including traffic regulations; (b) incidental cooperation of teachers in such subjects as art, English, science, and public speaking; and (c) liberal opportunity for participation of the high school and other bodies for sharing responsibility to the extent of their capacity for the promotion of safety in the school community. He pointed out that a well-rounded program of safety education should be based on a study of local community conditions and should aim at a grasp of the broader aspects of the problem including the angles of engineering and strict law enforcement. Mr. McClure concluded with the statement that important as is the immediate reduction of traffic accidents, of even greater importance is it that the enthusiasm of youth be enlisted in the solution of the traffic safety question, that youth be trained in methods of personal and group investigation, and experienced in cooperative attack upon traffic safety problems.

In his discussion on "New Developments in Safety Education," Mr. Elliott emphasized six points as follows: (1) A comprehensive safety program must impart information about hazards, must make boys and girls conscious of these hazards, and must supply them with adequate information adapted to their ages from as great a variety of sources as possible; (2) it must provide for the development of ideals for the protection of others, ideals of personal safety, and ideals of cooperation so that the provisions for safety which are made in the community may be utilized to the fullest extent; (3) the program must bring into bold relief for boys and girls the necessity for cooperation, teach them how to work with other individuals and with groups to the end that they may do their part in the development of safety; (4) the program must offer opportunity for training in those situations which present hazards so that they may develop habits of safe behavior in the complex situations which are presented to them daily; (5) the program must include provisions for adequate reporting of all accidents that happen to children enrolled in all the schools; and (6) it must place emphasis upon character training. Mr. Elliott declared that character is a most important part of the individual who is safe to live with and who will assist in making our world more safe. Reliability, thoughtfulness for others, courage, and responsibility are ideals which must be developed as motivating forces in any program of safety education. Mr. Elliott feels that they will be continually reenforced and further developed thru those practises which insure the finest recognition of the rights of others, the obligation to be helpful to those less well endowed, and the determination to remove the accident conditions that confront us in our complicated society.

Mr. Knoelk had as his topic, "Next Steps in Coordinating the Forces for Child Safety." He stated that considerate courtesy, reasonable restraint, and good housekeeping habits are still desirable virtues, and that these traits are traits of action and their worth is measured not by the profession but by the conduct of people. Being safety conscious means that we dedicate

ourselves to these and similar habits, asserted Mr. Knoelk, and it does not mean being fearful or pusillanimous. "Safety is practised so that we may be more zestful in work and more sanely venturesome in our play." Mr. Knoelk believes that the test of any high-school subject is not the written examination that follows; he believes that the actual testing of any program is not done by teachers in the schools. "The real measure of the effectiveness of this course in safety is the way you act in traffic, in the home, and in the field; and the aid you give at all times to make living together safer and happier for all."

Mr. Rosier believes that the schools of the country have a responsibility in the protection of human life because they deal so largely with social and mental adjustment. He stated that educationally we need to learn how to live in the presence of the danger of human life that has been created by the modern machine; the continual destruction of human life can be stopped only by a nationwide education and training of the young and the placing of a larger obligation of responsibility upon those who operate all of these modern inventions that are so prolific in accidents. If the teachers of our nation could become conscious of what accidents are doing to the childhood of our nation, Mr. Rosier thinks they would make a real contribution to the solution of the problem. He feels that the safety problem cannot be solved by traffic police or by any perfunctory methods that may be adopted by any town or city. "It must be solved by universal intelligence among the people."

*Symposia on Strengthening the Relationship
between School and Community*

SECTION B—UTILIZING LAY COOPERATION

J. C. COCHRAN, SUPERINTENDENT OF SCHOOLS, SAN ANTONIO, TEXAS; AND
MEMBER, EXECUTIVE COMMITTEE, N.E.A. DEPARTMENT OF
SUPERINTENDENCE, *Presiding*

JOHN CALLAHAN, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, WIS., *Summarizing*

Participants:

Frank Miles, Editor, *Iowa Legionnaire*, representing Ray Murphy,
National Commander, American Legion, Des Moines, Iowa

William McKenzie, Member, Portland Board of Education, Portland, Ore.

Mrs. William Kletzer, President, Oregon Congress of Parents and Teachers, Portland, Ore.

Walter D. Cocking, State Commissioner of Education, Nashville, Tenn.

Mr. Miles spoke on the subject of utilizing lay cooperation by creating understanding. He opened his discussion by giving a brief history of the American Legion together with its aims and purposes. He said that the one

word which probably best defines all of the aims, ideals, and purposes of the American Legion is "Americanism"—the same kind of Americanism that our forefathers established when they wrought this Republic of free men. He emphasized the point that the Legion's program of Americanism is not merely to combat communism and everything which resembles it but to sponsor many other worthy activities which are being promoted by the Legion's very fine and efficient Americanism Division at the national headquarters. Some of these are: community service, in which each one of the 11,300 posts is urged to do at least one constructive, worthwhile thing in its community every year; junior baseball, by which the Legion seeks to develop the character of its more than 400,000 participants and thereby combat crime; highway safety; youth movements, which include the sponsorship of part of the Scout troops, and the squadrons of sons of the American Legion; patriotic holidays; flag etiquette; and education. Mr. Miles told of the origin of American Education Week and of some of the celebrations, and concluded with descriptions of other educational activities sponsored by the American Legion.

With the hope of assisting other communities to strengthen the relationship between the school and the community, Mr. McKenzie gave a survey of the problems which had arisen in Portland, together with the manner in which they had been met. Mr. McKenzie stated that in Portland a few years ago a very definite resentment had grown up because of the large investment in the schools and the short time they were in use. He feels that the almost continued use of the schools for any and all public service is the only way to eliminate the feeling of resentment and misunderstanding. It is his opinion that this feeling exists in every community in this country where any effort is made to prevent the absolute free public use of school facilities. Mr. McKenzie said that every superintendent, supervisor, principal, or teacher he had talked with had told him that he or she believes their policy of the free use of the school facilities has been of great help in bringing about a better understanding between the schools and the people of the community. He pointed out that living in the age we do, it is finally going to be necessary to establish a publicity bureau to furnish to the papers, luncheon clubs, chambers of commerce, and all other civic bodies, information regarding all matters of interest pertaining to the operation of the schools. He believes that no schoolboard or educational staff is going to continue long any practise which cannot stand the light of publicity.

Mr. Cocking discussed the question of how best to utilize lay cooperation in the future. In his judgment, the future of public education in America is largely bound up (1) in the intelligent planning and organization by the teachers of America, and (2) thru the intelligent understanding and action on the part of the laymen of the nation. He considers the public press, the public forum, the radio forum, and the ballot box as the more important media thru which lay groups can organize and work. Mr. Cocking believes that one of the obligations before the school teacher is to plan so that adequate opportunities are present for lay groups to become definitely interested in the problems of public education, and to do something

about them. Mr. Cocking visioned in the future, not a group of teachers appealing for justice to a local board of education, to a state legislature, or to a national Congress but rather a group of alert and understanding laymen demanding of organized government—local, state, and national—adequate educational facilities for their communities, so that the democratic way may be preserved, American institutions continued, American ideals preserved, American objectives secured, the rights of all guaranteed, and happiness and welfare for all the people obtained.

*Symposia on Strengthening the Relationship
between School and Community*

SECTION C—BROADENING COMMUNITY HORIZONS

ANNIE C. WOODWARD, HIGH SCHOOL, SOMERVILLE, MASS.; AND CHAIRMAN,
N.E.A. COMMITTEE ON INTERNATIONAL RELATIONS, *Presiding*

W. P. KING, SECRETARY, K.E.A., LOUISVILLE, KY.; AND PRESIDENT,
NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS
ASSOCIATIONS, *Summarizing*

Participants:

Uel W. Lamkin, President, Northwest Missouri State Teachers College, Maryville, Mo.; and Secretary General, World Federation of Education Associations

Elias Arnesen, San Francisco State College, San Francisco, Calif.

H. M. Woodward, President, Utah Education Association, Brigham Young University, Provo, Utah

Mr. Woodward, in his discussion on "Public Opinion and World Peace," emphasized the fact that the enlightened social conscience is never a successful match for emotional public opinion so long as the social conscience allows the war forces a free and unrestricted hand to stimulate war psychology. It would seem to Mr. Woodward that our hope for immediate results lies along two possible paths—first, in a program to curb the war propagandists in their use of the powerful stimulating agencies which serve to inflame public opinion; and second, in a program to utilize the same and other agencies in an attempt to produce and sustain public opinion in favor of peace. The obstacles in either of these programs are going to be difficult to overcome, yet it is Mr. Woodward's belief that much can be done if as a body we see clearly the elements involved and plan definitely to cope with them. He thinks we must fix in the mind of the child a knowledge of the forces which produce war, their names and their localities, a knowledge of the methods they use, with a detailed description of the agencies thru which they work, that the future youth and adult will be on the alert to detect any insidious propaganda. He believes that we must develop an enlightened social conscience that will be a match for emotional public opinion. "We can

do this only by making our detail so clear and so complete that the child is fortified against the onslaught of misrepresentation."

In his summary of the addresses, Mr. King gave briefly the high-lights of the Oxford Conference, which had been discussed by Mr. Lamkin, stating that the Oxford adventure in World Friendship established one clear truth, namely, that any solution of international conflicts is dependent upon three factors—understanding, appreciation, and sympathy. He believes that all of these may be developed thru education. "Thru understanding we may come to know the social, political, and economic facts concerning the nations. Thru appreciation we come to realize that each nation has its own special gifts to bring to the storehouse of culture, its own contribution to make thru its art, its literature, its science, and its industry, its own inherent characteristics which are of distinct value to humanity. Both understanding and appreciation may be developed along intellectual lines but an equally important factor, that of sympathy, can be developed only thru association with men. . . . Thru association and education we can discover many common virtues and ideals which will tend to bind peoples together regardless of their diversities of race or religion, color or philosophy."

After further remarks regarding the addresses given at the meeting, Mr. King concluded with the statement that if our feet are to be guided by the light of the past we shall surely remember that all the great causes which looked to the eradication of human and social ills have been won only after long and tedious toil and waiting upon the slow processes of educating the masses. "All the precious and priceless privileges which we enjoy today are the results of innumerable efforts of men who dreamed and labored for ages."

Symposium on Evaluating National Issues

REPRESENTING THE DEMOCRATIC PARTY

HONORABLE PAUL V. MC NUTT, GOVERNOR OF INDIANA, INDIANAPOLIS, IND.

The militant and victorious democracy of the nation goes to the people in the campaign of 1936 on the record, a record of worthwhile achievement, of devoted, honest, intelligent, and statesmanlike service. It enters the conflict filled with the spirit of Woodrow Wilson when he said, "We shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own government." It reenlisted with the President when he said: "In America we are waging a great war. It is not alone a war against want and destitution and economic demoralization. It is a war for the survival of democracy. We are fighting to save a great and precious form of government for ourselves and for the world." It is the lot of the Democratic party, the oldest continuously existing political instrumentality in America, to be called to power in periods of national crises. It has played a potent part in every political and economic development since the

end of the eighteenth century. It is the party of liberal tendencies and of progressive tradition. History has demonstrated conclusively that it is the only party from which action along those lines can be expected. The opportunity to serve when the need is greatest has been accepted as a high privilege by the Democratic party. Such service has demonstrated the genuine and indisputable greatness of democratic principles, the value and essential soundness of democratic doctrines, and the inspiring fineness of democratic achievement.

This is not a static world. Our traditional political opponents thought it was. They held fast to old theories and were at a loss when the old theories did not meet the demands of the new day. They had not had a constructive or new idea in half a century. They were entirely unmindful of the factors which control our well-being. The people revolted and swept them from power.

Whenever the nation has been confronted with unprecedented situations, calling for unprecedented willingness to consider unprecedented policies, it has placed the Democratic party in the seats of government. In every instance the party has proved its capacity to meet crises, safeguard the liberties of all citizens, and provide a way of life congenial to our people. The last three years give adequate proof. They have been long years to Republicans out of power. They have been short years to a grateful people on the road to recovery.

The immortal Woodrow Wilson, who was historian and prophet as well as statesman, said, "Whenever the United States forgets its ardor for mankind, it is necessary that a Democrat should be elected President." A Democrat was elected President in 1932 and will be overwhelmingly re-elected President in 1936. Called upon during this critical period, the Democratic party produced an inspiring leader, the greatest peace-time President in the history of the nation—Franklin Delano Roosevelt.

Three short years ago last March all enterprise was paralyzed, all confidence was gone. So deep and so widespread was the demoralization that recovery by the old methods of individual initiative and piecemeal adjustments had become impossible. There was not merely a financial panic. There was a political and a moral panic. In every town the banks were closed. In almost every community the treasury out of which the unemployed had to be fed was empty. In Washington, the Congress and the Executive were in a hopeless deadlock. Nowhere was there any organized power standing around which the people could rally.

It was under these conditions that a new leader took command. He made it his first business to prove to the people that they had in Washington a government that could govern. In the first three months he implanted that conviction in the minds of the American people and in the minds of all the world.

Our people had seen the Congress and the Executive so deadlocked that almost no measures could be enacted. They had lost hope not only in their own ability to meet the crisis but in the ability of anyone to do anything about anything. That was the very essence of the crisis. To overcome it, the

President, inspired as few men have been in our age, drove thru a whole series of great measures in record-breaking time, thus serving notice on everyone that the government was restored to full vitality. Everybody knew that there was vigor where there had been weariness, unity where there had been disunity, the power to act where there had been deadlock.

The impression was driven home that there was no vested interest so powerful that it could block the action of government, that there was no dogma so deep-seated that it could prevent a bold experiment, that there was no important group of people whose problems the government was not prepared to take in hand. A Democratic President and a Democratic Congress saved the day. Three short years ago last March we found ourselves in disorderly, panic-stricken mobs and factions. By June of that year we had become again an organized nation, confident of our power to provide for our own security and to control our own destiny. It was a triumphant achievement under the leadership of one of the truly great men of the century, Franklin Delano Roosevelt.

And now the opposition, socialists, communists, fascists, reactionary Republicans, and that last infirmity of political minds, the Liberty League, taken together an unholy alliance of Bourbons and Bolsheviki, would crucify him.

On what charges would they try him?

They say that he has betrayed the pledges upon which the Democratic party sought and received public support. The facts are that he has performed the platform pledges as an open-minded study of the 1932 Democratic platform and of the party's record since March 1933 will clearly reveal. Consider, for example, the following planks quoted directly from that platform:

We advocate the extension of federal credit to the states to provide unemployment relief wherever the diminishing resources of the states make it impossible for them to provide for the needy. We advocate the spread of employment by a substantial reduction in the hours of labor, the encouragement of the shorter week by applying the principle in government service. We advocate planning of public works. We advocate unemployment and old-age insurance under state laws. We favor the restoration of agriculture, the nation's basic industry; better financing of farm mortgages thru recognized farm bank agencies at low rates of interest on an amortization plan, giving preference to credits for the redemption of farms and homes sold under foreclosure; extension and development of the farm co-operative movement and effective control of crop surpluses so that our farmers may have the full benefit of the domestic market; the conservation, development and use of the nation's water power in the public interest. We advocate the protection of the investing public by requiring to be filed with the government and carried in advertisements of all offerings of foreign and domestic stocks and bonds, true information as to the bonuses, commissions, principal invested, and interests of the sellers. Regulation to the full extent of federal power of (a) holding companies which sell securities in interstate commerce; (b) rates of utility companies operating across state lines; (c) exchange in securities and commodities. We advocate quicker methods of realizing on assets for the relief of depositors of suspended banks, and a more rigid supervision of national banks, for the protection of depositors, and the prevention of the use of their moneys in speculation to the detriment of local credits. We advocate the repeal of the Eighteenth Amendment.

We advocate the continuous responsibility of government for human welfare, especially for the protection of children.

The foregoing are fifteen of the salient pledges in the Democratic platform of 1932. No one can deny, within the record, that these have been faithfully performed. The opposition chooses to ignore this great body of constructive achievements. Those who lightly assert that the Administration has "scrapped" or "side-stepped" the 1932 platform do so because they have never read or else have forgotten the contents of that document. They wilfully disregard or seek to suppress essential evidence on the matter. Furthermore, these critics, who now clamor loudest about the Democratic platform of 1932, are, for the most part, self-avowed enemies of its every proposition for social security and human rights.

"But," these prosecutors say, "what about the planks on a reduction of national governmental expenditures and an annually balanced budget?" These two have not been carried out. There were unavoidable and compelling reasons why they could not be carried out. But even if we put them unconditionally on the negative side of the sheet, do they blot out all else that the Roosevelt Administration has done? Do they alter the historic fact that the President and the Congress grappled heroically and effectually with an economic crisis which has been described as causing "more domestic damage than our participation in the World War"?

Does failure to reduce governmental expenditures and to balance the budget outweigh the millions of human lives rescued from starvation and despair, or totally offset the renewed faith and courage which a brave leadership inspired when men's hearts were sinking? Does it set at naught the fact that in three short years of the New Deal, as compared with the last three of the old deal, unemployment has declined 30 percent; cotton, wheat, and corn have increased in farm value 100 percent; listed stocks have advanced 134 percent in value; and listed bonds 22 percent? Granting that national governmental expenditures have increased, is it either good sportsmanship or good sense to take no account of the human values and the business values which such increases have undergirded, revitalized, and restored?

The voices that now berate the Roosevelt Administration for not sticking to the letter of the platform's economy plank were not calling for retrenchment in the lean grim days of 1933. The Liberty League magnates whose possessions then were being guarded by government loans said never a word about "reckless spending." Faced with the alternative of saving money or saving people, President Roosevelt and the Congress chose the humane, the prudent, the honorable, the American course of saving people.

They say that the President has usurped the powers of the Congress, a phrase hoary with age.

The fact is that since the beginning of the nation the presidents of the United States have been denounced either as usurpers of power or as weaklings. Thank God, President Roosevelt is no weakling. A weakling would have perished, and the nation with him, in the storm and stress of the last

three short years. History shows that the Congress is alternately denounced as a menace because of the seizure of power by assertive blocs or as the weak and willing tool, the rubber stamp, of a chief executive. The real difference is in the leader and is aptly shown by a comparison between the vacillating ineffectiveness of Hoover and the vigorous guidance of Roosevelt.

They say that the President has flouted the integrity and authority of the Supreme Court. The fact is that during our one hundred and forty-seven years of existence as a nation the Supreme Court has declared sixty-nine acts of the Congress unconstitutional. Only twenty-two, or less than one-third, were passed by Democratic Congresses. On the other hand, Republican Congresses, which we are now told are the guardians of the Constitution, passed forty-two, or over 60 percent. Four were passed by a Republican Senate and a Democratic House and one by the first Congress, which was non-partisan. The twenty-seven Republican Congresses have passed almost twice as many unconstitutional acts as the thirty-three Democratic Congresses since the birth of the nation. During General Grant's term alone a Republican Senate and a Republican House passed almost half as many unconstitutional acts as have every Democratic Senate and every Democratic House in our entire history. The record speaks for itself. The Constitution has fared better at the hands of Democrats than it has at the hands of Republicans.

They charge that additions to the national debt have enslaved our children. The fact is that no account has been taken of the increase in values and income during the period in which our national debt has increased. One of countless illustrations will be sufficient to prove the point. On April 1, 1933, the value of all stocks listed on the New York Stock Exchange was \$19,914,893,000. On April 1, 1936, three short years later, the value of the stocks listed on the New York Stock Exchange was \$51,667,867,000. This means that the value of these stocks increased in three short years a total of \$31,752,974,000 or \$214,000,000 more than the total national debt. In this same period there was a rise in the value of listed bonds amounting to \$11,253,000,000, making a total increase in the value of stocks and bonds alone of approximately \$43,000,000,000, not taking into account all unlisted and over-the-counter stocks and bonds. In other words, the Wall Street gamblers could sell their holdings today, pay the entire national debt, and be \$11,467,000,000 better off than they were April 1, 1933. During the same three short years the spendable income of the people of the United States increased from \$39,545,000,000 in 1932 to \$62,988,000,000 in 1935. Thus has a Democratic Administration, to use the words of the Republican national platform, "bred fear and hesitation in commerce and industry and prolonged the depression."

They charge that under President Roosevelt the administration of relief has been partisan and incompetent. The fact is that when the history of the Roosevelt Administration is written, the chapter which deals with relief will command a place of honor above all the rest. It is the business of government to make those adjustments which guarantee to every employable man or woman the right to earn an honest living. In working out the

physical, mental, and moral salvation of millions of people, the government has been discharging a sacred responsibility. If it be partisan to declare that the cheeks of little children shall not grow gaunt, that the next generation shall not approach manhood and womanhood with memories of stark privation and with souls filled with bitter rebellion against a system which took no account of human values, then the administration of relief has been partisan. If it is incompetent to make certain that citizens do not suffer for lack of the material necessities of life, then the administration of relief has been incompetent. The record shows that the administration of relief has been impartial, intelligent, constructive, and effective. The only partisan feature has been the outcry of the opposition. The only incompetence has been in the effort of the opposition to devise a better method of meeting the emergency.

We have met the emergency. Out of this temporary necessity has grown a permanent program of social security, based on the philosophy that the right to live implies the right to have the means to sustain life. Without this, liberty is a mockery and happiness a sham.

This program represents a great forward step in meeting the obligation of government to the unfortunate, the physically handicapped, and those who have suffered under the lash of economic stress.

There is neither partisanship nor politics in the enactment or the administration of this program. The Social Security Act represents the best thought of our time as applied to these problems. This is a first step toward bringing simple justice to the weak, the helpless, and the unfortunate. What has been done is a record of achievement and of humanitarian effort, a record of the preservation of every standard, every ideal, every tradition of true Americanism. Not as partisans, but as good neighbors we have kept the faith. All we have done and will do is not politics but patriotism. It is Christianity in action.

Our opponents sing that they "are trampling out the vintage where the grapes of wrath are stored." The grapes of their wrath are sour grapes. The charges made are based on bitterness, hate, and jealousy. The verdict of a grateful people will be the overwhelming election of Franklin Delano Roosevelt as President of the United States. Real Americanism will not forsake an outstanding leader for an unknown, who would be lost in a crowd of three despite the fact that he has been blessed by Hearst and anointed with the oil which covered the Harding Administration.

Three weeks ago, what is left of the Republican party held a convention. In the dull, lifeless, and futile Cleveland meeting the delegates staged a few mechanical demonstrations, gave the "salute to the dead" to one Herbert Clark Hoover, who abandoned his role as "chief pecker around the corners" to become the nation's scarecrow—adopted a platform and selected a ticket, both of which can be described by a short couplet: "Back on the rocks with Landon and Knox."

The Republican national platform is so full of compromises, hedges, contradictions, and straddles that the candidate had to repudiate parts of it before the newspapers could put the document in type. This is merely

a new device in the performance of the ancient Republican trick of being on all sides of all questions at the same time.

The Democratic party met in a wildly enthusiastic and entirely harmonious convention at Philadelphia last week. They nominated their candidate by acclamation and adopted a platform which is the New Deal. It does not retreat. Neither does it plunge forward with reckless promises. What it says, it means. What it promises is already in the process of accomplishment. It makes no apologies or evasions. It states in clear broad terms the policies of the New Deal.

By adopting that platform the Democratic party became by declaration what it already was in fact, the liberal party, the party which fights for human rights above property rights.

Compare it with this year's Republican platform and you will see that the Democratic party has charted a course for America while the Republican party can produce only weasel words and carping.

Take for example the matter of the interpretation of the Constitution. The Republican platform has nothing but laudation for the Supreme Court and empty phrases with which it seeks to wrap itself in the Constitution.

The Democratic platform says: "The Republican platform proposes to meet many pressing national problems solely by action of the separate states. . . . Transactions and activities which inevitably overflow state boundaries call for both state and federal treatment. We have sought and will continue to seek to meet these problems thru legislation within the Constitution. If these problems cannot be effectively solved by legislation within the Constitution, we shall seek such clarifying enactments as will assure to the legislatures of the several states and to the Congress of the United States the power to enact those laws. . . . That is, we propose to maintain the letter and spirit of the Constitution." That is clear; the Democratic party does not intend to see the country wreck itself. If rescue is prevented by the Court's interpretation of the Constitution, then it will go to the people and ask them to save themselves by amending the Constitution.

James Wilson of Pennsylvania, a member of the Constitutional Convention in 1787 and later a justice of the United States Supreme Court, said in the Convention: "Where do the people look at present for relief from the evils of which they complain? Is it from an internal reform of their government? No, sir. It is from the national councils that relief is expected. . . . A private citizen of a state is indifferent whether power be exercised by the general or state legislatures, provided it be exercised mostly for his happiness." One wonders if James Wilson, who was one of the best friends the people had among the framers of the Constitution, had a vision of 1933, when with pathetic eagerness the people turned to the national government in their quest for happiness.

Compare the two planks on currency.

The Democratic plank is: "We approve the objective of a permanently sound currency so stabilized as to prevent the former wide fluctuations in value which injured producers, debtors, and property owners on the

one hand, and the wage-earners and creditors on the other, a currency which will permit full utilization of the country's resources. We assert that today we have the soundest currency in the world."

The Republican plank is: "We advocate a sound currency to be preserved at all hazards. We oppose further devaluation of the dollar. We will restore to the Congress the authority lodged with it by the Constitution to coin money and regulate the value thereof by repeal of all the laws delegating this authority to the Executive. . . ."

In his telegram to the convention, the Republican nominee defined a sound currency as one backed by and convertible into gold. He then hedged the issue by declaring that the proposed change should be made "when it can be accomplished without penalizing our democratic economy and without injury to producers of agricultural products." Everyone realizes that there can be no return to the gold standard under present conditions without "penalizing our democratic economy and without injury to producers of agricultural products." The Republican nominee did not dare advocate an immediate return to the gold standard. His declaration on the subject evades the issue by the use of language which clearly shows he does not believe it safe and practicable to reestablish at this time a gold standard currency.

The Democratic party recognizes that it is an essential function of the government to hold the purchasing power of the dollar at a fairly stable level which will do justice between debtor and creditor and give the wage-earner his just reward. The Roosevelt Administration has already provided the machinery for federal control of dollar purchasing power thru the Banking Act of 1935 as well as thru the Stabilization Act of 1933.

Before these acts were passed, the government had no control of the purchasing power of the dollar. It trusted to the old unrestricted gold standard, which proved ineffectual in recurrent periodic depressions, until 1933 when we suffered a complete collapse of our economic structure.

While many were ruined in these many panics, a lucky few came out richer than ever; they were the money changers who were able to take advantage of the fluctuations in the purchasing power of the old gold dollar. Roosevelt drove "the money changers from the Temple"; Landon wants to invite them back. The Democratic party is against control of our monetary system by the predatory and selfish few.

Compare the two platforms on unemployment:

The Democratic platform says frankly, "We believe that unemployment is a national problem and that it is the inescapable problem of the government to meet it in a national way."

The Republican platform returns to the old Hoover "let them sell apples" theory, when it advocates "removal of restrictions on production and abandonment of all New Deal policies as a sure cure for unemployment."

Was the memory of the Republican platform drafters so short that they could not remember Hoover's plea to leaders of industry to employ more workers than they needed, in the face of dwindling demands for their

goods and mounting deficits? Did they remember how these industrialists responded to the President's plea with payroll slashes?

Look at the treatment of foreign affairs by the two platforms:

What is the answer to the great question, "How can America remain neutral in the next war?" The Republican platform does not even mention a neutrality plan. The Democratic platform says: "We pledge ourselves to work for peace and to take the profits out of war, to guard against being drawn by political commitment, international banking, or private trading, into any war which may develop anywhere."

And so the comparisons go, plank by plank—item by item. Boil it down and the Republican platform offers the old deal, the revelry and evil of the Harding régime, the inaction of the Coolidge Administration, and the vacillation and ineffectiveness of the Hoover experiment which brought this country into leaderless uncertainty and economic chaos.

As I said in the beginning, the Democratic platform is the New Deal, which means recovery in all the basic values of life and the reestablishment of the American way of living, by humanizing the policies of the federal government as they affect the personal, financial, industrial, and agricultural well-being of the American people; which means that government in a modern civilization has certain inescapable obligations to its citizens among which are: (1) protection of the family and of the home and of the school; (2) establishment of a democracy of opinion for all the people; (3) aid to those overtaken by disaster. Which will you choose? I for one cast my lot with the President of the United States in his effort to promote the safety and happiness of the people and to save democracy for ourselves and for the world.

Symposium on Evaluating National Issues

REPRESENTING THE REPUBLICAN PARTY

BURTON L. FRENCH, FORMER CONGRESSMAN FROM IDAHO, MIAMI UNIVERSITY, OXFORD, OHIO

A bit ago as I was coming into the hall, a dear lady who is a delegate to this convention said to me, as it was remarked I would be one of the speakers, "Well, thank God, tonight we shall have politics discussed in an understandable fashion." I immediately said, "Thank God for the greatest optimist in the world." And then I could not help but reflect upon the real basis for the suggestion of the dear lady when she told me that in the last one hundred years her state had always gone Democratic, and it is no wonder to me that she wanted politics discussed in understandable language.

I congratulate the National Education Association upon the magnificent work that it has accomplished during the past three-quarters of a century. It is characteristic of your zeal for truth, and your devotion to republican institutions that you have invited the great political parties of the country to have a place upon your program, and while I hold no public office, and do not speak with authority, I shall undertake to make a brief interpreta-

tion of the subject you have assigned me, "The Platform and Policies of the Republican Party."

In spite of the sinister meaning that the thoughtless attach to the word "politics," that word in its finest sense has bearing upon the fundamental relationships of people, and with the policies that have to do with the civilization in which we live.

First of all, may I say frankly, that while I shall endeavor to interpret something of the ideals of the Republican party, I have no unkind criticism to make of the other parties whose representatives will appear before you.

Political parties stand for principles and policies of government, and the problem that will address itself to every thoughtful member of this audience, is whether or not the policies that are sponsored by one party or another invite most reasonably the support of the citizens looking to the common good. A platform was drafted by the Republican party in its national convention in Cleveland, June 8 to 12. With the platform you may or may not concur. But you must concede that it is clear, definite, and concise.

I realize that in forty minutes I can give but a brief outline. In doing so, I shall ask you to consider three factors (tho in part they overlap):

1. The relationship of the individual to government
2. The relationship of the government to economic problems
3. The relationship of the United States to a world of nations.

The Relationship of the Individual to Government

I shall ask you to consider first the relationship of the individual to the government. We do not live alone. We live as units among many people—people of different standards, people who want to do what is right by their families and by their neighbors, and people without respect for generally accepted rights of others. These latter are in the minority, and yet they form a part. This latter group modifies the attitude of you and me toward government. Yet all of these people—the good and the bad—have interests that are in common, have what we are pleased to call rights, that most people within the United States believe should be respected.

Had I been called upon to address this convention in 1915, or at any time within a score of years prior to that date, I should have dwelt lightly upon the fact that the Republican party stands for representative government because I should have assumed this thought to be self-evident. For the same reason I should have omitted to emphasize that the Republican party believes in keeping fresh in the minds of people the principles of free speech, freedom of religious worship, free press, and the other Constitutional guarantees that were of first magnitude one hundred and fifty years ago, not forgetting local self-government.

During the last few years, however, times have changed. Reaction from a despotism of a czar in Russia has been superseded by despotism of a class. Reaction against liberal and representative government in Germany and Italy has brought arbitrary rule of Hitler and Mussolini, and has wiped out popular government. In America, men of courage in other years have

expressed doubt as to the wisdom of republican institutions, and timid men have been willing to surrender freedom of mind, freedom of soul, freedom of political action, release from the general guarantees, touching the rights of man, if only they may have some sort of gratuity from the federal government. Others would place our educational institutions in strait-jackets. Other earnest men have thought that the way out is thru organizing themselves into some sort of superstate—a great secret society, whose members wear masks, and who assume to determine the duties and liberties of their fellow citizens.

Because of this reaction, it is imperative that you know the attitude of all the great parties of the United States, who ask for your suffrage, upon the question of Americanism, upon the question of representative government, upon the question of whether or not the party stands for the principles to attain which our government was born. I tell you frankly that the Republican party stands uncompromisingly and unflinchingly for these principles and for representative government. It denounces, as it would denounce those who place false signals upon a rocky shore where ships pass by, the lights that are held out to attract the attention of the people of our land, to groups who stand openly or covertly for the overthrow of true democracy. Our country must either go forward or it must retreat. The Republican party believes in progress, but it believes in orderly progress.

Amendments to the Constitution—The Republican party regards the Constitution as the great bulwark of American liberties. But it recognizes change. Ours is a dynamic world; it is not static. Following the series of early amendments to the Constitution, the last one of which was approved by the Congress in 1803, no amendment was adopted modifying the organic law until during the administration of Abraham Lincoln in 1865. Since then, ten amendments to our Constitution have been made, and another is now pending, the Child Labor Amendment, which lacks but the ratification of a few states to become effective. Nine of these bear the names of Republican authors, and all but one of them passed the Congress of the United States when one or both branches were governed by Republican presiding officers. I recall, thus briefly, this historic record to answer the charge that the Republican party does not believe in change.

Civil Service—The relationship of the individual to the state cannot be completely considered unless brief attention be given to the status of all who are charged with responsibility of government. In representative government, it is presupposed that public officers, in legislative and administrative positions, reflect in a broad way popular thought. This is the essence of true democracy. But it is not supposed that the hundreds of thousands of employees of the government, who are not the policy-making officers, should be the slaves of those who are charged with responsibility. Years ago, this very system was denominated as the "spoils system." To prevent this corrupt practise the merit system was created. It had attained its highest flower four years ago under President Hoover, when more than 80 percent (80.1 percent in 1932) of the employees of the federal government were under Civil Service. Today, less than 60 percent are so em-

ployed. The Civil Service is being challenged by those who should be its friends. The Republican party stands for the restoration of the Civil Service, and the candidate of the Republican party for President, Governor Landon, has in forthright language, indicated his purpose to extend the merit system to all federal employees who are not officers of policy-shaping character.

So then, the Republican party on the matter of the political relationship of the citizen to state and nation, stands for representative and local government under the Constitution, orderly change in that organic charter of our liberties, respect for law, and an efficient and honest Civil Service.

The Relationship of the Government to Economic Problems

The second relationship that I want you to consider is that of the government to economic problems. I realize that, in part, the different broad factors I have suggested, overlap. But we may conceive of a society, or at least, people, among whom there is no respect for personal effort; a society in which there is no personal ownership of the simplest things of life, the exclusive right to tent or shelter, or the right to a pillow upon which the member would place his head. We may think of property as belonging to no one, or rather, that would belong to the man who might possess the greatest physical strength. Or, again, we may think of a society where the government assumes economic control and ownership of everything—all kinds of property, which, after all, are the fruits of human labor; we may think of a government which tells the individual what he must do from day to day, and that garners into a common storehouse for common use the products of the citizens of the state.

Between these extremes, we may think of a society where the individual possesses much of the fruits of his labor—property which he has earned or which in some recognized fashion has come to him thru gift or bequest. We may think that in that same society the state might own and operate, or it might regulate and control the larger activities that have to do with basic wealth, properties that might be called “elemental” in character. As a matter of fact, all the political parties within the United States that are of general significance, occupy this middle ground.

Some of you in this convention have come 3000 miles within a period of four days or maybe less. This would have meant a trip of as many months when the city in which we are assembled had its beginning. You have read today of the happenings on the other side of the world less than one hour ago. As you came into this chamber you paused; you heard the spoken voice or songs over the radio from the capitals of Europe. In science, in education, in a thousand ways that were undreamed of by the founders of the Republic, we have gone forward. These steps mark the advance of civilization. We are on our way, and the progress that we have made and which has been made in the past one hundred years in America, and which in that one hundred years transcends the progress of the preceding ten thousand years, is the advancement that has been made under a government with free institutions, where the individual unit of society has been permitted to

enjoy, in part, the fruits of his own toil, the benefits to be derived under a patent to a device that he had discovered, or the profits that might come to him under a copyright to a book that he had written, which was the child of his brain and of his energy. Save as the state may limit him, these are his to use, for his family's benefit, for him to use against the day of misfortune, for him to use in perpetuating the factors of civilization. Remember, then, that this progress has been made by people who have recognized that there is an elemental factor which separates the humankind from the brute—an elemental factor which causes the individual to do his best for those who are near and dear to him, or for honor, or for objects that he loves and cherishes that will benefit the race. This elemental factor is what I have chosen to call the "profit-motive urge."

One of the fundamental differences that separates people along political lines within the United States is the extent to which profit-making motive shall have to do with the development of our civilization. There are those who believe in the simple principle of Thomas Jefferson that the least government is the best. There are others who believe that practically all of the business should be taken over by government. The Republican party in its practise and in its professions has never accepted either view. The Republican party recognizes that the state, the nation, must have a part in the orderly development of our programs, but that in very large measure the soul of progress lies not with the government but with the citizen. It is the citizen who aspires; it is the citizen who invents; it is the citizen who writes the book, who composes the song; it is the citizen who establishes the home; it is the citizen who loves and is loved; it is the citizen who fights for his country; it is the citizen who, after all, is the unit in the great development in science, in mechanics, in agriculture; it is the citizen who gives leadership, under the protection of the state, in the production of that which is most worthwhile in the world in which we live.

This is not a criticism of our civilization; it is rather a boast. The inspiration for our culture, for our advancement, begins with the individual; it begins at home, in sacrifice, in toil, in joy, in stress, and in hazard; it means self-preservation, it means self-improvement, the home, the fireside, the nation. The privilege of private initiative that can claim reward, the Republican party would preserve.

Government regulation and control—At the time the Republican party was born, competition in transportation and in all lines of business activity could be relied upon, in large part, to protect the average citizen. Then came the era of amalgamation, of organization, of the application of mechanical devices and new processes to production, in such degree that competition began to be pushed aside as the factor that in the middle of the last century was able to protect the consuming public.

There is no one who cannot fail to see the advantage of a limited number of railroads in contrast with the multitude of short railroad lines, each one limited to a comparatively small capital. You came to this convention, some of you 3000 miles, and you changed cars but once or twice—an infinitely better arrangement, it was, than if you had changed cars a hun-

dred times. There are advantages in concentration. These advantages must belong to the masses of our people, and these advantages can come thru the regulation by the state. The Republican party in 1884, first of all great organizations, recognized that the railway business of the country had reached the point where the state must take a hand, and it included in its declaration of faith a living provision, demanding federal control.

The first step in carrying out this program occurred in the Act of 1887, when the Interstate Commerce Commission was established. This Act marked the beginning. The Townsend-Esch Law, the Elkins Act, the Esch-Cummins Act—these are the most important laws that mark the development of legislation looking to the control of interstate public service activities, and that pointed the way to the control of intrastate public service business to be handled by the states themselves. It may be that all has not been done that will be necessary to meet the situation, but the Republican party stands committed to the policy of governmental regulation of public service institutions of America—the railroads and other transportation lines, telegraphs, telephones, electric light and power activities, pipe lines, express companies, the radio—in such way that private initiative and public service, under adequate supervision, may go hand in hand.

The principle of federal control is not limited to public service institutions. During the era that witnessed the amalgamation of railroad lines, there was witnessed the organization of business establishments in other fields. Instead of hundreds of manufacturers of plows, or hats, or shoes, or woolen goods, as existed in the middle of the last century, a few came to be the dominant factors in each particular line. A new type of property had developed, great institutions, representing wealth and power. Competition was being stifled. It was the Republican party that furnished leadership, and the Sherman Anti-Trust Law of 1890 paved the way for meeting the problem. But here again it was found that thru organization sometimes advantages appeared that could not be so well attained by the small business. Then came the Federal Trade Commission, and the application, in part, of the principle that originally was enunciated with respect to public service institutions of controlling organization to the advantage of labor and the consuming public. In the Cleveland convention, the Republican party reaffirmed its faith in the doctrine that monopolies are inimical to highest well-being, if left uncontrolled, and that the problem of consolidation of wealth must be met either thru efficient anti-trust policies or thru regulation and control.

The Republican party, in brief, believes that it is not sin for the individual to own his home, to exercise frugality, to acquire property. It believes that the profit-making motive has been a factor that has inspired and led on the human race to greater and still greater attainments. But the Republican party believes, on the other hand, that there are certain human rights above property that the government, representing the citizen, has the right to control; has the right to prevent monopoly; has the right to own, where occasion may require, properties of whatever kind they may be, with the end in view that these properties be made to serve not a limited number,

but the masses of the people of our country. The progress that has been made by the human race from the time man lived in caves and dressed in skins, on thru the days of the tallow candle and the spinning wheel to the present, has been made thru what has been called the "profit-motive urge," the individual striving to make the conditions in which he found himself, better for his home, better for his community, better for the country in which he lived.

Money and banking—In exercising the power of the federal government toward economic problems, there are points of contact that must not be overlooked. Some have been mentioned in the Constitution; some, whether mentioned in the Constitution or not, are so important that upon them there must be party policy. The Constitution placed within the Congress of the United States the power to coin money, and to regulate the value thereof. The Republican party, in its platform, reaffirms its belief that this power should be restored to the Congress.

If money is a measure of value and a medium of exchange, then nationally or internationally it should no more be permitted to fluctuate in value than a yardstick should be permitted to have different lengths in different stores or on cloudy days. By way of illustration, I remind you that by action of the present Administration the value of the dollar has been reduced more than 40 percent, and I ask the members of this audience to reflect whether or not their salaries have been increased to correspond.

Tariff—What is the attitude of the Republican party upon the tariff? The members of this audience are teachers, and if they were to ask the children of the public schools of the United States above the sixth grade what political party has consistently advocated a protective tariff, the answer would be one great chorus, "The Republican party." The answer would score a perfect mark. Thru the maintenance of a protective tariff policy, there has been built up in the United States a standard of living, a type of civilization that by contrast with the standard of living elsewhere finds no parallel. Strike down the duties upon our farm products, and our markets would be filled with the cheap products from abroad, and our farmers would be on the way toward peasantry. Strike down the duties upon many of our manufactured products, and we reduce in that instant the wage of the American laborer, the standard of living that surrounds his home, and maybe, in addition, we throw him out of employment.

In the administration of the policy of the protective tariff, conditions have not remained static. To meet this situation, the Republican party devised the doctrine of a flexible tariff, conferring upon the President of the United States and the Tariff Commission authority within certain bounds to adjust the tariff schedules in meeting new and unforeseen situations. But the Republican party does not approve of the tariff juggling of the last three years, and it condemns the reciprocal trade agreements that have been made. I have not time to review at length the record; briefly, may I say that when we reduced farm acreage within the United States, and curtailed production, we furnished a demand and a market for products produced abroad. We imported from foreign countries into the United

States in 1935, 34,000,000 bushels of wheat; 41,000,000 bushels of corn; 10,000,000 bushels of rye; the same of oats; 22,000,000 pounds of butter; and 48,000,000 pounds of cheese. During the first three months of 1936, under a new reciprocal trade agreement, we imported into the United States 33,000 head of cattle from Canada, in contrast with 16,000 during the corresponding months of the year before. It is difficult to see how this arrangement is beneficial to the farmers of the United States.

Agriculture—Born in the heart of the great agricultural area of the West, the Republican party during the years of its history has recognized that the greatness and the soundness of the American nation cannot be divorced from a successful and prosperous agriculture. Cities may fail, yet agriculture would survive; but if agriculture should fail, the cities would perish. The interest of agriculture must continue to claim the sincere and frank cooperation of the government. The Republican party does not believe that the highest well-being of the farmers of America or of a consuming public lies in a national promotion of scarcity, and thereby the encouragement of peoples of other countries to produce in still greater abundance, commodities that America curtails. More than that, destruction of foods and other commodities cannot be the right answer when millions of the world's people are in hunger and in need of the bare necessities of life. Better balancing of production and better distribution are essential factors. Cooperative marketing, the building up of markets within the United States thru development of payrolls and thru protecting the home market for American farmers—these are the immediate ends that must be realized, and to attain which, the Republican party stands committed.

Natural resources—The protection of the natural resources of the United States is as necessary for the nation as is the care of the home and garden of one of its citizens. This is not a new doctrine to Republicans. Ours is a favored nation, with tremendous natural resources. In heroic fashion Theodore Roosevelt led the way with his outstanding policy of conservation of the natural resources, and this doctrine has been amplified and expanded under Republican administration and commends itself to Republican thought in this great hour.

Budget—No individual can for long spend more than he earns without coming to grief; and no aggregation of individuals in the form of a government may do that which the individual citizen may not do in this regard. Between 1921, following the World War, when the Republican party came into power, and March 4, 1933, Republican administrations reduced the national debt from approximately \$26,000,000,000 to \$20,973,350,964. Our national indebtedness has increased enormously since that date until it stands (as of May 15, 1936) at \$31,541,000,000, or an increase of slightly more than \$10,600,000,000. The Republican party pledges itself to stop the folly of uncontrolled spending, and to bring the costs of government within the income. The tax burden upon the people of the United States challenges thoughtful consideration. In 1913, it was slightly under \$3,000,000,000 for federal, state, and municipal purposes. It is now slightly more than \$17,000,000,000 annually, or about \$685 for every family of five.

There can be no escape from the sharing of the tax burden by every citizen of the Republic. The Republican party, however, thru the years it has been charged with responsibility, has believed that the heaviest part of the tax should be borne by those who are most able to pay. Accordingly, in repeated tax laws, Republican Congresses and Republican administrations have favored the placing of the heaviest tax on commodities that were purchased by people of wealth, on what we choose to regard as luxuries, and on income taxes in the higher brackets.

The Republican party believes in thrift and economy upon the part of the people collectively, just as it does upon the part of the individual citizen. No way has yet been discovered by which the bank account of the individual may remain intact, when the drafts upon the account exceed the deposits. And no government can continue the indefinite program of living upon borrowed money. The time has come when we must cast into the discard the twin doctrines of disaster: economy of scarcity and scarcity of economy, in the transaction of our nation's business.

Indebtedness to the United States—During the World War, the United States loaned vast sums of money to foreign countries. These sums, together with interest, and less some \$2,000,000,000 heretofore paid, aggregate approximately \$12,000,000,000, or equivalent of \$500 for every family of five in the United States. The Republican party, in its platform, pledges itself to earnest effort, looking to the payment of this vast sum.

Labor—What is the attitude of the Republican party toward labor? As in other matters, the answer to this question lies in part in past accomplishments, and in part, in present declarations. In the platform adopted three weeks ago, the Republican party pledged itself to the rights of labor to organize and to bargain collectively. But it further indicated its support of the program for state legislation to abolish sweat shops and child labor, and its cooperation with state compacts to protect women and children, with respect to maximum hours, minimum wages, and working conditions. There was some question, in view of the recent decision of the Supreme Court on the problem here involved, of the power of the state in the matter of legislation touching maximum hours and the wages to be paid. That there might be no misunderstanding, the candidate of the Republican party for President, Governor Landon, sent a telegram to the convention, in which he declared that if the program to which the convention had committed itself could not be carried thru within the Constitution, he favored amending the Constitution that the power might be conferred upon the states. So much for the immediate. The whole history of the Republican party has been one of friendship to labor. It took leadership in abolishing slavery, which curse was the greatest check upon the program of bettering the condition of all men who toil, whether free or slaves. It has taken leadership in legislation among the states for shorter hours in industry, for industrial insurance, for the prevention of abuse, and exploitation of child labor, in requiring the use of safety devices, in bringing about healthful surroundings in mines and factories, in abolishing sweat shop conditions, as is indicated by the laws of the states that are normally Republican. More than that, con-

stantly the Republican party has been insistent upon the policy that it can help labor in most practical material ways by fostering national policies that furnish employment; for regardless of wholesome laws, touching hours of labor, touching wage scales, touching conditions of employment generally, labor is denied that which it should have, unless there can be a pay check at the end of the day.

Relief—What does the Republican party think of relief and security? Relief is necessary only when conditions are abnormal. Affording relief to meet an emergency must go hand in hand with working out a program by which the emergency will disappear. The Republican party insists that the necessities of life must be provided for the needy, and hope must be restored, pending recovery. It insists that federal grants-in-aid must be made upon cooperation with the states and local governments; that these grants shall be administered by non-political agencies, selected upon a basis of merit and fitness. In a land of plenty, people must not suffer.

The economic program is wrong. Relying upon recent figures of the International Labor Organization of Geneva, of which the United States is a member, 50 percent more people within the United States are out of employment than in all the other nations of the world combined, where in any one nation unemployment exceeds 100,000. The people of our country do not want aid; they want opportunity. Especially is this true of the youth of our land. Opportunity attends proper economic adjustment.

Security—With the upheaval that has occurred in the industrial world, with the shifting of populations from widely scattered areas so that a majority are in populous centers, with the development of industrial processes, machinery, and specialization in industry, the nations of the world are confronted with the problem of security toward the individual when he may become incapacitated in his chosen field, or when the arbitrary bars of age may overtake him. This is a problem that has been met too tardily. Real security is possible only when our productive capacity is sufficient to furnish a decent standard of living for all American families, and to provide a surplus for future needs and contingencies. But society has an obligation that goes beyond this, an obligation to promote the security of people by affording some measure of protection against involuntary unemployment and dependency in old age. In part, thru industrial accident and retirement laws of the nation and of the states, in which the Republican party has taken a leading role, and in part, thru retirement provisions of industrial organization, the problem is being approached. But it has not been met. The employment insurance and old age annuity sections of the present Social Security Act are unworkable, and deny benefits to about two-thirds of our population, including professional men and women, and all those engaged in agriculture and domestic service, and the self-employed. In this great program, the Republican party invites the cooperation of the people of America in providing security that is real, and not a so-called security that is of the stuff of which dreams are made.

Time prevents me from referring to the forward-looking program of the Republican party upon many other problems; the development of foreign and

domestic commerce, our reclamation, forest, and public domain programs, our policy in insular affairs, retirement provisions for federal employees, assistance to educational and other scientific movements, the purification of election procedures, and many others.

Landon and education—Reference has been made to President Roosevelt and his friendship for education. Of course we are glad. Then may I refer to the attitude of Governor Landon upon this same great subject? In Kansas Governor Landon is known as the friend of education and the public schools.

In 1932 when an amendment to the constitution of Kansas was proposed limiting the tax levy that could be made for the public schools to 10 mills it was Alfred M. Landon who led the fight in cooperation with the teachers of the state to defeat the amendment. The amendment was defeated and Landon was made governor.

Governor Landon, when he came into office, saw the hundreds of weak districts in the state with from one to five children of school age. Under his leadership a measure was passed providing for voluntary consolidation. This measure has meant the temporary suspension of several hundred schools thru consolidation with other districts, thus giving the children of these smaller districts better opportunity for education, and giving to the teachers better pay.

The Relation of the State to the World of Nations

The third great factor upon which the people of the United States have a right to demand that political parties be frank, is their attitude touching the policy that will be pursued by the United States with respect to foreign nations.

On this question, the position of the Republican party is not in doubt. It has consistently adhered to the doctrine that the greatest strength and influence of America lies in refusing to become entangled in the mesh of international politics. The Republican party, in its platform, has turned its face against membership in the League of Nations and the Court established by the League. It has reiterated its opposition to entangling alliances in foreign affairs. The Republican party is more definitely committed to this program in view of lack of respect for pledged words upon the part of the great powers. Treaties have been broken; obligations under the League of Nations have been violated; and until nations can comprehend that solemn obligations are made to be kept, they must expect the distrust and aloofness on the part of other nations.

The parallel—As comparisons are made by speakers and by publicists of forms of government, most attention seems to be given by critics to the contrast of mistakes that have been made by the United States, with successes under some other system. I welcome the so-called deadly parallel. Contrast for a moment, however, what has been attained under our type of government, and thru the economic policies that have guided our way. The population of the world is 2,057,800,000, and of the United States,

126,000,000, or 6 percent. Yet, mark the contrast in the comforts of life found in the American homes, when measured by the meager attainments of peoples of other lands. The United States has 6 percent of the population of the world, yet it has 43.5 percent of all the radio receiving sets; the people of the United States have 53 percent of all the telephones; 71 percent of all the automobiles; more than 50 percent of all bathtubs; and more than 20,000,000 American homes are lighted by electricity, including more than 743,000 homes of our farm population. Is it not a matter of pride, the contrast that can be made and must be made of the kitchen and its equipment? Of farm machinery and its use? Of railways and other means of travel? Of letters that are written? Of newspapers that are read? Of magazines that are published? Of popular education? Of libraries? Of opportunity for culture and advancement of the humblest citizen of the land? Of contrast, indeed, with the limited conditions that exist along the same lines in so many other nations of the world? I do not mention these things by way of boastfulness, but rather that you consider them, and the forces that have produced them, when you are asked to make a change.

The teachers of the public schools—Finally then I pay homage to the teachers of the public schools of America, upon whom more than upon anyone else, other than the fathers and the mothers within the home, is reposed the development of our civilization. You are the ones who guide the faltering steps of childhood; you are the ones who inspire and encourage the ambitions and enthusiasms of youth; you are the ones who hold in check, who modify and restrain their impulses that are a part of all growth, so that they may be directed along lines that are worthwhile.

Yes, but as applied to government, How? What can we do? These are questions that we who are teachers ask.

I do not believe that you invited representatives of the different political parties within our country to be upon your program essentially for the purpose of clarifying your thoughts that you may return to your homes better Republicans or Democrats or Socialists. You are interested in a greater objective; you are interested more, as teachers, in leading the youth of our land into the proper ways of thinking, of reaching ends in government that will be sound and wholesome, and in having a part.

The teacher in the public schools who influenced me most was a Democrat from the sunny South, but he did not advise me to be a member of any political party. He did teach me to think, to have a part in government, to be interested in affairs of state. And for his great comprehension of simple duty, I have erected a shrine in my heart to the memory of S. M. McCroskey. Faithful teacher of my youth, I hope he is in this audience tonight.

The teacher weakens his influence when he closes the door to all else other than his own political faith; our schools can no longer serve the state when they become subservient to some class or group or cult. Our schools cannot serve the state best when they are commanded what they shall do; our schools must be free. The schools of Italy and Germany and Russia are

required to be the pattern of the state; this condition must not be permitted in America.

I am a Republican, but I should believe it not in accordance with soundest practise for the teachers in the schools to endeavor to make Republicans out of the children under their direction. The teacher, as I see it, must not teach "isms"; he must teach the children to think, to have a part. I am listed as a teacher of government. A few weeks ago, one of the fine young men of a group under my direction came to my office and said: "You have urged us to have a part in government, but after my recent experience, I do not see anything that the individual can do that is worthwhile. I tried to help overturn the political machine in my home city, which has not been giving good government, but we failed."

"Oh," I said, "assuming that you were right, and I know your ideals are clean, election to office is not necessarily victory. What a pitiable country would be ours if you could turn things bottom-side up overnight! If you could do this thing with your fine enthusiasm, it would be possible for some Reinzi to come along tomorrow, and by promises and by sophistry, that your conscience would not permit you to use, turn the world into some other course, and then again, on a succeeding day, some Danton or Robespierre would turn it back again, and maybe set it on fire in doing so. You are in too big a hurry; you cannot see the wheels of the world spin round; you are dealing with human nature, and in this world the laws we make and the administrations themselves do not play the greatest part; we are governed by habit, we are governed by custom, we are governed by tradition."

Four years ago, I was in France, and I talked with an outstanding Frenchman, whose name, were I to mention it, you would recognize. He spoke of the glories of America, and he spoke, in discouragement, of his own land. "Your people are stable; your people are ruled by a steady and constant public opinion. But in France," he said, "we are afraid of the *coup d'etat*, the *coup d'etat*, the man on horseback, you know." And I recalled the six or eight revolutions that have swept France since America was born. I remembered the guillotine; I remembered Danton and Robespierre; and I remembered the days of terror.

My fellow teachers, the more serious the problems of government are, the greater must be our stability of purpose, the deeper must be our interest in, and our devotion to government. "The most powerful thing in the world," said Hugo, "is an idea when its time has come." I believe that the teachers of America are realizing the responsibility which is theirs. I turned to the splendid student who was in my office, and I said: "You can do something better than overturn your city government in a single day; you can shape thought; you can keep interest awake; you can inspire the habit of participation in public affairs, that with an enlightened people, will make permanent good government, not only in the city in which you live, but good government in our states, good government in our nation, and justify again this government of ours in leadership in a distracted world in ways that are worthwhile."

*Symposium on Evaluating National Issues*REPRESENTING THE SOCIALIST PARTY¹

NORMAN THOMAS, SOCIALIST CANDIDATE FOR PRESIDENT, NEW YORK, N. Y.

This is a world of poverty in the midst of potential abundance. It was so even in the times of Coolidge to which the Liberty Leaguers and some Republicans vainly hope to return. In 1929, according to the Brookings Institution, we could have produced enough to raise every family income in America to the \$2000 level without cutting any at the top. There were then 16.4 million families with incomes less than \$2000. Instead of doing better after 1929 our system entered a depression from which we have not yet emerged. "But that was the fault of the old deal," some of you will want to remind me.

Well, what of the New Deal? Ten to twelve million are still unemployed; profits increase while wages stand virtually still; relief in New York City—when it is relatively high—is 40 percent below the allowance per family of private charity budgets; a terrifying burden of debt, a general program of subsidizing scarcity—at great expense—and calling it prosperity! That we, like many other nations, are better off than in 1932, is true. That we have achieved true prosperity or that what we have will last, no honest and intelligent man dares to affirm.

The machinery which might be used to conquer poverty is used to make war steadily more destructive. In a new world war there can be no victory, only degrees in defeat and misery. Yet for a new war the world, the United States included, frantically prepares. We who have least cause for alarm lead the world in absolute and relative increase in armament since 1914 and in the total of our military expenditures. The steady drift is to catastrophe, and the question is, Will that catastrophe come thru new economic collapse or our participation in a new world war?

In the midst of this disintegration of the old order, our boasted American liberties suffer. I need not remind this audience of the significance of loyalty oaths and inquisitions into teachers' beliefs. Teachers know in general the significance of the revival of the K.K.K. in the flogging belt in Florida, the despicable Black Legion in Michigan, Ohio, and elsewhere, Vigilantes in California—where Mooney and Billings are still in jail—peonage in the cotton country, terrorism in Arkansas.

To deal with this deep-seated sickness of the body politic we have from the old parties neither proper diagnosis nor adequate cure. All of their planks assume that with minor changes all will be well. They are not specific about their minor changes. Republicans are nowadays for some social welfare work, but only under a program of states' rights. (Big corporations are not afraid of the states!) At bottom, however an incon-

¹ Due to the strain of campaign work, Mr. Thomas was unable to edit the stenographic report of his address. The abstract of his address, as submitted by him before the convention, therefore, is being used.

sistent platform may disguise the fact, the Republican party, or the dominant forces in it, is the party of special privilege, the ally of Hearst and the Liberty League, all of whom seek to identify liberty with the right to grab what you can and keep what you grab.

Roosevelt has made the Democratic party profess nobler ideals and to try certain reforms more or less favorable to the workers within the capitalist system. But without great success. At the end of five rowdy days spent by a rubber stamp convention, the majority of them office holders, in making a noise, the President accepted nomination in an address full of noble ideals unrelated to a specific program. This "friend of labor," endorsed by many labor leaders, was nominated by Judge Mack of Poughkeepsie who recently got a sweeping injunction against the Amalgamated Clothing Workers. He accepted the nomination from the chairman of the convention, Senator Robinson of Arkansas, beneficiary and political protector of the worst form of exploitation in America, the cotton planting system. Against terrorism in Arkansas, peonage, whipping as a means of keeping workers in order—a white woman was one victim—neither Senator Robinson nor the President has spoken out.

Among the conspicuous Democrats at the convention was my distinguished opponent on the platform, Governor McNutt of Indiana, author of a version of military law which deserves the name, "Hoosier Hitlerism." For more than two years in Sullivan County, and for about six months in Vigo County, he maintained a little dictator, Major Weimar, with power to prevent "egress and ingress" from the counties, to order military arrest without right of appeal to habeas corpus, and to forbid all meetings "even," to quote the *Terre Haute Star*, "church meetings, lodge meetings, and bridge parties." And this is New Deal liberty! No wonder the platform deals in generalities and uncertainties even in the matter of Constitutional amendment.

Two other major parties, the Communist and this new Union party, set up by Father Coughlin, are allies, willingly or unwillingly, of the major parties. Strangely enough, the Communists, still holding that sometime we must follow the Moscow road, have decided that the issue now is democracy or fascism and they are running a campaign to beat Landon by driving Roosevelt a little farther to the left. The Lemke crusade, principally for soft money and inflation, with Santa Claus promises of something for everybody, all within the rules of the profit system, expresses real and well-justified discontent, but its effect will be to help Landon.

To all this we Socialists say: You gentlemen with your reforms, good, bad, and indifferent, have not diagnosed the disease properly. The *primary* trouble is not old deal or new, more money or less. It is the capitalist nationalist system with its outworn loyalties and institutions. You cannot have abundance in this machine age without planning for abundance. You cannot plan to produce or share abundance as long as profit for owners—increasingly absentee owners—is your god. Profit depends upon exploitation of workers with hand and brain. It depends upon relative scarcity. Planned abundance requires social ownership—not of consumers' goods, the house

you live in, your automobile, your violin, your saw and hammer but of the great natural resources and the principal means of production and distribution, emphatically including not merely a central bank of issue, but the whole banking system. We must deliberately set out to see that every family worth holding together at all must receive the \$2500 a year minimum that modern technology makes possible. Above that, reward should be according to *deed*, not ownership. Able-bodied adults must expect to live by well-rewarded work.

Socialized industries should be self-administered under boards representing the workers in the industry, the technicians, and the consumers. Over all these should be a national planning council, a board of strategy in the war against poverty. Prosperity as well as peace depends upon making some functions of planning international in a federation of cooperative commonwealths.

As matters now stand, in the interest of peace and order and equity between different classes of owners, we propose moderate compensation for owners of property first socialized. But this will be accompanied by a capital levy tax amounting to expropriation in the higher brackets. Such a tax is the best alternative to an inflation ruinous to wage and salary workers.

It is for this new way of life and social organization that we fight. While we fight for the Socialist society we do not forget men's immediate needs:

Social security for the aged, the unemployed, the sick

Public housing to conquer slums and give work

The assertion of real civil and religious liberty for all races and the right of all workers to organize and bargain collectively

A peace program: neutrality, taking profit out of war and preparation for war, a drive for disarmament and against imperialism

A constitutional amendment to make democracy constitutional by giving Congress full power to legislate for the economic and social well-being of farmers, workers, and consumers. Unlike the old parties, we know without further delay the danger of judicial supremacy and we have a remedy.

This is Socialism, the answer to the problems of the Machine Age, the fulfilment of the hopes of the patriots and sages.

Supplementary Statement by Paul V. McNutt

First of all, in view of the references made by these distinguished gentlemen who are appearing on the platform with me, one of whom had something to say about the equality of opportunity which comes thru education, and the other who had something to say about education in Kansas—may I invite them both to Indiana, where during this depression not a school door has been closed, not a term shortened below eight months, not a teacher for whom salary funds have not been provided!

I invite them to come and to see that we do have equality of opportunity and education in Indiana. We believe in it. We will support it with all that we have. I was surprised at what Professor French had to say about representative government, but it seems to me that today the most outstanding characteristic of American people is the interdependence of the people—

the manner in which they make their living and the conditions of their social life which throw them all together.

While we have had little notions of state sovereignty, it is true that that has been employed in times gone by to set them apart, and it sounds legal, but it has led to serious stress in the national life. The people have grown to desire greater centralization, integral control. The most powerful argument that emanates from the fact is that persons, and the financial interests associated with them, fight against that control and employ the doctrine of state sovereignty not to protect them but to set it at naught, because the conflict with immediate forces is plainly visible. Because this particular strain upon the structure did not exist when the Constitution was written, an impression is being created that our difficulties are right in conflict between twentieth century conditions and an eighteenth century charter of government. The interests of 1787 felt the need of a strong central government. They created such a government. Power was never felt lacking with the government until the American democracy began to use the government to control the great property interests. The denial of power always comes from those who do not want power exercised for the benefit of all the people. Like the prophets of old, if it is necessary to go back, those who during the past hundred years have used the doctrine of states' rights to protect such institutions as slavery and child labor, now labor to exploit the consumer, all in the name of liberty. And regularly, employers have used the doctrine of states' rights as their defense.

During the past fifty years, the great corporation has used that doctrine, and the due process of laws clause of the Fourteenth Amendment, to build up a legal front on financial control which has increasingly regimented the American people.

There was one other thing which Mr. French had to say which was surprising, and that had to do with what he called the "profit-motive urge," pointing out that that is the thing which has brought a high standard of civilization. You understand how that hunger throws off little messes of pottage; but if you will look at our people, down deep into them, you will find down below the greed and the lust and the treachery, that there is something worth saving, and it is your business to save it and it is the business of government to save it, as well.

Jesus of Nazareth knew that and died that men might be saved. What we are fighting for now, as we have been thru the years, is the right of people to live decently; the right of people to earn a living; the right to safeguard these institutions which we know are the fundamentals of liberty, and the greatest of these institutions, as you know, I believe, is the American public school system. Under this institution we can move forward in orderly liberty and secure for our people the competence to which all of them are entitled.

Supplementary Statement by Burton L. French

When I heard my good friend, Norman Thomas, pay his compliments to the two great political parties that the people have entrusted with the responsibility of government for so long a time, and as he made reference

to both alike in his objections, I am reminded of the bridge playing mother whose little son, Johnnie—the only child she had—came home one day from Sunday school and said: “Mama, what is Heaven like?” And she said: “Heaven, son, Heaven—Heaven is like home when you are away in school and when your daddy is at the office.”

What a wonderful place this world would be if we all could be idealists and if there could come true the promises that we heard! I honor Mr. Thomas for his idealism. I honor him for his writings. I have read his books, but when it comes to the question of the “profit-motive urge”—when it comes to the problem of what it is that drives men on, I do not at all agree.

I should like for Mr. Thomas to give just a moment to this thought. He says that Republicans and Democrats borrow from Socialism. As I went thru the library and scanned volume after volume of Mr. Thomas’ writings I found that in all but one of them there was a copyright by the publisher. Was Mr. Thomas borrowing from the profit-motive doctrine of Republicans and Democrats? What is a copyright? It is a guarantee of monopoly to the author or publisher. I do not condemn; rather, I hope Mr. Thomas has been rewarded for his industry and labor. He deserves to be.

Again, the gentleman spoke in fine words and idealism of what can be accomplished under a social program—the program of Socialism. But, remember that under any system you have the same human equation, the same men and women governed by that strange mixture of strength and weakness. I submit that whatever of good for the masses of our people can be attained thru government ownership, the same benefits can be accomplished by regulation and control. Aye, more, for the profit-motive urge will drive men on to greater and more glorious achievements.

Again, the method of taxation to which my friend refers, is another leaf lifted from the pages of Republican policies during the seventy years of Republican administration. We believe now and have believed in placing the greater burden of tax upon those who are most able to pay, whether it be on the larger income, the inheritance, or the luxuries that those of wealth can buy.

It seems to create a sense of superiority to be a member of a party which does not have responsibility, and, when, therefore, one may say with confidence what this world ought to be. If conditions go wrong in Russia under what was supposed to be Socialism, it is not Socialism, it is Communism. If conditions go wrong in Germany or Great Britain, it is not Socialism; it is those who, under the guise of Socialism, have betrayed the trust in them. If Socialism goes wrong in the United States it is not because of Socialism, but because of other political parties bothering with and wrongfully applying that which Socialism should have been entrusted to do itself.

Finally, there is one brief thought that I would leave with this fine audience tonight. Our government is what the men and women of America make it. The pendulum in other lands has swung from tyranny of despot to tyranny of mob and back again. Macaulay of Great Britain nearly one hundred years ago feared that this would be the portion of America within a century. It need not be. Ours is a government of law and orderly processes;

our government is and should be representative of the people. Dictatorships of tyrant or of mob are foreign to our ways of thinking. There is one golden key: Let the masses of the people of our splendid land be informed upon their government; let them have a part; let them have an abiding interest in citizenship—this, and I shall not fear. Then will our government be secure, and under that simple program will it carry on thru the years, extending blessings of good government to peoples of this and other lands and to the children of the ages that are now unborn.

Supplementary Statement by Norman Thomas

Perhaps I expected too much. I hoped that Governor McNutt might not only answer my charges against military law in his state but explain what new laws the Democrats contemplated. I hoped Professor French would tell us what the Republicans are going to do—not what they have done or what they do not like that the Democrats have done. But Professor French was chiefly concerned about the copyright on my books. If no one—let us say, Andrew Mellon—ever got more out of private ownership under capitalism than I or any other author got out of copyrights without exploiting others no one would worry much about fighting capitalism.

It would appear that Rooseveltism worries the Professor, I think unduly, lest it lead to dictatorship. It is because I want true and enduring democracy, political and economic, that I am a Socialist.

The Republican spokesman, like most defenders of capitalism, had much to say about the profit motive as incentive to progress. Perhaps it was at one stage of economic development. But today who gets the great profits? The engineer? The scientist? The inventor? Even the great executive? No, the speculator, the manipulator, the master of finance and capital. Why do the rest of us work? Partly because we must; partly as the scientist and the engineer, because of a great creative urge; partly for a reward of work—not of ownership; partly because of the service motive or the principle of mutual aid. There is nothing in human nature to prevent our giving greater play to these motives than today when the answer to the question, "What did these men do to win such wealth?" is "They did us."

There are many unanswered questions in my mind after hearing the distinguished of the old parties. Where, for instance, are the money changers whom Roosevelt drove out of the Temple today? Not, most of them, in jail or the poorhouse. Why is the stock-market booming again if the money changers are in disgrace? Why did the New Deal government fix up the banks and give them back to the bankers to see if they could do it again? Why should a system be good under which Oscar Johnson, a high official of the AAA, received for the plantation which he manages over \$300,000 for not planting cotton at a time when share-croppers go in rags? He helped write the law; we paid the taxes. These things and the things that pertain to peace are the things my associates should have discussed.

Socialism, they have told us, is impractical. It is true that there is as yet no truly Socialist society fully achieved. But Socialism is practical and

it is on the march. I am a Socialist, not a Communist, very critical of some things in Russia. But I ask you to read the Webbs' account of that great country and see how much has been done. Or consider the influence of Socialist ideals and the pressure of Socialist organization in other European countries, notably the Scandinavian, or in our own Milwaukee.

The marvel of history is the awakening of the workers. It is a Socialist awakening. It has brought with it moments of doubt and hesitation. But in it is our hope—a hope that in America we must help to realize while yet there is time to escape the dark night of new war and fascism.

LIFE MEMBERSHIP DINNER

HISTORICAL NOTE

AS EARLY as 1863 the regulations of the Association provided that a person eligible to become an active member might also become a Life Member by paying an additional fee. However, comparatively few took advantage of the privilege until 1926. In 1884 and again in 1921 special efforts were made to increase the number of Life Members but with little success. Prior to 1926 there were less than two hundred Life Members.

At the Philadelphia convention in 1926 the officers of the Association approved Secretary Crabtree's recommendation to permit the payment of the Life Membership fee on the instalment plan, ten annual payments of ten dollars each, with the understanding that these payments would go directly into the Permanent Fund, a lasting contribution to the work of the Association. This put Life Membership within the reach of the average teacher's budget and Life Membership in the Association became at once a democratic and popular professional possession. To date, 5592 Life Memberships have been issued of which 209 were issued during the past year.

The custom of holding a Life Membership Dinner on Monday evening of the annual convention was inaugurated at Atlanta, Georgia, in 1929 and has been continued each year with growing interest and enthusiasm. The following have presided on these occasions:

- 1929 Atlanta, Georgia, Uel W. Lamkin
- 1930 Columbus, Ohio, E. Ruth Pyrtle
- 1931 Los Angeles, California, Carroll G. Pearse
- 1932 Atlantic City, New Jersey, Thomas E. Finegan
- 1933 Chicago, Illinois, Rose A. Pesta
- 1934 Washington, D. C., Frank W. Ballou
- 1935 Denver, Colorado, Willis A. Sutton
- 1936 Portland, Oregon, C. A. Howard

AN INSTITUTION OF GROWING SIGNIFICANCE

T. D. MARTIN, DIRECTOR OF MEMBERSHIP, NATIONAL EDUCATION
ASSOCIATION, WASHINGTON, D. C.

THE EIGHTH LIFE MEMBERSHIP DINNER was held at the Multnomah Hotel, Portland, at 5:30 Monday evening, June 29. Honorable C. A. Howard, state superintendent of public instruction in Oregon, presided. President Samuelson presented the official greetings of the Association to the three hundred and ninety Life Members assembled and Dr. John W. Studebaker, United States Commissioner of Education, delivered an inspiring address on the subject, "The Value of Professional Organizations." The delegates from Hawaii, under the leadership of Mrs. Phoebe Amoy, furnished an unusually interesting program of Hawaiian music and dances. They also presented each guest with distinctive individual favors. A local committee, of which Ada McLaughlin served as chairman, assisted with the decorations and general arrangements.

Secretary-Emeritus Crabtree presented President Samuelson with the Honorary Life Membership which goes to each president of the Association.

PRESENTATION OF LIFE MEMBERSHIP TO PRESIDENT AGNES SAMUELSON

J. W. CRABTREE, SECRETARY EMERITUS, NATIONAL EDUCATION ASSOCIATION,
WASHINGTON, D. C.

I know of no honor more greatly appreciated, and of no duty more pleasant to perform than that of presenting this Honorary Life Membership in the National Education Association to our worthy president, Agnes Samuelson.

I am well acquainted with the people and with conditions where Miss Samuelson grew up. She lived on the Iowa side of the Missouri River and I lived on the Nebraska side. We were reared in essentially the same pioneer environment, only I was a generation or two ahead of her. I saw more buffaloes, wolves, and Indians than she was privileged to see. I was early enough to know and appreciate many of the settlers on her side of the river—and what sturdy, fine citizens they were! They had all come out West so that their children could grow up with the country.

I almost knew her when she was a pupil in the schools. Some of the graduates of my normal school were her teachers. Especially since she became one of the most outstanding women in the nation, they point with pride to the fact that "Miss Samuelson was a pupil of mine." They actually claim some of the credit for her success. Would I not be justified in claiming a share of the credit myself because of having sent her such fine teachers?

Just a year ago at a Life Membership Dinner when I told of my mother's having sent me back to the spring for another pail of water because I had dropped pebbles in the first one, I thought I could see that Miss Samuelson enjoyed the fact that I had to make the second trip. So when called upon to

take part on the program here this evening, I thought it would be an easy matter to get some sort of a pebble story about her. Then it occurred to me that in that gumbo soil at Shenandoah there was not a pebble to be found for miles around. Realizing that there is no better way of getting the inside on one than to talk with old settlers back home, I tried that plan on Miss Samuelson. Here is the nearest that I came to getting anything:

One old-timer said: "Yes she is a mighty big woman and what I like best is that she doesn't know it."

Another said: "She was so popular with the young men that I thought she might be picked up any day by one of them, but I guess she really wanted to care for a larger family."

Another said: "The maddest I ever seen Aggie was when old man Brown said she had to whip the children in her school. I tell you she came mighty near lickin' him."

One neighbor said: "She diets. That is the queerest thing I have heard about her."

I might really make something out of that about dieting were it not for the fact that the doctor thinks I should diet also, instead of going about eating everything. As you readily see I am handicapped in getting hold of capers of any kind on her. Whether you talk with people at the state capital where she serves, or with the citizens of her home town, you hear only of her remarkable successes. If she ever threw pebbles around or if she ever failed in any examination, the whole citizenship of the state has forgotten about it. This analysis of her case shows that she is most worthy of the honor about to be conferred upon her.

We will now ask Miss Samuelson to stand to receive the highest recognition which can be conferred by the organized teaching profession. Let me first call upon representatives of Hawaii, that part of this nation which holds the highest membership record, to place the symbolic lei about her shoulders as a mark of highest honor and esteem, not only representing the teachers of the Islands but those of all America, and with them let me call upon representatives of Oregon, the state most noted for beautiful flowers, to place her in a setting of beauty in harmony with her personality and the beauty of her character.

Miss Samuelson—Now State Superintendent of Public Instruction of the great state of Iowa; outstanding in her work as teacher and county superintendent; for several years the nation's most noted leader in movements to promote rural education and rural welfare; patient, wise, and skilful administrator; devotee of learning; upright worthy citizen; friend of youth, of parents, and of teachers; loyal to the interests of her profession, her state, her nation, and of mankind!

Miss Samuelson, in recognition of these attainments, merits, and services, I do by the order of the officers of the National Education Association confer upon you what I shall call the Honorary Life Membership Degree. And in token of such bestowal will you please accept this key with the grateful appreciation of 5000 life members and of more than 200,000 active members of the National Education Association.

NATIONAL COUNCIL OF EDUCATION

HISTORICAL NOTE

THE NATIONAL COUNCIL OF EDUCATION was organized in 1880, growing out of a paper read by Thomas W. Bicknell before the Department of Superintendence. The active membership of the Council consists of 60 members chosen by the Council; 60 chosen by the Board of Directors of the Association; and three chosen by each of the Departments of the Association. For constitution and bylaws, see PROCEEDINGS, 1906: 608-11.

The officers of the Council for the year 1936-37 are: PRESIDENT, William C. Bagley, Professor of Education, Teachers College, Columbia University, New York, N. Y.; VICEPRESIDENT, Lida Lee Tall, President, State Teachers College, Towson, Md.; SECRETARY, Charl O. Williams, Field Secretary, National Education Association, Washington, D. C.; EXECUTIVE COMMITTEE: Anna Laura Force, Principal, Lake Junior High School, Denver, Colo. (term expires 1937); Margaret Kiely, Principal, Bridgeport City Normal School, Bridgeport, Conn. (term expires 1937); A. L. Threlkeld, Superintendent of Schools, Denver, Colo. (term expires 1938).

The Council meets twice each year, once in February and once in June. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1880: 90- 94	1893:925	1904:333-377	1915:527-627	1926:281-327
1882: 77- 87	1894:593-678	1905:271-340	1916:195-287	1927:247-292
1884:Pt.III:1-67	1895:430-509	1906:607-623	1917:129-219	1928:221-262
1885:405-551	1896:393-470	1907:329-454	1918:135-149	1929:229-274
1886:259-331	1897:317-583	1908:313-500	1919:675-739	1930:199-245
1887:255-328	1898:489-588	1909:331-435	1920:107-190	1931:275-311
1888:251-321	1899:380-529	1910:307-375	1921:269-368	1932:221-257
1889:345-440	1900:297-364	1911:331-476	1922:349-574	1933:225-266
1890:287-364	1901:349-499	1912:499-605	1923:425-551	1934:229-262
1891:275-378	1902:306-408	1913:355-424	1924:350-428	1935:225-248
1892:745-806	1903:301-376	1914:293-404	1925:266-336	

THE TEACHERS COLLEGE VERSUS THE LIBERAL ARTS COLLEGE IN THE EDUCATION OF TEACHERS

O. R. LATHAM, PRESIDENT, IOWA STATE TEACHERS COLLEGE, CEDAR FALLS, IOWA, *Leader*

Participants:

Adele Land, Associate Professor of Education, University of Buffalo, Buffalo, N. Y.

Margaret Kiely, Principal, Bridgeport Normal School, Bridgeport, Conn.

W. E. Peik, Professor of Education, University of Minnesota, Minneapolis, Minn.

Franklin M. Underwood, Assistant Superintendent of Schools, St. Louis, Mo.

IN HER OPENING REMARKS Miss Land stated that if it is true that the society in which we live is gradually developing toward greater collectivism yet with a desire in this country, at least, to retain personal integrity and individuality, if we must prepare teachers to teach in a complex industrial society, then the programs of education for teachers must include not mere technics but a study of those elements in social living which will lead to understanding, appreciation, and ability to act with intelligence. Miss Land representing the liberal arts college point of view discussed the following points: (1) the state is responsible for the establishment of standards and the regulation of the supply and demand of teachers; (2) a teacher needs a broad general education as a basis for any professional study which may be carried on; (3) the teacher needs specialized preparation for the field in which he is to teach beyond what general education can give him; (4) the teacher needs professional education which will give him the needed knowledges and skills to teach children on whatever level of work he may be; (5) the program for the education of teachers must be organized with student teaching as the core to give students enough pre-service controls to assure what the survey speaks of as a "safety minimum" of teaching; (6) the education of teachers should be directed to develop the prospective teachers personally and socially as well as professionally; (7) effort should be made to select the best students for teaching; (8) an integrating philosophy of education and a truly professional attitude should permeate the whole program and be developed in the students. She concluded with the statement that if it is true that the problem of educating teachers is growing more and more complex, and if it is true also that many types of individuals are needed in teaching to give greatest spread of education to growing children, and if it is further true that there is no conclusive evidence in favor of any group as such, it would seem that the effort should be toward a synthesis of activity and of contributions of the two institutions entering the training field from two different points of approach and not an elimination of either.

In supporting the contention that the professional school is, at the present time, unquestionably superior, Miss Kiely enumerated the following points: (1) the conception out of which the professional school has evolved is more accurate than the liberal arts school in relationship to the purposes of teacher preparation; (2) presentday social demands for teaching service are more accurately anticipated and satisfied by professional school policies than by liberal arts policies; (3) the professional school gives today a larger promise of growth than does the college of liberal arts. Miss Kiely believes that a decision as to the relative efficiency of the two types of training must be made on the basis of the thoroness and accuracy with which institutions are actually meeting the acknowledged goal of teacher service, or as to the surety with which they are approaching that goal. Personal experience of Miss Kiely in investigating the question has convinced her of the superior efficiency of the well-trained professional school graduate over the well-trained liberal arts school graduate—the advantage reckoned in terms of actual classroom performance and teacher influence upon pupils. Miss Kiely believes that the liberal arts college, fundamentally unsound in its philosophy of teacher preparation recognizing a divided interest in its policy, has practically exhausted its possibilities as a teacher-training agency. "The teachers college is fundamentally sound in conception. It has merely scratched the surface of its possibilities for teacher education."

Mr. Peik stated that the advantages of the teachers college may be summarized as being found in better training school facilities, closer supervision and guidance of practise teaching, more attention to and belief in the value of the professional elements of training, broader educational aims beyond subjectmatter aims in all courses taught, closer articulation of teaching field preparation with the needs of the situation, and better orientation of the faculty on teacher education thru wider teaching experience and more study of educational problems. Mr. Peik believes that the general trends of arts college advantages are scholastic; the general trends of teachers college advantages are professional. "Each needs strengthening in the other's area of advantage before either becomes the ideal place for the preparation of teachers." Mr. Peik feels that on the whole the liberal arts college will have to be willing to become still more vocational and professional in its education of teachers, or, if unwilling to modify the traditional point of view about supplying only a liberal culture, it must be willing then to relinquish its traditional function of educating teachers. He thinks to do the job of teacher preparation better it will need campus training schools to bring about closer cooperation with local schools. He concluded with the statement that teachers colleges cannot claim superiority as teacher-preparing institutions until they attain and then exceed the scholastic superiority of the arts college. "For the present, let each be given a chance to show what it will do to remove its deficiencies. Let each spur the other to higher standards. Then eliminate the weak."

Mr. Underwood centered his discussion around the two questions, "What are the needs of the teacher?" and "What are the true and ultimate ends of education?" He feels that the contribution of the teachers college, purely on

the cultural side, has something not to be found in the contribution of the liberal arts college. Another contrast between the offerings of the liberal arts college and the teachers college, for the teacher, according to Mr. Underwood, is found in the fact that the liberal arts college primarily teaches subjectmatter, while the teachers college primarily teaches "professionalized" subjectmatter. In discussing the vocational aspect of the work of the teachers college, Mr. Underwood stated that scholarship alone will not make a good teacher; a teacher needs to know not only what to teach and why, but he must acquire an enthusiasm and inspiration for the work of teaching, and a training in the technics of teaching and learning. He believes that these latter objectives are fundamental and essential and are becoming increasingly important and significant to the teacher. Mr. Underwood believes that the teacher has need for both the teachers college and the liberal arts college in his preparation, but the teacher will continue to rely on the teachers college as long as the liberal arts college assumes a critical rather than a friendly attitude of cooperation with the teachers college. The future of each is bright, if each can be brought to a point of common understanding and mutual appreciation and recognition, each of the work of the other.

A TRIBUTE TO DR. ADELAIDE STEELE BAYLOR

J. C. WRIGHT, ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION,
U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

There is little that I can tell members of the National Council of Education about Miss Baylor that they do not already know.

She served as secretary of the Council over a period of seventeen years. I may note that that was quite characteristic of Miss Baylor. It was characteristic of her that she should continue long in any service which she undertook, and that she should assume definite responsibilities and be expected to contribute definite services in any group with which she became associated. She did that as a member of the staff of the Federal Board for Vocational Education, of which she was virtually a charter member. She came to the Board in 1918, and five years later was appointed chief of the Home Economics Education Service. In this position she continued until her retirement October 30, 1935—one may say until she passed away, since her death occurred a few weeks later, on December 18.

In recognition of her achievements and qualities of service and leadership many honors were conferred upon her.

We have heard much of late of a planned social economy. I think we may say that Miss Baylor lived a planned life—a life planned in the only way in which any life can be planned and in which few lives are in fact planned. Looking back over the record of her achievements, we find them all falling into a consistent whole. Her diverse interests were all rooted in the development of her one single dominating interest—homemaking education for girls and women.

The record in this matter is clear. Miss Baylor was born in Wabash, Indiana, where she received her elementary and high-school training. She

began her collegiate training at the University of Michigan; completed her work for the Bachelor of Philosophy degree at the University of Chicago; and received the Master of Arts degree from Columbia University. As a graduate of Chicago University she received honorable mention for excellence of work, and with her master's degree from Columbia she received a special diploma for supervision of home economics education.

In 1928, Stout Institute of Menomonie, Wisconsin, conferred upon her the well-deserved honorary degree Doctor of Science in Home Economics Education.

She was an honorary member of the home economics fraternity Omicron Nu, and national honorary member of the professional home economics fraternity Phi Upsilon Omicron. She was a member of the League of American Pen Women and a member of the American Association of University Women, serving at one time as president of the Indiana branch of this association.

She was a member of the Education Committee of the National League of Women Voters; chairman of the Literature Committee of the National Farm and Garden Association; chairman of homemaking in the National Congress of Parents and Teachers; a member of the advisory board of *Parents' Magazine*; honorary life member of the American Vocational Association; member of the American Home Economics Association; member of the Department of Superintendence of the National Education Association; past president of the National Council of Administrative Women in Education; and was actively associated with many other groups.

She was an effective writer and an accomplished lecturer on educational subjects, and was the author of a number of books for children.

Of her long and distinguished service as a member and as secretary of the National Council of Education you already know. These many diverse activities and associations were, as I have noted, all incidental to her dominating life-long interest in homemaking education. She served each group with which she became associated. She was one of the elect few whose personality, alert intelligence, unfailing courage, self-confidence, and perfect poise on all occasions were of national consequence. She was a tireless worker in her field. Under her leadership home economics education won deserved recognition in our secondary-school system.

More particularly I can pay tribute to Miss Baylor as a co-worker of mine during more than fifteen years. I early learned to appreciate her sound judgment and her tact in dealing with administrative problems. With all these known achievements to her credit, she will, I think, nevertheless live in our thoughts and in the thoughts of all who came in contact with her not primarily as a marvelous teacher, leader, and administrator, altho she was all that, but rather as Dr. Adelaide Steele Baylor, a personality which cannot be analyzed, because it was a complex living influence and was something which, while essentially individual, nevertheless belonged to and served the nation as a whole.

THE CONTRIBUTION OF ADELAIDE S. BAYLOR TO THE HOME ECONOMICS MOVEMENT

LOUISE STANLEY, CHIEF, BUREAU OF HOME ECONOMICS, U. S. DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C.

Movements, like people, take form and change their course under the influence of strong personalities associated with them. So Ellen H. Richards strengthened this movement we call home economics by directing into it closely related streams of scientific knowledge. Caroline Hunt in *Revaluations* gave us an underlying philosophy which tended to deepen its channel and guide its flow as she asked us to concern ourselves with "the bearing upon life of the teachings of home economics." Martha Van Rensselaer with a background of rural teaching helped direct this stream of useful knowledge so as to carry the message of better living to the rural home. Anne Richardson, coming later into vocational home economics with a background of college teaching, saw that the stream going out to our teacher-training institutions was enriched in content, and later showed the contribution of this home economics movement to parent education and education for family life.

Another whose strong personality played an important part in shaping this rapidly growing movement has recently passed on. Adelaide Steele Baylor brought a different background of experience to home economics, from any of those mentioned above. And she, too, has left a contribution, at a time when just her contribution was needed. This movement was growing rapidly. More channels were needed to get its stored supplies to those who needed them, at the time they needed this knowledge, and in the form to be most useful.

Coming to the movement as Miss Baylor did, experienced in public school teaching and administration, she saw the great need for home economics teaching with its useful contribution in both content and method. She was able to interpret home economics to school administrators and help them to see its importance in the education of our youth. She showed its place in the curriculums of our public schools and its usefulness in the integration of more abstract subjectmatter with life situations. Her deep understanding of schools and their problems, and a vision which enabled her to see the educational needs of the future as well as of the present, are illustrated in her writings on the place of home economics in the public schools.

In a discussion before the Texas State Education Association, in December 1928, in calling attention to the rich content of home economics, she said: "There is a fine educational content in home economics unsurpassed by that in any other field of education. It is a content that is not only theoretical but practical in its application to improved living and is based upon the responsibilities and activities involved in the maintenance of homes and family life. . . . The richest materials of every phase of biological, physical, and chemical science are inseparably tied up with the content of home eco-

nomics. No less true is this of the materials of social, economic, and esthetic fields, while research at as high a level and as purely scientific as that required elsewhere is necessary to secure the educational content for home economics instruction," and she pointed out to the home economist the educational value of the immediate bearing of home economics upon life situations, necessitating careful study of home problems and selection of content to meet these. Thru solution of these immediate problems she would build a background for solution of more ultimate goals.

May I quote again: "The principles involved in the selection and use of the content are superior from the standpoint of mental development as well as physical development. Such selection and use require first of all careful surveys of the needs of families and communities and call for the set-up of both immediate and ultimate goals, the accomplishment of the former leading in a fairly clear and definite way to that of the latter. The most progressive principles of education must be applied in this work if these goals are achieved and tests and measurements devised on a thoroly scientific basis to determine outcomes of teaching and their relation to the goals or objectives of the work.

"Notwithstanding the fact that the field of home economics education entails as much abstract thinking and scientific research as any other field of education, its goals demand the translation of these into concrete, simple terms and activities applicable to daily living and to the layman."

To the educator in general she pointed out that "the value of home economics education in drawing education away from the wholly abstract to the at least partially concrete, from just theory to some practise, from the wordy ideal to a touch of the real, from formalism to individual needs and abilities, has been and continues to be immeasurable."

Guiding, as Miss Baylor did, the development of home economics for homemaking under the conditions set up in the Vocational Education Act, she saw this homemaking job in its social and economic setting and not in narrow activity terms. She was firm in her stand thru all discussions of vocational and general home economics for the need of so-called cultural content in training for homemaking. She has left in the curriculums for vocational schools a content which has a real bearing on life and training for home living, and at the same time is of general cultural value.

Miss Baylor had an unusual ability to analyze a situation and select the wise approach in the solution of administrative problems. She felt strongly the need for adaptation of curriculums to changing social and economic conditions and recommended the use of home visiting by the teachers of community surveys, and of an advisory committee of homemakers to keep a check on changing conditions which should be met by changing content, method, and equipment for home economics teaching.

Still more her broad outlook on life and her freedom from the hampering influence of narrow specialization in a special field helped her to see the contribution of home economics in broad terms and use the various related streams to supplement as needed the more narrowly interpreted home economics content.

But background and outlook on life were not the only contributions. Miss Baylor thru her rich personality, strong qualities for leadership, a willingness to give freely of herself, had built up an able staff in Washington and in the states, to give guidance to the flow of home economics teaching in the public schools as it went out thru the different agencies. She had the attributes of a strong administrator in the wise use and guidance of those about her.

She has built for us channels carrying home economics to various school groups needing these teachings—day school, evening school, and part-time training, for youth and adult—channels that have been confined to certain fields of usefulness because of the requirements set up in the Vocational Education Act under which she worked. Those of us who have looked on see a wider application of this heritage. Let us see that the vitality and adaptability she saw in this home economics movement is more widely applied; that sympathetic state supervision developing the best in home economics teaching be extended; that opportunities for conferences and working together reach all concerned with home economics teachings in the schools. This is the contribution of Adelaide Steele Baylor to home economics, and it is the obligation she has left with us.

HOW THE PROFESSION CAN COOPERATE WITH THE OFFICE OF EDUCATION

J. W. STUDEBAKER, UNITED STATES COMMISSIONER OF EDUCATION,
WASHINGTON, D. C.

The historic functions of the Office of Education as stated in the laws establishing the Office and adding to its services need to be interpreted in the light of current educational problems.

Laws defining the functions of the Office of Education delegate to it the authority to "collect and diffuse information and otherwise promote the cause of education thruout the country"; to make "appropriations for the support of the instructional program of land-grant colleges"; and to promote vocational education and rehabilitation.

As educational problems are becoming more national in scope, the promotion of education calls for greatly increased support for the Office. Increased support will enable it to render service in those fields which are most intimately identified with the public interest.

The teaching profession should use its influence to assure the observance by the government of the principle that the federal service to schools and colleges should follow regularly constituted educational channels. Organized public education must be kept free from partisan political influence and from control by other vested interests. Education is a profession with its own clear responsibilities and its own ethical codes, and persons unacquainted with the professional aspects of education should not be in positions of executive responsibility in carrying out programs of education.

Functions which the Office of Education should include are as follows:

1. *Conservation*—Programs of conservation of soils, forests, minerals, and wild life
2. *Fine arts*—Encouragement of wholesome leisure-time activities, thru instruction in the schools
3. *Library service*—Recognition of the library as an essential instrumentality of adult education
4. *Adult education*—Increased services to adults thru general education and thru public forums, thus encouraging intelligent participation in government
5. *Education by radio*—Provision for radio programs of an educational and interpretive nature.

The possibilities of radio as an educational medium are as yet little appreciated. This is a field in which the Office of Education has distinct interests, and one which should by no means be neglected in a consideration of means to advance the interests of education thruout the country.

DEMOCRACY AND THE PROFESSION OF TEACHING

A. DUNCAN YOCUM, PROFESSOR OF EDUCATION, UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA., *Leader*

Participants:

George S. Counts, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Fred J. Kelly, Chief, Division of Higher Education, U. S. Office of Education, Washington, D. C.

John K. Norton, Professor of Education, Teachers College, Columbia University, New York, N. Y.

In discussing his theses on "Is the United States Public School System Growing Undemocratic or More Democratic?" Dr. Yocum stated that there are three ways in which the American public school system can grow undemocratic: (1) it may be undemocratic in its beliefs and its ideals, such as resolving that democracy is as yet or for the time being—impliedly, perhaps, *only* as yet or *only* for the time being—the best form of government; (2) it may be undemocratic in its administration and by teaching undemocratic doctrines; and (3) it may be undemocratic merely in its failure to teach democratic essentials effectively enough for them to control individual and group conduct. Dr. Yocum believes that in attempting to apply each of these determinants of the democracy or lack of democracy in the public school, and of the democracy or lack of democracy in the life of which it is a part and for which it is seeking to prepare its pupils, it is necessary to have as the common measure of all three, a definite and inclusive knowledge of what democracy definitely and inclusively is. However it may be defined philosophically or scientifically, so far as it can be depended upon as a common test of conflicting social interests, economic solutions, and political practises, it is what American leadership currently accepts and agrees upon as *essential democracies* because they are known to contribute to the continued existence and growth of a nationwide cooperation for a continually broadening common welfare.

Dr. Yocum feels that democracy essentials are not determined by the social sciences, but themselves determine whether or not the efficiencies resulting from the social sciences and the natural sciences as well, are being usefully applied. Among those agreed upon by the national leaders who responded to the questionnaire submitted by the old Committee on the Teaching of Democracy, are three which, under the stress of the present national emergency and of accompanying economic and political trends, are in grave danger of being irreparably interfered with and impaired: (1) the duty and practise of equivalent return; (2) the right to an individual compensation proportionate to personal effort, risk, or achievement; and (3) a leveling up which is dependent upon self-qualification thru highest effort and a growing appreciation of human worths and finenesses of worth. For the time being these particular essentials appear to be not only an irreducible democracy minimum, but, as such, the supremest outcome of an instruction which will fail in every other fundamental purpose if they are not effectively taught. Dr. Yocum concluded his discussion with the statement that if the America we love is to continue to exist, and if the democracy in which we as Americans believe is to grow truer and more complete, essential democracies must be taught and taught thru instruction complexes irresistibly more powerful than those of chance.

Following the presentation of Dr. Yocum's theses, Dr. Counts opened the general discussion, taking for his topic, "How Much Democracy in the Schools." It would seem to Dr. Counts that an efficient educational system reaching the entire population is essential to the life of any modern industrial state, with its close integration, high mobility, and advanced technology. He feels that the schools may be used to promote either democracy or autocracy; that American educators should know which it is they are doing. "They must not be satisfied with the mere expansion of the school program; they must keep before themselves constantly the question of the content and social implications of that program." He believes that the conception of the fundamental equality of all men can mean little in human affairs, if it fails to find expression in the ordinary arrangements of life—in government, in social relations, in economic conditions and practises. While the American people have never had anything approaching a pure democracy, Dr. Counts thinks that they have enjoyed more democracy than any other great nation in modern times. However, he contends that altho admirable advances have been made in the public school, they will not go far toward preserving and developing American democracy—that the school must face the social problem in a thoroging fashion.

Dr. Kelly centered his discussion around three questions: Can the social studies be so taught that they are undemocratic in their instruction outcomes? If they are to meet the present national and international situation, should not all of them strongly emphasize equivalent return, extra individual achievement with proportionate compensation? If they are to meet the present national and international situation, should not all of them strongly emphasize the development of the universal and growing appreciation for essential human finenesses and worths as the final determinants of the mate-

rial common welfare and of a democracy which is a growth and a leveling up? His answers in brief fall under five statements:

1. The major responsibility of social scientists at present is to observe critically how each social, economic, and political policy is actually working out in practise, record and disseminate their findings, encourage experimental set-ups, and to try out theories under the most favorable conditions.

2. The only foundation upon which permanent democracy can be built is truth. Teachers may properly make known the views they hold, but such views should be stated as such with frank acknowledgment of the contrary evidences.

3. I hesitate to believe that we have reached the critical situation in this country which justifies catechising social science teachers as to their particular beliefs so long as they have the essentials of a teacher—adequate scholarship, intellectual honesty, and devotion to their jobs.

4. It has been my understanding that education is now moving to reduce the emphasis on artificial rewards and incentives and to substitute an appreciation of one's duty and a satisfaction in a higher reward than material compensation. I have hoped that progress was being made in changing the center of gravity from *getting* to *giving*, from *demanding* to *serving*, from *self* to *neighbors*. I am aware that such a trend does not make justice obsolete.

5. I am for developing those appreciations for essential human finenesses and worths just as far as possible in the hope that the worth which we have been wanting to attach to material achievements may take a somewhat lesser place in our basket of values.

In Dr. Kelly's opinion the public schools of the United States are in general growing more democratic. "Teachers are not required to be uniform in their beliefs even respecting minimums of social theory. Neither do the teachers tend more uniformly to emphasize equivalent return and proportionate compensation."

Dr. Norton discussed "Characteristics of and Progress toward Democratic School Administration." He stated that the organization and the spirit of administration of a system of schools cannot be separated from the educational product and social contributions made by that school system. He believes that schools which are organized and which operate according to an autocratic pattern will inevitably mold both teachers and pupils in ways of thinking and acting which are compatible with an autocratic social system. Likewise a school administration which is essentially democratic will tend to create teachers and pupils familiar with and cordial toward the ways of democracy. "In short, we hold that the ways in which the school proceeds cannot be separated from its goals." In answer to the question, "What are the characteristics of a school system which in organization and administrative procedure promises to make the largest contribution to the attainment of the democratic ideal, under the conditions existing in the United States?" Dr. Norton stated the following: If a school system desires to contribute significantly to the evolution of a genuinely democratic society, it must be so organized and administered that it: (1) encourages the maximum practical contribution, on the part of all who are concerned, to the development of its general purposes and administrative procedures; (2) continuously and realistically reexamines its purposes and practises in the light of the common good and of the scene in which it is functioning; (3) encourages the

maximum possible development on the part of all who are concerned with its operation of those qualities which permit them to work effectively in a democratic institution; (4) respects the individual and human personality; and (5) meets the demands of efficiency and achieves acceptable results.

In closing the discussion Dr. Yocum emphasized that the American school and every other available educational agency must teach democracy essentials so compellingly that a controlling love of them and faith in them will apply them as an acid test to every change and to the effect of every change.

CAN UNIVERSAL SECONDARY EDUCATION BE MADE SOCIALY PROFITABLE?

ANNA LAURA FORCE, PRINCIPAL, LAKE JUNIOR HIGH SCHOOL,
DENVER, COLO., *Leader*

Participants:

Willis L. Uhl, Dean, School of Education, University of Washington,
Seattle, Wash.

H. D. Sheldon, Research Professor of History and Education, University of Oregon, Eugene, Ore.

F. L. Stetson, Professor of Education, University of Oregon, Eugene, Ore.

E. H. Hedrick, Superintendent of Schools, Medford, Ore.

Lyle W. Ashby, National Education Association, Washington, D. C.

John F. Brady, Chief Deputy Superintendent of Schools, San Francisco, Calif.

In opening the discussion Mr. Uhl stated that to yield universally profitable social benefits, secondary schools must take three steps: (1) they must clarify and adopt socially defensible aims; (2) they must select materials and activities or methods that conform with these aims; and (3) they must formulate standards and evaluate or measure the progress of pupils in terms of these aims. He believes that the social profit of secondary education depends on the adoption and execution of plans that emphasize social values. "When such values are sought, the possible contributions of each subject of study must be examined and the desired contributions must be regarded as a composite guide to social and personal adjustment of pupils." He feels that the lack of cooperation between pupils and teachers in the school's program for improvement seems to be due largely to the school's traditional tendency to provide improvement in almost everything except that which most immediately concerns the pupil, namely, his own personal and social adjustment as a youth. It is his opinion that while traditional subjects can be reorganized and redirected to yield more obvious immediate returns, schools must attend more diligently to other matters, if universal social profit is to accrue. Among other matters, and in addition to many valuable extra-curriculum activities, are the pupils' own social problems, such as getting along with others—home relationships, social problems of the neighborhood and school; capitalizing their individual differences, personal inventories;

and such problems as manners, morals, mental hygiene, character, and citizenship. Mr. Uhl believes that without increased per capita cost, secondary education cannot be made socially profitable universally. He contends that by increasing school expenditures sufficiently to employ the best teachers now available and purchasing needed equipment, this social profit can be increased. "In a broad sense, secondary education is socially profitable to all adolescents, but it is not as profitable as America can afford to make it."

In his discussion, Mr. Hedrick considered two additional questions: What do we purpose to do in this universal secondary education? How do we purpose to do it? He emphasized the fact that if we are to set out to make education more universally profitable we must plan if we hope to arrive; we must have our major aim and our minor aims definite enough to be understandable, approachable, and our efforts toward them appraisable. He discussed the character of our program in secondary education in the past, as compared with what it is now. After discussing the two extremes, he stated that one might say that in the twenties we were too much guilty of teaching knowledge without function. Today, he is afraid we are trying to teach functions without knowledge, and attitudes without ideas. "When we have planned a secondary education whose universal application will be deemed socially the most profitable I feel that it will partake of both the extremes. . . . For one thing, I predict that we are not going to abandon organized fields of subjectmatter which man has been building up ever since he emerged from the cave, and thru which he has built and organized his world, any more than we are going to abandon the classification of books in our libraries." Mr. Hedrick believes that secondary education in the past has been worth more than it has ever cost. He believes, also, that its worth can be greatly increased. He does not feel that we were all wrong in the twenties, neither does he feel that we are all right in some of the proposals in 1936. "The presentday reaction against overdepartmentalization and non-functional subjectmatter of the twenties, will, I believe, be most beneficial. When the tumult and the shouting of extremists, who always infest every movement, have died, we shall have with us just about the right antidote for what ailed us ten years ago."

Mr. Ashby believes that universal secondary education can be made socially profitable: (1) if we can cast off our stereotyped notions of what constitutes the secondary school and its program; (2) if we develop a new generation of theorists, administrators, and teachers with sufficient social vision and courage to develop systematic, scientific, far-reaching plans and to make the school a more dynamic social institution closely related to the life around it; (3) if the public can be persuaded to invest generously in continuous large-scale experimentation and the dissemination of the results of such studies; (4) if we can make it ever more clear that equality of educational opportunity does not call for identity of educational opportunity; and (5) if means can be found for providing a sufficiently differentiated program in the smaller communities. He believes it can be made socially profitable, for: (1) by such a program we can reduce or prevent the huge cost of negative correctional institutions that will inevitably rise in the wake

of neglecting the positive development of our youth; (2) our elementary education furnishes insufficient preparation for life in the complex world of today; (3) judging by the past, indications are that the continued extension of secondary education will be socially profitable; (4) the mobility of our population calls for uniformity in educational opportunity in all sections; and (5) human resources have never been developed to anywhere near their potentialities.

Mr. Brady believes that America has no alternative, that she is committed to the education of her youth of secondary-school age. "Seventy percent of the boys and girls of high-school age in America are now enrolled in school." He feels that from a purely material point of view universal secondary education will pay for itself times over, provided, of course, that the content and methods and procedure of such a program of secondary education are properly adapted and appropriately administered. He continued with the statement that to be socially profitable, universal high-school education must adapt its standards so that each type of pupil may receive the best education of which he is capable, whatever the grade of that education may be. Mr. Brady considers that secondary education of the masses is the best means the state has of orienting the individual, to enable him to take a richer and more significant view of the experience of the race and to place him within the purview of its philosophy and its ideals. He believes that it is essential that the citizen be educated to live happily, and at the same time constructively. He concluded with the statement that our educational practises must be broadened and liberalized with the purpose of cultivating in the hearts of the masses "an appreciation of all finenesses and worths." "To measure the value to a democracy of a citizenry thus prepared is to answer the question, Can universal secondary education be made socially profitable?"

SECRETARY'S MINUTES

St. Louis, Missouri

First Session, Friday Afternoon, February 21, 1936

The meeting of the National Council of Education was called to order by the president, William C. Bagley, at 2:15 p.m. in the Adam Room of the Hotel Statler. Since the topic for discussion at the June 1935 meeting was not concluded at that time, it was voted by the Council to continue at the first session of the February 1936 meeting a discussion of "The Teachers College Versus the Liberal Arts College in the Education of the Teachers." Participating in the discussion were Adele Land, associate professor of education at the University of Buffalo; Margaret Kiely, principal of the Bridgeport (Connecticut) Normal School; W. E. Peik, professor of education at the University of Minnesota; and Franklin M. Underwood, assistant superintendent of the St. Louis schools, who filled the place on the program of Henry J. Gerling, superintendent of the St. Louis schools, who could not be present. (A brief summary of the discussions appears in the preceding pages.)

Second Session, Saturday Morning, February 22, 1936

The second session was called to order by the president at 9:30 a.m. in room 104 of the Hotel Statler. At this session high tributes were paid to the life and services of the late Adelaide S. Baylor by J. C. Wright, Assistant Commissioner for

Vocational Education, United States Office of Education, and Louise Stanley, chief of the Bureau of Home Economics, United States Department of Agriculture. (These tributes appear in full in the preceding pages.)

"How May the Profession Best Cooperate with the Office of Education?" was discussed in the remainder of this session. The discussion was led by J. W. Studebaker. (Dr. Studebaker's paper is printed in the preceding pages.) Joy Elmer Morgan, editor of the *Journal of the National Education Association*, participated in this discussion.

Third Session, Saturday Afternoon, February 22, 1936

The last session was called to order by the president at 2:15 p.m. in room 104 of the Hotel Statler. "Democracy and the Profession of Teaching" was the theme for this session, which was presided over by A. Duncan Yocum, professor of education at the University of Pennsylvania. Leaders in the discussion were George S. Counts, professor of education at Teachers College, Columbia University; Fred J. Kelly, chief of the Division of Higher Education, United States Office of Education; and John K. Norton, professor of education at Teachers College, Columbia University. (A brief summary of the discussions appears in the preceding pages.)

Portland, Oregon

First Session, Saturday Morning, June 27, 1936

In the absence of the president, and at his request, the first session of the meeting of the National Council of Education was called to order by Anna Laura Force of Denver, Colorado, at 9:45 a.m. at the Multnomah Hotel. "Can Universal Secondary Education Be Made Socially Profitable?" was the theme for the morning discussion and was presented by Willis L. Uhl, dean, School of Education, University of Washington, followed by E. H. Hedrick, superintendent of schools, Medford, Oregon, and Lyle W. Ashby, of the National Education Association. (A brief summary of the discussions appears in the preceding pages.) Miss Force discussed informally the various points of view presented by the speakers, and added several interesting ones of her own. John F. Brady, chief deputy superintendent of schools, San Francisco, California, was scheduled to participate in the discussion, but because of a misunderstanding he was unable to be present. His paper was filed with the secretary.

Other participants in the discussion were Thomas W. Gosling, national director of the Junior Red Cross; Carson W. Ryan, educational director, Indian Service, United States Department of the Interior; Willis A. Sutton, superintendent of schools, Atlanta, Georgia; and Milton Bennion of the University of Utah, who called upon Dr. Uhl for further exposition of his theses.

L. A. White, superintendent of schools, Minot, North Dakota, contributed a point of view somewhat at variance with the idea of universal education on the secondary-education level as now generally accepted.

It was moved by Dr. Gosling that, since L. H. Pechstein who was to present the resolutions was not present, resolutions be dispensed with at this meeting. The motion was seconded, and carried.

The report of the Special Committee of the Council To Sponsor a Conference on Instructional Materials, altho not presented at the meeting because of the absence of the chairman, J. B. Edmonson, dean of the School of Education of the University of Michigan, was filed with the secretary and appears as follows:

Report of Special Committee

At the meeting of the National Council of Education in Minneapolis in February 1933 a special committee was authorized to sponsor a conference with the publishers of instructional materials. There had been two previous conferences with publishers under the auspices of a special committee of the National

Society for the Study of Education. These conferences were byproducts of the Thirtieth Yearbook, Part II, entitled *The Textbook in American Education* which was presented at the Detroit meeting of the Society in February 1931, but the officers of the Society did not believe that it could justify the policy of following up a research yearbook with a series of conferences. As chairman of this earlier committee I presented the problem to the Council, and action was taken to take over the work initiated by the Society. The membership of the committee appointed by President W. C. Bagley of the Council was as follows: H. C. Bruner, Albert S. Cook, William John Cooper (deceased), Thomas W. Gosling, J. M. Gwinn, Ernest Horn, Charles H. Judd, E. E. Oberholtzer, Joseph H. Saunders, S. D. Shankland, Paul Stetson, R. O. Stoops, Frank M. Underwood, and J. B. Edmonson, chairman.

At the meeting of the Conference at Atlantic City in February 1935, P. A. Knowlton of the Macmillan Company submitted a report of a committee on appraisal of the Conference. Part of his report was as follows:

1. That the present informality of the meetings be preserved and that the responsibility for the conference, assumed in the past by the National Council of Education, be maintained by that organization in the future.

2. That the utility of the Conference to education is limited by the preponderance of publishers over schoolmen; a fairly equal balance is desirable.

3. That future plans should be such that some degree of continuity and permanence be provided for.

Mr. Knowlton then presented the recommendations of the Committee as follows:

1. That the affiliation of the National Council of Education be maintained so long as it is permitted by the National Council.

2. That a steering committee be authorized to arrange for the annual conferences and program and in other ways govern the activities of the organization. The steering committee is to consist of the chairman of the National Council Committee together with five other members to be appointed by the chairman, some to serve one year and some to serve two years, and one of the members to serve as secretary-treasurer; two of the members to represent the educators and two to represent the publishers.

3. To secure more representative attendance of schoolmen it is recommended that the secretary write the presidents or chairmen and the secretary of the National Education Association, the Department of Superintendence, and of all organizations and affiliates whose programs are announced in the program of the February meeting.

The foregoing recommendations of the Committee were offered in the form of a motion which was duly seconded and passed without dissenting vote.

The last meeting of the Committee was held in St. Louis in February 1936, and was attended by a representative group of members of the Council, school superintendents, and representatives of publishers. The theme of the Conference was "The Textbook and Educational Progress," and Professor N. B. Henry of the University of Chicago acted as the presiding officer. The program included papers by Mowat G. Fraser, University of Michigan, Gertrude Whipple, assistant supervisor, Los Angeles, California, Charles H. Judd, University of Chicago, W. W. Coxe of Albany, New York, Superintendent Frank A. Jensen of LaGrange, Illinois, George Buck of Newark, New Jersey, and Paul Rankin of Detroit.

May I advise that it is the genuine desire of the members of the conference to have the Council continue its special committee to sponsor the conference?

Second Session, Saturday Afternoon, June 27, 1936

The afternoon session was called to order by Anna Laura Force at 2:15 o'clock at the Multnomah Hotel. The subject for discussion was "What Is the Place of Adult Education in the American Program?" R. E. Rutledge and Edward O. Sisson gave interesting talks on this topic but presented no papers. Mrs. Inez Johnson Lewis,

state superintendent of public instruction of Colorado, spoke of adult education as the "silver lining" of the depression. H. V. Holloway, state superintendent of public instruction of Delaware; Mrs. Mary C. C. Bradford, former state superintendent of public instruction of Colorado; and Mr. Rutledge, who was again called upon to discuss programs under state and federal funds, participated further in the discussion.

E. Ruth Pyrtle, former president of the National Education Association and school principal of Lincoln, Nebraska, gave an interesting talk of her recent travels in Russia and Italy.

Other participants in the afternoon discussion were Maude E. Aiton of Washington, D. C.; W. G. Beatty of Oregon; and Thomas W. Gosling of Washington, D. C.

Agnes Samuelson requested that she be permitted to withdraw from the Membership Committee and that Mrs. Margaret M. Smith of Denver be put in her place. Miss Samuelson's request was granted.

Caroline Woodruff made the following report for the Membership Committee:

Members for the term of six years to succeed themselves:

John W. Abercrombie, Montgomery, Ala.
 Cornelia S. Adair, Richmond, Va.
 John W. Carr, Murray, Ky.
 Frank W. Freeman, Chicago, Ill.
 Wil Lou Gray, Columbia, S. C.
 H. V. Holloway, Dover, Del.
 A. B. Meredith, New York, N. Y.
 Willis A. Sutton, Atlanta, Ga.

Members to fill unexpired terms of deceased members:

Mrs. Inez Johnson Lewis, State Superintendent of Public Instruction, Denver, Colo., for Adelaide Steele Baylor.
 C. A. Howard, State Superintendent of Public Instruction, Salem, Ore., for Charles Carroll.
 Roy Hatch, New Jersey State College, Trenton, N. J., for A. Duncan Yocum.

For Vicepresident:

Lida Lee Tall, Towson, Md.

For member of Executive Committee:

Anna Laura Force, Denver, Colo.

For Temporary Secretary for one year:

Charl Ormond Williams, Washington, D. C.

For Membership Committee:

Edgar G. Doudna, Madison, Wis., to succeed Henry Lester Smith.
 Mrs. Margaret M. Smith, Denver, Colo., to succeed Agnes Samuelson.

JOSEPH SAUNDERS

HENRY LESTER SMITH

MRS. MARGARET MENDENHALL SMITH

CAROLINE S. WOODRUFF, *Chairman*

Membership Committee

The motion to adopt the report was seconded, and unanimously carried.

A letter from William C. Bagley, president of the National Council of Education, concerning the reorganization of the National Education Association was read. In line with this letter, E. Ruth Pyrtle moved that the National Council of Education request the Committee on Reorganization of the National Education Association to change the National Council in a way that will give it a significant function to discharge in the life and work of the Association. The motion was seconded and unanimously carried.

DEPARTMENTS OF THE ASSOCIATION

INTRODUCTION

THE GROWTH OF DEPARTMENTS *in the Association began in 1870 when the American Normal School Association became the Department of Normal Schools (now Department of Teachers Colleges), and the National Association of School Superintendents became the Department of Superintendence.*

Another great forward step was taken in 1921 when departments were given larger independence and responsibility. This led to the establishment of fees by the stronger departments, to the selection of an executive secretary by the Department of Superintendence, and later to the selection of full-time secretaries by several other departments.

There are now twenty-four departments. Information regarding their organization may be found in the historical note at the beginning of the section devoted to the department in question. The list of departments with years of organization is as follows:

ADMINISTRATIVE WOMEN IN EDUCATION	1932
ADULT EDUCATION	1921
ART EDUCATION	1933
BUSINESS EDUCATION	1892
CLASSROOM TEACHERS	1914
DEANS OF WOMEN	1918
EDUCATIONAL RESEARCH	1930
ELEMENTARY SCHOOL PRINCIPALS	1921
KINDERGARTEN-PRIMARY EDUCATION	1884
LIP READING	1926
MUSIC EDUCATION	1884
RURAL EDUCATION	1907
SCHOOL HEALTH AND PHYSICAL EDUCATION	1894
SCIENCE INSTRUCTION	1894
SECONDARY EDUCATION	1886
SECONDARY SCHOOL PRINCIPALS	1928
SOCIAL STUDIES	1925
SPECIAL EDUCATION	1930
SUPERINTENDENCE	1870
SUPERVISORS AND DIRECTORS OF INSTRUCTION	1928
SUPERVISORS AND TEACHERS OF HOME ECONOMICS	1930
TEACHERS COLLEGES	1925
VISUAL INSTRUCTION	1923
VOCATIONAL EDUCATION	1875

*DEPARTMENT OF
ADMINISTRATIVE WOMEN IN
EDUCATION*

HISTORICAL NOTE

THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION was organized in Oakland, Calif., in 1915 by a group of women in attendance at the annual meeting of the National Education Association. One of its purposes set forth in its constitution at that time was to strengthen the friendly and professional relations of administrative women in educational work and to maintain high professional standards among them. It has branches in eighteen states.

Since its organization the Council has held two meetings a year, one during the convention of the Department of Superintendence in February, and another during the annual meeting of the Association in the summer. At the Atlantic City meeting application was made to the Board of Directors for the admission of the Council as a Department and favorable action on the application was taken by the Representative Assembly on Friday morning, July 1, 1932.

The officers of the Department for the year 1936-37 are: PRESIDENT, Mary Elizabeth O'Connor, Supervisor of Elementary Schools, Board of Education, Natick, Mass.; VICEPRESIDENT, Mrs. Inez Johnson Lewis, State Superintendent of Public Instruction, Denver, Colo.; SECRETARY, Mrs. Margaret Mendenhall Smith, Principal, Ebert School, Denver, Colo.; TREASURER, Elizabeth Wells Robertson, Supervisor of Art, Board of Education, Chicago, Ill.; DIRECTORS, Kate Bell, Head, Department of Mathematics, The Lewis and Clark High School, Spokane, Wash.; Mrs. Edith B. Joynes, Principal, Washington-Gatewood Schools, Norfolk, Va.; Sue M. Powers, Superintendent, Shelby County Schools, Memphis, Tenn.; Agnes Samuelson, State Superintendent of Public Instruction, Des Moines, Iowa; Annie C. Woodward, Somerville High School, Somerville, Mass.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1932:261-262

1933:269-274

1934:265-271

1935:251-254

SECRETARY'S MINUTES

Portland, Oregon

Board Meeting, Sunday Morning, June 28, 1936

The meeting was called to order by the vicepresident, Mrs. Inez Johnson Lewis, who in the absence of Mary Elizabeth O'Connor, presided over the sessions held during the summer National Education Association gathering.

The minutes of the previous board meeting were approved as read. Members present were: Mrs. Inez Johnson Lewis, vicepresident; Mrs. Margaret Mendenhall Smith, secretary; Kate Bell, director; Annie C. Woodward, director; and Cornelia Adair, auditor.

The following were invited to meet with the board: Caroline Woodruff, chairman of constitution committee; Emma Griebel and Miss Baker, Portland, Oregon, committee in charge of arrangements for midsummer luncheon and program; and Mrs. Blandford, president of the Portland branch. Letters from Mary Elizabeth O'Connor, Sue Powers, and Elizabeth Wells Robertson explained their absence from the board meeting.

The report of the local committee, Emma Griebel, chairman, on luncheon plans for Wednesday, July 1, was made and accepted with expression of appreciation for work of the committee. Report follows:

Luncheon at Benson Hotel on June 30, at 12:15 p. m.

Seated at head table, officers, honor guests, and guest speakers.

Motion made to reimburse local committee for expense incurred in arranging for the carrying out of luncheon plans and program. Motion carried.

Miss Bell of Spokane, speaking for the Inland Empire Group, moved that reports of the two meetings, February and June, be prepared by secretary and sent to all city or county units where dues were paid to 1934 at the close of the summer meeting, and that expense incurred by secretary in sending these reports be allowed and treasurer be authorized to send check to cover such expenses. Motion seconded by Miss Woodward, and carried. Motion to include report of treasurer, carried.

Caroline Woodruff notified the board that the report of her committee on changes in the constitution and bylaws was ready and would be presented at the postponed business meeting following the luncheon.

Kate Bell, appointed to make a special report on the study undertaken by the department, "The Status of Administrative Women in Education"—namely, a report concerning the possibility of using the research department of a western university—recommended the study by Jessie Short on "Economic Status of Women" for consideration; suggested the study of material gotten out by the Women's Bureau and the Children's Bureau in Washington, D. C.; called attention to Reed College bulletin on *The Study of Administrative Women in Education*; and finally urged the committee to continue this work without delay.

Miss Bell's report was accepted.

Moved by Miss Woodward that at the time of sending reports of this meeting to affiliated organizations, these organizations be invited to send to the secretary information and suggestions relating to the problem under consideration—"The Status of Administrative Women in Education." Seconded by Miss Bell. Motion carried.

Meeting adjourned.

Luncheon Conference, Wednesday Noon, July 1, 1936

The meeting was opened at 12:15 p. m. in the Tyrolean Room at the Benson Hotel. It was called to order by the vicepresident, Mrs. Inez Johnson Lewis, superintendent

of public instruction, Denver, Colorado. Anna Laura Force, of Denver, responded to the greeting extended by Grace DeGraff of Portland, Oregon.

The topic for discussion was "The Status of Women in Administrative Work." Leaders in the discussion were Mrs. Mabel Holmes Parsons, professor of English at the University of Oregon, Eugene, and Mrs. Richard F. Scholz, dean of women at Reed College, Portland. Mrs. Parsons presented the need for aggression on the part of women acting as heads of departments or assistants to heads of departments of education in schools and colleges. Women are, as her studies along these lines showed, equally capable but not equally recognized when positions and salaries are offered.

Mrs. Scholz led the group further afield—stressed the need of more active and more general participation on the part of women in civic and community affairs—noting that the status of women in educational administrative work would be improved by wider contacts.

Charl Williams, field secretary of the National Education Association, and Agnes Samuelson, president of the N. E. A., closed the discussion, each bringing a challenge to the group and urging more definite preparation for the job and a more intelligent participation in all fields of endeavor related to education.

Following the program, the postponed business meeting was called to order, minutes of previous conference were read and approved, and the subject for consideration, revision of bylaws, was presented by Caroline Woodruff, chairman of the committee on bylaws.

The report of Miss Woodruff's committee was adopted by sections. This resulted in changes necessitated by the admission of the Administrative Women in Education group to the position of a department of the N.E.A.

Meeting adjourned.

DEPARTMENT OF
ADULT EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF ADULT EDUCATION was established by vote of the Representative Assembly, July 8, 1921, as the Department of Immigrant Education. The first meeting was held in 1922 in Boston. In 1924 the name of the Department was changed to the Department of Adult Education. See PROCEEDINGS, 1924:566.

The officers of the Department for the year 1936-37 are: PRESIDENT, Maude E. Aiton, Administrative Principal, Webster School, 10th and H Streets, N. W., Washington, D. C.; VICEPRESIDENT, George C. Mann, Chief, Division of Adult and Continuation Education, State Department of Public Instruction, Los Angeles, Calif.; SECRETARY, Frances K. Wetmore, Director, Adult Education, Board of Education, Chicago, Ill.; EDITOR, *Bulletin*, Caroline A. Whipple, State Department of Public Instruction, Albany, N. Y.; TREASURER, Jessie M. Robbins, 1201 Sixteenth Street, N. W., Washington, D. C.; EXECUTIVE COMMITTEE: L. R. Alderman, Chief, Service Division, United States Office of Education, Washington, D. C. (term expires 1938); Marguerite H. Burnett, State Director of Adult Education, 11th and Washington Streets, Wilmington, Del. (term expires 1938).

This Department meets once a year in July. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1921:460	1925:337-353	1929:277-316	1933:275-308
1922:905-968	1926:329-371	1930:249-274	1934:273-296
1923:669-703	1927:293-334	1931:315-341	1935:255-270
1924:565-582	1928:263-304	1932:263-281	

VALUES IN THE NATIONAL PROGRAM OF AMERICANIZATION

ROBEN J. MAASKE, STATE DIRECTOR OF ADULT EDUCATION AND AMERICANIZATION, STATE DEPARTMENT OF EDUCATION, SALEM, ORE., *Leader*

AS SEEN BY FOREIGN CONSULS—Robert C. Closterman, German consul, Portland, Oregon: In no other country in the world is citizenship so easy of acquisition and so fruitful in privileges and advantages, as in the United States. This fact is recognized by foreign consuls who see in the program of Americanization an opportunity for their respective peoples to become assimilated into the stream of American life. At the same time we foreign consuls recognize that the foreign-born citizen brings with him a certain native cultural background and from it can make a contribution to the life of this country in return for the many advantages of citizenship offered to him.

As seen by the parent-teacher association—Mrs. F. W. Blum, Oregon Congress of Parents and Teachers: The principles upon which the parent-teacher association organization is based involves the principles of Americanization in their broadest aspects. In our Americanization work in cooperation with the public schools, we have kept uppermost the necessity of promoting close contacts with the homes of the foreign born and of promoting goodwill among the different nationalities.

From the standpoint of the American Legion—George L. Koehn, Oregon state commander, American Legion: Since the frontiers of America are coming to an end, there must necessarily be careful limitation and selection exercised in connection with admitting additional foreign-born persons to our country. The American Legion sees many values in Americanization, particularly from the standpoint of the assimilation of the foreign born into American life. To that end it has cooperated in the program of Americanization thru (1) assisting in the promotion of Americanization work and classes; (2) sponsoring American Education Week programs for adults as well as children in the schools; and (3) placing emphasis upon the fine opportunities of citizenship in our American democracy.

From the standpoint of problems of law enforcement—George L. Rauch, state chairman of Americanism, Oregon: The problems of law enforcement involving foreign-born persons are ones which the American Legion has attempted to remedy thru its support of criminal syndicalism laws and other measures designed to exclude those persons and minority groups attempting to change radically the system of American government. To that end work in the Americanization classes, as well as the broader program of Americanism of the American Legion, has in it values which tend to unify the American people into a whole citizenry, imbued with a love and appreciation of this country and its ideals.

Sociological values of the assimilation of the foreign born—Mae Faith, Americanization teacher, Portland, Oregon: To secure significant sociological values of Americanization, the foreign-born person must be brought to realize his important place within American life and to become not an individual member of a local foreign community but an active American citizen participating in American life side by side with the native-born citizen. For that reason the teacher of the Americanization class must not only be an excellent teacher but must be a sympathetic friend and counsellor.

From the standpoint of the public schools—C. A. Howard, state superintendent of public instruction, Oregon: The type of examination for admission to naturalization conditions the teaching of foreign-born persons in citizenship classes. The tendency expressed here to emphasize an acquisition of understandings and appreciation of our country and the principles upon which it has been established is highly significant. It will permit teachers of Americanization classes to be concerned not merely with teaching the skills of reading and writing, but with appreciations, attitudes, and understandings. The teaching of the foreign born considered in this light gives an excellent opportunity to lay a foundation which will permit a continual and satisfying adjustment to American life.

Methods in the teaching of Americanization classes—Frederick M. Lash, WPA director of education, Washington: From the beginning, the direct method in teaching should be employed with the foreign born. Thru this means, the student is easily interested and begins to have a satisfying feeling of progress. The direct method is diametrically opposed to the translation method which conveys the meaning of the new language to the mind of the student by giving equivalent expressions in the native tongue. Experience has shown that the teacher should (1) present subjectmatter of real and live interest to the student; (2) utilize material within the student's comprehension and experience; and (3) teach in a functional way, as the needs arise, the fundamental facts of grammatical structure necessary to the intelligent use of the language. The following are pertinent points to aid the Americanization teacher in utilizing the direct teaching method:

1. Make the verb the "soul of the sentence" and bring in other names of things naturally.
2. The inelasticity of the vocal organs of the older foreign-born person makes it rather impracticable to attempt to eliminate the foreign accent.
3. Frequent repetition of phonic drills aids correct pronunciation and secures distinct enunciation.
4. As one learns to do by doing, so one learns to speak English by continually speaking it.
5. Stimulation of interest and motivation in the lesson can be secured by dramatization.
6. Following presentation of new words, their meaning should be made clear thru necessary drill.
7. Pupils should be taught to analyze new words thru picking out familiar elements.
8. Interest is immediately aroused thru using familiar words such as those found on signs, advertisements, newspapers, books, etc.
9. When a basic list of words has been learned and a learning procedure established, the student is then ready for some type of beginning book suitable for adults.

10. Oral reading should be employed only when the pupil has mastered certain technical difficulties of pronunciation and when there is something outstanding about the reading matter.

In the Americanization classes the following aims should be kept in mind: (1) elimination of illiteracy; (2) development of interest and capacities to aid the student in shouldering his own responsibilities and meeting community problems; (3) education in the proper use of leisure time; (4) leading the student to seek a higher plane of living and increasing his ability to transact his business more intelligently; (5) developing independence in thinking; and (6) developing a desire to study problems which will result in a better informed citizenry.

THE FURTHERANCE OF UNITY AMONG THE PEOPLE OF WIDELY VARIANT RACIAL ORIGINS

DANIEL W. MAC CORMACK, UNITED STATES COMMISSIONER OF IMMIGRATION AND NATURALIZATION, WASHINGTON, D. C.

Instead of confining my remarks, as I had proposed, to the new citizenship program of the United States Immigration and Naturalization Service, I should like to talk on the objective toward which that program is directed—the furtherance of unity among the people of widely variant racial origins who contribute to the making of America.

Today the outlook in the world is dark; the tides of nationalism run high. Will we, in the crises which will confront us in the near or distant future, be torn by dissensions arising from our national origins or will we face the future not as Polish-Americans or Italian-Americans or German-Americans but as Americans—non-hyphenated, unafraid, inspired by devotion to America and its institutions, not by love of the country of our racial origin or by hatred of its enemies? Are we to cling to the fundamental principles of our American democracy, or are we to yield to those who would impose upon us a canned, devitalized patriotism from which the spirit has fled leaving only the empty form?

Are we to listen to those who would raise in this country the red flags of racial or religious prejudice, or are we to hold fast to the doctrine of our fathers that all men are created free and equal; that there shall be no abridgment of religious freedom, freedom of speech, of assembly, and of the press?

To me there can be but one answer to these questions: America, American principles of government, and American institutions must and shall prevail.

But let us not make the mistake of assuming that our American institutions and our civil liberties are so firmly established that they cannot be overturned; let us not make the mistake of assuming that we will arrive at our ideal of a united American people by the naturalization of a few million foreigners. There is much more to be done if we are to realize these ends and upon you, the educators of America, devolves in great part the responsibility

for the protection of our American institutions and for the inculcation of those principles which will make us spiritually, as we are now physically, the United States of America.

We are, in this Service, primarily concerned with the four and a half million people of foreign birth in this country who are aliens in the technical sense, that is, persons who have not as yet become citizens.

In the citizenship program that we have outlined and which will be discussed here today, we have attempted to facilitate these people in their progress toward citizenship, and by changing the emphasis in naturalization examinations from pure memory tests to an understanding and appreciation of the principles of our government, we have attempted to guide the training for naturalization so that it will make for an infinitely better citizenship. Instruction for citizenship should be so directed as to promote a true understanding of our form of government and to preclude the possibility of applicants giving lip service to the American system while retaining in their hearts a preference for other forms.

We cannot, however, expect true devotion to America and to American institutions from a group which feels itself the victim of prejudice, intolerance, and discrimination. Our treatment of the foreign born must be such as to convince them of what we know to be true, the essential justice and humanity of our people. The application of justice and humanity to our treatment of the alien calls for no mawkish sentimentality. It may, and in fact does, in certain respects, call for greater severity.

We in this Service have for the last three years been engaged in a continuous study of the alien problem and of the measures necessary for its solution. We found as a first requisite for a satisfactory approach to the problem that there should be an elimination of the false problems raised in connection with the alien by the demagog who stoops to make political capital out of the suffering of human beings and the honest fanatic whose hatred of any breed other than his own beclouds his judgment. We found, however, that while there was no semblance of truth in many of these false problems including the fantastic exaggerations as to the numbers of aliens who have entered or remained in the country illegally, there were certain real alien problems.

We found that the laws dealing with the alien criminal were hopelessly defective and that at least 20,000 alien habitual criminals who should be deported cannot be deported under the existing law. We also found that while any judge or even a police court magistrate can stop the deportation of an alien criminal, not even the President of the United States can stop the deportation of an alien who is not a criminal, and that as a consequence the deportation policy of the United States in the case of aliens of good character was resulting in barbarous and inhuman family separations unworthy of a civilized nation. Husbands were torn from their wives and children, wives from their husbands, and even children from their mothers' arms. It was not unusual for families to be separated between three or four countries, the father deported to one country, his wife to a second, some of the children to a third, and the remainder of the children, born in the United States, to be kept here.

In the interest both of the alien and of the United States, we recommended to the Congress the passage of the Kerr-Coolidge Bill, H. R. 8163, S. 2969, which will permit the deportation of three times as many alien criminals as are deportable under the present law, will strengthen the hands of the Service in the apprehension and deportation of aliens who enter illegally, and will at the same time permit of a measure of humane discretion in dealing with the deportation of aliens of good character, particularly in cases where these cruel family separations are involved.

This legislation was endorsed by the American Federation of Labor, the American Bar Association, the International Association of Police Chiefs, the National Catholic Welfare Conference, representing the views of the Catholic clergy, the National Councils of Catholic Women and Men, the Federal Council of the Churches of Christ in America, more than 2200 of the leading Protestant bishops and clergymen of the country, and by the principal associations of the foreign born in the United States. It was also endorsed by the United States Chamber of Commerce and the General Federation of Women's Clubs at the last conventions of these organizations. A filibuster prevented action on the Bill at the last session of Congress. We are, however, informed that it will be brought up as soon as the new Congress convenes.

In the field of naturalization we are going forward along the same lines. The new citizenship program will unquestionably make for better citizens. We are giving serious consideration also to the costs of naturalization with a view to their reduction if that be found desirable.

It is to the interest of the country and to the interest of the foreign born that aliens who take up their permanent residence here should be citizens, and your effort should be directed toward giving them all possible assistance in this respect.

This does not mean that any encouragement should be given to those who seek to force naturalization on the alien and propose the deportation of all aliens who do not become citizens within a certain period. Citizenship in the United States is not to be held or awarded so lightly. It is a boon to be conferred on the worthy and not a penalty to be assessed as a condition of remaining here.

There is just one more word that I would like to say in conclusion. While we must necessarily adhere in our examination of applicants for citizenship to the specific requirements of the law and to resist, as far as we may, any attempts to impose conditions not required by Congress, we nevertheless realize that it is to the advantage of the country and to the advantage of the alien that he not only be given the training necessary to pass the examinations for naturalization but that he be given the educational training needed to assist him in improving his economic and social position in the community.

IMPLICATIONS OF THE NEW PROGRAM FOR THE EDUCATION OF ALIENS PREPARING FOR NATURALIZATION

MAUDE E. AITON, PRINCIPAL, WEBSTER AMERICANIZATION SCHOOL, WASHINGTON, D. C.; AND VICEPRESIDENT OF THE DEPARTMENT

When D. W. MacCormack released Bulletin 25/127 of January 1, 1936, in which he stated the results of a two-year study in the practise of the Service concerning educational and other requirements for naturalization, it was hardly considered a challenge to adult schools in which were organized citizenship classes for petitioners for naturalization. The educational implications, however, are so deep and wide that we as teachers are only just perceiving their importance.

"The law requires," he says, "that the applicant shall have behaved as a person of good moral character, *attached to the principles of the Constitution of the United States.*"

Herein lies the bewildering problem. We cannot learn by rote a principle; we cannot force attachment to it. We cannot be bid to be loyal. Our situations develop certain attitudes. To feel equality, to respect the supremacy of the law, to understand the principles involved in the theories of representative democratic government, to sense the Constitution as a living document that provides within itself for orderly change; to appreciate the basic human rights which have driven men on from time immemorial, these are the attitudes that we, the school people, are called to help the applicant for citizenship to develop.

His love of each of these principles may be more highly developed than our own or he may be unaware that they even exist. It may be simply done if in our adult classes we set up a "doing program" instead of a listening program. Our progressive schools thruout the country are carrying out such programs for children.

Classes of adults choosing their own officers, sending their own delegates to meetings, seriously studying the needs and problems of their own immediate communities, offering solutions to these problems and thru the solutions studying the many implications in city government would be a step in the right direction.

The project of one elementary class was the need of a playground in their neighborhood. Why? Health and safety of their children. How? All the involved processes of appropriation and taxation come into view. What could each one of the class do about it? See people, send representatives to many organizations, get health reports telling of the benefits, decide which policy to pursue.

What is the teacher's place in this picture? He stands more or less in the background ever awake to the need of lifting out the principle of government involved and applying it to the action of the class.

It seems so obvious and is so generally accepted in good teaching that the wonder is we have not tried it out in preparation of petitioners for citizenship long ago. But the fact remains that, with a few outstanding exceptions, men

and women coming to citizenship classes are sitting still mumbling incantations of how old a man must be before he can be a Senator, and many facts that should be only the byproducts of actual understanding.

Can we accept the challenge of the Naturalization Service and so order our adult classes that attitudes toward and understanding of government become realities in the lives of men and women who come to us for help and guidance?

WHAT IS HAPPENING TO YOUTH?

RICHARD R. BROWN, ASSISTANT EXECUTIVE DIRECTOR, NATIONAL YOUTH ADMINISTRATION, WASHINGTON, D. C.

I suppose this question, "What is happening to youth?" has been asked by the older generation since time immemorial. Sometimes it has been asked in a tone of detached interest, at other times in a tone of bewilderment, and at still other times in a tone of definite moral and political disapproval. But today a deeper note of anxiety than usual is to be found in the voices of those who are asking about what is happening to youth. It is a troubled note, born of the social and economic insecurity of our day. It was inevitable that the school and college graduates of the past six years should feel discouraged about the prospects of getting a job. That they had the ability and the will to work no longer counted to any great extent. Forces which only the organized efforts of society could control had seriously limited the number of educational and work opportunities. Young people discovered that, tho seemingly unique and individual, their problems had their roots in the basic social and economic maladjustments which affect us all.

There is no panacea for creating opportunities for youth any more than there is a panacea which will create opportunities for the rest of us. There is no youth problem which we can separate from our many other problems and say, "Solve this and all will be well with youth." Rather are there certain problems more generally confronted by youth than by any other age group. There is the problem first of acquiring an education when the family income is limited and odd jobs are scarce; second, of selecting a vocation with the most promising future for which one is well fitted; third, of getting a job while lacking any significant amount of work experience; fourth, of getting work in private industry when there are so many others, especially heads of families to whom preference is often given, already seeking jobs; and, finally, of finding ways in which to use leisure time most advantageously.

The other highly industrialized countries of the world have instituted special programs to meet these youth problems. The program of the National Youth Administration of the United States of America has been built along broadly decentralized lines, with local authorities and youth service agencies cooperating to give youth more nearly the opportunities of making its own way which other generations have had. More than half of its activity is concerned with making it possible for youth to take advantage of the opportunities in the field of education. In May there were approximately 419,000 students thruout the country receiving NYA wages for work done on stu-

dent aid projects. At this time it was estimated that there were nearly three million young people from sixteen to twenty-five years of age whose families were on relief—which meant that to them, broadly speaking, the process of getting an education was luxury, and work a necessity. High-school aid—which was limited at first to young people on relief but later was broadened to include other needy students—was thus a godsend to such youngsters.

The program also includes many other young people in need of assistance. From the very start, regardless of the relief status, all college and graduate students who could show that without financial assistance they would be unable to continue their education, were eligible for student aid. Furthermore, it is possible for 10 percent of the workers employed on NYA work projects to come from families not on relief, and of the 7000 young people who applied for jobs thru the twenty-four NYA junior placement services in March and April, 88 percent were of the non-relief group.

The plight of the hundreds of thousands of young men and women who, having finished their schooling during the depression years, have been trying industriously but futilely to assume the responsibilities of adult life constitutes probably the most tragic of youth's problems. These young persons have been growing old in years but have failed in a large measure to mature. For them the knowledge and self-reliance that can come only thru working at a regular job, thru experiencing life's heights and depths, and thru knowing all sorts of people under all sorts of circumstances, is a mocking will-o'-the-wisp still to be attained. For them the natural impulse to stand on their own feet, to marry, and to have a home of their own has been aggravatingly thwarted. They have been spending the best years of their lives under a cloud of dependency, uncertainty, and unfulfilment. A job to such young people is more than a means of earning a living. It is a means towards the restoration of self-confidence and of the sense of participating and having a significant place in the social and economic life of the community.

I should also like to call your attention to the way in which training and work have been blended in many of the student aid and work projects. College and graduate students, whenever possible, are being given research or laboratory work in the field of their concentration. But there are work projects, too, which help prepare young people for special fields. Thus, with the cooperation of the Southwestern Louisiana Institute, young men are being employed on the NYA one-third-time basis in a plant nursery which is providing plants for parks, playgrounds, and public highways. At the same time, in their off hours, these young men are being trained in such work as dairying, creamery operation, and farm mechanics. In several states, with the forestry departments acting as co-sponsors, young men are working on projects under expert supervision, and as a result of the experience and training, are becoming qualified for regular positions in the forestry service. Young women are receiving special training thru work in nursery schools and on sewing projects. There are also individual projects, such as that set up in Pennsylvania, under which a girls' vocational and social center is giving a three-month course in domestic service and is assisting the placement bureau in finding positions for those who complete the course. After

the first six months it is expected that this project will be self-supporting.

At this point there arises the most difficult problem of all—the problem of finding jobs for those who have completed their education and work training. The NYA has proceeded with the utmost caution in approaching this thorny problem. It has not the slightest intention of turning youth into a privileged class that is entitled to jobs at all costs. Nevertheless there are certain beginners' jobs that may rightfully be considered youth's. There is also, according to a steadily increasing number of reports, a great shortage of skilled labor. The NYA, in its junior employment services, its apprenticeship training program, and its work projects, is taking full cognizance of these two significant facts.

In dealing with the problem of using leisure time, of which many of our young people have so much, the NYA program places considerable emphasis on recreational and library projects. The gymnasium or the athletic field is obviously a far better place for idle youth than the street corner. The ability to do one thing well—whether it be playing baseball or acting plays—does wonders towards restoring and maintaining self-confidence. It is an important aid, as George K. Pratt has pointed out, in keeping men and women mentally balanced even when other things go wrong. NYA recreation projects have been in large measure designed to supplement and extend the existing facilities of the local communities as well as the services provided by their youth agencies.

Probably the majority of students go to college believing that the main purpose of education is to increase their earning capacities. The result is that not only do they become dissatisfied after graduation when they do not land a white collar job, but they fail to develop that keen interest in life's varying and fascinating aspects which is so essential to their future happiness. But now that a seven-hour working day can yield a large enough income to purchase many other things in addition to the basic necessities of life, now that most of us are dependent upon the efficient functioning of a myriad of mines and mills, factories and railroads, stores and delivery services for the production and distribution of the things we consume, our basic philosophy must undergo a corresponding change. It is becoming more and more important that we impress upon youth the fact that work is not so much an end in itself as it is a necessary interlude to the things which we enjoy and which interest us. They must begin to prepare themselves now for a rich personal life as well as a happy and effective working life.

One of the principal reasons, I suppose, why we are interested in knowing what is happening to youth today is because we want to get some idea of what is going to happen to youth tomorrow. In my opinion rather much the same thing is going to happen to youth as will happen to the rest of the age groups. There will, however, doubtless be special differences in keeping with the analysis I have made of youth's problems. In addition, there are two factors particularly applicable to youth that may make an even greater difference—youth's lack of a definite position in society, and youth's impatience.

I realize probably better than you how hard it is to generalize about youth. At one end of the scale it is an adolescent in its middle teens; at the

other end it is a full grown man or woman just entering upon adult life. Furthermore, the rate of maturity varies considerably. There are sixteen-year-olds who are almost completely mature. There are twenty-four-year-olds who are unbelievably immature. Nevertheless I think it can fairly be said—and in recent years it has, unfortunately, become more and more true—that young people, even at twenty-four, have few, if any of the responsibilities that go with a job, home, and family. This means they are a volatile element in society. Having no definite place, they have everything to gain by a change in the established order and nothing to lose. When this factor is considered along with youth's natural impatience and youth's desire for action, the responsibility which lies upon the educators can be seen to be very great indeed.

Democracy depends largely upon the classroom for its strength and vitality. Democracy demands an intelligent citizenry, able to think clearly, to sift out the truth from propaganda, to discount falsifications of facts and the whims of personal prejudices, and to make wise decisions. A democracy is the most civilized form of government there is; and it functions best when and where its citizens are best educated.

Democracy to be preserved can never be taken for granted. It is not something which we can put off and on as easily as an overcoat. It is something to be striven for; and to be maintained at a high level, a high degree of intelligence, effort, courage, and faith on the part of its citizens is required. These are truths which each generation as it has come along has had to learn. It was never before so important, however, that these truths should be impressed upon youth. For inevitably the wave of dictatorships, which has swept the world in the last ten years, has had its repercussions in America, and has sounded a challenge to youth, a challenge to education, a challenge to civilization, which cannot be ignored.

COMMITTEE ON TECHNICS OF ADULT EDUCATION IN PUBLIC SCHOOL PROGRAMS

ROBERT C. DEMING, SUPERVISOR OF ADULT EDUCATION, STATE DEPARTMENT OF EDUCATION, HARTFORD, CONN.; AND CHAIRMAN
OF THE COMMITTEE

This report is concerned with the work of a committee preparing a report on technics in adult education in public school programs to meet what the committee believes to be a need for a systematic account of thinking and practise in this area. The members of the committee are:

Mary L. Guyton, State Department of Education, Boston, Mass.
Ruth Kotinsky, National Council of Parent Education, New York, N. Y.
Wil Lou Gray, State Department of Education, Columbia, S. C.
L. R. Alderman, U. S. Office of Education, Educational Division of WPA, Washington, D. C.
A. W. Castle, State Department of Education, Harrisburg, Pa.
Frank W. Cyr, Columbia University, New York, N. Y.
Herbert Sorenson, University of Minnesota, Minneapolis, Minn.
G. L. Maxwell, Educational Division of WPA, Washington, D. C.

Lyman Bryson, Columbia University, New York, N. Y.

Ned H. Dearborn, New York University, New York, N. Y.

Robert C. Deming, State Department of Education, Hartford, Conn., *Chairman*.

The report must of necessity concern itself with the plans of the committee and the technic it adopts in approaching the subject. A dictionary definition of *technic* means "the methods by performance of any act." It thus implies in the very definition that methods as hereafter described must be based on actual experience in education or administration, and it is upon this basis that the committee has approached its problems.

With a committee personnel so widely scattered geographically and with such a variety of special interests in adult education, it was essential that in approaching a task liable to consume a year or more in preparation that these steps should be taken: (1) the areas of interest to be covered be defined; (2) a selection be made of committee members to cover each area; and (3) an outline of the procedure to be followed in each area be agreed upon. These steps have all been taken by several conferences and much correspondence in the past three months, and the results have been exceedingly interesting. We have not sacrificed individual initiative or any differing philosophies of adult education on the altar of regimentation, but have asked that such differences be plainly indicated by each member of the committee.

Let us begin with the third and last step on the above list, concerning the procedure to be followed in each area. It was agreed that:

1. The specific *problem* should be defined with a careful description of the area to be covered.

2. *The situation or environment presupposed for treatment* should be clearly described with all its difficulties and opportunities, whether the report be on community organization or class instruction or pupil instruction.

3. The *objectives* of the technic used should be given in each area and its relation to the underlying philosophy as defined in the prolog for the whole report. If there are differences in opinion relating to the underlying philosophy, these, too, should be clearly stated.

4. The methods or technics suggested for the solution of the particular problem should be next in order. Here would be the body of the report for each area, the real meat of each contribution.

5. In each area there should be indicated, where possible, some proof or criteria of success that might be applied.

6. Each report should contain its own list of reference material or bibliography.

7. Each report should be signed by the chairman and committee for that area.

Steps numbers one and two outlining the contents of the report and assigning the committee members thereto, have been completed. It was agreed that committee members, many of whom have interests and experiences contributing to areas other than that to which they are assigned, should feel free to give contributions to other committees. It was also agreed that the entire project does not include adult education for university or higher professional levels. Herewith follows the content to be covered and the subcommittee appointed to prepare it.

Prolog—By Ned H. Dearborn who will, herein, describe the purpose and underlying philosophy of the adult education movement, containing of necessity some reference to the history and need of adult education. This,

in a sense, will be the keynote of the entire report, the core of purpose about which all contributions will be made.

Chapter I—Will deal with “Technics in Administration” including in part the problems peculiar to foreign-born communities. This chapter will consist of two sections.

Sec. 1: The Arousing and Organizing of Community Interests, and the Cooperation with Present Programs, by Ruth Kotinsky.

Sec. 2: The Selecting, Training, and Supervision of Personnel, the Organization of Group Work, and the Equipment and Location of Facilities, by A. W. Castle assisted by George Maxwell.

Chapter II—Will deal with “Technics of Adult Instruction” and will be divided also into two sections.

Sec. 1: The Use of Adult Psychology, Interests, and Capacities, with the Instruction of Adults as Compared with that of Children, by Herbert Sorenson assisted by Lyman Bryson and Robert C. Deming.

Sec. 2: Informal Methods of Adult Instruction, by Robert C. Deming, assisted by Herbert Sorenson.

Chapter III—On “Procedures for Special Groups” is limited to two sections only, the two in which unusual technics are used.

Sec. 1: Adult Elementary Education, Its History, Future, Special Technics, and Measures of Accomplishment, by Mary L. Guyton, assisted by Wil Lou Gray. The “direct method” of instruction will be referred to incidentally in this section. The emphasis will be on other technics of significance in this area.

Sec. 2: Coordinating the Youngest Adults to the Program, by Frank W. Cyr.

Chapter IV—“The Use of Materials for Instruction in Adult Education,” by Thomas Fansler and Mary Ely.

Chapter V—“The Criteria of Success,” by Lyman Bryson of Columbia University.

The above outline sums up the plans of this committee on technics, with all the assignments but those on the use of materials actually completed.

It is the hope of the committee that the report will be completed by October next. Its availability will depend on the financial resources which are for printing and distributing.

SUMMARY OF GROUP DISCUSSIONS

Universities and Adult Education—Alfred Powers, dean, General Extension Division, Oregon State System of Higher Education, Eugene, Ore., *Leader*

Adult education is the field not exclusively of the university. The public schools have done a worthy service, but university laboratories are practically the only places really open for research. Adult education has been regarded as a field in which any good-natured person could teach, but three requisites are essential: a good mind, a fine nature (personality), and the best kind of training. Standards must be set and recognized, but adult edu-

cation is not to be put in a strait-jacket. The university has the extraordinarily important job of supplying the technics of higher learning to those who are going to teach in the field of adult education.—Leon J. Richardson, director of extension division, University of California, Berkeley, Calif.

Recreation—John F. Bovard, dean, School of Physical Education, University of Oregon, Eugene, Ore., *Leader*

Better and more intelligently directed recreational activity is needed in two types of community—the big cities and the very small towns. In cities the task is apparently left to commercial agencies; in the smallest places nothing whatever is done to teach the correct use of leisure. Organized education will be called upon to play the largest part in providing the needed leadership and facilities. Instead of planning the schools and school buildings for the use of children only and during only a small part of the day, why not dedicate them to the use of the whole community? Experts in the various aptitudes are the persons to handle the detailed work, but the person to evolve the plans must be a person of vision who can see the problem as a whole.

Libraries and Adult Education—Judson Jennings, librarian, Public Library, Seattle, Wash., *Leader*

It is difficult to see how there can be any adult education without a library; it is a huge reservoir from which adult educators are all drawing, and an intelligent librarian is the engineer who keeps that reservoir fresh and vital. The reservoir is not any good unless there are channels going out from it to the adult educator and the people with whom he works.—Anne Mulheran, librarian, Public Library, Portland, Ore.

SECRETARY'S MINUTES

Portland, Oregon

Business Meeting, Tuesday Afternoon, June 30, 1936

The business meeting of the Department was held at 4 o'clock with the president, Marguerite H. Burnett, presiding. Barbara Miller was appointed to act as secretary in the absence of Robert C. Deming, secretary of the Department, who was unable to attend the meeting.

The minutes of the last meeting were adopted as printed in the 1935 *Proceedings* of the National Education Association. The report of the Membership Committee was presented by the chairman, Barbara Miller. It showed a membership, as of June 3, of 869 persons representing 41 states, the District of Columbia, and Canada, a gain of 30 percent over 1935-36 and the widest geographical distribution of membership in the history of the Department. It was the result of a membership campaign conducted with the cooperation of state and local directors of adult education by a Membership Committee working out from the office of the president. This campaign involved sending out personalized letters and the distribution of 100,000 folders describing the nature and scope of the Department's program to 1000 former members of the Department, to all state superintendents of public schools, to all state directors of adult education, and to superintendents of schools in all cities of 30,000 or more population.

The ten states having the largest membership were New York, 237; Washington, 90; California, 63; Texas, 52; Utah, 43; South Dakota, 41; Rhode Island, 41; Delaware, 41; Virginia, 39; and Connecticut, 36.

By action of the Executive Committee taken in October 1935, membership in the Department was made to include a subscription to *Adult Education—A Service Bulletin*. Thru the cooperation of the American Association of Adult Education a subscription to the *Journal of Adult Education* was made available to all active members of the Department, and to the first three hundred applicants for associate membership.

The report of the Committee on Publications was presented by Maude E. Aiton for the chairman, Caroline A. Whipple. It indicated that, in accordance with the action taken at the Denver meeting, the temporary arrangement by which a section of the *Journal of the American Association of Adult Education* was used as a service organ for the Department was terminated in October 1935, and plans were adopted by the Executive Committee to resume the policy of issuing a separate publication for that purpose to be known as *Adult Education—A Service Bulletin*. Caroline A. Whipple, who had edited the section in the *Journal*, was appointed editor in charge of the separate publication. She was empowered to employ a limited amount of professional help and to have the assistance of an editorial board and a group of associate editors. The bulletin was to be issued as a quarterly service publication devoted to the needs of teachers, supervisors, and administrators, particularly in the field of public school adult education. In it there would be space for a discussion of technics and materials, book reviews, description of work in progress thruout the country, news notes from the field, notices and reports of meetings and conferences, teachers forum, excerpts from current periodicals, and occasional articles of a general nature. Regional representatives, appointed by the president, would gather and edit material collected from different sections of the country.

Problems connected with the inauguration of the new plan made it possible to publish only one issue of the bulletin this year. Plans for 1936-37 call for its publication in October, January, April, and June.

The Carnegie Corporation, on recommendation of the American Association of Adult Education, has supplied \$1000, of which \$400 has been devoted to the new bulletin and \$600 to subscriptions to the *Journal* to be distributed to members of the Department. The bonds of interest and sympathy between the N. E. A. Department and the Association that have resulted from working together during the two years of joint publication still hold firm, and will, it is hoped, continue to add strength to the work of both organizations.

The report of the treasurer for the fiscal year 1935-36 showed a balance on June 1, 1935, of \$208.55. Receipts amounted to \$2709.81 of which \$1293.75 was from membership dues, \$400 from the Appropriation Account, \$1000 from the Carnegie Corporation, and \$16.06 from adjustment of excess charges. Disbursements amounted to \$1955.95, distributed as follows: secretarial services, office of the secretary of the N. E. A., \$115.75; Denver Council of Adult Education, \$3.50; service bulletin (Ruth Kotinsky), \$28.19; travel, \$135.09; stationery and supplies, \$44.51; printing and multigraphing, \$94.14; telephone and telegraph, \$66.96; postage, \$116.06; refunds, \$4.50; adjustment of cash included in January receipts, \$147.25; and subscriptions to *Journal of Adult Education*, \$1200. The balance on May 31, 1936, amounted to \$962.41.

The report of the Committee on Resolutions was accepted as presented by the chairman, Roben J. Maaske, and recommended to the Committee on Resolutions of the National Education Association.

The report of the Nominating Committee was presented by the secretary in the absence of the chairman, R. W. Tallman. The report was accepted as presented and the officers nominated by the Committee were declared elected. (See Historical Note, p. 162.) The incoming president was presented by the chairman as a person of vision and experience whose knowledge of the work of the Department and its purposes made her well qualified to carry forward its program.

DEPARTMENT OF
ART EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF ART EDUCATION *became a part of the National Education Association by vote of the Representative Assembly on July 6, 1933. The creation of such a department was suggested "because art is an important subject, necessary to the development and culture of the childhood of America, and because this is a particularly important period in its life."* The Department developed from the Conference on Art Education.

The officers of the Department for the year 1936-37 are: PRESIDENT, Grace M. Baker, Head, Division of Arts, Colorado State College of Education, Greeley, Colo.; VICEPRESIDENT, Muriel V. Sibell, Head, Art Department, University of Colorado, Boulder, Colo.; SECRETARY-TREASURER, Mrs. Dora B. Hatfield, David Hill High School, Akron, Ohio.

This Department meets once a year in July. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1933:309-310

1934:297-299

1935:271-274

IDEALS OF JAPANESE ART

JIRO HARADA, LECTURER ON JAPANESE ART AND CULTURE, UNIVERSITY
OF OREGON, EUGENE, ORE.

IN THE WEST—in America and Europe—Japanese art has been represented by her color-prints. These wood-block prints are known as *ukiyo-ye*, which means pictures of the floating or transient world as they deal with genre subjects showing manners and customs of the people, and are known also as *nishiki-ye*, signifying that they are profusely colored to suggest silk brocade. These color-prints, as such, came into existence in Japan as the art of the common people about two and a half centuries ago. Most of these prints were turned out in enormous numbers and sold very cheaply. Often they found their way into the homes of the upper class of people also, but merely as playthings of women and children, and they failed to win the favor of the intelligentsia and the art-loving class of Japan. They have not been considered in the same level with painting.

It is the people of the West who first discovered beauty in our color-prints, and it was mainly thru these color-prints that their appreciation of Japanese art has been developed. Our appreciation of Japanese art should not end with color-prints, tho some of them do have admirable qualities, but we should go on to the greater works of art our country has produced in order to be thrilled with joy and be inspired and elevated to higher planes of thoughts.

The highest ideal of the painter in Japan, as was the case in China also, has been to represent everything he painted in its right relation to the Infinite. Whatever he painted, be it a human figure, an insect, or a plant, he has tried not only to depict the object itself but to suggest or imply also its relative position in the scheme of the universe, revealing it, however trifling in form, as in right proportion to the Infinite. Not only in painting, but also in other forms of the art of Japan—such as sculpture, landscape gardening, tray-landscapes (*bon-kei* and *bon-seki*), designs on pottery or lacquerware, or even the flower arrangement—this supreme aim manifests itself.

Thus the Japanese painter is essentially idealistic or impressionistic, in that, whatever the style, he aims on one hand to paint the poetic sense of things rather than their mere outward appearance, and on the other to impart tangible reality to the spiritual quintessence of the things he feels. The artist endeavors to suggest the life and the spirit of the thing rather than to paint its form. He often sacrifices the similitude of the object he paints in order that he may better reveal the spirit. He studies the subject he intends to paint in order to understand it thoroly, and then transfers his impression to the silk mainly from memory, to bring out its inner qualities, the qualities showing its life and its position in relation to the higher laws.

At every turn we see nature in its eternal manifestation, revealing to us the evanescence of life and our artists have always tried to depict the truth

and beauty of it in the changing phases of nature. The great tea-master, Rikyu, must have fully realized the beauty of this aspect in nature when he instructed his son as to how a garden-path should be cleaned. The tea-master's son was bidden one day to clean the garden as guests were expected for tea. He swept and watered the garden-path and reported to his father that his bidding was done, but his father told him to try again as the work was not satisfactory. After a while he returned and said:

"Father, I have swept the garden three times. Not a broken twig or a stray straw to be removed anywhere, and the water is sprinkled well over the stepping stones, stone lanterns and trees, and the moss is sparkling with verdure. There is nothing more I can do."

"There isn't? You little idiot, stand here and watch what I can do." So saying the father passed quickly over the stepping stones and shook a branch of the maple-tree by the stone lantern, scattering the golden and crimson leaves over the ground covered with fresh green moss.

"There," said the master pointing to the wonderful autumnal brocade thus created, "that is the way to clean the garden-path."

This story, simple as it is, seems to convey a great deal of what goes in to make up Japanese taste, what we consider to be of real art. It seems to sum up our attitude toward nature, the attitude of our artists toward their work; and it affords a glimpse of the ideal of Japanese art.

ART IN RURAL EDUCATION

FLORENCE TILTON, SUPERVISOR OF ART, STATE DEPARTMENT OF EDUCATION,
ST. PAUL, MINN.

The expansion of art education has been all too slow. It has been a series of separate attempts of great individual leaders who have brought about advancement here and there. As yet we cannot truthfully say that art is an integral part of elementary education in America. There are still too many untouched areas; too many spots where there is no pattern of organization showing clearly. In almost every state of the Union the spot most neglected in art education is the rural school. The history of that phase remains to be developed before the life of art education in any state can be thought of as an entity.

After much study of art curriculums I have formulated a set of objectives and suggested procedures I feel are especially suited to one-room schools. The best general statement of objectives I have found is that given in the South Dakota curriculum, "To develop in the individual the ability to meet intelligently the art problems which confront him in daily living." That statement is applicable to art teaching in any situation. It is in the analysis of the fundamental concepts, the enrichment opportunities and the concomitant learnings that we find the differentiation between urban and rural art education. It is to attain accurately the best analysis that we need greatly the assistance of the scientific education worker.

This general statement of objectives for art education in the elementary school I would further divide into the following factors: to teach art in relation to environment; to develop ability to make choices in good taste thru choosing experiences; to develop freedom of imagination thru creative expression; to understand art as a factor of our cultural heritage; to develop hobbies for leisure-time pursuits; to develop those technical skills and information essential to the child as a child, for the accomplishment of his expression thru art media.

Turning from the objectives to the problems especially difficult to conquer in rural art education we could list a few of these as (1) inadequate teacher preparation in the arts; (2) lack of supervision; (3) limited finances for providing materials; (4) crowded programs; (5) inadequate space and equipment; (6) poor curriculums, lack of illustrative material and teaching helps of the right kind; and (7) lack of sympathy and understanding of the subject on the part of administrative officers of the school, parents, and general citizenship in the rural community.

What can we of the Department of Art Education of the National Education Association do to advance art education in rural America?

First, we can organize to become a strong force in bringing about a Department of Art Education in the United States government. We can demand an adequate survey of elementary art education in the United States. We can foster in each state an organization of art teachers that shall:

1. Work for state supervision of art
2. Sponsor a strong loan library where pictures can be made available for loaning to small schools
3. Demand art speakers at conventions
4. Foster traveling art exhibits
5. Make available to isolated schools the knowledge and abilities of persons employed by the state in tax-supported institutions of the state
6. Demand a study of existing conditions in art teaching
7. Demand the invention of educational devices which shall show individual teachers the condition of their art work
8. Demand scholarly curriculum helps which shall be suited to actual needs and interests
9. Demand adequate materials, illustrative helps, and equipment for the teaching of art
10. Work toward supervision of art for all elementary schools whether rural or urban.

It is largely in the hands of the art teachers to bring these things to pass. If we do not work for them how can we hope for more extended information on the part of educators and administrators? Too often we merely deplore the situation; passive regret never brought improvement. Active united effort on the part of an interested minority has changed the history of the world.

ART IN A REORGANIZED PROGRAM IN SECONDARY SCHOOLS

MAY GEARHART, SUPERVISOR OF ART, PUBLIC SCHOOLS, LOS ANGELES, CALIF.

The reorganized program in the modern school definitely recognizes the importance of art in the core curriculum. The problem before us involves this question, How may art keep its identity and at the same time become an integral part of the basic courses? Broadly speaking, art teachers may cooperate in two ways: either by using the problems of the basic courses as projects in the regular art class or by actually bringing the basic course classes to the art room for observation and discussion of illustrative material having in itself real esthetic value. Pupil discussion leading to creative appreciation is a most valuable outcome in terms of art and living.

Few teachers of social studies are prepared to guide students in the discovery of art values. This very necessary part of the interrelatedness of things is dependent on establishing a successful partnership with art teachers. In the past, academic teachers generally used illustrative material for its historical content. To recognize art principles to be of equal importance with factual knowledge is a recent development. A unified type of performance is now being undertaken whereby an art teacher and a teacher of a basic course work together often with the same class at the same time. Not only factual knowledge is recognized but time is given for discovery and discussion of art principles.

One of the happy results of this awakening to art values on the part of the whole faculty is the growing interest in the appearance of the classroom. Committees of students bearing the responsibility of the "interior design" of rooms and halls enjoy the experience and profit by it.

Art appreciation is coming into its own because of new fields of opportunity opening thru fusion. The change in the curriculum from subject fields to child interest areas strengthens this situation, giving opportunity to boys and girls to interpret art in terms of their own interests and experiences.

JAPANESE GARDENS

JIRO HARADA, LECTURER ON JAPANESE ART AND CULTURE, UNIVERSITY OF OREGON, EUGENE, ORE.

Rocks have always played a very important part in our landscape gardens. They have generally been considered indispensable in our gardens whatever form they may take. There are very important gardens in Japan which rely almost entirely upon rocks for their beauty and significance. The importance these rocks assume in our gardens seems to have grown with the introduction of the Zen sect of Buddhism at the end of the twelfth century. It was soon after this that a great effort was made to inculcate in gardens the spirit which permeates the black monochrome drawing, an idealistic style of painting in which the subtlest of color gradation is suggested.

Not only the designs of gardens expressed the hidden ideals of Zen, but also the rocks themselves were extremely suitable for expression of these ideals. As the painter tries to express beauty and gradation of color, the subtle effect of light and shade given by various textures in different materials in a single stroke of a black line, so the landscape architects try to do the same with rocks in the garden. The people have learned to appreciate beauty in its subtlety in rocks. Some artists have designed gardens as they would paint landscapes, using different rocks to get effects similar to those secured by painters with brush strokes. Not only what the shape suggests, be it a mountain with a stream or an island with a sandy beach, but the subtle beauty of the surface of these rocks has been greatly valued. The surface gains by centuries of watering a sort of patina, a quality that time alone can give. Some are covered with beautiful moss or lichen. In using these rocks in the garden, the artists not only place great importance on the value of each individual rock for its shape and texture, but they have always valued their beauty in groups as well. The people try to group them as if they were trying to sculpture in these rocks a mountain or a range of mountains in the garden.

Again, some have taught us to regard earth as the emperor, rocks as his counselors, and water as his subjects. Water flows from the mountain along the path as willed by earth, but wherever the way is obstructed the water accumulates in a pond. When the water is too strong and the mountains too weak, the latter will fall, even as an empire falls when the subjects are too strong and unbridled. To prevent this it is necessary to strengthen the mountains by using rocks, even as the emperor assembles wise counselors to assist him.

Years of study have enabled our garden artists to classify these rocks according to their shape generally into five classes. First is the kind of rocks more or less tapered at the top and bulged at the bottom. Second is the kind which is taller than the first with a substantial body. The third is the kind which is somewhat flat. The fourth includes those rocks with projections, and the fifth those of a declining form. The first is often used as the guardian rock of the garden, and the second in forming a waterfall. These five rocks may be grouped in various ways, different combinations expressing different moods. They can be placed in groups of two, three, or five. Successful grouping of these rocks requires great art.

Attention may be called to the fact that the landscape garden is often taken to represent the whole universe, symbolized by the five elements: earth, water, fire, wind, and ether (*chi-sui-ka-fu-ku*). Earth is represented by hills and islands, and suggested by yellow color; water, by the pond and suggested by black; fire, by the flowers of the trees and grasses and suggested by red; wind, by the invisible power which causes the flowers to bloom and scatter and suggested by white; ether, by the color of the leaves of the trees and grass which is intangible and suggested by blue.

There are different kinds of gardens: gardens with artificial hills and flat gardens; dried-up landscape gardens; and the gardens for the *cha-no-yu* room. There are different styles of treatment: *shin* (formal), *gyo* (less formal), and *so* (informal). Whatever the type or style, it has always been the

aim of the Japanese artist to construct the garden so as to bring man close to nature in its precincts. That has been the ultimate purpose of Japanese gardens, for the realization of which all sorts of efforts have been made. Religious teachings, philosophical doctrines, and even superstitions have been used in the desperate struggle to make the garden a fitting abode for nature and for man to elevate himself spiritually and see himself in right proportion to the Infinite.

SECRETARY'S MINUTES

Portland, Oregon

First Session, Monday Afternoon, June 29, 1936

In the beautiful auditorium of the Portland Art Museum, the seventh meeting of the Department of Art Education of the National Education Association was called to order at 2 o'clock. In the absence of the president, Grace M. Baker of Greeley, Colorado, presided. The attendance was most gratifying, the number present filling the auditorium to capacity at both meetings. Representatives from seventeen states, three United States possessions, and three foreign countries were present.

Preceding the official program Mrs. Dora B. Hatfield, secretary of the Department, made a plea for larger membership in the organization and requested that those in attendance register and pay dues at the close of the meeting.

Business Meeting, Tuesday Afternoon, June 30, 1936

Mrs. Hatfield read a report of the meetings held in Denver, Colorado, June 28-29, 1935, and in St. Louis, Missouri, February 25-26, 1936. Following this, the report from the Nominating Committee was presented by the chairman, Catherine Tyler, of Lake View High School, Chicago, Illinois. Motion to accept the report of this committee was presented and carried. (See Historical Note, p. 178.)

Leo Fairbanks of Corvallis, Oregon, moved that a council of five members representing the five regional art associations of the United States be appointed to assist officers of the Department of Art Education in determining policies and making plans for general proceedings of the organization. The motion was carried unanimously.

Meeting was adjourned.

DEPARTMENT OF
BUSINESS EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF BUSINESS EDUCATION was created in response to a petition read at the meeting at Saratoga Springs, New York, July 12, 1892, from the Business Educators' Association, requesting admission as a department of the National Education Association. The Business Educators' Association was organized in New York City in 1878. Its constitution was revised for acceptance by the Department of Business Education and may be found on page 958 of the PROCEEDINGS of 1894.

The officers of the Department for the year 1936-37 are: PRESIDENT, Ernest A. Zelliot, Associate Professor of Education, University of Denver, Denver, Colo.; FIRST VICEPRESIDENT, Lola Maclean, Educational Director, Detroit Commercial College, Detroit, Mich.; SECOND VICEPRESIDENT, Ida Granberg, Kelso High School, Kelso, Wash.; SECRETARY-TREASURER, Mrs. Frances D. North, Western High School, Baltimore, Md.; EDITOR, Herbert A. Tonne, Assistant Professor of Education, New York University, Washington Square East, New York, N. Y.; EXECUTIVE COMMITTEE: Joseph L. Kochka, Woodrow Wilson High School, Washington, D. C. (term expires 1937); Mary Stuart, Brighton High School, Brighton, Mass. (term expires 1937); Benjamin R. Haynes, University of Southern California, Los Angeles, Calif. (term expires 1937); Jessie Graham, Associate Professor of Commerce, State Teachers College, San Jose, Calif. (term expires 1938); C. D. Cocanower, Head, Department of Commerce, Phoenix Junior College, Phoenix, Ariz. (term expires 1938); Ruby Perry, Allen High School of Commerce, New Orleans, La. (term expires 1939); Elmer E. Spannabel, Pittsburgh, Pa. (term expires 1939).

This Department meets once each year in July. Facts relating to the establishment of this Department and the record of the meetings are found in earlier volumes of PROCEEDINGS as follows:

1892: 31	1901:721-757	1910: 833- 872	1919:259-269	1928:305-324
1893:787- 807	1902:644-701	1911: 827- 868	1920:263-270	1929:317-334
1894:957- 994	1903:719-752	1912:1031-1093	1921:369-376	1930:275-292
1895:862- 890	1904:709-736	1913: 619- 635	1922:575-590	1931:343-358
1896:791- 835	1905:669-705	1914: 649- 662	1923:553-567	1932:283-302
1897:792- 824	1906:637-639	1915: 883- 940	1924:429-438	1933:311-325
1898:856- 892	1907:877-903	1916: 361- 395	1925:354-364	1934:301-312
1899:998-1030	1908:871-906	1917: 315- 344	1926:373-391	1935:275-284
1900:542- 581	1909:701-718	1918: 235- 247	1927:335-352	

PRESIDENT'S ADDRESS

RAYMOND C. GOODFELLOW, DIRECTOR OF COMMERCIAL EDUCATION, PUBLIC
SCHOOLS, NEWARK, N. J.

WE ARE CHIEFLY CONCERNED with commercial education. Commercial education is divided into three major branches: the private business schools, the secondary schools, and the institutions of higher learning. The emphasis today, and rightfully so, is placed in the secondary field.

The time has come when the Department of Business Education should function as the great clearing-house for commercial education in this country. From its beginning in 1894 until the present time, the Department has made a definite contribution to business education. During the past five years the Department has functioned in a more definite way than heretofore. This is due in a large part to the publication of the *Quarterly*. This is the first year in the history of this or any commercial association where every state has been represented in its membership, and I believe that in the future the value of the Department lies in its ability to direct research and assist in the solution of commercial problems at all levels.

The college and university, the secondary school, and the private business school all have their place in training and developing business workers and leaders in the field of business education. There should be greater cooperation and a closer correlation of the work of these divisions.

Commercial education presents the greatest challenge in the history of secondary education. Two million young men and women are enrolled in commercial courses. If education is to function best for these students, the basic subjects—bookkeeping, shorthand, and typewriting—must be developed in harmony with modern business practise. Habits and skills basic to these subjects must be mastered and reasonable standards set up and maintained. The strength and value of commercial education today depend to a large degree upon the thoro mastery of subjectmatter, broadly integrated with the social and economic studies that are naturally related and that make up the broad background of business education.

From the standpoint of secondary commercial education, I am not unduly concerned about placing every student who completes the commercial course. I feel that the knowledge obtained by commercial students should be the kind that will be of value to them thru life and not the type that many of us took in our high-school days.

The subjects of salesmanship, marketing, and advertising have received considerable attention in recent years but much work remains to be done before these courses can function effectively.

The colleges and universities have made a very fine contribution to the training and preparation of commercial teachers. I believe that some courses, however, could be improved materially if the subjectmatter was more clearly defined and more thoroly understood by the young men and women preparing for the commercial teaching field.

It is indeed a great privilege to have the opportunity of coming to the city of Portland for this meeting of the Department of Business Education. An exchange of ideas helps us to reconstruct our own ideas and the more intelligently we do this, the more real will be the progress in our so-called progressive program.

Panel Discussion

PUBLIC HIGH SCHOOL; PRIVATE BUSINESS
SCHOOL; COLLEGE

RAYMOND C. GOODFELLOW, DIRECTOR OF COMMERCIAL EDUCATION, PUBLIC
SCHOOLS, NEWARK, N. J.; AND PRESIDENT, DEPARTMENT
OF BUSINESS EDUCATION, *Leader*

Participants:

Miss Ray Abrams, Principal, Joseph A. Maybin School for Graduates, New Orleans, La.

J. Evan Armstrong, President, Armstrong College, Berkeley, Calif.

Herbert A. Tonne, New York University, New York, N. Y.

Ernest A. Zelliot, University of Denver, Denver, Colo.

Mary Stuart, Brighton High School, Brighton, Mass.

The panel discussion was opened by Mr. Goodfellow who stated that the arguments presented would seek to clarify the ideas of leading educators on some of the controversial points perplexing a large group of commercial teachers. In Mr. Goodfellow's judgment, the Department of Business Education is the one organization that is definitely national in scope and cognizant of all types of business education. "It is the clearing-house for the many ideas existing in the minds of commercial educators thruout the country." He is convinced that business conditions in this country are on the ascendancy and that commercial teachers should keep their "ears to the ground" and do everything in their power to keep step with the progress that will take place in the revival of trade and commerce as it affects the oncoming generations.

In discussing the topic, "Should the commercial department in a secondary school take into account the occupational distribution of the community which it serves?" Miss Abrams stated that continuing to give highly specialized, vocational, commercial training in the high schools to students who will not find immediate clerical employment is misdirecting student time and taxpayer money. She believes that commercial training for consumer reasons, for better participation in a social economic world, for personal reasons, is in itself justifiable, but emphasizing the vocational objectives when the opportunity for the application of hard-earned skills and business knowledge is either far removed or not likely to be made is a policy in need of adjustment. "When the local situation shows the need for and the definite variety of duties needed in the performance of general clerical jobs, the high-school curriculum should set up a program to consider the problem

in all its phases." She concluded with the statement that to ignore the changes in occupational distribution, the opportunities for employment within the community, and the need for such training which will satisfy the demands of business and of youth is to fall short in responding to the calls of our day, our generation, and our profession.

Mr. Armstrong discussed the question, "Should private business schools increasingly restrict the enrolment to high-school graduates?" He is convinced that the adoption of this standard is but the preliminary step to raising standards generally. The out-worn practise of registering students every week, curriculums that are haphazardly organized, and poorly staffed institutions must give way to the requirements of a new day. He believes that if it is a weak and out-worn practise for private schools to take students with two years of high-school preparation and train them for business, it is just as fallacious for the public schools to do the same thing. Mr. Armstrong believes that a study of the situation thruout our country will show that vocational training is being transferred from the secondary to the collegiate level, hence the need for a good general education before starting vocational preparation.

Mr. Tonne said that it seemed to him there is only one answer to the question, "Should commercial courses in the high school be accepted for college entrance credit?" and that is "yes." He believes that the people who are in charge of administration of the colleges simply cannot ask for any specific type of knowledge other than the basic English and arithmetic and similar skills, together with an attitude toward work and the ability to think. He feels that many of the people who are in commercial work think they are not going to take any work in college. Many of them find they want to go after they have had the commercial work. "If you close the door to college for them by making it necessary for them to take a great deal more secondary work, you are, I think, hindering their progress."

Mr. Zelliot discussed the question, "Should the various schools of business continue to stress especially men's occupations, or should their curriculums be extended to include women's occupations as well?" He feels that an increasing number of the collegiate schools of business are answering in the affirmative for us, at least in part, by opening some or all of their courses to women. He believes that the business woman of today needs something more than stenographic ability, machine skill, filing technics, and office routine. He stated that for a long time we have had professional training for women, leading to the coveted collegiate degree in nursing, dietetics, librarianship, and the applied fine arts. He thinks that in a similar way professional training in the field of business and on the collegiate level needs to be available for women. "Whether this should be thru existing courses, or thru the addition of special courses; whether in existing institutions or in segregated schools, are points outside the scope of this particular consideration. Doubtless all of them are, and will be, increasingly employed."

Miss Stuart opened her discussion on "Are there any really reliable guidance technics for directing students into the various commercial curriculums?" with the statement that at the present time we have no reliable

tests that can be used alone for guidance in directing students into the various commercial curriculums. She believes the most successful technic at the present time is to allow, if possible, an exploratory period with definite prerequisites. She contends that the first year of a continuous subject should be a trial period and no pupil should continue the second year without an A or B grade for the first year's work. She feels that the serious mistake made in the past has been to allow pupils in commercial courses to continue in a subject when they are C material. She stated that with the development of more scientific tests and careful preparation for subjectmatter in terms of required prerequisites we hope that the products of our commercial departments will reach the standards set up for us by business.

IS COMMERCIAL EDUCATION VOCATIONAL?

SAMUEL E. FLEMING, ASSISTANT SUPERINTENDENT OF SCHOOLS,
SEATTLE, WASH.

In my department for administration I have ten schools. Nine of them are cosmopolitan high schools. One is a vocational school. I am interested in the cosmopolitan high school—in the commercial work of the cosmopolitan high school. I am interested as well in business education in that vocational school and also, of course, industrial education on a vocational basis. I came up out of a social studies department, not out of a vocational department at all, altho my lot has been cast for a good many years, more or less midway between general education and vocational education. As far as I am concerned, personally, I find no conflict whatever between the two. There is a place, and a big place, for general education. There is a place, and a big place, for vocational education. One is no substitute for the other, and I think the sooner we make this line of demarcation and stick to it, the sooner we are going to find our correct sphere and we are all of us going to work happily in that sphere.

Several years ago, we organized what we call the Thomas A. Edison Vocational School. As the result of a survey which our supervisor made with the Office of Education we established certain standards for vocational education. In the first place, we would not train for any occupation for which there was no local outlet. In the second place, we would not train, as far as we could determine, in excess of the numbers that could be absorbed in each occupation. We would train only young people who had demonstrated their capacities to do the work after they were trained.

Having set up these standards, I am willing to tell you that there is one school that has observed these standards, and I might go on to say we apply these same standards ultimately to commercial education on a post-graduate level selecting only young people who have demonstrated their fitness as far as can be determined ahead of time for that training; training only for occupations that actually exist; training by teachers who, themselves, had

the feel of the job; a course of study based upon job analyses with committees out of the occupations to guide and direct; a placement system and care that we did not train more dictaphone operators, for instance, than there was a demand for, or bookkeeping machine operators, or stenographers or any one of the six or seven definite lines for which we provided training. We call that vocational education, and I call that kind of commercial education, vocational.

Ordinarily I believe in eliminating all possible factors of failure that we can predict, resolving all doubts in favor of the student. I believe in removing all of the factors we can possibly remove before a young person makes any investment. We often see men and women coming out of college, having put in the best years of their lives, having made an investment in money, only to be sadly disappointed because they are not employable even after trained because of some disqualifying factor which could have been known in advance. So I trust we will analyze this problem; we will not worry about our jobs; we will not be concerned about the size of our departments; we will be more concerned about the quality of our products and we will not worry if it appears that some subject that we have been teaching, presumably with commercial emphasis, is reallocated to some other department, which, in the light of our newer point of view, should have it. Commercial education can be vocational and I think it ought to be vocational.

WHAT ECONOMIC SYSTEM DOES BUSINESS WANT?

R. B. HEFLEBOWER, ACTING DIRECTOR, SCHOOL OF BUSINESS ADMINISTRATION, STATE COLLEGE OF WASHINGTON, PULLMAN, WASH.

After decades of primary concern with immediate business problems of their own, business men are now much concerned about the economic system as a whole. They suggest plans for expansion, they hold meetings on taxation, they contribute to various "defense" organizations, all because there are indications of strong tendencies to remold the economic system.

What kind of economic system does business really want? Business men worship *laissez faire*—but condemn competition! They say they do not want monopoly! What do they want? The economic system might be (a) competitive, (b) monopoly capitalism, or (c) government controlled. Combinations of these three are possible, altho some "hybrids" are unstable. Our present system is not a pure type; it is a conglomerate of decreasing competition and increasing monopoly and government control.

If a business is to be automatically controlled thru the "price system" rather than by monopoly or government, competition must be restored in a long list of industries and occupations from which it has disappeared. If monopoly is the natural order for an industry, it must be placed under social control or ownership. We have learned a lesson—monopoly obstructs the operation of the whole system.

Self-government of industry as advocated by a large group in this country leads to monopoly capitalism. It is doubtful whether such a system can long exist; it probably will be only a step toward government control. Such a last step business does not want—if, in fact, it really wants monopoly capitalism.

Under a democracy, education is the way to work out a program. High-school and college students and business and professional people need education on economic questions. Plans for voting \$25 a month to each adult and similar movements are based on economic ignorance. Describing government, banks, corporations, and markets is not enough. Their social implications and their unsolved problems must be considered. And by education we do not mean indoctrination or propagandizing. Upon this basis we can build a solution, if the solution is to be the product of human intelligence. Otherwise, we drift and trust to luck.

DEVELOPMENT OF BETTER UNDERSTANDING BETWEEN BUSINESS LEADERSHIP AND SCHOOL LEADERSHIP— FROM THE POINT OF VIEW OF BUSINESS

E. B. MC NAUGHTON, PRESIDENT, FIRST NATIONAL BANK OF PORTLAND, ORE.

When I was first asked to talk about this subject I contacted numerous people—the man in charge of personnel in our bank, the man in charge of personnel in the United States National Bank, and others in large industries in Portland—and I corresponded with other people in San Francisco, who in turn questioned some of the people there in the oil companies and the banks and larger institutions. Boiled down, it comes about to this: Considering the product that you get, you do a first-rate piece of work, and considering the work that they are asked to do when they come to us, they do it very well.

Most of these young people, however, when they come to us are walking in their sleep—literally walking in their sleep, filled with daydreams that they have picked up at the movies—and they have not come to the point of keeping their minds exercised. Now, you teachers can make it easier for them and increase their chances in business if you will develop a system by which these youngsters can be graded on such qualities as initiative, aggressiveness, thoroughness, and sociability—or ability to get along with other people. If you can only give them a little understanding of what industry expects of them, what they may expect to earn in various occupations, and what opportunities for advancement are found in different lines of business, you will save them many of the heartbreaks and disappointments that they experience when they get out into the industrial world. They are entitled to their chances, but we do not have the opportunity to do much sorting with sympathy; that is your job.

DEVELOPMENT OF BETTER UNDERSTANDING BETWEEN BUSINESS LEADERSHIP AND SCHOOL LEADERSHIP WITH REGARD TO THE STUDY OF BUSINESS IN THE SECONDARY SCHOOLS

JOHN F. BRADY, CHIEF DEPUTY SUPERINTENDENT OF SCHOOLS,
SAN FRANCISCO, CALIF.

Increasingly, business educators have accepted the philosophy and the challenge of vocational education. Classes are now taught by those who are thoroly qualified and in most cases by persons who have actually had the feel of business experience and whose chief aim is to prepare each boy and girl trained in their classes to be able to find employment in the fields for which they have been trained. Business education in the days ahead cannot escape the evaluation of its worth in terms of the vocational competency of its product.

The challenge in this field is great, indeed, and many barriers must be met. Chief among these is the chasm which separates the business leader from the school planner. Incalculable good will result if some constructive means is discovered which will encourage business leaders and educational leaders to sit around a table and help solve their common problems. There are many open avenues of cooperation between business men and teachers that promise fruitful results in promoting understanding of each other's point of view. When an educator addresses some service club on some phase of educational theory or practise concerning which the members wish to be informed and on which he is somewhat of an authority, we have the relation of conscious instructor and conscious learner set up just as in the classroom, and when a man of business speaks to a school group he becomes the instructor and immediately both profit by this interchange of responsibility. When business man and teacher rub elbows in organizations like service clubs and learn to talk each other's language a great step in mutual understanding is taken.

There will always be, of necessity, some disagreement between leaders of business and school leaders as to content and methods of courses. Undeniably the one is prompted by a profit motive and the function of the other must be to stress social service and betterment. Business is not a social institution in the sense that the home, the church, and the school are. The attempts to conciliate these points of view will cause many an anxious moment. But if thru conference and understanding and mutual planning by school and business, our business courses that lead directly to an occupational terminus can be restated and revitalized so that the transition of the boy or girl from the academic atmosphere of the schoolroom to the bustle of the business world might be made less destructive to the morale of the youth and more satisfying to the present needs of the employer, then indeed we will have reaped a rich reward. The challenge has been made. Dare we refuse our cooperation?

PRIVATE BUSINESS EDUCATION

J. EVAN ARMSTRONG, PRESIDENT, ARMSTRONG COLLEGE, BERKELEY, CALIF.

In speaking for the private business schools of this country on the issue before us, it is my firm conviction that a better understanding between business leaders and educators generally involves a twofold process—a fuller realization on the one hand by business leaders of the true function and place of education in the extension of the boundaries of industrial and business achievement and a better comprehension by all educators of the processes, functions, and social significance of business and industrial service. Only by a mutual interchange of experience and respect between these two important groups will we find real progress.

It is accordingly the conviction of leaders in private business education that business and industrial surveys to discover the definite training problems of each community will enable our private institutions to render a service the value of which will be unquestioned. These surveys should be made at frequent enough intervals to insure the up-to-dateness of our procedures. They should show not only the range of occupations and occupational opportunity, but also furnish reliable data with reference to each job and the mental and other traits essential for it.

If our private schools, then, are to do their part in improving the relations with business, they must render an increasingly better service. They can save business both time and money by exercising a higher process of selectivity—taking only those students who are high-school graduates and who have potentially the right personality and other traits for the objectives for which they wish to train. In this way the private business schools may and are rendering a service matched by no other business training institutions.

With an understanding of local needs and with reliable specifications for each training job, with the best interest of each student at heart, the private school in its work of student guidance is not only serving business, but also is rendering an invaluable help to our youth in directing them into appropriate vocational fields. Recognizing the evolution that is constantly taking place in our social and economic life in the complication of the very processes of living, our private schools are constantly revising and improving their service and raising their standards.

If we are to cope with the complex problems of our economic order which have challenged our finest thinking in the past few years, we must offer instruction which will familiarize our students and the future business leaders with the major functions of modern business. In like manner, it is very important that our future leaders have some understanding of problems in the field of production. Again, knowledge of the general problems of distribution is essential to business and industrial progress. And, finally, if we are to train the youth of this day to take their place as leaders tomorrow, we must give them some opportunity to study the significance of departmental, functional, and general control. The science of selecting the right man for the right place in the organization must ever command a larger place in the constructive thinking of our leaders.

DEPARTMENT OF
CLASSROOM TEACHERS

HISTORICAL NOTE

THE DEPARTMENT OF CLASSROOM TEACHERS *held its first session at the St. Paul meeting, July 8, 1914. It was organized in response to petitions representing classroom teachers in all parts of the country. The Department was reorganized under a constitution at the Boston meeting in July 1922. For amendments see PROCEEDINGS, 1923: 578; 1929: 365; 1931: 390-91; 1932: 333-34. The Department of Classroom Teachers cooperates with the National League of Teachers' Associations.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Albert M. Shaw, Box 885, Arcade Annex, Los Angeles, Calif.; VICE-PRESIDENT, Mrs. Mary D. Barnes, 223 Summit Road, Elizabeth, N. J.; SECRETARY, Frances Jelinek, Room 150, Hotel Wisconsin, Milwaukee, Wis.; DIRECTOR EX OFFICIO, Mary C. Ralls, 6529 Jefferson Street, Kansas City, Mo.; REGIONAL DIRECTORS: Eastern Region, Emily Tarbell, 235 Glenwood Avenue, Syracuse, N. Y. (term expires 1937); Midwestern Region, Mrs. Myrtle Hooper Dahl, R. D. 2, Mound, Minn. (term expires 1938); Western Region, Elphe K. Smith, Box 22, R. D. 1, Tigard, Ore. (term expires 1939).

This Department meets at the time of the annual meeting of the Association. Facts relating to the establishment of this Department and record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1914: 909- 916	1919:375-392	1924:460-499	1929:335-368	1933:327-355
1915:1161-1177	1920:343-355	1925:365-402	1930:293-307	1934:313-344
1916: 637- 652	1921:399-406	1926:393-423	1931:359-392	1935:285-310
1917: 615- 622	1922:683-691	1927:353-390	1932:303-335	
1918: 381- 389	1923:569-620	1928:325-352		

AROUND THE YEAR WITH THE PRESIDENT

MARY C. RALLS, E. C. WHITE SCHOOL, KANSAS CITY, MO.

ANOTHER YEAR has gone down the trail of time. We have finished weaving our pattern of a happy, successful year. We have accomplished much and succeeded well; we have given courage and enthusiasm to the children entrusted to our care. Only in the knowledge that we have done a noble task well and that the boys and girls who have come under our influence are happier, finer, and better citizens because our guidance has taught them appreciation of the worthwhile things in life, can we find compensation.

We have worked to build up the ideals upon which the progress of our nation must depend, the ideals of culture, cooperation, and better citizenship. We have given these young people a broader outlook on life, and a better understanding of their fellow men. We have given service, loyalty, and cooperation to our professional organizations and to our communities. We have become broad thru the understanding of the problems of others; loyal thru cooperation and participation in our own associations; and tolerant in all things.

We have been passing thru a period in which all the fundamental concepts of experience have been weighed in the balance. We never stand still; we either go forward or backward. It has always been so, and always will be to the end of time. We have gone forward this year. As the nation approaches economic recovery we hope that unity is becoming stronger in our profession. From this unity let us branch out into greater and broader things as citizens of the world struggling to know the truth. And finding this truth we shall realize happy years of service—to our schools, to our profession, and to our country.

There is a deeper purpose in life than merely earning a living. This high purpose includes service and contributions to the lives of others. Only as we are able to surmount the rough places; only as we are able to carry thru our ideas and ideals, in spite of obstacles, are we really fulfilling our highest function. As someone has said, "When we look down the long avenue of the future and see the good there is for each one of us to do, we realize after all what a beautiful thing it is to work, and to live, and to be happy."

In reviewing this past year, I have found teachers everywhere standing loyally together with courage in their hearts. I have met teachers who are strong and have given me strength. I have met teachers with courage who have added to my courage. I have found teachers with faith who have made my faith stronger. There are teachers who strive for ideals and have helped me to keep mine. We have continued to work unselfishly and still with the spirit of sacrifice for the welfare of the children and for our professional associations.

Our best work is done in an atmosphere of appreciation, cooperation, and support. We must have the feeling of security. We must be free from financial worries; we must have salaries adequate to meet the demands we

are called upon to meet, and to make possible the improvement necessary for efficient work; we must have suitable tenure regulations and a retirement plan which will enable us to enjoy old age with sufficient income. No school is stronger than the teacher in the classroom. The strength of the teacher is determined largely by the conditions under which he works.

Teachers are more optimistic now than at any time since pre-depression days. Many things which suffered reduction several years ago, are being restored—salaries, partially or completely, increments, supplies, books, and repairs on buildings. All of these things make us know that education in America will go forward to greater heights than ever before.

One of our aims for this year was to inform our rural teachers of the benefits derived by the concerted action of an organized group. This was called the "Samuelson Plan," established to interest the rural teachers in their districts, to show them the many advantages of organization, to give them information concerning their economic status, and to strengthen in them the courage which comes from group action. Many of our city associations have helped with the plan and new county, district, and small-town associations have been formed. Thus the rural teacher has been able to extend his usefulness and has striven to reach his idealized goal.

The midwinter conference of the Department of Classroom Teachers, held during the meeting of the Department of Superintendence in St. Louis, was most successful. Mary B. Womack, chairman of the local committee, and her efficient members, cooperated in the planning of the social affairs and in arranging the necessary details for the meeting. The St. Louis teachers proved themselves charming hosts. We gratefully acknowledge their help and cooperation.

The tea on Sunday afternoon, on the roof garden of the Statler Hotel, brought many friends together for a social hour. Baskets of jonquils and tulips on the tea tables gave a breath of spring to the occasion. The luncheon on Wednesday, in the Gold Room of the Jefferson Hotel, was delightful. It was the largest we have ever had in point of attendance. One of the outstanding features was a thirty-minute broadcast, over a nationwide hook-up from Portland, Oregon, in which the Mayor, the Governor of the State, and other prominent citizens participated and welcomed all members of the National Education Association to the summer convention. Credit for arranging the broadcast and for its success is due Edith P. Darling, chairman of the radio committee of the Portland Grade Teachers Association. At the luncheon, George Willard Frasier spoke on the theme of our conference, "What Classroom Teacher Organizations Can Do To Meet the New Demand in Education." It was an inspiring address and was received with genuine enthusiasm.

In December a commission to be known as the Educational Policies Commission, sponsored jointly by the National Education Association and the Department of Superintendence, was appointed for the purpose of planning a long-term educational program. It consists of twenty members, the president of the Department of Classroom Teachers being a member *ex officio*. At the meeting of the Commission, held at the Stevens Hotel in Chicago

May 8 to 12, the chairman, Alexander J. Stoddard, presented the general purposes of the conference, namely, to secure advice on certain social and economic problems relating to the financing of education; and to find out what is being done by important national committees relative to the objectives of education.

Some of the general recommendations made were: that the Educational Policies Commission should utilize its unique opportunity to serve as an agency for interpreting and promoting the best educational thinking among both lay and professional groups, and should provide adequate machinery for this service; that it should seek to encourage schools and school systems continuously to evaluate their work in the light of all their objectives; that it should formulate educational objectives that can be adopted very generally thruout the country.

The Commission will encourage action, based upon the best judgment and the most reliable information that can be secured from a careful survey of facts and opinions from all parts of the country. It is not to be a research or standardizing agency. It seeks, thru cooperative means, to develop for American education long-term policies which will merit the united support, not only of the profession, but of all citizens.

It was decided to seek the assistance of a thoroly representative group of educational leaders who will act as consultants and aid the Commission in the following ways: by expressing opinions on issues or problems submitted; by raising issues to be considered; by disseminating information relating to the work of the Commission, especially recommendations and decisions; by reporting the conclusions of important committees; and by helping in any other manner to improve and make more effective the work of the Commission.

The Department feels that the program of the Educational Policies Commission will succeed only to the extent in which classroom teachers, qualified both educationally and professionally, participate in the policies and deliberations of the Commission because, in the final analysis, it is the classroom teacher who must in a large measure put the policies over.

Much field work has been carried on by the officers but since the list of conferences held during the year is published in the annual report, I shall touch upon this work only briefly here. A perusal of the list will show that many towns and cities have been visited and we hope that this direct contact with local leaders has brought the Department much nearer to them.

Today is not possible without the yesterdays. I want to pay tribute to the services of our past presidents, the masons who have laid the foundation upon which we are building for the future. Each one has passed on to her successor the brightly gleaming torch of service—a service well done for the teachers, the children, the profession, and the community.

When I look over my work during the past year, as president of the Department of Classroom Teachers of our great National Education Association, I experience a deep feeling of gratitude and, shall I say, humility, that this duty with its honored privilege has been mine. I should like to express my appreciation for the gracious hospitality and the many courtesies

extended to me everywhere as I visited with teachers, principals, superintendents, and school children. It is with pleasure that I recall the many enjoyable functions held in my honor and the beautiful flowers and gifts which added so much to my enjoyment.

It is with gratitude that I acknowledge the generous and considerate action of my own board of education in granting me leave of absence in order that I might devote part of my time to the conference work and other activities of the Department. At this time, too, I wish to express my appreciation to my superintendent, George Melcher; my principal, Inez L. Mack; the members of the E. C. White faculty and parent-teacher association; also to the members of my own local associations, for courtesies, words of encouragement, and assistance thruout this year. It has been the assurance of their love and loyalty, their faith and trust in me which has given me the courage to carry on.

I especially wish to express my appreciation to Secretary Givens for his friendly guidance and understanding, and to Mr. Allan, Mr. Shankland, and Mr. Booker for their invaluable service, as well as all the members of the NEA staff. The Director of the Division of Classroom Service, Agnes Winn, and her efficient assistants, Beatrice Tomlinson and Betty Parker Diamond, have been especially helpful and cooperative in every possible way in carrying on the activities of the Department. I wish to particularly thank them.

And to you, my fellow officers, I extend my sincere thanks for your loyal cooperation. It is your devotion, your service to the teachers of the nation that is reflected in the American teachers who will add power to the battle for the security of the child and the welfare of the teacher. We shall carry on to victory not for ourselves alone, but for the boys and girls—the future citizens of America. We shall succeed, for “there is no defeat except from within. There is really no insurmountable barrier save our own inherent weakness of purpose.”

I have given of myself and of my time toward an ideal which shines like a beacon light, beckoning all of us who have faith in the powers of truth to glorify our everyday living; but in doing so I have received inspiration for my own soul many times multiplied. It is said that there is always something reciprocal in the meeting of personalities; and if before I began my duties my enthusiasm was on the plateau of endeavor, I can truly say it is now on the mountain tops, by reason of the touch of those great spirits with whom I have progressed just a little further toward the goal of universal recognition of the efforts of the classroom teachers.

*He was only a teacher, but where they pen
Deathless records of heroes' deeds
There on the roster of noblemen
The humble name of a teacher leads!*

Proposed Budget for 1936-37

1. Part-time for President.....	\$ 1,000.00
2. Conference and field work of officers, including travel, hotel expenses, etc.....	1,700.00
3. Convention expenses, including travel, hotel, etc.....	2,200.00
4. Local clerical expenses for officers, including postage, clerical help, etc.....	300.00
5. Yearbook Committees, including travel expenses of committee members	1,200.00
6. Printing, including <i>News Bulletin</i> , Yearbook, folders, stationery, etc.....	2,500.00
7. NEA office expenses, including clerical services, office supplies, postage, and telegrams.....	1,100.00
8. Part payment of convention expenses for a teacher of a rural school located at the greatest distance from the place at which annual convention is held.....	100.00
	\$10,100.00

Recommendations

1. *Conferences*: That the conference program be greatly expanded to reach remote and untouched territory.

2. *State Departments of Classroom Teachers*: That the organization and development of departments of classroom teachers in each state be pushed vigorously. The use of the aims and resolutions of the Department of Classroom Teachers of the National Education Association is recommended for study by state groups.

3. "*Samuelson Plan*"—*Rural Teachers*: That the Department work out a definite program to help and encourage the rural and small-town teachers to form their own organizations.

4. *Classroom Teachers in State Conventions*: That local organizations are urged to request their state association officers to place classroom teachers on convention programs.

5. *Speakers Bureau*: That the practise of publishing a speakers bureau annually be established as a service to local and state groups desiring classroom teachers as speakers.

6. *Advisory Council*: That the Advisory Council be made a more effective part of the Department, and that a member from each state classroom teachers association be on the Council.

7. *Organization Pamphlet*: That the pamphlet now in the hands of a committee be finished and ready for distribution in the early fall.

8. *News Bulletin*: That the publication of five issues be continued. The issues during this year have been splendid and very helpful. The editors, Daisy Lord and Agnes Winn, deserve the highest praise.

9. *National Meetings*: That the Executive Board give serious consideration to the problem of providing more time for the meetings of the Department during the winter and summer conventions and that the officers not allow other committee work to interfere with the meetings of the Executive Board.

10. *Part Payment of a Rural Teacher's Expense*: That part payment for convention expenses, to the amount of \$100, continue to be given each year for a teacher in a rural school, located at the greatest distance from the place at which the annual convention is held, as provided in the Department's budget.

11. *League College*: That expenses of the members of the Executive Board who care to attend League College be paid.

A SOCIALLY SIGNIFICANT CURRICULUM

PAULINE MERCHANT, PRESIDENT, DEPARTMENT OF CLASSROOM TEACHERS,
CALIFORNIA TEACHERS ASSOCIATION, SOUTHERN SECTION,
GARDEN GROVE, CALIF.

A socially significant curriculum is an ever-changing and diversified one. It is inductive and democratic. Its purpose is to give boys and girls as wide as possible an acquaintance with the activities of society. Such a curriculum is child centered. Purely abstract or descriptive work is of no value. Education must provide a stimulus to activity. Learning activities can best be drawn from human experiences and human relations.

Social education should be primarily concerned with ideals and must broaden objectives. Further curriculum adjustment to meet changed social and intellectual composition of our population must come. Major concern should be with consumer needs, leisure pursuits, broad social and cultural interests, and everyday living.

Lack of employment and the increase in the age at which young people begin gainful occupation make it socially essential that opportunities for mental, physical, and cultural growth be extended beyond the age we have been accustomed to think necessary. Mental and social hygiene demand much more adequate education for use of leisure time.

Educators believe that youth must have adequate education to meet the changing order which involves: (1) a new economic system; (2) reorganized politics; (3) a modified program of finance; (4) a readjusted agricultural and industrial system.

Education should be thru activity. No activity or interest should be chosen unless it has social significance. Subjectmatter becomes important educa-

tionally only when it contributes to the development of the individual. With this accomplished, programs suited to the maturation of each growing person will be projected and constantly checked. Facts and information of value should be the meat of the curriculum, but the effective use of such should be determined by the need of the individual.

Teacher preparation should be broad and deep. A subject taught should be merely the starting point that leads in many directions. Boundary lines between subjects should be penetrated. Teachers should be primarily diagnosticians. The final test of teaching is whether the stimulus that is aroused transforms itself into power. During periods of educational hysteria teachers must be alert to safeguard essential values in the educational process.

Character building is infinitely more important than information gathering. The core of worthy education must be basically spiritual, for we need deeper satisfaction and more lasting values than current materialism.

The conventional curriculum does not equip one to become an effective member of a changing social order. Social changes are so rapid and so unpredictable that education should be more concerned with living the good life in the present than with preparation for the uncertainties of the future.

Possibly those endowed with only a mediocre ability should be provided with a program consisting almost entirely of physical and manipulative activities, with emphasis upon ability to work together. Perhaps the job of the schools should be creation of a rich, many-sided personality for American youth.

NEW PROGRESSIVE MOVEMENTS

D. E. TEMPLE, PRESIDENT, TULSA CLASSROOM TEACHERS ASSOCIATION,
TULSA, OKLA.

No more fitting theme could have been chosen for this meeting than "The Teacher Moves Forward" and certainly no more fitting place could have been chosen to discuss such a topic than the western frontier of these United States. For here we see the stopping place in the march of civilization across this continent, and here also, we can realize that it is time to stop and look back over our progress to the West. By doing this, we should be able to discern the new progressive movements that I have been accorded the privilege of discussing with you.

The Committee on Social-Economic Goals of America of the National Education Association made a significant statement when it said, "The brief span of one hundred and fifty years cannot have extinguished the zeal of the people of the United States to establish justice, insure domestic tranquillity, promote the general welfare, and secure the blessings of liberty to themselves and their posterity." As we look back over our march of progress to the West, these things seem more important than ever for no longer is it possible by simply going West to secure these virtues, because our desirable public lands long ago passed into the hands of private owners under the operation of the Homestead Act of the early sixties. This means

that if justice is established, if domestic tranquillity is insured, and if the general welfare is promoted, it must be done no longer on an individual basis but rather on a group basis. The President of the United States has even gone farther than this by deploring sectionalism and by asking for a solution of our problems by national action. We shall not stop here to discuss the merits of local or national action. It is sufficient that we recognize that the trend of the present day is toward group action and that there is a tendency for these groups to become larger. This being so, what are the implications for education in general and what new progressive movements are arising and must arise to meet the new situation?

The *first* movement, I believe, will be a reappraisal of our economic order. For years we have stood by and allowed things to take place in the business world that should never have been tolerated. Yet, only a few raised their hands in disapproval. I have an idea that most Americans visioned themselves as millionaires and hesitated to place on the statute books anything that would prevent their accomplishing this in the quickest manner possible. It is unnecessary to point out that presentday business is dominated by various forms of the corporate structure, and that the growth of large corporations represents primarily an expansion in administrative and managerial powers. The *Research Bulletin* of the National Education Association, entitled "Modern Social and Educational Trends," contends that the growth of the number of corporations, their increasing power, and the expansion of the number of owners provide vital materials for the school curriculum. This bulletin further states that an examination of the history of the particular corporations is illuminating as to the ethics which have often characterized our developing economic structure. From such studies students will understand why government has often found it necessary to intervene in the public interest.

Further exploration should be made into the types of governmental machinery that have been developed to supervise business. It will also be increasingly necessary for students to understand the principles of wise investment. The stock-market crash in 1929 revealed in many cases the failure of the American people to distinguish between investing and gambling. The federal government's efforts to prevent unwise speculation and unsafe investments should be understood by those who will eventually be members of the investing public. Again, the problems of wealth and income must be given considerable attention. It is only in this way that students will be able to participate in shaping intelligent public policies.

Second, there will be a changing attitude of society toward labor. Many teachers have found too many pupils unsympathetic to labor, despite the fact that a majority of them will be affected by conditions outside as well as inside their own occupations. It seems that too many parents instil in their children a dislike for labor, particularly labor organizations, by holding out the hope that with an education, one can rise above being a mere laborer. Such thinking overlooks reality just as many students today, upon entering high school, enrol for college entrance courses when there is a very slight possibility they will ever enter a college. By so doing, they fail to get some

of the very valuable courses that every high school offers to students who have no hope of entering college. With such a condition confronting us, it should be the duty of the social studies classes to understand the status of wage-earners. Think what a lucrative field this can be. Among the problems that can be considered are labor unions, industrial disputes resulting in strikes and lockouts, workmen's compensation, minimum wage laws and similar legislation.

I believe that as teachers, we will be more proficient in teaching and understanding the labor field if we have a better knowledge of the rise and growth of our professional organizations. Our colleges and universities are turning out teachers every year with no knowledge of the great struggle by members of the profession to raise the status of education. A teacher who understands and has worked in our great professional organizations is in a much better position to sympathize with and encourage other classes of our people to raise their standards of living by common action.

The *third* movement will be the proper use of our natural wealth. The natural wealth of the United States consists of our forests, minerals, water, and agricultural lands. The use made of these resources affects the welfare and the standard of living of the people. Our natural endowment has been rich indeed, but we have been following a rather wasteful policy particularly with regard to our mineral, agricultural, and timber lands. The federal government has inaugurated a movement to stop this wasteful policy, but it is going to be necessary for our public schools to develop and sustain a public opinion in favor of a proper utilization and conservation of these resources of nature. A fitting topic for the schools to discuss is the reckless exploitation of our natural resources by private interests. In this connection it should be noted that proper utilization of land has a direct bearing on school support, for depletion of nature's resources leaves local districts without sufficient wealth to support a proper school system.

Fourth, leisure is no longer the privilege of the few. Leisure takes two forms—active and passive participation. The schools must take the lead in providing active recreation thru cooperation with playgrounds and other public agencies. Stress should be laid on those activities that carry over into adult life. A special problem for education is the promotion of the physical and mental health of the teachers. This Department has made a survey looking toward this end. It is useless to talk of promoting worthwhile use of leisure by children unless teachers are able and can follow recreational pursuits. The tendency of today to increase teacher load is certainly dangerous to teacher health. In the passive types of recreation, the school should attempt to improve tastes and appreciations.

Fifth, the extension of the program of the schools to prevent crime is assuming great importance. Employment opportunities for youth are becoming fewer, so society must choose between allowing its young people to drift or directing their energies into activities that will be individually and socially worthwhile. Are they to be given a chance to continue in public institutions, under public supervision or are they to be transported to camps and employed at public works? We know that the teacher influences

tremendously the outlook and ideals of pupils. The teacher with a suitable curriculum and a moderate teaching load can go far toward remedying antisocial conduct on the part of pupils. It is necessary that we in education place more stress on character. Of course, in this, the school must not stand alone, but secure the aid of the many public agencies interested in these problems.

In conclusion, then, it seems that some of the New Progressive Movements are a reappraisal of our economic order, a changing attitude of society toward labor, the proper use of our natural resources, the wise use of leisure, and the prevention of crime.

NEW ECONOMIC DEVELOPMENTS

MRS. GRACE I. WOODBURY, PRESIDENT, MASSACHUSETTS TEACHERS
FEDERATION, MELROSE, MASS.

Every progressive school system should be in a state of readiness to change. Particularly is this true at this time when we are undoubtedly living through important social, economic, and political changes.

The depression has affected us in various ways, but first of all, financially. We were just beginning to hope and believe that at last teachers were to be paid a salary worthy of our profession and adequate to enable us to live without fear of dependency. Almost immediately the curtailment of funds caused temporary or permanent reduction of salaries, and voluntary or involuntary contributions for relief purposes, reduced allowance for teacher absence, abolition or suspension of salary schedules all tended seriously to cripple the great rank and file of teachers. In many cases other members of the family, thrown out of employment, became partially or wholly dependent on the teacher.

We were also very much affected by the increase in the number and size of classes, by reduced clerical help, and by the slashing of budget allowances for supplies and textbooks. As teacher-training schools graduated each year large numbers of students eager for work even at low salaries, those in service were forced to seek improvement by taking courses and earning degrees in order to hold their positions. To the credit of the profession as a whole let it be said that we "carried on" whether money could be found to pay expenses or not.

During these trying years teachers have become conscious of the necessity of greater security for themselves. There has been a steady increase in the number of local or statewide tenure laws and improvements thereon, also minimum salary laws, retirement laws with disability clauses, pension and annuity provisions. These have come about by the efforts of active teacher associations. Now reports from many sections of the country indicate slow but steady improvement in conditions. Let us believe that "every cloud has a silver lining" is undoubtedly true. The depression was a black cloud which has by no means passed away. However, as true teachers we shall go forward bravely, fighting joyfully for the rights and privileges of youth.

COOPERATIVE BUYING FOR TEACHERS

H. A. BORK, OREGON STATE AGRICULTURAL COLLEGE, CORVALLIS, ORE.

From the standpoint of the teacher, economic recovery is evidenced by an increase in the cost of living at a faster rate than the salary level of the teaching profession. In order to meet this increase greater interest is being shown in the possibilities of cooperative buying by teachers so that the salary income can be stretched as far as possible.

The value of cooperative buying may be stated briefly as follows:

1. In order to save the middleman's expense in the financing and marketing of goods, participants in the cooperative arrangement are often willing to perform some of the functions of the middleman with the benefits therefrom accruing directly to themselves.

2. Excess charges made by commerce and industry as evidenced either by exorbitant profits or inefficient methods of production and distribution may be avoided.

3. Difficulty or impossibility of obtaining commodities or facilities thru normal or competitive channels may be removed.

There are certain principles to be followed in organizing for cooperative buying. Regardless of the form of organization to be used, there usually needs to be one individual who is cooperatively-minded, who is sincere in his efforts to obtain the advantages of cooperation, and who has the ability to sell others on the plan to be followed.

Where there appears to be a need for united cooperation, it is advisable for several individuals to tie themselves together loosely to effect economies in the purchase of a few specific items for which delivery can be made promptly after the commodity is purchased by the group. In this simplest form of cooperative buying, there is usually no storing problem involved, or is there any financial credit extended to participants in the cooperative effort. Examples of cooperative buying include the following:

1. At an institution in Oregon several individuals are cooperating in buying the timber of a tract of land, having this timber cut, delivered, and sawed for home use for fuel with the saving involved accruing directly to the participants.

2. At another institution, employees cooperate from time to time on a large scale purchase and realize economies for such items as stockings, butter, Christmas cards, and magazine subscriptions.

3. In another educational institution, difficulty was being encountered in securing satisfactory housing facilities. A group of staff members formed a cooperative unit for the sole purpose of pooling their resources to erect an apartment building to meet their needs.

4. Canned goods and potatoes were purchased in large quantities for the instructional staff of another institution. Payment for the purchase was made in advance and no storage problem was involved since commodities were delivered promptly upon receipt from the seller.

In those cases where the cooperative efforts of a few individuals for the purchasing of several items have been unusually successful, there is indicated very soon a desire to form a larger, more permanent organization in order to finance, purchase, and sell additional commodities. In order to undertake

the enlarged program, it is necessary to obtain capital to pay for the commodities, the storage thereof, and overhead expense until sales actually are effected to the participants. Cooperative organizations of teachers for larger scale activities are in some cases sponsored by the school or institution while in other cases they have no connection with the institution, or do they receive any assistance from the institution.

An organization of the larger type sponsored by an institution was formed many years ago when prices were sky-rocketing and it was difficult to secure commodities to meet the wants of the faculty. The institution concerned furnished room for storage purposes. Before much time had elapsed, this organization received harsh criticism from merchants in the community, the charge being made that taxpayers' money was being used for the benefit of a relatively small group of public employees. Merchants also began to change their attitude in the matter of support of different activities of the institution, such as athletics and dramatics. Within a comparatively short time, the institution abandoned the sponsorship of the cooperative organization which was soon dissolved.

The most successful type of a formal cooperative teachers group operating on a large scale is one which generally has no sponsorship directly or indirectly by a tax-supported institution which employs teachers. This organization is less subject to public criticism since taxpayers' funds made available for the support of the institution are not being diverted to further the interests of a small group of teachers. In one case a cooperative organization was formed for the purpose of purchasing an auto service station for handling gasoline and other allied products for the staff of a university. The institution itself gave no support whatever to the organization. The capital for the cooperative group was secured by a nominal membership fee charged to participants. Economies and profits which were secured were passed on to the members in the form of a lower charge for gasoline and other products.

In conclusion I wish to say that in any cooperative effort there is often a temptation to undertake a large scale program which in the long run may prove unprofitable or unsatisfactory. Very often a large organization becomes self-perpetuating and continues largely for the benefit of the individuals who are conducting its affairs, even tho there is comparatively little benefit accruing to the cooperating owners of the organization.

Generally the most successful type of cooperative effort is by means of a loosely knit unit made up of a few individuals who purchase and distribute one or more specific items with no permanent organization being formed and with no storage and financial problem involved in the purchasing and selling of the commodities which are handled. Successful efforts of such an organization ought to be seriously evaluated before hasty action is taken in forming a larger, more permanent one which is more difficult of operation and control, and more subject to adversities.

YOUTH AND THE NEW ORDER

RICHARD R. BROWN, ASSISTANT EXECUTIVE DIRECTOR, NATIONAL YOUTH
ADMINISTRATION, WASHINGTON, D. C.

What the New Order will be, and how it will be brought about, none of us can be entirely sure. There are, however, certain methods, certain policies, which will help guarantee that the New Order will be as sane and as just as possible. We must try to regain youth's idealism, enthusiasm, and straight-forwardness; we must be open-minded and encourage complete freedom of thought and discussion; and we must have the courage to pioneer new fields and to experiment along new lines. Youth must be taken into the council chambers and listened to respectfully. There must be no clinging to outworn creeds, no forcing of set patterns of ideals upon youth, no feeding it predigested opinions and theories. Youth must be allowed to make its own contributions and at the same time to learn both from its own experiences and the experiences of others. How best to learn vicariously from the experiences of past generations is probably the central problem of education. The government—whether local, state, or federal—is responsible for the quantity of those educated, while the teacher is responsible for the quality. The federal government has responded to the educational emergency brought about by the depression, first, thru the PWA and FERA, by building and repairing school buildings and by making loans to pay teachers' salaries; and second, thru the NYA's student aid program, under which students are being enabled to earn enough money to continue their education.

Thru public monies, mainly, the instruments of education have been provided and placed in the hands of the educators. This is a great trust, for it is in the classroom that democracy has its very roots. It is in the classroom that the spirit of democracy, the spirit of free and courageous inquiry after the truth, the spirit of progress, can find renewed strength. Students should be taught that even for college graduates there is nothing to be ashamed of in the performance of routine tasks or of manual labor. The root of this bogey is to be found in the assumption that young people will emerge from college ready to step into some executive position—an idea which has been encouraged, if not implanted in their minds, by their parents, friends, and even teachers, and which finds a fertile soil in youth's hopes and dreams. Young people must be made to realize that the value of education lies rather in their personal ability not only to absorb but to utilize the knowledge and understanding it gives of the world, of its people, and of the forces which are sweeping it.

It is you educators who must show youth that, with the New Order still far from being a reality, the future holds a great challenge. The battle for justice and for democracy is never won. Even when victory seems assured, history shows that the enemy is but waiting for complacency and self-satisfaction to set in before continuing the battle with renewed vigor. The New Order can be established and maintained only if youth be armed with a dauntless idealism, a stout heart, an open and inquiring mind, and a keen and enduring sense of justice.

REPORT OF 1936 COMMITTEE ON ACADEMIC FREEDOM

EMILY TARBELL, VOCATIONAL HIGH SCHOOL, SYRACUSE, N. Y., *Chairman*

Activities of Committee

Carrying out the recommendations adopted by the Department at the meeting at Denver, July 1935, the Committee on Academic Freedom reports the following activities for the year:

1. *Preparation of a study outline on academic freedom*—The Committee issued an outline on academic freedom for the use of study-your-own-problems groups. Prepared by Karl Guenther, the first chairman of the Committee, this outline has been sent to all parts of the country in response to requests.

2. *Action on cases referred to the Committee*—Among the many instances of alleged violation of academic freedom, nine cases have been referred to the Committee. Of these cases, two were settled locally to prevent duplication of investigation; one was handled by the Committee on Academic Freedom of the National Education Association; after a preliminary survey, three were considered border-line cases that did not have sufficiently clear-cut issues to warrant official investigation; additional information is now being secured in two cases; an official investigation was conducted in the ninth case.

Investigation of Case

Investigation of the dismissal of a teacher at East Syracuse, N. Y., without hearing was undertaken by a subcommittee headed by Rena Rockwell, a member of the Committee, and by Edith Armitage. There were interviews with eighteen individuals among them being teachers, former teachers, present and former members of the board of education, the superintendent of schools, and interested citizens. As a result of its findings, the committee decided that the rights of the teacher had been violated and issued the following statement:

The teacher was dismissed from a position which she was qualified to fill, because, in the exercise of the franchise of open voting, her disagreement with a policy favored by a majority of the board became known, prominence to which was given by reason of the fact that she was president of the local teachers association; and further because the board of education, in appointing and dismissing teachers, based such appointments and dismissals on personal friendships and policies. The committee reported further that the dismissal of this teacher, because of her position as president of the teachers association and her open voting at a school election, constitutes a violation of academic freedom.

A certain amount of local and national publicity was given the report of the committee. Threatened wholesale dismissal of additional teachers this June did not occur. The subcommittee is to be commended on its painstaking and efficient work.

3. *Formation of local committees*—In answer to the request that local and state associations name individual committees on academic freedom,

more than sixty such committees have been appointed during the year. Current material dealing with academic freedom has been issued to those groups from time to time.

With the aid of these local committees, the Committee cooperated with the Committee of the National Education Association in working for the repeal of the Little Red Rider affecting teachers in the schools of the District of Columbia.

4. *Cooperation with National Advisory Council*—The Department has continued its affiliation with the National Advisory Council on Academic Freedom. The Council is providing a medium of exchange of research and studies made by the various national educational organizations composing the membership. In addition the Council acts as a clearing-house for cases of reported violations and is a means of allocating cases to different organizations or of furnishing united action on occasion.

Present Status

Thru the year, there has been evidenced an increased interest in academic freedom on the part of vigorous local organizations. This interest should become more widespread. In an address at the Harvard 1936 commencement exercises is this warning:

Security has replaced liberty as the end sought by the average man, whether under a democratic, a fascist, or a communist form of government.

Citizens of European countries in a desperate search for economic security have relinquished freedom after freedom. Unless vigilance is maintained the people of the United States may follow a similar course.

Loyalty Oaths for Teachers

One of the first demands of the totalitarian states has been requiring an oath from teachers. Because the insistence on loyalty oaths is a first step in restricting freedom, teachers particularly should be alert to preserve democracy thru repeal of these loyalty laws now on the statute books and to prevent the introduction of any such additional laws.

Reaffirmation of Former Recommendations

The Committee reaffirms the stand taken by previous committees in urging continued education in academic freedom both among the members of the profession and the public in general; the investigation of cases of violation of freedom and the judicious publicizing of such cases; the formation of study-your-own-problems classes among teacher organizations and groups; the setting up and maintenance of committees on academic freedom by local and state associations; the growth of strong classroom teacher organizations.

New Recommendations

The Committee further recommends: the establishment of machinery whereby teachers dismissed because of violation of academic freedom may be aided in securing other positions; more active participation in investiga-

tions by local and state associations and stronger support of persecuted teachers by these associations; preparation of forms to aid in conducting such investigations and in securing case histories; continued effort on the part of teachers to inspire students to search for the truth, to learn to distinguish between fact and propaganda, and to consider all sides of a question before forming conclusions.

It is the feeling of the Committee that vital educational principles of tenure and academic freedom have both been infringed upon in the case of Victor Jewett in Eureka, California, thru offer of contract with illegal reduction of salary, and dismissal contrary to the provisions of the tenure law. Such actions tend to intimidate teachers, to interfere with normal participation in community activities, and to deprive pupils of unbiased instruction. In order to resist this and all similar attacks on the integrity of the teaching profession, the Committee urges that this Department express its disapproval of Mr. Jewett's dismissal and that it use such methods as are available to it for judicious publicizing of the Committee's findings in this case and similar cases, and that the Department urge the National Education Association to broaden the authority of its Tenure and Academic Freedom Committees to the end that such procedure may be taken by the National Education Association to bring about a satisfactory solution of this and similar cases.

SECRETARY'S MINUTES

Portland, Oregon

PROGRAM OF EVENTS

Sunday, June 28,	2 p. m.	Conference of presidents
	5-7 p. m.	Tea—Portland teachers as hosts
Tuesday, June 30,	2 p. m.	General conference
	4-6 p. m.	Garden parties—Portland teachers
Wednesday, July 1,	7:30 a. m.	Breakfast conference of Advisory Council
Thursday, July 2,	2 p. m.	Annual business meeting
	6 p. m.	Annual dinner

Conference of Presidents

Almost a hundred persons, representing as many local organizations, gathered for a conference on Sunday afternoon which centered around several main topics: the definition of the term, "classroom teacher"; cooperation of teachers and administrators; federation of several organizations in one city; amending the N. E. A. charter, and reorganization of the N. E. A. The chairmen of the committees dealing with those two questions, Reuben T. Shaw and Cornelia S. Adair, were given thirty minutes each. Mr. Shaw discussed the amendments to the charter. Miss Adair presented the proposals for reorganization. Several helpful suggestions were offered by those present.

Meeting of Advisory Council

Officers of classroom departments of state associations and of various federations of classroom teachers organizations met for conference at a breakfast on Wednesday morning. About forty persons were present. The main subjects discussed were: how to create greater interest in the national organization; the need of organizing the teachers in smaller towns; the crying need for tenure; how to inform teachers

colleges of the work of the N. E. A.; the valuable service rendered by Department speakers, and the *News Bulletin*; how classroom teachers may participate in state association work; retirement fund legislation; and the work of public relations committees.

First Session, Tuesday Afternoon, June 30, 1936

This session convened at 2 o'clock with Mary C. Ralls, president of the Department, in the chair. The program was built around the theme, "The Teacher Moves Forward," and the following participated: Pauline Merchant, Garden City, Calif.; D. E. Temple, Tulsa, Okla.; Mrs. Grace I. Woodbury, Melrose, Mass.; Richard R. Brown, Washington, D. C.; and H. A. Bork, Corvallis, Ore.

Second Session, Thursday Afternoon, July 2, 1936

The annual meeting of the Department of Classroom Teachers was held on Thursday afternoon, July 2, 1936, at 2 o'clock in the Municipal Auditorium, with the president, Mary C. Ralls, presiding. C. A. Bottolfsen of Arco, Idaho, served as parliamentarian. The secretary, Frances Jelinek, asked unanimous consent for the adoption of the minutes of the annual meeting held in Denver in 1935 as printed in the N.E.A. volume of *Proceedings*. This was granted.

Helen Bradley of Cincinnati, chairman of the Rules Committee, read the report of the Committee as follows:

1. Call to Order

The president shall take the chair at the time the meeting is convened.

2. Order of Business.

The order of business shall be as follows:

- a. Call to order
- b. Minutes of last meeting
- c. Report of Rules Committee
- d. President's report and recommendations
- e. Reports of officers
- f. Report of Elections Committee
- g. Nomination of officers
- h. Election
- i. Reports of committees:
 - Resolutions
 - Academic Freedom
- j. New business
- k. Result of election
- l. Introduction of officers elected
- m. Adjournment.

3. Nominations and Elections

The nomination and election of officers shall be held following the report of the Election Committee and installation of the new officers shall take place at the first meeting of the new executive board following election.

There shall be not more than one nominating speech and two seconding speeches for any one candidate. Nominating speeches shall be limited to three minutes and seconding speeches to two minutes each.

4. Recognition

No member shall be granted permission to speak more than once on the same subject until all other members who wish to have spoken; and no speaker shall occupy the floor for more than three minutes at a time unless permission is granted by a majority vote.

5. Resolutions

All resolutions including those contained in reports of officers, boards, and committees, and the report of the Resolutions Committee shall be submitted to the delegates in writing before they are voted upon.

6. Adjournment

This meeting shall convene at 2 o'clock and adjourn at 4:30.

7. Rules of Order

The rules contained in *Robert's Rules of Order, Revised*, shall govern the assembly in all cases to which they are applicable.

On motion the rules were adopted.

Before proceeding with the regular business, Marguerite Morse, of Florida, in behalf of the Department of Classroom Teachers of the Florida Education Association of which she is president, presented Miss Ralls with a gavel made of orange wood and fashioned by one of Miss Morse's pupils.

The president, Mary C. Ralls; the secretary, Frances Jelinek; the eastern regional director, Emily Tarbell; the western regional director, Albert M. Shaw; and the member executive committee ex-officio, Daisy Lord, presented, without reading, their annual reports as printed in the *Official Report* for 1936 and all asked unanimous consent to their adoption. This was granted. The vicepresident, Mary D. Barnes, and the midwestern regional director, Myrtle Hooper Dahl, presented theirs later. Agnes Winn, director of Classroom Service, also presented, without reading, her report as printed in the *Official Report*.

The chairman of the Elections Committee, Hilda Maehling of Indiana, was next presented. She asked that all persons who planned to make nominating or seconding speeches for any of the candidates come forward. The following candidates were then named: for president, Albert M. Shaw of Los Angeles; for vicepresident, Mary D. Barnes of Elizabeth, N. J.; for secretary, Frances Jelinek of Milwaukee and Sara C. Ewing of Indianapolis; for western regional director, Freda A. Libbee of Seattle and Elphe K. Smith of Portland, Ore. The nominations were closed. The chairman of the Elections Committee then gave the necessary instructions and the balloting proceeded.

Albert M. Shaw, chairman of the Resolutions Committee, was next called upon for his report. Mr. Shaw explained that the resolutions would cover matters relating to teacher welfare and to child welfare; that resolutions readopted year after year and expressing basic principles would be set up as a platform; that new items would be set up as resolutions.

Mr. Shaw read the platform and moved its adoption. After this was duly seconded the planks pertaining to retirement, salaries, and preparation for war were discussed and amended. The following amendment to the plank pertaining to salaries was adopted:

Believing in equal salaries for equal training and experience, we endorse the single salary schedule.

The platform including the proposed changes was then adopted. After a few changes in the resolutions as presented, they were also accepted. The complete platform and resolutions as adopted follow the minutes of the Department.

At this point Frances Harden of California asked unanimous consent to change the order of business and present a motion which would ordinarily come under new business. As there was no objection she then spoke as follows:

I ask this privilege because I have a matter that I think is vitally important to this Department, and so many people are leaving that I asked that it might be brought up at this moment for your consideration. Now I have a motion to make, and if I receive a second I would like the privilege of speaking to the motion. I move that the Department of Classroom Teachers request and urge the Board of Directors to elect Reuben T. Shaw, a classroom teacher, to membership on the Board of Trustees.

The motion was seconded but before it was voted on Mr. Shaw asked to have the motion withdrawn. By unanimous consent Miss Harden withdrew the motion.

Later on Miss Harden spoke as follows:

I wish to change the motion I made a few minutes ago. After consulting with Mr. Shaw I find that while he is not willing to serve on the Board of Trustees he would, if elected, be willing to serve on the Executive Committee. So I am going to change my motion to read this way: I move that the Department of Classroom Teachers request and urge the Board of Directors to elect Reuben T. Shaw, a classroom teacher, to membership on the Executive Committee. If I get a second to that I would like to speak to it.

The motion was seconded and Miss Harden then said:

This Department of Classroom Teachers, I feel, has developed and grown to a place or position where we should assume some responsibility for the classroom teachers of the nation, and whenever there is a classroom teacher to be placed in any position of authority in the N.E.A., or elected to any office, I believe that we as a group should present the teacher that we wish to represent us. Heretofore the classroom teachers have occupied positions, but they have always been selected by some other group. As far as my knowledge goes this body has never taken the responsibility of recommending the election of any classroom teacher to any position in the N.E.A., and I think it is time we did so.

The motion was adopted and the secretary was instructed to notify the new Board of Directors of this action.

The report of the 1936 Committee on Academic Freedom was next presented by the chairman, Emily Tarbell of Syracuse, and adopted. The Committee members were: George T. Avery, Fred A. Brainerd, Helen F. Holt, M. E. Hurst, Oma Clare Lafferty, F. Blanche Preble, Rena B. Rockwell, and John Allan Smith.

The president then declared the ballot boxes closed.

William G. Carr, secretary of the Educational Policies Commission, was presented and spoke briefly on the work of the Commission, stressing particularly the provision for the representation of the Department on the Commission by its president and the representation of local affiliated teachers associations on the Board of Consultants. He said that it is the desire of the Commission to have the advice, criticism, and counsel of teachers.

Miss Maehling, chairman of the Elections Committee, gave the results of the balloting and Miss Ralls introduced the new officers. (See Historical Note, p. 196.)

Sara H. Fahey moved a vote of appreciation to Miss Ralls and other retiring officers for their splendid service. Another motion was offered thanking Miss Ralls and Mr. Bottolfsen, the parliamentarian, for their efficient handling of the meeting. Both motions were seconded and carried.

President Ralls declared the meeting adjourned at 4:20 p. m.

PLATFORM AND RESOLUTIONS

Platform

Part I. Educational Welfare

We believe that the success of our educational program not only necessitates provision for the welfare of our children but also for the well-being of teachers.

We recognize that children can be guided, taught, and cared for most efficiently by teachers who have adequate preparation and training, and who are free from handicapping restrictions which militate against their rendering the best service of which they are capable.

To this end we urge that each state or locality provide the following safeguards for the teaching staff:

1. Tenure laws and regulations that enable teachers after a reasonable probationary period, not to exceed three years, to retain their positions during efficiency of service.

No certification or contract proposals which tend to undermine tenure in any way should be permitted. We further urge that definite, active efforts should be continued for the establishment of satisfactory tenure laws in the states which do not now have such laws.

2. An actuarially sound retirement system that will permit superannuated or disabled teachers to retire from service with a retirement allowance which will enable them to live in a comfortable and dignified way.

3. Laws and regulations for leave of absence that will enable teachers to use a sabbatical year for professional improvement, including study, travel, rest and restoration of health, and other appropriate means, with the assurance that they may return to their former positions after the leave of absence.

4. Salaries based on training and experience that will provide adequately not only for a reasonable cultural wage, but also for the maintenance of regular professional improvement and those standards of respect and leadership which are expected of teachers in a community.

The single salary schedule which provides for equal salaries for equal training and experience to all teachers in a school system.

5. Cumulative sick leave regulations that will protect the teacher when she needs help the most.

Part II. Educational Opportunity

We believe that:

1. An educational program should be provided, not only for children of the usual compulsory school age, but for adults and those of kindergarten and preschool age as well.

2. The teaching load for each teacher should be such as to permit reasonable individual help and encouragement to each child.

3. A minimum program of health maintenance, and correction of physical handicaps should be provided so that children in need of such attention may receive it and may profit more fully by the regular educational program.

4. Every child has the right to efficient instruction by fully trained teachers. We therefore strongly oppose the employment of substitutes, apprentices or teachers-in-training to fill regular vacancies or teaching positions.

Part III. Teacher Training and Certification

We believe that:

1. More selective requirements for entrance to teacher-training institutions should be established, and that the supply of newly certificated teachers should be more closely regulated to the actual demand.

2. Teacher-training institutions should not only include courses in current educational problems such as tenure, retirement, professional organizations, and professional ethics, but also in economics and sociology so that teachers may become more broadly trained in the educational and social ideals and standards that should dominate our profession.

3. Professional preparation and admission to the field of teaching should require a minimum of four years of study beyond high school.

4. We approve of in-service training which recognizes the broadening influence of travel, graduate study, participation in local civic and teacher-organization activities, as well as study of current problems in sociology, economics, and education.

Part IV. Unfettered Teaching

1. *Academic Freedom*

The Department of Classroom Teachers strongly endorses the declaration of the National Education Association on Academic Freedom, or the Child's Right to Unfettered Teaching, as included in the platform adopted by the Representative Assembly at Denver in 1935, which plank reads as follows:

"Teachers should have the privilege of presenting all points of view, including their own, on controversial issues without danger of reprisal by the school administration or by pressure groups in the community. Teachers should also be guaranteed the constitutional rights of freedom of speech, press, and assembly, and the right to support actively organized movements which they consider to be in their own and the public interest. The teacher's conduct outside the school should be subject only to such controls as those to which other responsible citizens are subjected. The sudden singling out of teachers to take an oath of allegiance is a means of intimidation which can be used to destroy the right of academic freedom."

2. *Loyalty Oaths*

We hold that the loyalty of the teachers of America is beyond question. We believe that it is an unwise, unnecessary, and un-American policy to require loyalty oaths of teachers, students, or other special groups. Therefore we desire to oppose all legislation requiring such oaths as a first step toward the regimentation of thought. Hence we urge all those who are sincerely interested in the maintenance of patriotic, democratic, American standards to use every reasonable effort to prevent such legislation.

Part V. The Enactment of Civic Ideals and Professional Standards

1. *Child Labor*

We believe that the children of our nation are entitled to their full educational and physical heritage, and that now more than ever they should attain their mental and physical development before being thrust into industry to compete with adults.

We therefore urge that earnest efforts be made by all who are interested in child welfare to secure the early ratification of the National Child Labor Amendment in those states which have not already adopted this amendment.

2. *Opposition to War*

We believe that war is the greatest menace to civilization and to democratic institutions.

We believe fully in the ideals of a democratic form of government.

We therefore urge the abolition of private ownership and manufacture of arms and munitions of war.

We strongly recommend to classroom teachers thruout the United States that they teach the truth about war, emphasizing its costs in human life and ideals as well as in material wealth.

We further urge that classroom teachers continue to use every reasonable effort to promote international peace and goodwill, and to exercise their full influence with all active forces in support of this policy for the welfare and protection of the youth of the world and the maintenance of humanitarian ideals.

3. *Classroom Teachers Organizations*

We believe that:

Classroom teachers' problems can best be solved thru their own active, interested efforts, and therefore urge the organization and continuance of purely classroom teacher associations, but which are affiliated with state and national associations.

The classroom teachers of the United States are the keystone of the professional group in education, and with adequate organization this group can make important contributions to the educational program. Therefore we endorse local, state, and national professional organizations and pledge to them the support and cooperation of the Department of Classroom Teachers.

4. *Moving Pictures*

We believe that there still are many moving pictures being shown which are objectionable for audiences in which children are present. Therefore we strongly

urge that every effort be made by all who are interested in the wise training of childhood to continue their efforts to secure pictures which have a clean, wholesome influence.

5. *Radio*

We recognize the importance of radio in the promotion of American education and cultural ideals, and desire to use our best influence for the improvement of radio programs, and for securing more time for constructive educational broadcasts.

We would approve of a federal radio network for broadcasting educational and cultural programs of high standard.

6. *Conservation of American Youth*

We urge that further, definite, constructive action, adequately financed, be taken by Congress and the states to provide more adequately by vocational training employment for the many millions of youth of high-school and college age who are not now in school or gainfully employed.

Resolutions

Appreciation for Appointment

The Department of Classroom Teachers of the National Education Association desires to express to Mayor La Guardia of New York City our sincere appreciation for his statesmanlike action in appointing as a member of the Board of Education of his city, Mrs. Johanna M. Lindlof, a classroom teacher and a woman whose leadership in the educational activities of the city, state, and nation has been outstanding.

We commend Mayor La Guardia for his evident and sincere interest in the educational welfare of the young people of his city as expressed by this appointment, and for giving the children of the city the benefit of this high type of trained leadership.

We ask that the secretary of this Department be authorized to transmit to Mrs. Lindlof and to Mayor La Guardia copies of this resolution.

Endorsement of Platform

We hereby fully endorse the platform and resolutions of the National Education Association as adopted by the Representative Assembly at the Portland convention in 1936.

Hospitality

Since the teachers of the Portland public schools, the state of Oregon, and other sections of the Inland Empire have given most generously of their time and energy to prepare for this convention, we desire to express our deep and sincere appreciation to the teachers, administrators, the press, and the public in Portland and adjoining sections, whose courtesies and hospitality have contributed so greatly to our comfort and happiness during this convention.

ALBERT M. SHAW, *Chairman*
GRACE E. BURGESS
SARA A. EWING
BLANCHE FOSTER
CHARLES W. JACKSON
ABRAHAM LEFKOWITZ
MILDRED LETTON
MRS. JOHANNA M. LINDLOF

MARY O'CONNOR
FAYE READ
GEORGE O. ROSS
MRS. HELEN RUEBEN
MARGARET SKINNER
DAVID E. TEMPLE
JOSEPHINE WILSON
MATHILDA WINKELMAN

*DEPARTMENT OF
DEANS OF WOMEN*

HISTORICAL NOTE

THE DEPARTMENT OF DEANS OF WOMEN (*National Association of Deans of Women*) associated itself with the *National Education Association* in 1918.

The officers of the Department for the year 1936-37 are: PRESIDENT, *Irma E. Voigt, Dean of Women, Ohio University, Athens, Ohio;* VICE-PRESIDENT, *Alice C. Lloyd, Dean of Women, University of Michigan, Ann Arbor, Mich.;* SECRETARY, *Helen Pritchard, Viceprincipal and Dean of Girls, Hartford Public High School, Hartford, Conn.;* TREASURER, *Agnes Helmreich, Girls' Adviser, East High School, Des Moines, Iowa;* HEADQUARTERS SECRETARY, *Kathryn G. Heath, 1201 Sixteenth Street, N. W., Washington, D. C.*

Facts relating to the establishment of this Department and records of its meetings will be found in earlier volumes of PROCEEDINGS, as follows:

1918:391-417	1923:621-636	1927:391-418	1931:393-413
1919:393-426	1924:500-536	1928:353-374	1932:337-356
1920:357-364	1925:403-449	1929:369-390	1933:357-376
1921:407-420	1926:425-457	1930:309-330	1934:345-360
1922:693-793			1935:311-326

TWO GENERATIONS FACING A MUTUAL PROBLEM— COOPERATION

ALICE C. LLOYD, DEAN OF WOMEN, UNIVERSITY OF MICHIGAN,
ANN ARBOR, MICH.

OUR CHALLENGE as members of the older generation who professionally have made it our business to interest ourselves in young people is primarily to *understand*. This is essential to cooperation and seems to me even more fundamental.

There is always a gulf between youth of college age and those who are forty- or fifty-ish. Probably it is more of a gulf than between youth and its grandparents. Teachers and parents have more to do with young people and the resentment of youth is leveled at those who are trying to manage them, to curb them, to teach them. We cannot expect youth to understand us. How could they? They did not have a chance to see us struggle thru childhood and adolescence as we have them; and they are faintly amused and more than faintly scornful when we tell them what we did and did not do in our childhood. We are quite apt to say that, when we were in college, we did not smoke; we did not drink; we considered a kiss a serious matter; we played golf in gored linen skirts that took the dust off every blade of grass as we swished around the links; we wore bathing suits with sailor collars trimmed with braid, skirts to the knee, and stockings. Of course it seems ridiculous to them that we can understand what they think they have a right to do in this present age. And what they cannot know is that we had as good a time as they. I think our generation had perhaps less excitement but more joy. In any case the burden of understanding is on us.

I do not believe any generation has been called on to make as many shifts and adjustments as ours nor do I believe any generation has faced more discouraging problems in their youth than those who are now in college or just graduated. We were children in the serene and safe days of the late nineteenth and early twentieth centuries. We saw that safety and serenity come to an abrupt end in 1914 when our brothers and our friends went to a war, wholly unexpected and unthinkable. And after the war came a social revolution which actually demolished the code of social living which we were taught to believe in. What did it? Not one but many influences—a profound post-war disillusionment, the psychology of despair, “eat, drink and be merry for tomorrow we die” and simultaneously the Freudian theory to justify it by its claim in the name of science that restraint in any form is the root of all evil; prohibition which had the wholly unexpected effect of advertising drinking and of fostering a particularly antisocial attitude toward it; the automobile which has meant that in the space of a few minutes people old or young can be removed from the restraining influence of home or the decorum of a ballroom; the movies which have penetrated to all parts of the country with their crude sophistication and vulgar exploitation

of the new sex curiosity which became so flagrantly offensive that they brought finally a potent rebuke. All these things have been the cause and the manifestation of a new order.

The generations which reached college in the 1930's were born into a world at war. But in their early childhood, the war was over and, in America, at least, they found their parents reacting violently from the discipline of the war and embarking on a period of unprecedented economic prosperity and an orgy of spending. The Freudian theories were considered very important in the rearing of children and with characteristic American enthusiasm discipline was taboo in most of the hitherto accepted forms. The hair-brush and the ruler, of course, were barbaric and never to be used. It is natural for parents to give generously to their children, but with my early Puritan training, I cannot believe in the overindulgence which I have seen offered to many of the children whom I have known. They have been given too much. Even their entertainment has been planned and the passive forms of movie and radio play a great part in their recreation. They do not want to walk a few blocks to school; they do not want to make any great effort to learn or to amuse themselves; and they have been taught sparingly to think of the rights of other people. On the physical side there also have been mistakes. I believe our overheated homes and schools and the tendency to overfeed ourselves and our children have had a vitiating effect. This is the training our generation has offered the young people. With such a training we expect them to be alert, resourceful, intelligent, and sensitive to other people's feelings and rights. That so many of them possess these traits in spite of the training is to their everlasting credit. Some people have called this generation the tragic generation. It has its tragedies, but what about the older generation that went to war, or the stilted and restricted generation of our grandmothers? What college students forget is that there is a great army of young people in every generation that is defeated by its lack of privilege before it starts. It ill befits the group of young people who have the privilege of higher education to assume a defeatist attitude. Education cannot create jobs where none exists but it can offer refuge for enforced leisure.

There are several factors in modern life which offer very great danger. One of them is drinking. In an age that stands on principle for unrestraint, drinking becomes something with which to contend. Prohibition, its repeal, and the subsequent enormous advertising campaign have made alcohol one of the major issues in American social life. It is perhaps at its worst in the society of our large cities. Debutante balls have become synonymous with excessive drinking. But at the other end of the social scale, the public dance hall and beer parlor, where the underprivileged young people of our large cities congregate, have also to share the responsibility of promoting excessive drinking and contributing to the delinquency of minor children. After all, the young people who frequent such places are trying only to imitate the class they envy. It is not surprising that in our colleges, where thousands of young people gather, there is also this problem. Alcohol has been a social issue for thousands of years. It is only that the conditions of life in the

1930's have encouraged man's weakness and have made intemperance a major problem affecting society profoundly.

Another grave danger is the abnormal preoccupation with sex. The reaction from the repression of Puritanism and from the silly secretive attitude of earlier generations was needed. Jane Addams in her book, *The Second Twenty Years at Hull House*, says: "The new psychology had stressed the importance of those subconscious deep-lying strata of personality, which, profounder than reason, are a direct product of racial experience. In addition, the Freudian theories as to dangers of repression were seized upon by agencies of publicity, by half-baked lecturers and by writers on the new psychology and finally interpreted by reckless youth as a warning against self-control. . . . In their revolt against Victorian prudery, against innuendoes and distrust of natural impulses, they made a cult of frankness." Another person has said more graphically but less elegantly: "Sex is like saliva. It is all right if you do not think about it, but if you think about it you have more than you can manage." Before understanding or self-discipline can become part of a young person's equipment, movies, novels, and magazines keep his mind focused in a not too healthy way on this subject.

Perhaps what is most serious of all and what may be the cause of the other difficulties is the unmotivated existence of so many young people. There is no guiding principle, no religion, no social creed for which they stand. Last fall I heard Maurice Hindus speak. He made very vivid the picture of what had happened in Russia and he emphasized the magnificent sacrifice which Russian youth were making. They are literally starving and shivering for their communistic ideal. It is not for us to question whether this ideal is worth such suffering, but we must admire them for the courage and willingness to endure for their cause. In contrast let me ask for what American youth is standing? I frankly do not know. The more privileged the youth, the less do they seem to be interested in anything but the pursuit of happiness which the preamble to the much-defended Constitution promises and which, in their narrow sense, means exciting entertainment. Small groups are alert on matters of politics and social problems. The majority of undergraduates do not read the daily papers enough to know what is going on and, accordingly, they take no active stand on any issue. For a partial explanation let us consider some statements made by freshmen ready to enter college. Tho they are amusing, they are examples of immature self-satisfaction hard to combat.

A seventeen-year-old youngster writes: "I have a fascination for art and might attain some prestige in that field. I have always been able to obtain athletic honors and could go far in physical education. But when you consider all my possibilities there is one more outstanding than all the others. My background is so enmeshed in social service activities."

An American student after having spent nine months in England and France states: "This trip gave me a broader viewpoint of other nations and insight into the way other people live. I realize that they are not to be ignored

because they are different from us, but to be helped so that they may acquire the ideals and customs of this country."

Another applicant adds: "I am an only child and not at all spoiled. Of course, I am not one of these brilliant pupils shining above the others but, as I have been told, I have unusual brains just waiting patiently to exert their capacity."

Would the students accepted for college training in any country of Europe be so immature? I am told that a European critic declares Americans pride themselves on being very young at thirty. Certainly immaturity of point of view seems to afflict several generations older than the college one, giving us many middle-aged sophomores. With our amazing educational system, we still grow up very slowly. We know a lot about tuberculosis but there is an increase of it among young women from 17 to 30 years because they will not wear sufficient clothing in our rigorous winters and because they will diet without expert advice. The evils of drinking are widely publicized, yet many people are risking chronic alcoholism. The seriousness of social disease is more generally understood than ever before, yet the new social code involves dangerous exposure.

Deans and counselors have set themselves up, or allowed themselves to be set up, as guides of the new generation. Like a parent who yearns to give his child some of his own strength and understanding, we wish to help this new and struggling group of college students. Jane Addams writes: "It is not so much that different generations are hostile to each other as that they find each other irrelevant." If this be so, we can only befriend them, stimulate them whenever possible to seek understanding and insight into their own problems, and send them on their way to meet their fate with the words of the psalmist: "Good luck have thou with thine honor. Ride on because of the word of truth, of meekness, and of righteousness; and thy right hand shall teach thee terrible things." Life in any generation has its terrible things. This generation has peculiar terrors all its own. Education should put into the hands of youth the strongest weapon of all, understanding, and should put into their hearts courage to replace pity and fear.

FACING A MUTUAL PROBLEM—COOPERATION

FRED H. TURNER, DEAN OF MEN, UNIVERSITY OF ILLINOIS, URBANA, ILL.

The subject "Facing a Mutual Problem—Cooperation" seems to be exemplified in the method in which this conference is considering the topic. The fact that two students and two deans are all assigned the same subject, and expected to speak on that subject at the same session of a conference is entirely unorthodox, according to the time honored version of how deans and students do not get along.

The program this morning is in keeping with a growing trend toward cooperative functions between students and deans and students and faculty members.

Late in April 1936 the National Association of Deans and Advisers of Men is to hold its annual meeting at Drexel Institute in Philadelphia.

I am serving as chairman of a special committee to study and report on the subject of the preparation which a man should have in getting ready to be a dean of men. The study is not completed and it would be unfair to draw any conclusions about the matter at this stage of the study. It can be said, however, that the general opinion of those who have served long and successfully, and those who have observed successful deans of men, is that there is no satisfactory training, at least from the academic standpoint, for the simple reason that the best deans are born that way and not trained that way.

Dean Thomas Arkle Clark, the former dean of men at the University of Illinois and the first dean of men in the country, was a teacher of English, who had been a farmer boy, hoped to be a physician, and had earned his living as a young man as a typesetter in a small newspaper plant. President Draper of the University of Illinois appointed him as dean of men, because he found in him certain qualities which he thought were desirable in the man to work with undergraduate students in helping them to solve their individual problems. Stanley Coulter, dean emeritus of Purdue University, the oldest living dean of men, was a teacher of botany; he was made dean of men because he loved students and students loved him, and he had certain inherent qualities which enabled him to work with undergraduate students, cooperatively and successfully. Scott H. Goodnight, the first president of the American Association of Deans of Men, was and is a professor of Germanic languages at the University of Wisconsin. He was appointed dean of men at Wisconsin because he was interested in students and was apparently able to work with them.

The question has been raised and rightfully as to whether or not the dean of men, and the dean of women for that matter, has not been outmoded. With bureaus, clinics, tests, personnel officers, vocational guidance officers, psychiatrists, adjustment officers, placement officers, employment directors, what can there be left around the modern college and university in the way of duties for a dean of men or dean of women? The peculiar thing about these additional departments is that instead of reducing the work of the dean of men and the dean of women, they have increased their duties for one reason: too often they leave out the most important element of all, and that is the human element. Do not misunderstand me. I am a firm believer in the need in any modern institution for the bureaus and clinics and special officers, but I believe just as firmly that after they have done their work, the students will come to the dean of men and the dean of women for cooperative advice, aid, and suggestions, for it is there that they are likely to find less of scientific terminology, and more of sympathy and human kindness. There is more than enough work for both types of officers, and they should do their work hand in hand, for each can help the other to help the student.

As deans with all the rush of work that accumulates and never ends, we are all likely to fall into one serious error, and that is to disregard the attitude of the student. We are likely to see the problem which the student presents as one of minor importance and of no particular consequence. If

there is one rule which we as deans should apply to every case which comes to our attention, it is to remember, always, that the undergraduate usually regards the problem which he brings to us as the most important single item which looms on his horizon. We cannot always solve the thing, but we can cooperate to the extent of considering the matter just as enthusiastically and with the same degree of importance which he attaches to it.

Facing a mutual problem with a student and cooperating with him in solving it has some other simple rules of procedure which we as deans might well remember. Availability is a prime requisite, if deans are to work with students. And that means availability at all times, day or night. It means being in the office ready to see people from eight o'clock in the morning until all the other offices on the campus are closed so that the student can come to complain if for no other reason than how he has been unable to see some other university officer whom he wanted to see.

Along with availability should be included ease of seeing. It should not be necessary for a student to feel that he cannot see the dean without an appointment. The student should be able to see the dean within a reasonable time whenever he is in his office.

As deans, we must, of course, all be away at times and at these times cannot be available to our students. We should see to it at such times that we leave matters in the hands of individuals who can serve the students. One failure to receive attention or to be told that he cannot be served will tend to break down a dozen successful visits on previous occasions.

The average student is a normal young person, who resents forced friendship. He is keen to detect hypocrisy. He wants to be met at his own level. He comes seeking aid from a person who was appointed to his position because he is able to meet the student at his own level. He resents preachments, and is disgusted with a patronizing attitude.

Still another important rule which the dean must follow if he is to work cooperatively with his students is that of confidence. Students will come to you if they have confidence in you, with personal problems which at times are so personal as to be embarrassing to you. But you may not show that embarrassment, and you may not break the confidence.

The problems of students are varied and complex. Deans may do much to aid in their solution. A dean who is a good listener can often do his best cooperative work by simply listening. Sir James Irvine, when he visited America last fall, made the statement that the greatest injustice we can do an undergraduate student is to assume that he is an adult, and capable of making decisions as an adult. If a student comes to you to discuss a particular problem, he can often work out his own solution, with simple guidance of his conversation and reasoning. The fact that he is telling his story helps to clarify it for him. A sympathetic listener, who is available to him, can aid him in finding the validity of his position or in determining the errors in it.

What I have had to say thus far has not dealt with specific problems which deans and students can meet together in a complete spirit of cooperation. Perhaps a few of these problems can be mentioned in the time remain-

ing. We should remember that our present group of undergraduate students graduated from high school during the days of the depression. Many of them have had bitter experiences as a result of changed economic situations, broken homes, and keen disappointments. It is not unreasonable to expect to find a certain amount of cynicism, questions of the old order of things, disregard for conventions, and loss of faith in some of the things we have always considered fundamentals. There is much that we as deans can do to remove the doubts and the loss of faith.

The students at the University of Illinois have dallied along with a student government for a good many years. It did not amount to much, it did little except to meet and award itself complimentary tickets to the major social functions of the campus. But in the last few years, with the cooperation of the Student Affairs Committee, a faculty committee on which the dean of men and the dean of women are the only ex-officio members, there has come a new demand for a student government which really amounts to something. Progress has been made, and within the last month, the student government has been granted joint powers and authority in the matter of making and enforcing rules which regulate student activities. These students who have worked for the new student government are sincere, serious-minded young people, who want responsibilities and who have demonstrated by their cooperative attitude that they can carry these responsibilities.

For years, fraternities have been looking for a satisfactory substitute for "hell week," the probation period for the pledges which has brought disgrace and disfavor to Greek letter organizations. This year with the cooperation of the faculty, fraternities on our campus have agreed to substitute a sane educational program for the old "hell week." In making the plans for this departure, there has been complete cooperation between students and faculty.

Social events among students have shown change in recent years. Extravagance is gone; graft has been largely eliminated; waste and inefficiency have been reduced. All have been accomplished with students and faculty working together, and when I say faculty, I mean faculty committees working with the deans of men and women.

If you will think over your own experiences of the past few years, I believe you will agree with me that more students are coming in than ever before with more serious attitudes. They are wondering about institutions; they are questioning rules and regulations; they come in to discuss matters which a few years ago were discussed by very few students. It shows up in every form of student life from activities to the time which they spend in choosing their own courses.

These examples have been of the type which involve groups of students. Perhaps finances have been one of the greatest worries which have beset individual students in recent years. I have found a far more businesslike attitude in recent years coming from students who are considering financial affairs. They are reluctant to borrow money, for they seem to have a fear of going into debt. High standards of scholarship seem to mean more to them than ever before. Plans for the days after graduation are much more

in their minds than they were a few years ago when anyone with a degree could get a position.

Our work as deans is twofold. We must keep in mind that we must direct our efforts toward doing the greatest good for the most people. In other words, we have our duties involving groups. Without cooperation from and with the groups and the group leaders we will fail. But more important still is the work with individuals. It is the individual student who is perplexed, who is disappointed, who is dismayed, who is lost, homesick, frightened, or, on the contrary, elated, who comes looking for our cooperation, with whom we can do our best work.

If we are real deans, we will find that cooperation with students is the keynote of everything we do.

IMPLICATIONS OF A NEW EDUCATIONAL PHILOSOPHY FOR THE WORK OF THE DEAN OF WOMEN

LAURA ZIRBES, PROFESSOR OF EDUCATION, OHIO STATE UNIVERSITY,
COLUMBUS, OHIO

A dean of women has two outstanding needs today: to cross professional lines and look at her job from the perspective of other people, and to clarify the directions of education. In accordance with these needs three elements in the new philosophy of education have implications for her.

The *first* element in the new philosophy is the concept of education as an aspect of all living, rather than as a separate, isolated function or segregated activity. To make education a way of meeting life, teachers and deans must study its nature in actual living situations; they must become less campus- and curriculum-minded. Bennington College, with its two months' vacation in the middle of the winter for the purpose of providing opportunity for vocational experience, is a good example of this new idea.

The *second* need concerns new notions of homogeneity and heterogeneity. The recent tendency to put people who are alike in a class together has robbed children of the opportunity for learning from those who are different and of adjusting to people unlike themselves. Expansion of personality and tolerance often come from association with people who have a variety of backgrounds, interests, and attitudes. Many of the problems of college life are due to the fact that campuses produce an atmosphere saturated with one age-level and one phase of life.

Heterogeneous groups also provide opportunities for service; children, as well as adults, need to be needed. Social relationships are educative experiences; older children gain satisfaction from helping younger ones.

School regulations and regimentation frequently have no relation to life experiences. Smoothly running machinery does not justify that machinery; it is the product that counts. Children need to carry out activities not because such activities are rules, but because they are valuable experiences.

The democratic principle requires that students participate in all problems, that they use their initiative to go ahead rather than to wait to see what leaders are doing.

The *third* aspect of the new philosophy is the attitude of flexible adjustment. Teachers are frequently hindered more than helped by their fixities. Training in technics and methods is outmoded; children must be dealt with as persons. This means being aware of the total situation and of the human factors involved. It is not a matter of technics, but of attitudes and awareness.

Much of the recent alarm regarding social change and the apparent slipshod attitude toward human relations is due to the fact that the world is changing. When an individual thinks society is slipping in its standards, it is rather that he is failing to adjust to the changing scene. When teachers hang on to old attitudes and fail to be flexible, they establish a breach between themselves and adolescents.

This idea extends to one's social philosophy and one's philosophy of the universe. Change is nothing to be feared; it is a process of life itself. The universe is still in the process of becoming.

Flexibility means new ways of cooperative social advance. The person who is "smart" and "gets there" is crude and has been the cause of wars and depressions. He lacks sensitivity to social situations and social ideas. Personal aggression and egotism, often evident in leadership in the past, must be replaced by cooperation and social initiative.

Individuals, in order to be responsive to social appeals, need to see across lines and integrate various related fields as they bear on human beings. The age of superior specialists is over. Such vague concepts as character and personality are also out-worn; instead, educators must create situations where social expression is possible.

Deans are in a key position for this integrative function. They can help people to emerge from their separate niches, to come together, and to do things. In such situations deans themselves can become aware of ways of self-improvement.

KNOCKING AT OPPORTUNITY'S DOOR

HONORABLE HELEN GREGORY MAC GILL, JUDGE, JUVENILE COURT,
VANCOUVER, B. C.

Courage and the inspiration that springs from hope are the two attributes most essential to the needs of youth today. Upon you, the deans of women, is the charge especially laid of pointing our young girls to the way of success.

For the young girl the future holds unpredictable opportunities. Many of us scarcely realize how recent some of these opportunities actually are. In some of them, women themselves are the pioneers. Nursing, one of women's oldest services, has been raised to the status of a profession only since the advent of Florence Nightingale, who died in 1869, and of Clara Barton, who was still with us early in 1912. Today nursing is a profession having its own faculties in the universities. It is not only a recognized profession but has numerous classifications: medical nursing, surgical and mental cases, public health, and hospital administration.

There are many women today earning both salaries and honors in the medical profession. The allied field of dentistry also has its specialties in the

operative, mechanical, and research side. Chemistry offers a wide field to women today and this, too, is highly specialized. An increasing number of industrial plants have their own research chemists.

Law and politics offer enticing fields for women. Notable examples in these lines of work are Judge Florence Allen, Mrs. Mabel Walker Willebrandt, Mrs. Ruth Bryan Owen, and Secretary of Labor Frances Perkins. Here in Portland you have young women occupying posts of honor and emolument in legal departments.

Women have presided as speakers in the state legislatures and we have both women Representatives and Senators in our United States Congress. A woman Senator has presided over our Congress.

Aviation is a new intriguing occupation, and also one of specialization. The brilliant records of Amy Mollison and Amelia Earhart followed the first public flight of a woman, Blanch Scott, in 1910. The first woman pilot mail carrier, Helen Richey, carried mail from Washington, D. C., to Detroit, Cleveland, and Pittsburgh. A young Canadian girl, Canada's first woman electrical engineer, is one of the three engineers in the Fairchild Airplane Company.

Among the other interesting fields of achievement for women are scientific cooking, specialization and research in telephone work, banking, and the enormously developing field of professional social service. You here in Portland, having one of the oldest and most fully developed police women's division, know the opportunities offered in that line of work.

The girl of today has an enormously increasing opportunity everywhere. But these opportunities are not open for those who sit and wait for opportunity to knock on a door which they are too timid to open, or for those who are not sufficiently confident to seize opportunity if it does knock. Today we of the older generation must cease apologizing and bemoaning. Dearly as we may love them, we cannot carry this younger generation on our backs. They must stand on their own feet, know their own purpose, be sure of their own ability, know what they want. The academic teachers instruct in the three R's; deans of women must teach the three P's—purpose, plan, persistence. If opportunity seems to be delaying, we must urge our girls to listen more keenly. When opportunity does not knock at their door, they themselves must knock at opportunity's door. Today opportunity has numerous doors leading to many openings, but we must encourage our girls to believe in themselves and to develop courage and initiative. Objective cures, mass and outside panaceas are of small avail for the individual; the remedy lies within oneself and within one's own character and soul. In the development of qualities of courage and self-reliance lie our best hopes of this generation. That famous young person, Little Orphan Annie, wisely says, "I can if I will." Life holds prizes and rewards for those whose banner bears the motto, "I can if I will."

*DEPARTMENT OF
EDUCATIONAL RESEARCH*

HISTORICAL NOTE

THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION was formed at the Cincinnati meeting in 1915. At first its name was the National Association of Directors of Educational Research. This organization met regularly at the time of the winter convention. In 1929 the Association applied to become the Department of Educational Research in the National Education Association. The proper notice was given at the Atlanta meeting in 1929, and final action in creating the Department was taken at the Columbus, Ohio, meeting on July 3, 1930. The research organization brings with it a history rich in achievements and places the National Education Association in closer touch with colleges, universities, and research agencies.

The officers of the Department for the year 1936-37 are: PRESIDENT, H. A. Greene, Director, Bureau of Educational Research, Extension Division, State University of Iowa, Iowa City, Iowa; VICEPRESIDENT, David H. Sutton, Director, Division of School Finance, State Department of Education, Columbus, Ohio; SECRETARY-TREASURER, William G. Carr, Director, Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.; EXECUTIVE COMMITTEE: H. A. Greene, Director, Bureau of Educational Research, Extension Division, State University of Iowa, Iowa City, Iowa; David H. Sutton, Director, Division of School Finance, State Department of Education, Columbus, Ohio; William G. Carr, Director, Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.; T. C. Holy, Professor of Education, Ohio State University, Columbus, Ohio; Philip A. Boyer, Director, Division of Educational Research, Board of Education, Philadelphia, Pa.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1931:415-431 1932:357-375 1933:377-394 1934:361-386 1935:327-348

PROCEEDINGS OF ANNUAL MEETING

ST. LOUIS, MISSOURI, 1936

RECONSTRUCTING EDUCATION THRU RESEARCH, the Official Report of the 1936 meeting of the American Educational Research Association, is available in a separate bound volume consisting of 301 pages, price \$1.50. This report contains the addresses delivered at the St. Louis meeting of the Association, February 1936, and represents the second time the American Educational Research Association has published a report of its annual meeting in separate printed form.

SECRETARY'S MINUTES

Annual Business Meeting, February 22, 1936

President Philip A. Boyer presided. Approximately 80 members of the Association were present. The minutes of the 1935 annual meeting were approved. The report of the secretary-treasurer was read and accepted. The report of the Auditing Committee, Harold B. Chapman, chairman, was received.

President Boyer described some of the additional work undertaken by the Association during the preceding year. He mentioned the appointment of a Committee on the Place of Research in Educational Reconstruction, the continuance of sending the *Research Bulletin* of the National Education Association to members, the publication of the *Proceedings*, and the appointment of a committee to cooperate with the Department of Classroom Teachers in the preparation of a joint yearbook on the use of educational research.

The report of the Necrology Committee, Bess Goodykoontz and Vernon E. Chase, was presented.

WILLIAM JOHN COOPER

(Tribute by Miss Goodykoontz)

On September 19, 1935, Dr. William John Cooper, former Commissioner of Education, passed away suddenly after a busy and happy summer of teaching at the University of Michigan. In his passing the profession lost a devoted, thoughtful, constructive, and courageous leader.

Those who knew Dr. Cooper as teacher speak always of his ability to make history, or whatever other subject he taught, a part of the daily lives of his students. This was so much a part of his own thinking that in later years it was natural that he should say: "Education cannot be divorced from social theory. . . . Education is a close reflection of the social order, but it should be a little ahead of the present social order since it is preparing folks to live in the future." Those who knew him as administrator, recall his insistence that administrative machinery be subordinated in thinking and in actuality to the demands of the instruction program.

Dr. Cooper was ever a seeker after the truth. It was with such an attitude that he approached the many problems which came within his wide range of educational responsibilities. As teacher, administrator, and United States Commissioner of Education, he never lost the art of being also the student. Thruout his useful career, he seemed never to waver from his conviction that scientific methods are the soundest means for determining educational practises and procedures. It is fitting here to recall that during Dr. Cooper's first year as Commissioner of Education, he made the following far-reaching recommendations to school administrators in session at the National Education Association convention of 1929:

First, that we ascertain as fully as possible those respects in which presentday schools are meeting satisfactorily the problems of this generation. Second, that we define as clearly as possible those respects in which our schools have failed to meet satisfactorily the problems of the generation. Third, that we study objectively the results obtained in schools, including colleges, which have departed from traditional curriculums or methods or both. Fourth, that we catalog the inadequacies or deficiencies in our present society, taking for study those upon which our leading thinkers are in substantial agreement; that we hunt for the factors responsible for these deficiencies, estimate the social effects likely to result if they are not remedied, and the possibilities of eliminating them or affecting them thru education.

It was in the desire to throw light upon such conditions that Dr. Cooper initiated national surveys thru the office of Education, that he wrote and lectured on a wide range of subjects covered by his investigations, and that he urged the establishment of educational research agencies so that educational practise might so far as possible be based on the findings of investigation and experiment.

Those who knew him are grateful for his example. Those who follow after will see in him a scholar, a builder, and an honored public servant.

MAURICE R. KEYWORTH

(Tribute by Dr. Chase)

We miss from our ranks today the familiar face, the friendly handshake, and the inspiring personality of Dr. Maurice R. Keyworth. M. R., as he was affectionately known to his legion of friends everywhere, possessed to a supreme degree those qualities which we all associate with the ideal American citizen—honesty of purpose, integrity of character, simplicity of manner, a keen, searching intellect, and the courage and determination to achieve a worthy goal.

In appearance, in character, and in his ability to cut thru the superficial and tangled mass of prejudice, superstition, and tradition in which the key to the solution of almost every social problem is submerged, he resembled in a striking way the great Lincoln whom he revered and after whose life his own seemed patterned. Indeed, in his sudden rise from obscurity, in the natural and seemingly inevitable manner in which the mantle of leadership and great responsibility fell upon his shoulders, in the clarity and convincing simplicity with which he defined issues, in his ability to dissolve class differences and to rally all groups to the support and defense of education, and finally in his tragic end, his life presents a striking parallel to that of the Great Emancipator himself.

Dr. Keyworth was born in the small rural community of Shabbona, Sanilac County, Michigan, in 1884. He entered the field of teaching at an early age alternating practical experience with attendance at college and university until he took his doctorate degree in 1930 from the University of Michigan.

He possessed an inquiring, analytical type of mind and found in research a particularly appropriate means for expressing a practical philosophy of service—a philosophy which, in the field of education, came to be popularly known as the Hamtramck Philosophy because the city of Hamtramck was the laboratory and the proving ground where he and his associates tested and perfected many of the procedures and principles which later found their way into practise. The Hamtramck school system has as a result become nationally known for its efficiency, for the high standards of administrative practise, and for the excellent quality of instruction which obtains there.

Fundamental in his philosophy was the conviction that “our educational system is the bulwark, the first line of defense, for our democracy and for the personal freedom democracy means.”

The universal approval with which practical business executives and professional men of all classes received his efforts and his successes in education is

attested by the fact that he was elected governor of the twenty-third district of Rotary International in 1929. He was a member of the American Association for the Advancement of Science, Phi Delta Kappa, the National Education Association, and the American Educational Research Association, to all of which organizations he brought new honor, greater prestige, and higher standards of service in their respective areas.

Michigan, in the dark hours of the economic storm which swept the country, looked about for a leader who could save her school system from financial collapse. Her choice fell upon M. R. Keyworth, who was elected Superintendent of Public Instruction in the spring of 1935 at perhaps as critical a juncture as has ever existed in the history of Michigan's school system. Dr. Keyworth lost no time, following his election, in preparing for his program of rehabilitation. While on a commencement lecture tour of the state, he met an untimely and sudden death in an automobile accident on June 22, just eight days before he was to have assumed the duties of his office. In his death Michigan youth lost a great friend, education lost a tireless champion, and this Association lost one of its most vigorous, most resourceful, and most successful advocates and practitioners of the research method in education.

Jesse B. Sears presented a brief report of the work of his committee and explained that the committee report, entitled *The Place of Research in Educational Reconstruction*, would be more fully discussed at the panel meeting scheduled for Monday morning, February 24.

Prudence Cutright presented a brief report of the work of the Joint Yearbook Committee of the American Educational Research Association and the Department of Classroom Teachers and explained that a more lengthy report would be given at the panel meeting, Monday morning, February 24.

The Nominating Committee, M. R. Trabue, James F. Bursch, and John Guy Fowlkes, submitted its report. There being no further nominations, those recommended were declared elected. (See Historical Note, p. 232.)

REPORT OF THE SECRETARY-TREASURER FOR 1935

Membership

The December 1935 records indicate an increase of 15 active members over the records of 1934.

Subscriptions and Sales

There was an increase of 8 subscriptions to the *Review of Educational Research* during 1935, there being 431 subscriptions in 1934 as compared with 439 subscriptions in 1935. Four letters were mailed at various times during the year urging subscribers to renew their subscriptions.

Approximately 1430 single copies of various issues of the *Review* have been sold during 1935. In 1934, 1970 copies were sold. This represents a decrease in sales of approximately 540 copies.

Official Report

Information concerning the cost and sale of the 1935 *Official Report* is given below:

NUMBER PRINTED	COST OF PRINTING	NUMBER DISTRIBUTED TO MEMBERS	NUMBER SOLD THRU DECEMBER 1935	RECEIPTS FROM SALES	NUMBER ON HAND
600	\$708.05	410	70	\$105.00	120

Applications for Membership and Action Taken

Of the 26 applications for membership in the Department submitted to the Executive Committee for action, 23 were approved and 3 were rejected. Of the 23 approved, 18 accepted membership for 1935, 4 accepted membership for 1936, and 1 is pending acceptance. In addition, 10 others accepted invitations to membership which were extended them in 1934, making a total of 28 new members during 1935.

Eleven applications for membership await the action of the Executive Committee at the St. Louis meeting.

Review of Educational Research

The issues of the *Review* published during 1935, together with information concerning the cost of printing, number of copies distributed, number of copies on hand, etc., is given below.

TITLE	CHAIRMAN	NUMBER PRINTED	COST OF PRINT- ING	NUMBER DIS- TRIBUTED	NUMBER ON HAND
Vol. IV, No. 5, ¹ Psychology and Methods in the High School and College	Walter S. Monroe	1,500	\$532.96	860	640
Vol. V, No. 1, Special Methods and Psychology of the Elementary-School Subjects	Arthur I. Gates	1,500	520.65	920	580
Vol. V, No. 2, Finance and Business Administration	Alfred D. Simpson	1,500	303.88	1,020	480
Vol. V, No. 3, Psychological Tests	Harry J. Baker	1,500	637.90	930	570
Vol. V, No. 4, The School Plant	T. C. Holy	1,600	514.97	940	660
Vol. V, No. 5, Educational Tests and Their Uses	W. J. Osburn	1,500	434.88	960	540

¹ Since the December 1934 *Review* was not actually published until 1935 it is included in this table.

Summary of Receipts and Expenditures

There follows a summary of the receipts and expenditures from January 1, 1935, thru December 31, 1935, accompanied by the statement of the Auditing Committee.

SUMMARY OF RECEIPTS AND EXPENDITURES FROM
JANUARY 1, 1935, THRU DECEMBER 31, 1935

Receipts:	BUDGET	RECEIVED OR DISBURSED	BALANCE OR DEFICIT
Dues of 375 active members.....	\$1,875.00	\$1,976.00	\$101.00
Subscriptions, 450 @ \$4.00.....	1,800.00	1,710.56	-89.44
Sale of single copies, 2000 @ \$1.00.....	2,000.00	1,535.61	-464.39
Sale of tickets to annual banquet.....	300.00	295.50	-4.50
Miscellaneous.....		8.73	8.73
Total.....	\$5,975.00	\$5,526.40	-\$448.60
Expenditures:			
Clerical service at N. E. A. headquarters.....	\$800.00	\$789.37	\$10.63
Printing programs for annual meeting.....	100.00	62.80	37.20
Printing <i>Review</i> (6 issues @ \$520 per issue).....	3,120.00	2,512.36	607.64
Printing membership cards.....	40.00	6.65	33.35
Postage and mailing, supplies, publicity, addresso- graphing, multigraphing, mimeographing.....	540.00	815.29	-275.29
Expenses of the Editorial Board.....	400.00	251.57	148.43
Expenses of annual banquet.....	300.00	336.95	-36.95
Committee on Educational Nomenclature (Dr. Good, chairman).....	100.00	90.00	10.00
Purchase and mailing of five issues of the <i>Research Bulletin</i>	113.35	58.44	54.91
Bad accounts.....		68.57	-68.57
Miscellaneous.....		151.58	-151.58
Unallotted.....	461.65	708.05	-246.40
Committee on the Place of Research in Educational Reconstruction.....	200.00	185.55	14.45
Total.....	\$6,175.00	\$6,037.18	\$137.82
Balance N. E. A. Treasury, January 1, 1935.....	\$7,510.66		
Receipts.....	5,526.40		
	13,037.06		
Disbursements.....	6,037.18		
Cash balance N. E. A. Treasury, January 1, 1936.....	\$6,999.88		

*DEPARTMENT OF
ELEMENTARY SCHOOL PRINCIPALS*

HISTORICAL NOTE

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, *temporarily organized as the National Association of Elementary School Principals at the Atlantic City meeting of the Department of Superintendence in February, 1921, became a department of the National Education Association at Des Moines in July, 1921.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Edythe J. Brown, Principal, Kaley-Marquette Schools, South Bend, Ind.; FIRST VICEPRESIDENT, Harley W. Lyon, Principal, Longfellow-Cleveland Schools, Pasadena, Calif.; SECOND VICEPRESIDENT, Maude A. Rhodes, Principal, Whitefoord School, Atlanta, Ga.; THIRD VICEPRESIDENT, Irvin A. Wilson, Principal, Delano School, Chicago, Ill.; FOURTH VICEPRESIDENT, Clifford E. Perry, Principal, Lents School, Portland, Ore.; FIFTH VICEPRESIDENT, Isabel Tucker, Principal, Shenandoah School, St. Louis, Mo.; EXECUTIVE SECRETARY, Eva G. Pinkston, 1201 Sixteenth Street, Washington, D. C.; EXECUTIVE COMMITTEE: Earl R. Laing, Principal, Burt School, Detroit, Mich. (term expires 1937); Mason A. Stratton, Principal, Brighton Avenue School, Atlantic City, N. J. (term expires 1938); Mrs. Edith B. Joynes, Principal, Washington-Gatewood Schools, Norfolk, Va. (term expires 1939); Ira M. Kline, Principal, Greenburg #8 Schools, White Plains, N. Y. (term expires 1940); CERTIFICATION DIVISION, Cassie F. Roys, Principal, Walnut Hill Schools, Omaha, Nebr. (permanent); LIFE MEMBERSHIP DIVISION, Herbert C. Hansen, 1045 North Lockwood Avenue, Chicago, Ill. (term expires 1937); RETIREMENT DIVISION, M. Emma Brookes, Principal, Miles-Cranwood Schools, Cleveland, Ohio (permanent).

This Department meets twice each year, in February and in July. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1921:453	1925:450-477	1929:391-424	1933:395-422
1922:851-886	1926:459-495	1930:333-365	1934:387-408
1923:663-666	1927:419-455	1931:433-465	1935:349-378
1924:545-564	1928:375-409	1932:377-406	

TODAY'S PROGRAM OF ELEMENTARY EDUCATION FROM THE STANDPOINT OF THE HOME

A. F. HARMAN, PRESIDENT, ALABAMA COLLEGE, MONTEVALLO, ALA.

IN ORDER that this discussion may be thoroly understood, it seems well, at the outset, to express the considered judgment that the best teaching in American schools at any level, at this time, is being done in the elementary schools. If scientifically trained and inclined persons are disposed to challenge this sincerely expressed judgment, we will maintain our composure and hold tenaciously to our opinion until such time as documentary evidence shall have been presented to prove to the contrary.

Because the good and commendable work of the elementary school is readily recognized, it seems that there should be no bar to the utmost freedom of expression with respect to its program from the standpoint of the home. It is doubtful that the average American home maintains any well-defined, carefully thought-out or conscious conclusions as to the program of the elementary school.

It is pedagogically platitudinous to speak of the indifference of parents with respect to the work of the school. None the less, we must keep well in the forefront of our thinking the lack of information, the indisposition, and the indifference of the average American home. We must remember the tragic ignorance of tens of thousands of them. We must recognize, too, the operation of the principle of division of labor in the business of education; certainly, in its more technical or professional aspects.

With respect to these professional aspects of education, we may raise with dignity the question of the relation of the teacher to the average home. Obviously, it is difficult to know what the wisest and best parents, scattered over the vast stretches of our country, are thinking about education. In the face of this difficulty, our best recourse is to the thinking of organized, non-professional or, at most, quasi-professional groups.

If my assumption is correct, that the National Congress of Parents and Teachers provides the best organized expression of the attitude of the wisest and best parents to the program of the elementary school, it is because that composite expression is philosophical rather than professional. This brings us to the obvious inference that the home looks to the school for the placement of proper emphasis on the scientific aspects of education.

The best and wisest parents expect the program of the elementary school to be executed by persons trained professionally for the business. They apply the principle of the division of labor to the school. They recognize their own limitations. They wish for their children scientifically trained teachers who possess scientific attitudes toward the program of the school. I am sure that the wisest and best parents would have the scientifically trained teacher of their child be not merely a scientist but also a versatile artist. We parents would have you who work in the schools emulate the virtues of the artists,

whose lives are devoted to beauty of sound, of form, of color. We would have you open their hearts to feminine grace and masculine strength; to the beauty of motherhood and the glory of fatherhood; and to the stern voices of truth and duty. All this, we parents know can be done by no rule of thumb.

We of the home should hitch our wagon to the star of idealism. We are in earnest. We would have you go to your task of executing the program of the elementary school with your hearts overfilled with the enthusiasm of John Ruskin for education:

"Education does not mean teaching children what they do not know; it means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to rot and their literature to rust. It means, on the contrary, training them in the perfect exercise and kingly countenance of their bodies and souls."

It is a painful, continuous, and difficult work, to be done by kindness, watching, warning, precept, praise, and, above all, by example.

PARENT EDUCATION AS SUPPLEMENTARY TO THE MODERN ELEMENTARY-SCHOOL PROGRAM

MISS WILLIE A. LAWSON, SECRETARY, ARKANSAS EDUCATION ASSOCIATION,
LITTLE ROCK, ARK.

What is modern progressive education? We used to have geography so we could name Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. We did not know if Maine was north, east, south, or west, but we knew it was in the right-hand corner of the map. Some of you learned the same way. Now we have geography in its relationship to man and the world in which he lives.

The child in the modern elementary school is promoted by subjects; he works with others and progresses at his own rate. Two-fifths of the time is given to individualized subjects, three-fifths to socialized subjects; and he gets help from the teacher as he needs it.

I never make a talk to a parent-teacher association and say anything about home work, but what some father will say, "I long for the day when the modern elementary school will be put into practise, so that the parents will not have to teach the children at home." This home study program is still in vogue in many places. What is the modern elementary-school program? The average legislator thinks that lessons should be heard at a specified period each day; the apathetic and indifferent teacher thinks her principal "an old bear who's gone modern" if he insists on a study of and trial of curriculum revision plans. The principal would be called a poor administrator, if he should force his teachers to teach a certain way; and some superintendents spend much time in deciding what should be taught. There is a definite trend toward the practical or utilitarian instruction. Useless material in the curriculum must go.

A school is just as surely a place where children may live together, learn and develop naturally under the normal conditions characteristic of the age level as a municipality or state is an institution where adults may live, learn, and develop naturally at their age levels. A school should be set up as such, because in your elementary school there are potential bankers, carpenters, dressmakers, scientists, draftsmen, clerks, social workers, and federated club presidents. I have seen them at the age of six. They are just as surely there in the children's group as they are developed individuals in society. Your school program should be one in which each child may find his job, learn it, and live it under the best and happiest environment. This program should not be patterned after some adult situation.

Is it not interesting to hear people talk about education in this day and time? There is not a public man who dares stand before an audience and deny a worthy interest in education. We had one governor in the United States, who said, "I believe in education. I think it ought to be taught in all the schools."

One very important part of an adult education program is to take down from the educational altar the old idol of extensive information and successful memorization marked "education"; to remove from the minds of a deluded public the fantastic notion that there are shortcuts marked by credits and culminating in degrees; and to establish in the minds of people a clear notion that an educated person is not merely a person who can say the answers and work the problems, but one who knows and practises the principles of adjustment to society, who knows why he does certain things, who "talks about" events and ideas, instead of quoting continuously what someone else has said about them.

When elementary schools and parent education programs supplement each other we shall have a utopia. Supplement means to supply a lack, and any plan which proposes modern elementary procedure for the education of children certainly stands incomplete if it does not include the *mammas* and *papas*.

HAS THE PUBLIC ACCEPTED THE NEW ELEMENTARY EDUCATION?

JOHN A. SEXSON, SUPERINTENDENT OF SCHOOLS, PASADENA, CALIF.

It is, of course, impossible for me to know exactly what those who phrased this question had in mind. What does "new elementary education" imply for them? In recent literature, there is such general use of the terms "progressive school" and "conventional school," that, for the purpose of laying a broad basis of distinction, we may use these terms with the following meanings: The "conventional elementary school" may be thought of as a formal, "vernacular school," devoted to skill and knowledge mastery with respect to the fundamental tool subjects. It is, in better-understood parlance, the typical American elementary school—best illustrated by the one-room rural school, as conducted at thousands of American crossroads, before the influ-

ence of Harris, Dewey, and others was felt—say, prior to 1900, or thereabouts.

Critics of this school have devised a long list of descriptive adjectives and appellatives which they have applied to it with rather more enthusiasm than discrimination. A list of examples will illustrate: "repressive," "depressive," "conventional," "disciplinary," "unmotivated," "cloistered," "deadening," "unrelated to life," "unserviceable to society," "extrinsically motivated," "knowledge-centered," "a drill mechanism," "a training agency (animal level implied)," etc. These and other adjectives and phrases more or less significant, and all implying grave deficiency and unserviceableness, are scattered copiously thruout our professional and lay publications, and are heard with monotonous regularity from the platforms and about the tables where education "as it has been going on" is systematically "paneled" or "pommeled."

Now, a word as to the "new elementary education," if by the term the so-called "progressive education" is meant. One finds many descriptive words and phrases, tomes of definition and description, and an equal amount of vagueness as to specific details. Superintendent McGinnis, of New Jersey, in a recent magazine article, defines the new school as:

. . . . a school in which as many as possible of the pupils' needs and interests are provided for, a school in which the total learning effects receive attention. It is a school in which it is recognized that freedom under guidance is helpful in producing desirable outcomes in the learning process, and it is a school in which the propaedeutic function is recognized in the light of the needs of the pupils but never ignored or left to chance.

It seems quite safe to say that in the case of this new school, or progressive school, however one may choose to term it, those closest and most familiar with it would be most surprised that such preposterous criticisms and characterizations could be made by either its proponents or its opponents. They are forced, as I was for the conventional school, to present a defense based upon what most thoughtful persons will recognize as a thoroly factual contention—that the school as it has been going on is neither as bad nor as good as the extremists contend. They will point out certain basic and fundamental adjustments of curriculums, method, and accepted outcomes, but they will emphasize the continuity and the similarity of these new concepts with those of the old conventional school, and will base their defense much more upon the similarities than upon the dissimilarities between the two schools—the new and the old, or the progressive and the conventional.

When one comes to discuss, specifically, the attitude of the public toward the progressive school, as contrasted to the conventional, and to confine one's attention to the issue of whether the public would advise rapid progress in the direction of, and in conformity with, the philosophy advocated by either the progressives or the conservatives, it is more difficult to get specific material. Most of the utterances are from the pens of professional educators or from those who speak out of the frame of reference of one or the other of

the two schools mentioned and who are, to this extent, partisans of the viewpoint presented.

An article by Rollo G. Reynolds, principal of the Horace Mann School, Teachers College, Columbia University, writing in the *New York Times Magazine* in May 1934, is in defense of school fads and frills. In sharp contrast to this opinion, Bruce Barton, writing in the *Woman's Home Companion* of June 1934, registers his disapproval of modern schools. He acknowledges their theory that the purpose of education is to draw out the personality of the child, to produce interesting individuals rather than standardized types. But he insists that without discipline and accuracy life holds only disappointment for all except an occasional genius.

I am convinced in my own mind, that there is no possible answer to your query, Has the public accepted the new education? There is no way available to collect any objective data on the attitude of the public, and, even if I were able to collect it, I think I have presented enough evidence today to convince anyone that these data would not all point in any single direction. It is even doubtful whether one could find, in the present confusion, many definite and specific trends, either in public school practise or in public reaction to that practise, to which many of the data collected could be related.

Persons who seek economy at any price agree with these people that the whole program is bad, but disagree with them that the new program would remedy its defects. By taking this position, they see a possibility of escaping the paying for any education at all. Persons who are parents of children—who have something at stake with respect to public education—listen first to those who argue for the new school, and seem a bit unwilling quite to accept either extreme position. They are satisfied if we proceed to modify and adjust the old conventional program in the light of new situations and new conditions. But most of us are disposed to believe that the future safety and security of our institution of public education rest with persons who belong to this group. They do not quite discard the old; nor do they wholly accept the new.

The honest conservatives who sincerely believe in the old school, and who philosophically support it in their thinking, are equally unwilling to recognize the fact that the movement toward the new education has not, when administered by thoughtful persons, hampered or hindered the mastery of the fundamentals on the part of the children. Their contention that, to be progressive, one has to proceed in utter disregard of facts, and without a knowledge of fundamentals, is a defense mechanism which they have built up quite outside the realms of reality.

THE INFLUENCE OF EDUCATION ON THE MOTION PICTURES

COLVIN MC PHERSON, DRAMATIC CRITIC, *St. Louis Post-Dispatch*,
ST. LOUIS, MO.

When I started into inquiring into the movies, I was told that the average mental age of movie-goers was fourteen. At that time, I did not see how that quite could be figured without Dr. Thorndike's aid. But since then I have wished, as I have often wished in intelligence tests, that they might be taken over. I think the average intelligence of the audience, today, would be greater.

Peculiarly enough, the motion pictures of today have to be educational to exist, especially since the decency drives, in which we have lost many themes of novelty in pictures. We have been thrown to the background of history, biography, and science, and—wonder of wonders—they have all been good box office. Box office because people of all degrees of education found something to interest them.

There used to be a day when anything done in costume was "poison." But nowadays, producers do not hesitate to make a costume picture. Along with that, the studios have a perfect passion now for authenticity. In the old days, movie men did not care for details. They could use a broomstick to represent an ostrich. But, today, technical experts have become important persons. And they range from, "Sourdough Bill," who can tell how Yukon was in the old days, to the two Harvard and Cornell professors who are out in Hollywood to see that Shakespeare's bones are not scattered to the four winds after *Romeo and Juliet* is made.

Today, the motion pictures have come to be recognized as an entity in American society. Recognition has come from quite dignified sources. In the last year, one hundred thousand good Rockefeller dollars went to the formation of the Modern Art Film Library in New York. That organization has shown itself to be very capable in assembling all the notable films of the past, and they are released to schools and colleges for showing. The reaction on that evidence must necessarily have much to do with the direction of the motion picture in the future.

Public libraries over the country are assembling scenarios, as they might copies of plays or novels. Universities are offering courses in motion picture writing, directing, and acting. More than two thousand high schools in the country, I am informed, have motion picture appreciation courses, either in connection with the study of English or a separate study.

In many schools of the country, high schools particularly, there are motion picture clubs in which the boys and girls write their own plays, film and project their own movies. It is an expensive plaything compared to other diversions, but an interesting development when viewed by anyone who takes the motion pictures seriously.

We know that children like pictures like *Sequoia*, the Frank Buck pictures, Charlie Chan mysteries, and aviation melodramas. They would not trade

Joe E. Brown for all the Noel Cowards in the world. If you could have sat with me at a screening of the Admiral Byrd picture, you would have known, as some of you probably do, that the icy grip of the Antarctic is much preferred to all the clinches of Clark Gable and Jean Harlow. We have no quarrel with that. I should like to see pictures made that would treat of more mature themes, which we, ourselves, might enjoy, without children. I should like to see the intelligence level, maybe the age level, raised, but any of us who trust in the motion pictures are quite willing to wait for that. It will come. Eventually, we shall distinguish between children's movies and adults' movies.

Realizing the power of the screen, we wish sometimes that it could do more in shaping opinion. We regret to see sometimes that a story like *Paths of Glory* cannot be filmed for fear of hurting France's feeling—altho I think they would probably change the locale to Russia. We would like to see a book like Sinclair Lewis' *It Can't Happen Here*, and I understand that is held up now for reasons which both sides deny.

If we are to make the movies intelligent, we must favor them with our presence. Otherwise, Joe Doakes and his girl friend, who go every week, are going to out-vote us at the box office and we are going to get shoddy motion pictures. I have no sympathy with anybody who goes to a motion picture, I mean an intelligent person, not knowing what he is going to see, and then comes out and says the picture is bad. You must pick your movies like you do your clothes. If you do that, you will be safe. If you do that, we will be saved.

We critics perceive an intellectual growth in the movies up to now, one which I think we may attribute very correctly to the schools. You have taught youngsters and you have taught adolescents to be smarter, and these Hollywood people cannot get away with what they once did. I wish, therefore, that we might go just a step farther and, by a little more serious study of the motion picture, chart its course for the future and for education.

THE ELEMENTARY PRINCIPALSHIP DEVELOPS

JOHN L. BRACKEN, SUPERINTENDENT OF SCHOOLS, CLAYTON, MO.

Civilization has changed almost out from under us, and other things have been changing than the elementary-school principalship. I have an idea that many of you people would find it difficult to imagine the world of education in which there existed no Department of Elementary School Principals, and because of my patriarchal position, I wish to speak about the trembling, faltering beginnings of this Department, which seems now to be depression proof, which raises the total number of its membership even thru the difficult years thru which we have been passing.

In the year 1921 there was no National Organization of Elementary School Principals, but I think this movement was on the brink of occurrence in every part of our country. I do remember that we discussed this in a class of W. P. Burroughs in a University of Chicago summer session. This course was devoted to the problems of the elementary principalship.

When we came to that final session which precedes the final examination of the course, it seemed to me that something ought to be done about it, and so I arose, and suggested that we should form an organization of elementary-school principals, that would look forward to becoming a department of the National Education Association. You know how motions are easily picked up and carried without any opposition in classes, just before the final examinations, so there was no difficulty.

They appointed a committee, at once, with Leonard Power, who was then at the Franklin School in Port Arthur, Texas, as chairman, and myself as secretary of this organization, which we ventured to call the National Association of Elementary School Principals. We set about organizing our very first program for the Atlantic City meeting the next winter.

One of the interesting things that I recall from the early days has to do with a Des Moines meeting the next summer, which Leonard Power and I had organized. When we arrived at the church where this meeting was to be held we found a meeting that filled a fairly large auditorium, comfortably, already in progress. Believing that we had come to the wrong place, we immediately retired to the sidewalk for a conference. We checked the program and found to our amazement that we had come to the right place, and that the meeting was a live organization of elementary-school principals that had already established the precedent of beginning programs on time, whether the officers were there or not.

During the years that have followed, the elementary-school principalship has developed an organization which today takes its place in the family of the National Education Association subsidiaries, one of the lustiest of its children. Many fine things have been done. I know that your programs are outstanding, your bulletins are much sought after publications, but perhaps your yearbooks are, to date, your outstanding contribution.

I have an idea that it is possible for principals to get into ruts, but it is easy for them to get out. You know, when you stand away from yourself, you can see things that you did not know were there, and as I have looked about me in recent years, I have found several types of principals.

I have seen principals who seemed to be secretaries of their schools, instead of being actual principals. They enjoyed making requisitions; all the reports had to balance. I think some of them had to rhyme before they were complete. They were tremendously interested in keeping records in connection with the work, and became secretarial-principals.

On the other extreme, there is the administrative principal, who regards his school as a going institution, who wants things to run smoothly, who is concerned with the things that can be handled, and who wants his institution to be recognized. It is a going concern, it is a thing which he is directing.

I have seen a few teaching principals, people who have not been able to forget the fact that they came from the teaching profession and have assumed a somewhat different position, and they have found it impossible to generalize on the teaching which they do to such an extent that they can control the entire situation. And yet, I have an idea that it is an excellent thing for every principal of schools, where it may be possible, to teach an

occasional class, just to find out how resistive the young mechanism can be to the intrusion of new ideas and new learning.

But the thing that has come out of that is a composite which selects here and there those component elements that can go together best, and will make the kind of principal that will fit into the present day. Instead of being a secretarial person or driver, instead of being a teacher who attempts to generalize, instead of spending all time in supervision, we have, today, the composite principal.

As I close, let me mention the thing that must always be uppermost in our mind: The elementary schools of America still develop all of America's children. It is to the elementary schools, it is to the domain of the elementary-school principal that little youngsters, five and six years of age, first direct their steps in a journey that is longer, a journey that takes them farther away from home than any other journey of the same length can ever do. These folks come in, all of them, to our schools. The high school is still a selective institution in spite of the events of the last few years, but all of the children of America come to us, and as you principals and as you teachers develop them, so will the course of America be.

WHAT HAPPENS WHEN WE LEARN?

ARTHUR F. COREY, ASSISTANT COUNTY SUPERINTENDENT OF SCHOOLS,
ORANGE COUNTY, SANTA ANA, CALIF.

All true learning is development. When learning takes place, development occurs. The ideal life is one of constant and consistent development—a steady evolvment of the ultimate possibilities within one—a progression from immaturity to maturity. This word “maturity” and that other word “maturation” are recently much discussed. In the dictionary at the university, the page upon which these words are found is much dog-eared and a great greasy spot from many pointing fingers is under and about the word “maturation.” This suggested the possibility of a new method of research to determine the relative importance of certain words in education by comparing the grease spots found in a dictionary frequented by many perspiring summer school students. Sure enough, “integration” and “orchestration” were even darker.

Originally, the word “maturation” had a definite and restricted psychological meaning. Serious objection has been raised to the loose manner in which educators use their terms, even changing their meanings to fit the occasion. Technically, “maturation” denotes the development of the protective sheath about the neurone which gives the cell its capability for carrying the nervous impulse, by acting much as an insulator on an electric wire. It should be noted that “maturation” denotes a process and not a condition. In its more recent and inclusive meaning, it is the process of being on the way to maturity. Maturity is a condition, static and complete, and except in mere physical sense ardently to be avoided. Maturation, then, is the journey along which the organism travels to maturity. Fortunately, the destination is so

far down the highway that most of us need worry little about reaching it too soon.

The child points his finger at the evening star and babbles about its pretty light. As a man he turns his telescope upon it, measures it, weighs it, and analyzes its content. He has traveled far from the immaturity of the child, but still there are vistas beyond his reach which he longs to penetrate and understand. Development means an ever-widening sphere of understanding—an appreciation of the significance of things—and an ability to foresee the implications of things. There is obviously not one maturity toward which the child travels but myriads of them. The degree to which any experience pushes the individual down one of these paths of development determines the learning quality of that experience.

The task of the teacher is to guide children in such manner that the maximum development results. If there is no development, there is no learning. Much of the rote type of school experience of the past has carried little with it which might be dignified with the title of learning. The memorization of the capitals of the states partakes of learning only when such facts are utilized to modify the attitudes and reactions of the child.

On the other hand, much of the so-called activity in our classrooms involves no more learning than the children would experience if building a playhouse at home, or given the task of caring for the lawn or garden. It is not enough that a learning situation has some value. Almost any situation involving activity on the part of the child has some learning value—modifies the organism of the child in some way—but the challenge to the teacher is to stimulate a classroom environment which will produce not just some learning but the best learning.

How many teachers in planning their work for next term will thoughtfully determine the changes they wish to effect in their pupils and then plan the educational experiences which they feel will produce those results? Most of us still teach certain subjectmatter and then scramble about mentally for an excuse for it afterwards.

If teachers, especially in the secondary schools, do not free themselves from their slavery to a preordained body of subjectmatter and develop a program aiming at child development, it may be necessary to break down completely subjectmatter standards and assign teachers in terms of specific objectives. A teacher might be assigned to a group of children with the specific objective of helping them attain efficiency in expression. He would not be hampered with a traditional curriculum in which these pupils must know *Ivanhoe*, *Lady of the Lake*, and *Silas Marner*, neither would they be tested on grammar. The teacher and pupils would work out their own methods and pick their own subjectmatter to achieve a conscious result. Another teacher might have the objective of physical efficiency. Another might strive to plan experiences which would develop social responsibility. The plan here suggested is used only to illustrate the need for beginning the curriculum with objectives instead of subjectmatter and is not to be taken as any definite thing. In each case, teacher and pupils together would start with an objective and together select the activity which they mutually felt would achieve

the desired result instead of starting with the prescribed subjectmatter and then after it is all over trying to figure out what it was all about.

If every teacher could visualize the pupils, each one, as a maturing, developing individual—mentally, morally, and physically—at once appreciating that success is measured only by that development, the new school would be a possibility.

This concept that learning is essentially development makes of the teacher an engineer in human personality. Emerson once said, "Make the most of yourself, that's all there is of you." Every child comes to school with his future, his welfare, his happiness, his wealth tied up in himself. Good teachers never forget the supreme worth of a personality.

WHAT IS THE RESPONSIBILITY OF THE PRINCIPAL IN THE SECURING OF DESIRABLE EDUCATIONAL OUTCOMES?

FLORENCE HALE, EDITOR, *The Grade Teacher*, NEW YORK, N. Y., AND PAST PRESIDENT, NATIONAL EDUCATION ASSOCIATION

In a discussion of my topic, we might first ask the question, "What is the position of the principal, anyway?" Is it a nominal one which implies duties little beyond hall duty, the passing out of supplies, and the chairmanship of the teachers meetings, or does it mean a person who takes some part in and is responsible for the success of each teacher in his or her building? Is it any affair of the principal if a new teacher who comes to his school this fall fails in her work? Shall he take the attitude that she is hired to teach that class and if she cannot do so successfully it is no fault but her own and cannot be construed in any way as a criticism of his administration?

I believe most of us would agree that it is very much a part of the responsibility of the principal to see that that teacher succeeds, and that her failure is to a very great extent his failure altho, of course, there may be exceptional cases. In the new education, it is pretty generally agreed that if children fail in their school work the teacher is held responsible. I do not see why exactly the same principle should not apply in the relationship of the principal to the teachers in his school.

This does not necessarily mean that the principal must know every step in the teaching of primary reading or music in the third grade, but he should be able to refer the teacher who is weak in these subjects to sources of help. He may send her to visit other successful teachers of her same grade and, most of all, he can help her to analyze her own weaknesses and, thru his larger experience, set her on the road to improvement. This is a difficult problem in those schools where economy has forced the principal to carry a heavy teaching load himself with little time allowed for supervision, but it can be done if the principal has a real interest in his work and is a professional educator and not merely a job-holder.

The principal is not only responsible for the success of the new teacher, but likewise he should be able to bring to the entire corps of teachers the

latest ideas in method, should keep them in touch with the most advanced educational theories, and should have an eye to the enrichment of the content of their instruction, thru the recommendation of the best equipment and most helpful books appropriate to the grade of each instructor.

WHAT PART DOES THE TEACHER PLAY IN THE LEARNING PROCESS?

JOSEPH ROSIER, PRESIDENT, STATE TEACHERS COLLEGE, FAIRMONT, W. VA.,
AND PAST PRESIDENT, NATIONAL EDUCATION ASSOCIATION

After all, the learning process in the final analysis is determined very largely by an individual pupil under the guidance and stimulation of an individual teacher. That rather indefinable thing which we call personality is the biggest factor in the success of teaching. Mark Hopkins at one end of the log and his pupil Garfield at the other may not have constituted a university but it was a vivid illustration of the most vital contact that any student can have in an educational institution. Modern teaching recognizes the importance of the pupil environment and the situations which are arranged for the stimulation of the learning processes. Good teaching, therefore, involves the organization of those factors which surround the pupil and encourage him to learn.

The old examination was not altogether without its value. As far as I have been able to discover the more modern methods of testing and measuring are just a variation of this old plan. We know that the child is an entity and that no system of examinations and no plan of testing which merely reaches some isolated result of learning will be a safe basis on which to estimate the general progress of a pupil. The greatest work of the teacher probably is found in the discovery of abilities in the pupil. Successful teachers are always looking for hidden qualities and interests among their pupils. I know of no more important duty of any teacher than that of discovering and awakening interests in the growing human mind. I can forgive a good many failures on the part of teachers if in the midst of these failures they are able to awaken interest and to stimulate effort. Many teachers as well as administrators have a fear of independent student conduct. I believe pupils and students in our schools ought to be free to make many decisions of their own and they ought to learn from actual experience the cost of mistakes and blunders. Sooner or later they must face situations without teacher support and help. We all know from experience that there is no quality more important in a teacher than that of patience in dealing with children. It is not always easy to know why a child behaves in the way that he does. It sometimes requires long observation and study to understand the reactions of children. An important element in the learning process is the development of a consciousness of progress and achievement. It is an old saying that nothing succeeds like success and there is no greater stimulus to continued effort than the feeling that progress is being made. On the

other hand nothing is so discouraging or so retards ambition and interest as does failure.

Very early in the life of the pupil opportunity should be given for self-activity. In my opinion, personal initiative is one of the most important and valuable results of educational training. For this reason the wise teacher will provide every possible opportunity for student-directed activity and the exercise of all types of student freedom.

The teacher has an opportunity from day to day to teach those lessons that will make the future man or woman a happier being in all of his social relations. Much of the crime and social disturbance of our day are caused by the maladjustments of men and women. Is it too much to hope that every child in our country may have a teacher who in training and in personality will combine all of these desirable qualities in such a way as to be a blessing to childhood?

TEACHING OF THE IMPLICATIONS OF RELIGION IN THE TEACHING OF SOCIAL SCIENCES

NORMAN C. THORNE, ASSISTANT SUPERINTENDENT, PORTLAND PUBLIC
SCHOOLS, PORTLAND, ORE.

A great many people are saying that civilization is in a race between education and catastrophe. Ellwood says this statement should be modified to say that civilization is in a race between social, political, moral, and religious education and catastrophe. These latter kinds—social, political, moral, and religious education—have been neglected in our schools. A great deal of emphasis has been laid on scientific education, especially during this century. Scientific education has done much to promote material things which promote the happiness and well-being of the race, but scientific education has also produced many things which may be used for the destruction of the race. Many of our leading scientists have changed their views in regard to the constitution of matter. The materialistic view of the universe is giving way to a non-mechanical reality. As a result, more emphasis must be placed upon the teaching of those subjects which emphasize the realities, forces, and ideas of the modern world in which we live. One of the most important of these forces is religion.

A great many of the problems which seem primarily to be of political, economic, or social interest are religious problems as well, because they deal with human relations and the problem of living together. The underlying basis of the Christian religion is enthusiasm for humanity and ultimate worth for human personality. It is all summed up in the Second Commandment, "Thou shalt love thy neighbor as thyself." Because of the complexity of our modern civilization, the problems of living and living together become more and more important. Heretofore we have excluded religious teaching in our public schools. Someone has said, "Man is incurably religious." In our high-school program we have practically said, "Altho religion is a very important part of your life, nevertheless in anything which we discuss here in

school, religion must not be allowed to enter." We have been told to prepare boys and girls for life, and then left out one of the most important elements in that preparation. It is then we insisted that in the teaching of social science the implications of religion be stressed so that boys and girls will go out into life with a knowledge of their responsibility toward their fellowmen. It is pretty generally agreed that the "teen age" is the period in which boys and girls are most susceptible to the influences of religion. If in our schools we can do something to bring the influences to bear upon the solution of the problems, we will have brought to bear another influence to guide and direct people in their dealings with one another.

STATUS OF THE ELEMENTARY-SCHOOL PRINCIPALSHIP IN OREGON

ROBEN J. MAASKE, SUPERVISOR OF RURAL EDUCATION AND SCHOOL LAW,
STATE DEPARTMENT OF EDUCATION, SALEM, ORE.

The need for the professional improvement of the elementary-school principalship has been particularly urgent in medium-sized and smaller rural elementary schools. For many years the principals in Portland have been organized into the Portland Elementary School Principals Association, which has done some excellent work thru its study committees and thru the year-book issued by this association.

Prior to undertaking a program for the improvement of the elementary-school principalship in Oregon, it was felt desirable to make a careful survey to determine the status of the elementary-school principalship in the state. With the aid of an appointed committee of five Oregon elementary-school principals to act in an advisory capacity, the State Department of Education worked out a survey schedule designed to assemble basic information for use in working out a state program to develop and improve the professional status of the elementary-school principalship.

In the statement below there is listed a summary compilation of suggestions and major problems advanced by elementary-school principals participating in the survey.

The professional status of the elementary-school principal in Oregon could be improved thru:

1. Establishing special summer courses in the field of the elementary-school principalship dealing with all phases of the principal's work, but particularly with administrative and supervisory functions.
2. Establishing a greater distinction between the terms "teacher" and "principal" thru creating a consciousness on the part of schoolboards, teachers, and principals of the importance of the supervisory and administrative functions of the elementary-school principal.
3. Giving more time to principals in larger schools for supervisory duties thru curtailing the amount of time spent in actual teaching.
4. Providing special credentials or certification requirements for the elementary-school principal which require special administrative and supervisory training.

5. Encouraging a practise on the part of schoolboards to employ an elementary-school principal for a period longer than the school year to permit a definite period for preliminary organization and study in the school district.
6. Giving elementary-school principals more of a voice in the selection and dismissal of teachers under their supervision.
7. Encouraging the making of two- or three-year contracts for elementary-school principals who are not in districts now operating under a permanent-tenure law.
8. Organizing elementary-school principals conferences, either on a state or regional basis.
9. Having the elementary-school principals participate more actively in community affairs and activities.
10. The enactment of a retirement law for all teachers.

The major problems of the elementary-school principal as expressed in the survey schedules are :

1. Lack of sufficient time to do thoroly the administrative, supervisory, and clerical work required of the ordinary elementary-school principal in addition to teaching.
2. Lack of adequate equipment, reference materials, visual aids, etc., particularly in the medium-sized and small rural elementary school.
3. Problems involved in enriching the school program with a limited number of teachers and with the principal devoting most of his time to teaching duties.
4. Problems involved in conducting a successful diagnostic testing and remedial teaching program.
5. How to organize effectively a year's program of teachers meetings for professional study and progress.
6. Problem of managing community and other outside groups who continually seek school time for advancing their own programs and interests.
7. Problem of curriculum revision designed to place more emphasis upon the field of the social sciences in the elementary grades.
8. How to educate our patrons to become school conscious and able to understand and appreciate the value of modern elementary schools.
9. Problem in supervision in connection with making adequate provision for individual differences of pupils, particularly the gifted pupil and the retarded pupil.
10. Dealing with the problem of unreasonable demands upon the school for entertainment for community and special clubs.

It is the plan of the State Department of Education in Oregon to follow the suggestions and reactions expressed by principals in the survey in planning a program for the improvement and development of the position of the elementary-school principal. Other data and information descriptive of the present status of the position of the principalship will also be utilized to the full in building a program for improvement, thru the following means:

1. Concentrating on fulfilling the expressed needs of elementary-school principals, as revealed in the survey.
2. Setting higher standards thru requiring special credentials for the position of elementary-school principal, at least in the medium-sized and larger schools.
3. Developing a program of in-service training consisting of (a) well-planned conferences; (b) organized plan or committee study by principals on pertinent problems; (c) supplying pertinent aids and significant news of interest to elementary-school principals; and (d) direct contact with schoolboards to develop a consciousness on their part of the importance of the recognized duties of the position of the elementary-school principal.

INTERSUBJECT RELATIONS

H. C. TALLMAN, PRINCIPAL, BEAUMONT SCHOOL, PORTLAND, ORE.

A part of any philosophy of education should serve as a clearing-house for the evaluation of objectives and the technic necessary to acquire the objectives. Intersubject relations are, therefore, a very important part of educational procedure.

Aside from the natural and exact sciences we have come to accept the process of education as a science social in nature. Education is an active science, a science which is ever changing to meet the challenges of a social environment.

Too many times our educational procedure has been strikingly unbalanced in the light of strategy and tactics. This has been especially true when a definite philosophy of education was not within the appreciation of the teacher. A supervising principal has upon many occasions observed a teacher struggling with methods or technic while at the same time pitifully and wofully lacking in a clear-cut understanding of major objectives—objectives desirable and acceptable to the experience background of the educand as he lives in a social, economic, cultural, and spiritual world. While method is essentially necessary, objectives successfully attained must be a combination of the two, namely, objectives and methods.

Types of education advanced in the last two decades have by the sponsors been called by various names indicating that each is based upon a new philosophy when in reality it is just an old philosophy clothed in modern regalia.

Some of these revived philosophies have tended to place great emphasis upon activity. An activity school is very commendable but the emphasis upon consequential reasons for the activity has been much underdeveloped. We have a strong notion in our school that while many interests are of an immediate nature and give immediate satisfactions, children can be trained to have a conscious interest in deferred satisfactions. To forego the immediate for the deferred desires, differentiates very largely between man and the lower animal kingdom and in the end contributes most to a social consciousness.

BUILDING A COMMUNITY THRU THE ELEMENTARY SCHOOL

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.

Each year in Atlanta we pick out some particular thing to which we direct our attention. One project in the Atlanta schools for 1934-35 was to build a better community. I believe our principals have done that thru a very large number of community activities and thru building a better life for the children.

How can we build a better community? The first thing is to build thru a better school. There are many things that all of us could do in order to make a better school. How can we build a better home? I believe one of the

things elementary-school principals can do more than any other principal is to tie the school up with the home. Have something out of the school go into the home—something the child is going to make to take home.

We have school gardens and children take plants home. The home ought to be an attractive place. Build into the children's lives a love of the beautiful so that they can take it into their homes. Almost every school in Atlanta has a school garden with a plot of ground for each grade which the children care for themselves. The grand thing about a school garden is that it is a means of creating a desire for lovely plants in the home. Miss Rhoades, one of my principals, has sent millions of plants from the school gardens into the homes. The child who takes home a plant from the school garden takes ten times better care of it than anything the parents can buy. In one very poor district of little three-room cabins, children were given great quantities of ferns to take home and plant all around the houses. When it begins to get cold in the winter the children dig up the ferns and bring them to the school greenhouse where they are cared for and the buildings are kept warm so that the ferns will not die during the cold weather. Then the ferns are ready to go back to the homes in the spring. The school needs to build around the home thru love and the ties that bind it together.

We urged the children and parents to go to church as a family and sit together—mothers, fathers, brothers, sisters, cousins, aunts, uncles, grandparents.

Education has an obligation to help build a home and this can be done by taking something out of the school into the home. It would do lots for the superintendent and the board of education, when bond issues come up for consideration, if they had the support of the parents. Keep parents interested by sending something out of the school into the home every week rather than just once a month. Also let children bring things out of the home into the school. Have pet shows, circuses, carnivals, and doll shows, and let the boys bring dolls too. Let them bring a toy, pony, cat, dog, or fish, and spend a day at school. A pet parade gets all the dogs and cats washed up at least once a year.

Parent-teacher associations are fine things. It is splendid for mothers to meet the teachers. In one school where most of the mothers are young women, a skating class was organized. The seats are taken out of the auditorium and the mothers and the kindergarten and primary children skate and have the best time. They also have a teacher instruct them in dancing. Activities like these bring them out of the home into the school. Another thing we feel that ties the home and the school together is open house. We feel it is a grand thing for parents to have a place to go to on Sunday afternoon with their children. It is building toward a greater community spirit. During open house fathers meet and talk politics and the mothers have a chance to discuss matters of interest to them.

Do something about getting good moving pictures by contacting local theater managers to see that children are given clean and wholesome movies. The school can do something towards building better radio programs. Learn

to listen and enjoy only the best programs, and do not be satisfied with something not quite so good. Newspapers and school papers can be made self-sustaining and are a feature in the building of the life of the community. Opportunity to make an announcement thru a school paper is of great value not only to the school but to the entire community. Build solidly for family life, in cementing the life of the child thru the community. The nearest way to the heart of any parent is thru his children and the best way to build for the future is thru our children. Children must be better than their mothers and fathers. Communities must be better than they were. It is a sad day when we put all the emphasis on gaining knowledge and fail to put emphasis on making solid hearts and characters in our children. Elementary-school principals and elementary teachers have the opportunity of opportunities to build a community.

SECRETARY'S REPORT

St. Louis, Missouri

February 22-27, 1936

The winter meeting of the Department of Elementary School Principals, consisting of two general sessions, a breakfast, a tea, and a banquet, was held at St. Louis, Missouri, February 24 and 25, respectively. The general sessions were held in Assembly Room 4 of the Municipal Auditorium; the Department tea, breakfast, and banquet were served by Hotel Statler, the headquarters hotel.

The musical program which preceded the Monday afternoon general session consisted of four beautiful selections rendered by a group of pupils from the seventh and eighth grades in the St. Louis schools under the skilled direction of Eugene M. Hahnel, supervisor of music in St. Louis schools. This group of students was from several schools and the numbers rendered were part of their daily work. The training and precision with which all reached their notes was so noticeable that they were given a thunderous ovation. The splendid musical program which preceded the Tuesday afternoon program was rendered by a group of St. Louis elementary orchestra pupils. The Department was again especially favored, for Dr. Hahnel directed the group.

Tea, Breakfast, and Banquet

On Sunday afternoon, February 23, from 4 to 6 o'clock in Room 106, Hotel Statler, the president and other officers of the Department of Elementary School Principals were the recipients of a lovely tea given in their honor by the St. Louis Principals Club. All visiting principals were cordially invited to attend, and judging from the happy crowd which responded one could say that "a good time was had by all." This lovely occasion will long be remembered as one of the bright spots of the convention.

The Department breakfast on Monday morning, February 24, Hotel Statler, Parlor A, was another delightful get-together for President Harley W. Lyon had arranged a fine breakfast program. M. Emma Brookes, first vicepresident of the D. E. S. P., presided because of the illness of Mr. Lyon at his home in Pasadena, California. Miss Brookes expressed her sincere regret and that of the officers of the Department at Mr. Lyon's illness, and the executive secretary, by the unanimous vote of the 145 present, was instructed to send him a message to this effect.

Isabel Tucker, principal, Shenandoah School, and chairman of the social affairs of the Department had mimeographed a page of songs which President Lyon and St. Louis principals had prepared for the occasion, and these were placed at all plates. R. E. Strickler, principal of Hodgen School, with his magnetic personality,

had each person present trying to sing even tho he knew he was "off key." Miss Brookes gave a word of greeting; had Miss Tucker make the announcements about the banquet that evening; asked Edythe J. Brown to tell about the Conference on Elementary Education, sponsored by the Department of Elementary School Principals, to be held at Portland, July 6-17, 1936; had a roll call by states; and made other announcements of the activities of the week which would be of interest to those present.

A "rainbow banquet" took place in the Big Ballroom, Statler Hotel, Monday, at 6 p. m., February 24, with four hundred and fifty-six members and friends present. This unusual color scheme was carried out in the table decorations, the flowers, the candles, and the beautiful programs.

Earl R. Laing, member of the Executive Committee, Department of Elementary School Principals, and district principal, Detroit, Michigan, was master of ceremonies in Mr. Lyon's absence. Mr. Laing's informal and pleasing introductions and announcements caused all to enjoy to the utmost each moment. The music, played by a string quartette from the Cleveland High School during the dinner hour, was enjoyed immensely. R. E. Strickler, principal Hodgen School, accompanied by Miss Gene Meenach, Cleveland High School, rendered two very appropriate vocal selections. Mr. Laing then introduced Henry J. Gerling, superintendent of St. Louis schools, who at this time gave those assembled a most delightful surprise by introducing a friend of his and a pupil of the St. Louis schools, Elda Vettori, of the Metropolitan Opera. Miss Vettori most graciously gave several numbers. All present appreciated Dr. Gerling's giving them the privilege of hearing such a beautiful song-bird as is Miss Vettori.

Dr. Gerling then introduced the magnetic speaker of the evening, Colvin McPherson, critic editor, *St. Louis Post-Dispatch*. Mr. McPherson brought a most unusual and delightful presentation of facts, and gave these in a most interesting discourse.

As the evening drew to a close, those present realized that the lovely social affairs of the meeting had been due to the splendid arrangements of Chairman Isabel Tucker, president of the Women's Principals Club, and principal of Shenandoah School, and her splendid committee.

Executive Meeting, Sunday Morning, February 23, 1936

The meeting was called to order by M. Emma Brookes, first vicepresident, in Room 306, Statler Hotel, St. Louis, Missouri. The following persons were present: M. Emma Brookes, first vicepresident; Ira M. Kline, second vicepresident; Edythe J. Brown, third vicepresident; Irvin A. Wilson, fourth vicepresident; Mrs. Margaret M. Smith, fifth vicepresident; Earl R. Laing, member, Executive Committee; Herbert C. Hansen, director, Life Membership Division, and Eva G. Pinkston, executive secretary.

President Harley W. Lyon, Mrs. Edith B. Joynes, and Cassie F. Roys were unable to attend because of illness. Mr. Stratton was also absent due to extra school duties.

A motion was made by Mr. Kline and seconded by Mr. Hansen that the executive secretary be instructed to send messages to those absent expressing regret because of their inability to be at the meeting. Motion carried.

A motion was made by Mr. Laing and seconded by Miss Brown that the reading of the minutes of the Denver meeting be omitted because they had been approved by all before they were published in the October issue of the *National Elementary Principal*. Motion carried.

At the request of the executive secretary, Fred M. Hunter, chancellor for Higher Education, State of Oregon, and Willard E. Givens, executive secretary of the N. E. A., appeared before the officers and Executive Committee to discuss plans for the Conference on Elementary Education, which the Department is sponsoring immediately following the N. E. A. convention at Portland. The invitations from many colleges were read by the executive secretary. After much discussion the chairman asked that a vote be taken by ballot. The vote cast was in favor of the Extension Center, University of Oregon. A motion was made by Mr. Kline, seconded by Mr. Wilson, that the executive secretary notify Dr. Hunter and Mr. Givens of the deci-

sion, and give Dr. Hunter a list of names of instructors chosen, asking him to contact these people while at the convention or as soon as possible thereafter. Motion carried.

Because of President Lyon's absence, the following officers presided at the various meetings: Executive meetings—M. Emma Brookes; Monday breakfast—M. Emma Brookes; Monday afternoon session—Edythe J. Brown; Monday banquet—Earl R. Laing; Tuesday afternoon session—Ira M. Kline; and Wednesday afternoon group discussion—Irvin A. Wilson.

Miss Brookes asked that the problems which the executive secretary had included in her report be discussed. A folder of the report had been prepared for each officer and member of the Executive Committee. A motion was made by Mr. Wilson and seconded by Mrs. Smith that the report of the executive secretary be accepted. Motion carried.

The secretary read letters which had been received in St. Louis from President Lyon. Mr. Lyon had sent five life memberships. He has been largely responsible for the large number of the Department's life members in California. A motion was made by Mr. Hansen, seconded by Miss Brown, that the secretary be instructed to write to Mr. Lyon, in the name of the officers, and commend him for this splendid record.

In discussing the subject of membership, Mr. Laing suggested that the Department have a representative in each locality to collect the dues and forward the amount to headquarters. Mrs. Smith reported that this is done by the Denver Club.

Mr. Wilson, chairman of the committee to select a seal for the Department, submitted a picture of the suggestions received. The center of the seal includes a modification of the open book design of the Life Membership Key of the Department with the date 1921, the date of organization of the Department, imprinted lengthwise on the key. The actual over-all diameter of the seal would be scaled down to approximately $1\frac{3}{4}$ inches. A motion was made by Mr. Laing, seconded by Mrs. Smith, that the recommendations of Mr. Wilson and his committee be accepted and that the seal be made. Motion carried.

A motion was made by Miss Brown, seconded by Mr. Wilson, that Dr. Hunter and Mr. Givens be sent a letter of thanks for the cooperation they have given in helping to formulate plans for the Conference on Elementary Education which the Department is sponsoring this summer. Motion carried.

In discussing the valuable information received at headquarters on the Inquiry Sheet which was sent to all members, it was found that many principals were vitally interested in the same problems. A motion was made by Mrs. Smith, seconded by Mr. Kline, authorizing President Lyon to appoint a committee from each group to study the major problems.

In discussing the ways and means by which the Department may increase its services to members, the fact was brought out that the only source of revenue is from membership dues and sale of yearbooks. The Department of Elementary School Principals has not received any help or subsidy from the N. E. A. since 1932. Even tho membership at present is 15 percent ahead of this same date last year, the income is not enough to adequately meet the requests and helps needed by members. A motion was made by Mr. Hansen, seconded by Mr. Laing, that the executive secretary be instructed to confer with Willard E. Givens, executive secretary of the N. E. A., and ask that the D. E. S. P. be given an appropriation of at least \$5000 to carry on special work. Motion carried.

Executive Meeting, Tuesday Morning, February 25, 1936

The second meeting of the Executive Committee met in Room 306, Statler Hotel. Those present were M. Emma Brookes, first vicepresident; Ira Kline, second vicepresident; Edythe J. Brown, third vicepresident; Irvin A. Wilson, fourth vicepresident; Mrs. Margaret M. Smith, fifth vicepresident; Earl R. Laing, member, Executive Committee; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary. Marie Wetzel representing Cassie Roys; Bess Rogers Clement and Richard R. Foster, editorial committee; Ralph D. Owen, chair-

man, Spelling Reform Committee; and Herman Browe; director, elementary education, Detroit, Michigan, were invited to be present.

Because of the absence of President Lyon, due to illness, M. Emma Brookes, first vicepresident, called the meeting to order. The minutes of the meeting of Sunday, February 23, 1936, were read and approved.

Ralph D. Owen, chairman, Spelling Reform Committee of the Department, made a splendid report. Dr. Owen presented the following resolution:

WHEREAS, the teaching of reading and spelling is one of the major concerns of the elementary school; and

WHEREAS, it is practically impossible for any individual investigator to make a scientific study of the effect of the unphonetic characters of English upon the learning of reading and spelling; therefore,

Be It Resolved, That the Department of Elementary School Principals of the National Education Association request the American Council on Education to grant to the Department a financial subsidy sufficient to conduct a controlled experiment in beginning reading; such experiment to be conducted under the direction of a joint committee of the Department and the Council.

Respectfully submitted,

RALPH DORNFELD OWEN, *Chairman*.

A motion was made by Mr. Laing and seconded by Mr. Kline that the resolution be adopted. Motion carried.

A motion was made by Mrs. Smith and seconded by Mr. Wilson that the Spelling Reform Committee be continued and that the Department help the Committee as much as possible in its work. Motion carried.

Dr. Browe, Mr. Hansen, and Mr. Kline offered their schools as experimental centers.

Richard R. Foster and Bess Rogers Clement made the report for the Editorial Committee, because of the absence of Samuel Berman, chairman. They recommended that the name of the 1936 yearbook be "Personality Adjustment of the Elementary-School Child." Because of the very fine material which had been received from so many experts in this field, they asked that the number of pages of the yearbook be increased for this year. A motion was made by Mr. Laing, seconded by Mrs. Smith, that Miss Clement and Dr. Foster be thanked for their splendid reports, and that their request to increase the number of pages for the 1936 yearbook be granted. Motion carried.

A motion was made by Mr. Laing, seconded by Mrs. Smith, that the Editorial Committee be commended for the very fine piece of work which it has done. Motion carried.

A motion was made by Miss Brown, seconded by Mr. Wilson, that letters of appreciation be sent to the following: W. D. Shewman and Isabel Tucker, hospitality chairmen, and their committees; A. C. Tucker, manager, Statler Hotel; Henry J. Gerling, superintendent of St. Louis schools; Colvin McPherson, critic editor, *St. Louis Post-Dispatch*; and to each speaker on the programs.

A motion was made by Mr. Laing and seconded by Miss Brown that Miss Brookes appoint a budget committee for the year 1936-37. This committee is to report at the Portland meeting. Motion carried. Miss Brookes appointed Herbert C. Hansen as chairman and instructed him to select two other members to help him.

A motion was made by Mr. Wilson, seconded by Miss Brown, that a committee on retirement be appointed and that Miss Brookes be chairman because of her rich experience in this field and because she is chairman of the N. E. A. Retirement Committee. Motion carried.

A motion was made by Mrs. Smith and seconded by Mr. Laing that the Registration Council Committee be continued and that Miss Roys make a report at the Portland meeting. Motion carried. Meeting adjourned.

Enrolment Committee Meeting

Wednesday Morning, February 26, 1936

An enthusiastic group of enrolment chairmen was called to order by Mrs. Margaret M. Smith, fifth vicepresident of the Department. Twenty chairmen were present.

The problems of enrolment were stated by the executive secretary. After discussing the subject and getting many fine suggestions Mr. Cooper of Rochester, New York, made a motion, seconded by Miss Lind of Denver, Colorado, that each enrolment chairman get all materials ready this spring so that no delay will occur in the fall in getting principals to join early in the membership year, which begins September 1. Motion carried.

It was the consensus that each state be divided into districts or units to correspond if possible to the district of the state association, and that the enrolment chairmen contact superintendents and enlist their assistance in getting to the principals the information about the Department, the services rendered, and the help which the publications give. Each one said that he would strive to reach the quota set for his state by President Lyon.

The executive secretary extended to those present her very heartiest thanks for attending the meeting and pledged her support to them to help increase the membership in the Department. She felt, as did many who expressed their feelings, that this was one of the very best meetings of the convention.

Portland, Oregon

June 28-July 2, 1936

On June 29 and 30 the Department of Elementary School Principals held its thirty-second semiannual meeting at Portland, Oregon. This meeting consisted of two general sessions, besides a breakfast on Monday and a banquet on Tuesday. The breakfast and banquet were served by the Portland Hotel, the headquarters hotel, and the general sessions were held at the First Congregational Church.

The musical program which preceded the Monday afternoon general session consisted of four selections rendered by an elementary-school orchestra, under the skilled direction of Verne Preston, director of instrumental music in the Portland schools. At the Tuesday afternoon's general session a chorus composed of elementary-school pupils from Portland schools, under the expert and professional direction of W. H. Boyer, director of music, gave four beautiful numbers.

Mr. Preston and his orchestra played selections during the dinner hour of the banquet and these were again greatly appreciated. The Department feels honored by having these groups appear on its programs.

Breakfast and Banquet

The Department breakfast, with President Harley W. Lyon, presiding, was served, as has been the custom for many years, on Monday morning of convention week. The unusually large attendance of members and their friends who gathered in the main dining room, Portland Hotel, June 29, fully appreciated the good fellowship and comradery which was in forceful evidence. Under the splendid leadership of Stephen E. Smith, principal of Brooklyn School, Portland, accompanied by Mrs. Smith, the group thoroly enjoyed singing the songs which had been mimeographed and placed at all the plates. Attention was called to the week's activities, and letters and greetings from the absent members of the executive family and friends of the Department were read.

At this time, President Lyon announced the following nominating committee: Mason A. Stratton, Atlantic City, New Jersey, *chairman*; Mrs. Edith B. Joynes, Norfolk, Virginia; Jean B. Hagerty, Philadelphia, Pennsylvania; Stephen E. Smith, Portland, Oregon; and Herbert C. Hansen, Chicago, Illinois. President Lyon, by

a unique and original method, had each person introduced and his outstanding accomplishments stated.

On Tuesday evening, June 30, in the main dining room of the Portland Hotel, 350 members, friends, and guests of the Department attended a beautiful banquet, arranged by the social committee with the help of Peggy Philip.

The keynote of President Lyon's remarks was that the Department of Elementary School Principals is the "friendly department" and his informal introductions of guests and friends made all present thoroly enjoy the evening. He asked our leader of songs, Stephen E. Smith, to have the group get better acquainted by singing certain songs which all knew.

Executive Meeting, Sunday Morning, June 28, 1936

The meeting was called to order by President Harley W. Lyon in Room 212 of the Portland Hotel, Portland, Oregon. The following persons were present: Harley W. Lyon, president; Ira M. Kline, second vicepresident; Mrs. Margaret M. Smith, fifth vicepresident; Mason A. Stratton and Mrs. Edith B. Joynes, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; Samuel Berman, chairman, Editorial Committee; Richard R. Foster, assistant director, Research Division, National Education Association; Clifford E. Perry and Stephen E. Smith, hospitality chairmen, Portland meeting; and Eva G. Pinkston, executive secretary.

President Lyon expressed regret that the absent members of the official family had found it impossible to be at the Portland meeting. Three had been seriously ill or had illness in their family; others were unavoidably detained at home. A motion was made by Mrs. Joynes, seconded by Mrs. Smith, that the secretary be instructed to send messages to those absent expressing regret because of their inability to be at the meeting. Motion carried.

President Lyon asked those assembled to check with him carefully the programs which had been prepared for the week.

A motion was made by Mrs. Smith, seconded by Mr. Hansen, that the reading of the minutes of the St. Louis meeting be omitted because they had been approved by all before they were published in the April issue of the *National Elementary Principal*, which was an official report of the winter meeting. Motion carried.

President Lyon asked Mr. Perry to help Harry Haw, principal, Alice Birney School, San Diego, California, to make arrangements for the showing of films which had been collected from different parts of the country. These films illustrated "Units of Work" and were to be shown in the basement of the First Congregational Church on Monday and Tuesday afternoons at the same time as the Department program was taking place upstairs in the auditorium.

The subject of publicity for the Department was discussed. It was decided that more stress should be placed on getting articles and news items into the local papers of the convention city.

The secretary read a letter from R. C. T. Jacobs, Dallas, Texas, in which he said the condition of his health forbade his continuing as a member of the Editorial Committee. A motion was made by Mr. Stratton, seconded by Mr. Kline, that Mr. Jacobs' resignation from the Editorial Committee be accepted and that the vacancy be filled immediately so that the new member could become acquainted as early as possible with the work which had been done on the new yearbook. Motion carried.

A motion was made by Mr. Kline, seconded by Mrs. Joynes, that the secretary be instructed to write Mr. Jacobs, expressing regret because his health made it necessary for him to discontinue his work with the Editorial Committee and to thank him for the fine work he had done while connected with it. Motion carried.

President Lyon asked for the report of the secretary and that the problems presented be discussed. The folder prepared for each contained a copy of the report of the work of the Department as sent to Secretary Givens, May 16, to be printed in his annual report for the officers of the N. E. A.; information regarding the new office space at headquarters; the individual analysis of work during the past year;

membership and life membership figures; membership analysis; a financial statement for the year; report of arrangements made for the Conference on Elementary Education for 1937; and problems to be brought before the executive family. Motion was made by Mr. Hansen, seconded by Mr. Stratton, to accept the secretary's report as discussed. Motion carried.

After much discussion about the problem of membership, a motion was made by Mrs. Smith, seconded by Mr. Stratton, that the same quota be given to each state again this year and that the state enrolment chairman and his helpers be urged to reach it. Motion carried.

A motion was made by Mr. Kline, seconded by Mrs. Joynes, that the membership card be changed so that it can carry the new seal of the Department. Motion carried.

Executive Meeting, Monday Morning, June 29, 1936

The second meeting of the Executive Committee was held in Room 212, Portland Hotel. Those present were: Harley W. Lyon, president; Ira M. Kline, second vice-president; Mrs. Margaret M. Smith, fifth vicepresident; Mason A. Stratton and Mrs. Edith B. Joynes, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; Franklin A. Butts, president, New York State Elementary School Principals Association; and Eva G. Pinkston, executive secretary.

President Lyon called the meeting to order. The minutes of Sunday, June 28, were read and approved. Mr. Butts was invited to make a statement to the group about the proposal he had made concerning a combination membership, and about which he had written to Mr. Kline and Miss Pinkston.

Mr. Butts explained that his association would favor a combination membership which would make all its members also members of the Department. This would involve a membership fee which would be less than membership in both associations costs at present, and would become part of their membership campaign. In order to present a definite proposal for our consideration, he said that membership in the New York state group at present costs \$2 and for an extra dollar all their members might belong to the national Department. They would collect the \$3 in their membership drive, and their treasurer would be instructed to pay to the national Department \$1 of the \$3 collected.

The problem was discussed at length and President Lyon suggested that Mr. Butts take a message to his group that the Department was in favor of cooperating and working closely with both local and state groups, but at present we could see no way of formulating such a plan of combination of membership and reducing our income as he proposed. The state group would continue to get its regular \$2 membership fee, while the national would be reducing its membership fee by \$2.

A motion was made by Mr. Kline, seconded by Mrs. Smith, that a committee of five or seven be appointed to study the problem of joint membership of state departments with the national and that this committee report at the February meeting at New Orleans. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Stratton, thanking Mr. Butts for bringing the important problem to the attention of the Executive Committee. Motion carried.

A motion was made by Mrs. Joynes, seconded by Mr. Hansen, that definite plans for the 1937 Conference be made as soon as possible, that a folder be printed, and that much publicity be given to this meeting. Motion carried.

The secretary read a letter received from C. C. Certain, which asked that a joint meeting be held by the Department and the group which he represented.

A motion was made by Mr. Hansen, seconded by Mr. Kline, that the secretary be instructed to write a letter to Mr. Certain regarding the National Conference on Research in Elementary School English, and express our regret that it will be impossible at this time for the Department of Elementary School Principals to hold a joint meeting with the National Conference on Research in Elementary School English because our programs have already been arranged for the New Orleans meeting. Motion carried.

The secretary was instructed to write to M. Emma Brookes, director, Retirement Division, and Cassie F. Roys, director, Certification Division, and ask that they continue their work and make reports at the New Orleans meeting.

After studying the auditor's report, Herbert C. Hansen, chairman of the Budget Committee, submitted the following proposed budget for the Department for 1936-37, moving its adoption, seconded by Mrs. Joynes. Motion carried.

BUDGET 1936-37	
Estimated Receipts	\$20,500.00
<i>Expenditures</i>	
Printing	\$5,200.00
General office	6,200.00
Salaries	7,700.00
Convention expense	400.00
Editorial Committee	400.00
Miscellaneous	200.00
Contingent	400.00
Total	\$20,500.00

A motion was made by Mr. Stratton, seconded by Mr. Kline, that letters be sent to all who helped make the convention the wonderful success which it was. Motion carried.

Business Meeting, Tuesday Afternoon, June 30, 1936

Reports of the following committees were read and approved:

Report of Yearbook Committee, Samuel Berman, principal, James R. Ludlow School, Philadelphia, Pa., chairman.

Report of Necrology Committee, Mrs. Margaret M. Smith, principal, Ebert School, Denver, Colo., chairman.

Report of Professional Ethics Committee, Mason A. Stratton, principal, Brighton Avenue School, Atlantic City, N. J., chairman.

Report of Membership Committee, Ira M. Kline, principal, Greenburgh No. 8 Schools, White Plains, N. Y., chairman.

Report of Life Membership Division, Herbert C. Hansen, Chicago, Ill., chairman.

Report of Resolutions Committee, Elizabeth McCormick, principal, Timothy O. Howe School, Superior, Wis., chairman.

Report of Executive Secretary, Eva G. Pinkston, 1201 Sixteenth Street, Washington, D. C.

Mason A. Stratton, Atlantic City, N. J., chairman of the Nominating Committee, submitted the report for officers for the ensuing year. A motion was made by Mr. Stratton, seconded by A. B. Heacock, Los Angeles, California, that the report be adopted. Mrs. A. Virginia Adams, Vineland, New Jersey, moved that nominations be closed. There being no opposition to the report, Stephen E. Smith, Portland, Oregon, moved that voting by ballot be dispensed with and that the executive secretary be instructed to cast the vote for the assembly. This motion was seconded by J. H. Hodges, Tulsa, Oklahoma. Motion carried. The ballot was cast by the executive secretary. (See Historical Note, p. 240.)

Enrolment Committee Meeting

Wednesday Morning, July 1, 1936

An earnest and optimistic group of enrolment chairmen met early Wednesday morning, July 1, 1936, in Room 212, Portland Hotel, Portland, Oregon. They were called to order by Mason A. Stratton, Executive Committee member. Twenty-two chairmen were present. (A list of these names will be printed in an early issue of the *National Elementary Principal*.)

The executive secretary read to the group that part of her report on membership which had been presented to the Executive Committee. This report showed (a) how headquarters secures members, (b) the necessity of having good enrolment chairmen, (c) what headquarters has done to help enrolment chairmen, (d) where to find enrolment chairmen, and (e) distribution of supplies. The group discussed the advantages of collecting local, state, and national dues at one time. Harry Haw, San Diego, California, thought a standard receipt book would help. President Lyon made many fine suggestions telling how he appointed enrolment chairmen in California the year he was state enrolment chairman and how he followed up his request.

A motion was made by Maude A. Rhodes, Atlanta, Georgia, seconded by Lillian Johnson, Norfolk, Virginia, that the state chairmen urge the principals to send in their dues early in the fall, so that they (the chairmen) will know whom to approach in asking for members. Motion carried.

All state chairmen were urged to appoint city, county, and district chairmen early and send the names of those who accept to headquarters early so that materials can be sent to them. Each present was optimistic about reaching the quota set for his state this year and pledged his hearty support.

The executive secretary thanked those who attended the meeting for coming and urged each to let her know if she could help them at any time and in any way.

DEPARTMENT OF
KINDERGARTEN-PRIMARY EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF KINDERGARTEN-PRIMARY EDUCATION grew out of a meeting of the Froebel Institute of North America, which met in connection with the Association's meeting in Madison, Wisconsin, in 1884.

The name of the Department was changed in 1927 to the Department of Kindergarten-Primary Education.

The officers of the Department for the year 1936-37 are: PRESIDENT, Mrs. Ada J. Farmer, 1623 Southeast Ladd Avenue, Portland, Ore.; VICEPRESIDENT, Evelyn Bird, 22 East Shadowlawn, Atlanta, Ga.; SECRETARY-TREASURER, Anne O'Neill, Supervisor, Normal School, Monmouth, Ore.; REGIONAL DIRECTORS: Dodie Hooe, Kindergarten-Primary Supervisor, Board of Education, Dallas, Texas (term expires 1937); Helen Johnson, Supervisor, Central Teachers College, Mt. Pleasant, Mich. (term expires 1938); Ethel Massengale, Kindergarten-Primary Supervisor, Board of Education, Atlanta, Ga. (term expires 1939); A. Maud Sproat, Supervisor, City and County Building, Salt Lake City, Utah (term expires 1940).

Facts relating to the establishment of this Department and records of its meetings will be found in earlier volumes of PROCEEDINGS as follows:

1884: 74	1895:510-560	1906:626-629	1917:417-429	1928:411-433
1885:349-368	1896:471-514	1907:455-474	1918:151-155	1929:425-448
1886:500-559	1897:584-613	1908:501-541	1919:171-178	1930:367-389
1887:331-361	1898:589-619	1909:437-456	1920:191-202	1931:467-481
1888:323-359	1899:530-574	1910:375-415	1921:461-469	1932:407-414
1889:441-482	1900:365-402	1911:477-515	1922:969-985	1933:423-433
1890:543-581	1901:500-539	1912:607-632	1923:705-718	1934:409-421
1891:527-568	1902:409-429	1913:425-445	1924:583-596	1935:379-388
1892:251-303	1903:377-406	1914:405-420	1925:478-503	
1893:321-381	1904:415-437	1915:629-671	1926:497-527	
1894:679-704	1905:341-372	1916:289-310	1927:457-472	

CONDITIONS AFFECTING CHILD GROWTH AND DEVELOPMENT

REGINALD BELL, ASSOCIATE PROFESSOR OF EDUCATION, STANFORD UNIVERSITY, CALIF.

IF THERE IS ONE THING that is being established beyond the peradventure of a doubt by recent psychological study, it is that the child develops as a total organismic entity. No description of growth that is confined to physical terms can be adequate to our purpose. No description that is confined to mental-intellectual aspects of development can be very helpful. No delineation of the child's status purely in terms of his emotional stability or instability can do him justice. No description that regards primarily his social development—the ability which he attains to deal with face to face contacts with individuals or groups—can be regarded as adequate description. Rather, all of these must be included and the interrelationships of one to the others must be seen and appreciated. Each conditions the other, so that a pattern of behavior which truly describes the child is dictated by physical aspects of his growth playing upon social aspects of development, reflecting in turn upon his emotional status, and all in turn upon his mental development.

Why should we, as educators and educational psychologists, concern ourselves with problems of mental health—personality development—and with the principles which they so clearly illustrate? Fundamentally because the educational and psychological task, conceived in organismic terms—conceived as the facilitation of growth and development of children—is a mental hygiene task. It is personality development. All of you who have been following recent research in child development must have been struck, as I have been, by the almost unanimous concentration of child study workers upon this aspect of the problem, or these interrelated aspects of the problem. I think no one would have difficulty making the case that the study—the psychological study—of the organismic individual becomes inevitably the study of his interrelated, genetically, and environmentally developing behavior pattern which we call his personality.

But personality problems are problems of mental health. They are problems upon which the mental hygienist has more data and has developed more successful technics than the rest of us have. He has developed from his case studies and from his study of psychological as well as sociological and medical literature, certain principles which I wish to emphasize:

1. The child must be viewed as a psycho-biological organism, as a psycho-sociobiological entity.
2. Each child must be regarded as an individual.
3. We must do away with our system of branding children as failures just because they do not achieve certain standards which we arbitrarily set up.
4. The heart of the teaching problem, motivation, is the heart of the learning problem.

5. Often in a situation which includes a disturbed child, it is not the case of a "problem child" but of a "problem teacher" or a "problem parent."

In the eyes of psychologists as students of personality, the one great task of the school is the development of the individual for social living. The clinical psychologists are particularly clear here. Since they deal with the juvenile courts, and behavior clinics with maladjusted children, they want the school to concern itself with education for adjustment. As students of adjustment, they emphasize its two-way nature: adjustment of the individual to his environment and group, on the one hand, and adjustment of the group and environment to the individual, on the other.

There are other aspects of adjustment that could be emphasized. The child needs to be made to feel at home in his physical universe. He must be helped to know and understand and create beauty. He must be helped to a dominating serenity and faith in himself and his future. Emotionally he must be aided in developing stability.

The new education requires a new kind of teacher. This point was tacitly made thruout the first half of this paper, where educational psychology was unequivocally presented as a part of social psychology. Teaching under this conception becomes far broader than the classroom. It becomes as broad as society itself. The understandings that are of first and basic importance before any knowledge of specialized subject fields or of teaching technics are those relating to social and economic conditions, the processes of social change, the end-values or goals of social institutions as they affect pupil personality. They are philosophical understandings and certainties, which all too few teachers have paid the price to win. They are simple yet far-reaching social insights which come with study of society and social experimentation. They are psychological understandings that come not alone from books and the laboratory, but from clinic and classroom where children and children's individual and group problems are thought and fought thru.

NEW DEVELOPMENTS IN KINDERGARTEN-PRIMARY CURRICULUM

PAUL R. HANNA, ASSOCIATE PROFESSOR OF EDUCATION, STANFORD UNIVERSITY, CALIF.

The old traditional kindergarten curriculum was based upon theories which conceived of growth as a process of awakening the universal laws of life that slumber in each child at birth. A child was regarded as a little adult, and as such was poured into a mold of school experiences planned so as to crystallize the universal laws of unity and diversity.

The traditional primary curriculum was geared into the culture of the American frontier. The teachers of the primary grades forced children to learn reading, writing, arithmetic, and some facts of geography and history. School was a place where children must forget their own adventures of living and follow the directions of an adult-centered curriculum.

The shortcomings of both these traditional curriculums were that learning was unrelated to the interests of children, had no continuity, and was a restraint on the bodily demands of childhood rather than an opportunity to develop thru activity. Teaching was not a challenge to the teacher, for there was lacking the thrill of adventuring with the unpredictable qualities of children and the stimulation of working with the released energy and interest of children under freedom.

Today the traditional curriculums are being replaced by those which are based on a more scientific understanding of the child. For example, learning of experiences in the modern classrooms is planned in harmony with our knowledge of maturation. Also, we now realize as never before the importance of activity in the life of a child. Therefore our schools are no longer places of passive listening; they are places of activity, and their programs include such experiences as excursions, discussions, planning, building and construction, exploring, dramatizing, and creating. "Learning," in the modern meaning of the term, includes all these types of activity.

The modern curriculum of the kindergarten-primary years is evolving with respect to the findings of modern biology and psychology. Where the older curriculum depended upon a series of formal experiences to develop either universal laws (as did the kindergarten) or to supplement the shortages of a frontier life (as did the primary school), the newer curriculum draws from the experiences of the children living here and now. The newer curriculum utilizes a variety of activities rather than relies exclusively on reading, memorization, and recitations as did the older school.

The newer curriculum attempts to aid children in understanding the modern environment and the chief characteristic of our transitional age—that of power control. The modern curriculum seeks to give freedom to children to grow according to their own interests and purposes, realizing that variety of patterns in human conduct may give rise to better ways of living. The modern curriculum is in a period of major transition—changing from a mechanistic psychology of learning to a biological conception of growth; from a conception of a static and fixed social world to a conception of a world capable of producing a finer life thru the control of physical and social environment; and from a philosophy which relies upon authority or absolute truth to one which accepts truth as relative. It is in such a major period of transition from the old to the new that the kindergarten-primary teachers can find a challenge to make the best use of our new knowledge and create a school better suited to the needs of children in our modern world. In this process teachers will contribute to the continued improvement of the culture which is ours. Such a task is noble enough to grip the imaginations and energies of the great group of American teachers who work with early childhood.

AMERICA'S CONTRIBUTION TO THE LITTLE CHILD

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.; AND
PAST PRESIDENT, NATIONAL EDUCATION ASSOCIATION

America has given the little child life and it has given the little child abundant life. In the greater realm of school work, America's contribution has been continually enlarged. Some states required that children be sent to school at eight or nine, then that dropped to seven, and then to six. As time went on we saw that the little child deserved as much consideration as the older child and it dropped to five, then in my own state we dropped to four and a half and later to two and finally to eighteen months. In the nursery school the proper opportunity is given to that child which thousands of homes cannot give.

The kindergarten has given lives to the school thru health examinations, thru preschool activities, thru summer activities, thru laws drawn up. It has lengthened the life and has given the child not only that but something more important—the life wonderful. You know, practically everything is beautiful to the young child—the little mittens, the little cap, the little toys. Many of you have seen the thirty or forty tots come into the kindergarten on the third or fourth day, telling about their clothes and the things their mothers bought for them. America has given the child the opportunity to enjoy the life beautiful.

What is America's contribution to the little child? It is not merely that we have placed him on the floor in front of us and taught him to sing. It is not that the lullabies they have sung in our kindergartens have been absorbing and taking up a little time. America has literally sown into the heart of the little child the love of music.

I say to you out of my heart and soul: America's contribution to the little child has been great. But I want to turn the picture around. The contribution of the little child to America has been infinitely greater. There is no one who is not infinitely better off for dealing with the little child than the little child has been for dealing with that individual.

What has America done for the little child? It has given him a spiritual quality. Where did it come from? The little prayer that we started at home, yes—but added to that the simple kindergarten prayer with which we open the exercise. I cannot tell you the numbers and numbers of parent-teacher members who say this to me: "My child will not let us eat unless we have a blessing, and it has been ten years since we have had a blessing in our home until Marguerite insisted on having a prayer said before her dinner."

What has America done to the little child? Opened his soul to beauty, yes—but revealing to him that he is a remarkable spiritual being.

America has recognized the child. Perhaps the greatest contribution of America to the little child is in recognizing that he has a right to happiness on his level. So I say to you the greatest contribution we can make is in teaching the child that living now and living happily now are the really important things, and with a little child, its clothes and its games are a part of its life.

I wish we recognized that the gardens and flowers and outdoors and searching for spring and looking for all the beautiful things of nature, are the greatest avenues open to education.

Some people think we are a little foolish in that we have school gardens. Children have been tending plants and taking care of animals ten million years before books were ever created. It is a natural thing in the life of children. Playing with toys is a most fundamental thing in the life of both girls and boys. We made a great advancement in education when we opened the door to pets. Let them bring them in—it cleans up the community and makes it a better place to live in. When we said, "Bring your pets," they brought the ponies and tadpoles and parrots with them.

What has America done for the little child? It has opened the door of his life and said, "You have a right to live here right now and enjoy the fulness of life." So I say to you, we have given the child health, we have increased his life, we have saved the lives of mothers and children. And the little kindergarten child has been the leader and the kindergarten has opened the way. The kindergarten has given him life and life abundant.

SECRETARY'S MINUTES

Portland, Oregon

Business Meeting, Tuesday Afternoon, June 30, 1936

The annual business meeting of the Department of Kindergarten-Primary Education of the National Education Association was called to order by the president, Mrs. Eugenia West Jones. As the minutes of the last annual meeting appeared in the N. E. A. *Proceedings*, it was moved, seconded, and carried to omit the reading of them.

The following resolution was reported by the Resolutions Committee as having been presented to the Committee on Resolutions of the N. E. A.

1. *Resolved*, That the N. E. A. throw the full weight of its influence toward restoration or establishment of adequate training for teachers of early childhood, to the end that every child in the United States shall receive the fundamentals of public education thru the guidance of a trained personnel.

2. *Resolved*, That the N. E. A. encourage and support the restoration of the full kindergarten-primary program in those states which have suffered serious curtailment in this Department; and

That the full pressure of the N. E. A. facilities be brought to bear upon those states which as yet have no program for early childhood education, so as to bring the country at large up to standard.

A motion, to the effect that the Department of Kindergarten-Primary Education request an appropriation of \$1000 for the coming fiscal year in order to carry out these resolutions, was rejected by the Committee.

The courtesy resolutions were read and accepted.

The Nominating Committee gave its report. As no nominations were given from the floor, Anna Irene Jenkins moved and it was seconded and carried that the secretary cast a ballot for the officers named. The new officers were declared elected. (See Historical Note, p. 268.)

Mrs. Grace Bowe expressed appreciation for the very fine work done by the president and her officers during the year. This received hearty applause. Good wishes were extended to the incoming officers.

Meeting adjourned.

DEPARTMENT OF
LIP READING

HISTORICAL NOTE

THE DEPARTMENT OF LIP READING *was established at the Philadelphia meeting of the National Education Association in July 1926, following the required successive meetings of the group, and after a petition had been presented to the Association.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Eliza C. Hannegan, Public School Adult Classes, Portland, Maine; VICE-PRESIDENT, Mary E. Van Horn, 360 East Fiftieth Street, New York, N. Y.; SECRETARY-TREASURER, Marie K. Mason, Professor of Phonetics Laboratories, Ohio State University, Columbus, Ohio.

Meetings are held once each year in July. Facts relating to the establishment of this Department and the record of meetings are to be found in earlier volumes of PROCEEDINGS as follows:

1926:1067-1100	1930:391-400	1934:423-433
1927: 473- 486	1931:483-494	1935:389-396
1928: 435- 449	1932:415-422	
1929: 449- 462	1933:435-443	

ADDRESS OF WELCOME

PAULINE MACLEAN, PRESIDENT, PORTLAND LEAGUE FOR THE HARD OF HEARING, PORTLAND, ORE.

AS PRESIDENT of the Portland League for the Hard of Hearing, I extend to you our heartfelt greeting from the City of Roses. We say it with flowers and lips. These roses have grown so beautiful, not only because of our glorious sunshine but also because of our famed Oregon mist. We trust they will gladden both your eyes and your hearts. Also, we hope that the warmth of our welcome may be felt equally as we study together in this all too brief day, some of the problems which confront us, the deafened members of our communities scattered all over our great land. There is work waiting for each one of us, which we can best accomplish if we have the finest equipment—mastery of our environment thru the technic of lip reading.

Your gathering in our city will mean much of inspiration and encouragement to the local leaders here among the deafened, for we have long felt that lip reading was one of our major aims. We have needed you for a long time and now we are going to learn of you in order that we may pass on to others your very best, for we feel that is what you are bringing us.

May the roses of hospitality and kindness which we, your hostess city are offering you, be roses without a single thorn!

WELCOME TO PORTLAND AND THE NORTHWEST

H. W. AGER, PRINCIPAL, HOSFORD SCHOOL AND PORTLAND DAY SCHOOL FOR THE DEAF, PORTLAND, ORE.

It is with a great deal of pleasure that I extend greetings to the lip reading section of the National Education Association. May your visit be as profitable as it is enjoyable. Do not be content to return to your homes with that which the convention alone can offer you, but enjoy yourselves in this glorious country in which the convention is held. Visit our places of historic interest. Cross the Columbia and visit Fort Vancouver, the old trading post of the Hudson Bay Company, over which John McLoughlin officiated. Take a ride down the Willamette past Sauvie's Island, the meeting place of the thousands of Indians who lived here long ago. Go on down the great Columbia with the thought of following the route of Lewis and Clarke, to the city of Astoria founded by the Pacific Fur Company, financed by John Jacob Astor. Then travel down the coast thru evergreen forests over perfect highways which overlook the mighty Pacific. Try surf bathing on our wide, white beaches; try your hand at fishing—or just sit idly by and watch roaring waves rush headlong at the jagged rocks. Visit the Oregon Caves, or Marble Halls of Oregon, which are found in the southwestern part of our state and are known for beautiful formations. Then drive thru the great fruit valley

of the Rogue River up to Crater Lake, one of the seven wonders of the world. This lake, lying like a gem in the heart of the Cascades, is over 7000 feet above sea level. It is 2000 feet deep with water of a deep cobalt. Its beauty leaves one lost in awe and wonder. Hurrying back to Portland, prepare to take another ride—this time up the Columbia River Highway to the site of the Bonneville Dam. See how man has at last harnessed the white horses of a mighty river. This great dam, with a potential power development much greater than that of Muscle Shoals, will provide cheap rates for many industries now operating, and for others which will spring up in the near future.

We want you to learn to love our country with its vast forests, majestic mountains, fertile valleys, and happy people. This is the ideal homeland of today and we want you to see it as we do, believe in it as we believe in it, until you leave it with a feeling of loneliness and a resolve in your heart to come back again.

BETTER OPPORTUNITIES FOR HARD-OF-HEARING CHILDREN AND ADULTS

MRS. LUCELIA M. MOORE, INSTRUCTOR OF LIP READING CLASSES,
INGLEWOOD UNION HIGH SCHOOL, INGLEWOOD, CALIF.

There are approximately 24 million public school children in the United States. Three million of these children have hearing defects, making one out of eight who may become seriously handicapped if neglected and not found. What has been and is being done to find these 3 million children?

The Committee on the Hard of Hearing Children of the American Society for the Hard of Hearing has accomplished much since 1924 to the present day. In 1926 the audiometer, a machine to test the hearing of forty children at a time, was made available. A complete list and report on hearing tests and lip reading classes for children may be secured by writing to the American Society for the Hard of Hearing, 1537 35th Street, N. W., Washington, D. C.

Today forty-one states, including Hawaii, are making tests. It is very encouraging to see the progress that is being made in behalf of the "forgotten child." It has been found where audiometer tests have been made that 10 percent of the children tested have some hearing defects. After finding the children the next step is to ascertain what can be done for their relief. The follow-up work is most important and is carried on by the otologist, school nurse, clinic, and parents. The children found to be hard of hearing who have had the necessary medical attention, fall into three groups. The first group have their hearing restored to normal; second, have their deafness checked and become what we call front-seat cases; and, third, cannot be helped by the otologist and need lip reading and special attention, such as conservation of hearing classes.

Now what are the better opportunities in store for the hard-of-hearing adults? There are approximately 15 million hard-of-hearing adults in the

United States. An otologist said that about 90 percent of the adults today could have had better hearing if preventive measures had been carried on in their preschool age.

Public school classes for adults started in a small way in 1883. Today California has the distinction of having classes in thirty-four cities with a total of 1706 adults, more than in any other state in the Union. Voice training classes have been recently organized in four cities of California. The group hearing aid is used and a marked improvement is seen in the pupils' voices.

It is never too late to begin learning. Some of our best lip readers are those who took up lip reading late in life. Learning, let us remember, is a great rehabilitator.

Let me ask you a question. What has been done along the line of visual education for the hard of hearing? I feel that this field has a great future. Ohio University has been using Visual Hearing films with success in lip reading classes of university students. Bob L. Holdeman of the Walt Disney Studios is endeavoring to create a technic for teaching thru the use of motion picture films. He and Conrad Nagel believe in the future of visual education. The school of the future, they say, will teach many subjects by use of the films and manuals. The subjects will be so completely covered and in such detail that we, today, would believe it past the capacity of a human being. The speed and ease and enjoyment with which such education is accomplished will shorten the school time by more than half for presentday results. Why may not the hard-of-hearing child and adult be helped thru visual education of the future?

TACOMA'S PROGRAM FOR THE HARD-OF-HEARING CHILD

MRS. GEORGIA G. HEATH, TEACHER OF LIP READING FOR THE DEAF AND
HARD OF HEARING, PUBLIC SCHOOLS, TACOMA, WASH.

Our aim is to give every child, whether his hearing loss be great or small, a normal voice, a pleasing appearance, the ability to meet the hearing world without embarrassment, to make his living, and to enjoy his life, notwithstanding.

Most of our classes could be called conservation of hearing classes, since we use the acoustic training for speech correction, voice building, and intonation patterns. Some of them need only the lip reading while others need everything we can give them. We use the Müller-Walle Method as given by Martha Bruhn and the New Method as taught by Olive Ohildin of Baltimore. For voice and speech we use tactile method, kinesthetic method, and acoustic training.

For the last ten years Mrs. Vera C. Richardson and I have been very happily associated in the work for the deaf and hard of hearing. Her work was with the children, especially the smaller ones, who remained in the rooms all day while I took care of the lip reading and speech of the older

ones. We have had a school membership of from eight to fourteen enrolled in rooms and from eight to seventeen coming for speech and lip reading, each semester. If we cannot arrange for the hard of hearing to have a period by the radio ear during the school day they come in at 8:30 in the morning or at 3:10 in the afternoon for a twenty- or thirty-minute period. If a hard-of-hearing child has a speech defect he corrects it very quickly and easily by reading where he can hear every syllable of his speech. It also gives him a more pleasing voice.

The radio ear is a cabinet with a microphone placed in the top and mechanism for amplification is inside. The microphone picks up any sound within reach of it—even playground shouts are carried to the deafened ears. We allow the children to use it at their own pleasure but encourage them to use it as much as they can since it cultivates auditory attention and acuity.

Since we had to evolve our own technic in acoustic training we have followed the principle that all work should be interesting and enjoyable with as much freedom and spontaneity of speech as possible. We have a free speech period every day when each child has at least three minutes to share his experience, tell a story, or give a news item. They enjoy this period for it gives them a chance to tell of home life and of the things that interest them. We have a ten-minute period first in the morning when we sing. We try to have each child with a hearing loss of 30 percent and up spend at least twenty minutes, and thirty minutes if possible, every day in individual work with the radio ear. They may use conversation, simple reading, or repeating memorized poems for articulation and intonation patterns. They may use subject-matter for lessons to develop the speech organs.

We have a thirty-minute period for playing records just after lunch. The children can relax and listen to music and feel rested for the afternoon work. They use the same educational records that normal children use with explanations by the teacher. When you sum up the time I have mentioned you will see that out of a five-hour day a child in the conservation hearing class wears the head phone at least one and a half hours—thirty minutes each of speech, music, and individual work.

The time or number of semesters that a child must stay in the special classes for the hard of hearing is determined by his progress. We feel that he should learn to compete with normal children in every way as soon as possible. To that end if his hearing loss is small he spends only thirty minutes a day in the lip reading class and his skill in reading speech is built up by special work.

Our state of Washington fosters special classes by allowing twice as much money from the state funds for a handicapped child as for a normal one. Last year we received twenty-two cents for the normal child and forty-four cents for the handicapped child for each day's attendance. As our financial situation improves we hope to be able to reach the goal set so far ahead: "Every child tested for hearing loss and adequate assistance for each one to recover perfect hearing or to receive training that will enable him to keep pace with the normal child in every walk of life."

THE DEVELOPMENT OF LIP READING IN OREGON UNDER THE EMERGENCY ADULT EDUCATION PROGRAM

KENNETH BEACH, SUPERVISOR OF ADULT EDUCATION, STATE DEPARTMENT
OF EDUCATION, SALEM, ORE.

Prior to the beginning of the Emergency Adult Education Program in Oregon in 1934-35, the only lip reading classes conducted in the state were those of private teachers, except in the case of Portland, where some classes were conducted by the evening school in connection with the Portland public school system. Many communities and smaller cities in the state of Oregon had never had classes in lip reading. With so many people in the rural sections of the state desirous of receiving instruction in the art of lip reading, the Emergency Adult Education Program has attempted to meet this need. During the school year 1934-35 one teacher was employed in the Emergency Adult Education Program as a lip reading instructor. The interest and enthusiasm evidenced in this class showed the need for additional classes of this nature.

Prior to the beginning of the Emergency Adult Education Program for the year 1935-36 a four-week training school was held at Oregon State College for teachers who were to be employed in this work. As a part of this training school a section on lip reading was established. Sixteen prospective lip reading teachers were selected from the total group of some 250 people to receive instruction in lip reading. In selecting these people, the factors of personality, interest, and previous teaching experience were considered. Since the hours of instruction that they would receive in lip reading were to be comparatively limited, it was imperative that these people have previous teaching experience. Mrs. Lillian Smith, certified lip reading instructor, was secured to conduct the course. The Müller-Walle Method was used, since these people would be conducting group classes rather than teaching individuals. Each prospective lip reading teacher was required to buy a book, *Elementary Lessons in Lip Reading*, by Martha E. Bruhn, since it was felt that each teacher should take back to his community an outline of the work he was to cover. The courses were conducted daily for a period of two hours during the four-week training school, which resulted in approximately forty-five hours of training being given. At the conclusion of the training school there was further weeding out, so that only five of the sixteen teachers actually organized and conducted lip reading classes. These classes were organized in Marshfield, Roseburg, Salem, Baker, Oregon City, and Portland, with a total of approximately 210 people attending.

Some people will probably question the advisability of having lip reading classes conducted by other than certified lip reading instructors. However, after visiting the classes and receiving the comments of the students themselves, there is little doubt that much progress was made in this work. It is impossible in this brief summary to tell of the many interesting letters and

comments received in which the students expressed an appreciation and told of the progress made.

With the progress which has been made in this important work in Oregon, we feel that the foundation for a permanent lip reading program has been established. Should the Emergency Adult Education Program be conducted during the year 1936-37, it is our plan to expand this important work. The State Department of Education has already prepared additional mimeographed materials which will be of assistance to these teachers, with the hope that it will be possible to train additional teachers during the coming year. With this beginning, we in Oregon see no reason why within the next few years it will not be possible to set up certain definite requirements for lip reading teachers, as do many other states. It is felt by many that this beginning will very definitely build toward a permanent lip reading program which would not have been possible had certain definite requirements been made by the State Department of Education prior to the establishment of the lip reading program. Since practically every state in the Union will have an Emergency Adult Education Program, I believe this is an excellent opportunity for those states wherein lip reading has not been established to launch such a program.

SECRETARY'S MINUTES

Portland, Oregon

First Session, Wednesday Afternoon, July 1, 1936

The annual meeting of the Department of Lip Reading of the National Education Association was called to order by Leone Kabat, the presiding officer. The meeting was opened with the reading of the report of the Nominating Committee by Minnie M. Johnson. It was moved and seconded that the report be accepted. Motion carried. (For list of officers, see Historical Note, p. 276.)

Harriet A. Heyburn read the resolutions expressing thanks to the Portland League for the Hard of Hearing and to the Sonotone Corporation, the Dictograph Products Company, and all others who helped to make the conference a success. It was moved and seconded that the resolutions be adopted. Motion carried.

The reports of the secretary-treasurer were read and approved.

Meeting was adjourned.

DEPARTMENT OF
MUSIC EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF MUSIC EDUCATION *was created by the Board of Directors at the Madison, Wis., meeting in 1884. The Department, discontinued in 1928, was re-created in 1934 by action of the Representative Assembly at the Washington meeting.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Robert B. Walsh, Franklin High School, Portland, Ore.; SECRETARY, Lena Belle Tartar, Salem High School, Salem, Ore.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1884: 23	1893:507-543	1902:614-644	1911: 787- 827	1920: 309- 311
1885:369-405	1894:925-957	1903:683-719	1912:1001-1031	1921: 507- 515
1886:563-599	1895:765-807	1904:675-709	1913: 601- 619	1922:1047-1063
1887:607-653	1896:718-754	1905:627-668	1914: 625- 649	1923: 733- 737
1888:625-665	1897:772-792	1906:703-706	1915: 847- 883	1924: 597- 613
1889:665-703	1898:832-856	1907:849-877	1916: 575- 613	1925: 504- 522
1890:811-827	1899:970-998	1908:835-862	1917: 473- 491	1926: 527- 536
1891:807-827	1900:531-542	1909:673-701	1918: 315- 323	1927: 487- 495
1892:507-533	1901:704-721	1910:789-833	1919: 291- 303	1934: 435- 440
				1935: 397- 402

ECONOMICAL DEVICES IN TEACHING INSTRUMENTAL MUSIC

LEE M. LOCKHART, SUPERVISOR OF INSTRUMENTAL MUSIC, PUBLIC SCHOOLS,
PITTSBURGH, PA.

POET EDWIN (The Man with the Hoe) Markham said to Princeton University's English Department, his birthday hosts, "When you finish a good poem, you must be able to say 'Ah' as tho you were hit in the solar plexus."

To Markham, "Ah" is a word of the spirit, of the emotions. It has served all of us many times when we could find no words to express ourselves adequately. We realize the pricelessness of this little word, but we must, at the same time, realize its danger.

"Ah" is often the means of sidestepping the understandable analysis. It is, perhaps, somewhat indicative of inability to express in simple, direct words the way we feel. One wonders if the many vague words of the present day are not so many "Ah's" striving to be articulate, without daring to risk everyday language. New words are coined in the effort to sidestep present usage. Vagaries are much applauded, most often, I fear, by those who are dazed into thinking that here is something new that they hope sometime to understand but which must now be accepted on faith.

Yet "Ah" is the only word we have to express the ultimate in feeling. Its inflections range all the way from the sublime to the reviling.

We must realize, however, that "Ah," with all its value, will not alone serve in the educational process. Emotional utterances and hard technic must be combined or the former will seldom have reason to be and the latter will remain as sounding brass and tinkling cymbal. "Ah" and "brass tacks" must be partners.

As I see it, the Department of Music Education aims to bring into the experience of its pupils some of the emotions and technics incident to the production of and listening to instrumental music. This is, I hope, but a precise way of saying that our job is to teach the child to manipulate an instrument, read symbols of notation, and appreciate progressively good results in himself and others.

To give this training economically to the large number of pupils who are now demanding it, is no small problem. The situation is demanding that each school provide a reasonably adequate department for this branch of music training. This entails the hiring of teachers trained to teach instrumental music by the class method system and the purchase of a basic set of instruments for each. Per pupil costs comparable to those of subjects other than music are made possible by using the instruments in the same manner that typewriters and manual training equipment are now being used. Each pupil playing a wind instrument should have a mouthpiece of which he has the exclusive use. The multiple use of instruments and the large class method

of teaching should help to procure appropriations, for where can the same number of pupils be cared for at less expense than in the music room where classes of forty or more could be the rule?

APPRECIATION—UNDERSTANDINGS—THE VITAL CORE OF ALL MUSIC TEACHING

MRS. FRANCES ELLIOTT CLARK, DIRECTOR, EDUCATIONAL DEPARTMENT,
RCA MANUFACTURING COMPANY, CAMDEN, N. J.

Music has come into human life to stay, to contribute its marvelous powers to the cultural aid, comfort, and intelligence of all our people, to add to the sum of enjoyment the colorful rainbow of hope and joy in the appreciation of beautiful things, seen, heard, and understood or imagined in the realm of fancy. Where, but in our schools, may this foundation of more beautiful living be laid?

It is in the schools that the keys must be given to every child whether in the largest city or the most remote little one-room school, to unlock for each one the treasure house of the world's great music. There are now about 30,000,000 pupils in our public schools; 82 percent of these are in elementary schools, urban and rural, 14 percent in high schools, 2.6 percent in college and university, and 1.4 percent in teachers colleges. Of the elementary group nearly half, or something over 40 percent of all, are in rural schools. Here is where our attention should be focused.

The inequality and the injustice of penalizing the child whose home happens to lie in a remote place—Americans all in a far greater degree than many in our crowded cities who enjoy the highest our nation can give—are at once apparent. Something must be done by county, state, and national organizations to correct this long endured situation. The United States government has not recognized music in any way as an art or as education. At present there is no place where anyone can find reliable statistics on the teaching of music, no place where such information if gathered may be distributed to those interested, no place where any facts on music teaching in this or other countries may be found—but light dawns. A national committee composed of representatives from every national music organization in the country has been at work for four years besieging the United States Office of Education to put a division or bureau of music in that most important part of the Department of the Interior. Dr. Studebaker is keenly interested but it will need the support of every educator to put it over.

There is now going on more fine teaching of beautiful music to more children in more schools than in any country in the world, yet we fall short until the underprivileged child in the rural school may share in this heritage of every boy and girl wherever they may be. Each child must hear great numbers of things just to hear, then to appreciate intelligently, and come to know intimately. To each one must be given the opportunity and training to enable him to sing the lovely folk and art songs of all lands, to read the notation in the middle years, and to sing in parts for the joy of it, thus per-

forming great music. To each must be offered the opportunity to learn to play an instrument and to perform other great music; to each must be clearly but simply taught, tempo, form, rhythm, melody, and harmony for intelligent understanding. Creative imaginary scenes, suggested by much hearing of lyric gems involving mood, rhythm, melodic content, given in lower grades thru rhythmic response, later in spoken or written form of many selections heard without title, composer, or theme being given, lead at once in the middle grades to creative work in thinking melodies for given words and later to simple composition.

Participation in glee clubs and chamber music ensembles is highly desirable, also in bands and orchestras if the element of technic is not over-emphasized and if that which should be pleasurable experience is not reduced to drudgery.

If the music to be played or sung may be first heard, giving a perfect pattern of the objectives to be attained in tempo, rhythm, purity of tone, and interpretation, then the experience of the pupil may be multiplied in a largely expanded repertoire. The reading of the score comes much faster with this added ear training.

Too long we have sat in the ashes of old fires of technic and drill forgetting the newer ways of ear training in this aural art, the proved advantages of much experience in hearing and participating and appreciating a very large number of songs and instrumental selections.

Too long the children have been starving for the bread of real music and we have given them the stones of technic and sight reading drudgery. Too long we have been content to sing trifling choral ditties, to play banal, silly nothings while the world moves on to better things. Too long we have been placidly playing over and over some two or three hackneyed, outworn, obsolete recordings on wretched old miserable instruments, destroying the keen sense of pure tone quality instead of drawing from a well-selected library of hundreds of new, fine, modern recordings of contrasted, colorful, musical material, reproduced on new modern instruments, to leave in the child's mind an abiding love of beautiful music, heard, experienced in participation, appreciated and understood—a cultural foundation for a fuller and more beautiful life.

DEPARTMENT OF
RURAL EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF RURAL EDUCATION grew out of the Department of Rural and Agricultural Education which was authorized by the Board of Directors in 1907. At the Chicago meeting in 1919, the Department was reorganized with three organized rural groups then existing—the National Association of State Supervisors and Inspectors of Rural Schools, the County Superintendents' section of the National Education Association, and the National Association of Persons Engaged in the Preparation of Rural Teachers—under the name of the Department of Rural Education. See PROCEEDINGS, 1920: 279.

The officers of the Department for the year 1936-37 are: PRESIDENT, Francis L. Bailey, State Commissioner of Education, Montpelier, Vt.; VICEPRESIDENT, Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, Calif.; SECRETARY, Mrs. Katherine M. Cook, Chief, Division of Special Problems, U. S. Office of Education, Washington, D. C.; EXECUTIVE COMMITTEE: Fannie W. Dunn, Professor of Rural Education, Teachers College, Columbia University, New York, N. Y. (term expires 1937); O. H. Bennett, Superintendent, Hamilton County Schools, Cincinnati, Ohio (term expires 1938); Fred C. Fischer, Superintendent, Wayne County Schools, Detroit, Mich. (term expires 1939); Chloe Baldrige, Director of Rural Education, State Department of Public Instruction, Lincoln, Nebr. (term expires 1940); R. D. Baldwin, Professor of Education, West Virginia University, Morgantown, W. Va. (term expires 1941); Sue M. Powers, Superintendent, Shelby County Schools, Memphis, Tenn. (*ex officio*, term expires 1937).

The Department meets twice each year, in February and in July. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1907: 44- 45	1913: 801- 818	1919: 281- 288	1925:522-576	1931:495-540
1908:1187-1215	1914: 877- 907	1920: 271- 303	1926:537-600	1932:423-453
1909: 953- 992	1915:1131-1159	1921: 523- 616	1927:497-559	1933:445-461
1910:1081-1114	1916: 613- 636	1922:1099-1222	1928:453-543	1934:441-460
1911:1117-1161	1917: 599- 613	1923: 745- 841	1929:463-541	1935:403-428
1912:1365-1413	1918: 271- 293	1924: 651- 714	1930:401-499	

PROFESSIONAL LEADERSHIP IN RURAL EDUCATION

ROBERT D. BALDWIN, PROFESSOR OF EDUCATION, WEST VIRGINIA
UNIVERSITY, MORGANTOWN, W. VA.

PROFESSIONAL LEADERSHIP in rural education should not view its services to rural communities thru too narrow frames of reference. It should conceive its task to be the discovery, release, and guidance of the aspirations and energies of rural folks into whatever channels give promise of developing therefrom the steadiest surge of power into the lines that serve common life. Having thus stated what seems to me the basic philosophy of educational leadership, I now turn to several specific aspects of the topic:

1. There is great need for leadership of a distinctly professional sort in rural education. The evidence of this is to be found in the relatively poor training, little experience, and low salaries of rural teachers, and in the comparatively poor physical equipment of rural schools. Furthermore, the character of the thinking and the experience of rural people with their infrequent contact with schools noticeably superior to those in their own community tends to make educational progress difficult and slow.

2. The present status of rural educational leadership does not make for satisfactory improvement in rural school conditions. Rural school principals as a class are inadequately trained and poorly paid. County superintendents are all too often selected by popular election and consequently are often poorly qualified and usually poorly paid. Only one-third of them have bachelor's degrees and less than one in ten has a master's degree.

3. The typical pattern of county school administration either directly or indirectly militates against the more complete realization of the possibilities for leadership in rural education. No mere scheme in itself creates good schools. But administrative machinery does set, or fail to set, the stage in a way favorable or unfavorable to the creation of good schools. So the details of the scheme are important.

4. Other agencies such as the state department of education, teacher-training institutions, state universities, and state agricultural colleges have a definite responsibility to improve the status and qualifications of county superintendents and other rural school administrators. State departments have responsibilities in matters of financing an adequate program, stimulating statewide interest in rural education, and lifting certification standards. Teachers colleges have the obligation of adjusting their curriculums to the probable destinations of their graduates. State universities and agricultural colleges should adjust their curriculums to equip rural school administrators to discharge efficiently the functions that ought to be performed. So far as problems of rural school administration are different from problems of school administration in general, the courses offered should recognize, reckon with, and adjust to them.

The current prospect for and challenge to rural educational leadership is to be found in several recent developments: (1) recent growth of the Department of Rural Education; (2) recent appointment of a director of rural service in the National Education Association; (3) election, within five years, of two outstanding rural educators to the presidency of the National Education Association; (4) designation of two county school systems by the United States Commissioner of Education for demonstration public forums; (5) the decentralization movement of industry and the back-to-the-soil movement; and (6) the recent growing attention to rural life and the dramatization of the economic dilemma in the AAA.

RURAL EDUCATION IN OTHER DEPRESSIONS

EDWIN K. KNIGHT, PROFESSOR OF EDUCATION, UNIVERSITY OF
NORTH CAROLINA, CHAPEL HILL, N. C.

The answer to social problems among all civilized peoples of modern times has always been education. The answer to the difficult problems with which all the world is now faced is not less but more education of the right kind, as intelligent means of proper social control.

Education was the answer given by the reformation leaders to the miserable conditions that faced Western Europe in the sixteenth century. It was the answer given by the leaders in France during its fearful years in the late eighteenth century. It was the answer offered by the forceful Fichte a century and a quarter ago when Prussia lay bleeding at the feet of Napoleon. It was the answer of Denmark crushed and confused in the sixties of the last century. It was the answer of England in the darkest hours of the World War. It was the answer of our Colonial forefathers whose most heroic efforts "for the rising generation" were made during the dark and critical days when the country was shaken by one of the most important revolutions in history. This same faith in education as a means of recuperation was expressed when the country was later torn by civil war.

The story is equally as clear and stirring in economic as in military crises. During the last century the United States has had a dozen or more well-marked economic crises. Each one was accompanied by conditions of lowered production, shrinkage in capital, bankruptcies, falling prices, reduced earnings, wage cuts, unemployment, unrest, and distress. But these are the years of a most conspicuous educational interest awakening. It seems clear that the line of educational interest and effort went up considerably during the late thirties and the forties. The depression of 1873 lasted for five years and was accompanied by the usual evil of such crises. But it appears that education did not lag. So also in 1893 and 1907.

In the present depression there have been widespread and vigorous and in many cases successful efforts to economize and retrench in public school expenditures in the United States. These sudden outbursts against the most fascinating parts of our whole democratic epic appear to be extraordinary in the educational history of this country, contrary to public behavior in

other emergencies. In other crises education has been pointed to as the foundation of public well-being and well-doing and cherished as the source of our life. Certainly it seems that this is the first time since the idea of public education began its slow but steady conquest of this country that so many schools have been slashed in the name of economy and so many severe criticisms have been aimed at education.

Royce S. Pitkin reaches similar conclusions in his *Public School Support in the United States during the Periods of Economic Depression* (1933). Says Dr. Pitkin: "Not a single serious depression was studied that did not have its accompaniment of better laws relating to the schools. Normal schools have been established in many states under such conditions; requirements for certification have been raised; better compulsory education laws have been enacted; provision has been made for the education of the physically and mentally handicapped; entire state systems of schools have been reorganized; and better schemes of supervision have been put into operation."

THE YEARBOOK ON RURAL SCHOOL LIBRARIES

EDITH A. LATHROP, ASSOCIATE SPECIALIST IN SCHOOL LIBRARIES,
U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

A yearbook on rural school libraries is significant at this time because library facilities are necessary if a school is to function effectively and because rural schools are for the most part library poor. The importance of the subject is magnified when it is realized that approximately one-half of the public school enrolment in the United States is rural.

The formation of right health and mental habits, the control of the emotions, the ability to think straight, and the cultivation of an appreciation of beauty, truth, and righteousness are major objectives of the school. The acquisition of skills and knowledges is important only as it helps to develop these objectives. It is not important *only* as it helps to develop these objectives. It is not important that the child memorize the length of the Nile River, but it is important that he know where to go to find the information if he needs it.

All thru life nearly every individual is dependent upon acquiring a considerable amount of knowledge from the printed page. It matters not whether that person is a student of research in a great university or a rural mail carrier interested in promoting bee culture as an avocation. Carefully selected printed materials on many subjects must be available if children are to be trained as independent thinkers and if their imaginations are to be kindled.

Surveys show that rural schools lack books (especially picture books) for children in the lower grades, that the books in the collections do not meet the needs of the schools, and that school library revenues are inadequate. Collections that may be borrowed from state library extension agencies, with a few exceptions, are in no way commensurate to fill requests from the schools. Less than 300 of the 3072 counties in the United States have county-wide library service.

The yearbook analyzes the reading problem of rural schools and shows how the library can improve the situation, appraises methods of administering and financing library service for rural schools, discusses problems in book selection, compares practises used by state departments of education in organizing and administering libraries, shows how the library is necessary for the administration of the curriculum, discusses the most unique practises used by state school library supervisors in improving library service, and investigates the responsibilities of teacher-training institutions in preparing teachers to cope with the reading and library problems that they will face in the schools that they teach.

Contributing authors are Fannie W. Dunn, professor of education, Teachers College, Columbia University; R. S. Ihlenfeldt, supervisor, rural education, Wisconsin State Department of Education; Nora Beust, professor, library science, School of Library Service, University of North Carolina; May Trumper, head, Department of Rural Education, State Normal School, Geneseo, N. Y.; Anna Clark Kennedy, school library supervisor, New York State Department of Education; Harriet A. Wood, school library supervisor, Minnesota State Department of Education; and William McKinley Robinson, director, Department of Rural Education, State Teachers College, Kalamazoo, Mich.

TRAINING TEACHERS FOR RURAL SCHOOLS

WILLIAM MCKINLEY ROBINSON, DIRECTOR, DEPARTMENT OF RURAL EDUCATION, WESTERN STATE TEACHERS COLLEGE, KALAMAZOO, MICH.

Those of us interested in the field of training teachers for rural schools can find considerable satisfaction and food for thought in the findings, conclusions, and recommendations of the National Survey of the Education of Teachers.

I have gone thru the report quite carefully and underscored references to rural education. In them there is material for a provocative article on the subject of training the rural teacher. I should like to call attention to one significant point developed in the last section of the final volume.

It is emphatically stated that teachers should be more specifically prepared for rural schools; and also that rural teachers need specific preparation for their work. As to what special preparation includes, both as to type and frequency of offering, I have been making a comparative study for the years 1926-27, 1931-32, and 1934-35; or before, in the midst of, and during recovery from the depression. For purposes of study I divided the differentiated offerings into the following groups: (1) length of rural curriculums offered; (2) professional courses, such as practise teaching in rural schools and rural school management; (3) background courses, such as rural sociology and economics; and (4) differentiated subjectmatter courses, such as agriculture and nature study.

From the year 1926 up to 1931 there was a consistent tendency for the number of state teacher-training institutions offering each group to increase,

with the exception of group 4—differentiated subjectmatter courses—which held its own. An equally consistent tendency of decrease in the number of institutions offering each group was noted between the years of 1931 and 1934, dropping back almost to 1926 levels. A study of the offerings for rural school administrators and supervisors in the same institutions showed the same tendencies of increase followed by a decrease. There was, however, a reverse in the tendency to increase and then decrease in the number of institutions considering the training of rural teachers their primary function; also, in the number requiring all students to have some training for rural teaching.

Lest it be assumed that those championing differentiated rural teacher training are absorbed in the technics and mechanics peculiar to rural conditions, it is well that some emphasis also be given in programs for developing rural school teachers to the significant attitudes which, in importance, may even transcend the technics.

HOW SHOULD THE CURRICULUM FOR THE TRAINING OF RURAL TEACHERS BE DIFFERENTIATED FROM THE CURRICULUM FOR THE TRAINING OF URBAN TEACHERS?

HARVEY LEONARD TURNER, MICHIGAN STATE NORMAL COLLEGE,
YPSILANTI, MICH.

This problem has been treated both intensively and extensively in the literature on rural education for more than a decade. Expert opinion has become rather well crystallized due largely to the careful work and wide influence of Mabel Carney of Teachers College, Columbia University.

Reasons for and against differentiation have been cited. Dr. Bagley has suggested that marked differentiation is undesirable because: (1) the cleavages between rural and urban life are already too great; (2) the basic training and culture needed by rural and urban children are the same; and (3) there is a constant flow of rural people to urban centers, and vice versa. Yet certain important differences are essential, he believes.

Both Dr. Bagley and Miss Carney agree that the basic differentiated training of rural teachers should consist of: (1) a substantial course in nature study and agriculture; (2) a course in rural sociology and economics; (3) a substantial course in rural education and its peculiar approaches, technics, and problems; and (4) special observation and practise teaching in rural schools under proper supervision.

Others including McGuffey, Robinson, Simpson, and Kibbe have contributed valuable information from study of the problem, but as yet the general pattern used is that outlined by Miss Carney and supported by Bagley and others. The recent course recommended in Michigan includes these essential elements, and the excellent course as refined by Muriel J. Bardwell in New York state gives promise of setting the pace for some time to come.

Thus refined expert opinion will prevail, and should, until it is demonstrated objectively by a measurement of results that something different should be done.

SIGNIFICANT ATTITUDES TO BE DEVELOPED IN RURAL TEACHERS

KATE V. WOFFORD, PROFESSOR OF RURAL EDUCATION, STATE TEACHERS COLLEGE, NEW YORK, N. Y.

The ability to think in terms of human values rather than in terms of subjectmatter is an attitude which should probably take precedence over all attitudes in the education which seeks the development of teachers. This and the emphasis upon the child-centered school have long been acceptable in the philosophy of education, but unfortunately have been slow in development into practise.

Too often the student teacher who accepts and identifies himself with the belief that children are more important than subjectmatter, in his practise belies this philosophy. The reasons for this are usually threefold: (1) too many teachers of theory in education hold opposite attitudes toward teachers in preparation; (2) many public schools are bound by a system of examinations which place undue emphases upon rewards for mastery of subjectmatter to be learned and too little in satisfactory child development; and (3) the average parent is apt to measure school success in terms of grades.

The second attitude to be emphasized in teacher education is one which substitutes new values for old authorities. In the past the accepted authorities have been twofold: (1) that of the printed word; and (2) that exemplified in the person of the teacher. Under this manifestation of authority the children had three choices: (1) submission; (2) fight; (3) flight. These suggest the necessity of either restricting teacher authority or educating him to manifest it as unostensibly as possible.

A third attitude, and one which is receiving increasing attention in the education of rural teachers, is one which sees the inherent worth that lies in what is called the rural heritage. This heritage is composed of opportunities for the teaching of the sciences at first-hand, the educational possibilities in the environment for teaching history, mathematics, art, civics. Part of this rural heritage lies also in the contribution of rural peoples of the fine qualities of independence of thinking and action, the love of freedom, and the unwillingness of the group to be stampeded into group judgments. These are invaluable qualities in a democracy and should be preserved for the benefit of the national welfare.

TRAINING RURAL SCHOOL ADMINISTRATORS

W. H. GAUMNITZ, SENIOR SPECIALIST IN RURAL EDUCATION, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

Altho the administration of the rural schools involves problems greater in number and more complex in character than those in the city schools, comparatively little effort has been made thus far by the profession to improve the status of rural school administrators.

This is true despite the commonly recognized fact that as a group, county and other rural school superintendents tend to adhere closely to the procedures dictated by tradition, to follow established patterns largely prescribed by the laws creating this office, and, in consequence, to make progress toward the improvement of the rural schools very slowly indeed.

County school administrators as a group concern themselves chiefly with carrying out routine of their offices rather than with the development of educational policy and other functions of leadership. The reason for this condition is to be found in the origin of the office and the inadequacy of programs for training and development of county superintendents. The laws providing for county superintendency and an erroneous idea of what really constitutes home rule have resulted in keeping most of the authority in the hands of local trustees, most of the woes and responsibility falling on the county superintendent.

The profession still largely accepts the situation as it is. It tends to look upon the county superintendent as a legal identity created to discharge certain clerical, routine, and regulatory functions and does little more than to protest his political character and to deplore his lack of educational leadership.

It must, of course, be said that there are among these rural school administrators many natural leaders who thru initiative and perseverance have lifted themselves above the routine and legalistic nature of their offices and are giving a splendid type of leadership to the schools they serve. There are also a few centers of learning which for a number of years, thru summer conferences, short courses, and training in rural school administration, have made a definite effort to develop county superintendents. A number of state departments of education also have helped these rural school administrators.

But a great deal more could and should be done. Our research centers should give much more study to the *functional* aspects of rural school administration rather than limit their concern to the present *status*. From such study should issue objective data, correspondence courses, short courses, handbooks, administrative devices, and complete training programs which are especially devised for the training and growth of rural school administrators. The state departments of education could profitably devote much more attention to the study of the administrative problems peculiar to the rural schools and to the development of ways and means to attack and solve rural school administrators' problems. It is high time that the profession take the county superintendent where he is professionally and as he is politically, economically, and socially, and make a much more sustained effort to study his peculiar field of service and to develop him for and in his job.

ADJUSTMENT OF RURAL SCHOOLS TO PRESENT NEEDS

HATTIE S. PARROTT, DIVISION OF INSTRUCTIONAL SERVICE, STATE
DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, N. C.

An enriched program of rural education means enriched living for rural boys and girls. Such improved, enriched living is a measure of the effectiveness of a state program of education. This program involves administrative provisions essential to its development: school finances, length of term, pre-service training of teachers, certification of teachers, compulsory attendance, buildings, courses of study, and others.

However, the enriched program is more surely in evidence in the invigorating personal growth of the teacher in her own school or classroom. Here is where supervision, either local or state, can function best—that is, in helping the individual teacher in her efforts to improve. The in-service training of teachers thru a supervisory program which includes (1) school visitation, (2) cooperative planning, (3) curriculum revision, (4) improvement of teaching methods, and (5) stimulation and encouragement of the life and spirit of the school, is successful only when the enriched living of boys and girls is the chief objective. This cooperative human endeavor of both teacher and supervisor is the controlling factor in the successful attainment of school improvement thru supervision.

The aims of an in-service training program for rural teachers cannot be realized without a definite county organization composed of supervising teachers, school nurses, and social workers. Teachers should be visited regularly by this staff of helpers. In view of apparently satisfactory results, it would seem that one could safely say that teachers can be trained while in service in rural schools, if a carefully prepared program is provided and sufficient help is given to the county school superintendent's office to carry out the program.

As an integral part of the general program of enriched living for rural boys and girls, a child health program that will afford more nearly equal health opportunities for all children of a rural unit should be administered by a county health governing board, in which should function: (1) a well-established health center under the direction of the health authorities; (2) a public school system; and (3) a medical, social, and welfare service.

STATE STIMULATION AND SUPERVISION OF AN ENRICHED PROGRAM IN RURAL EDUCATION

JAMES B. PALMER, PROFESSOR OF EDUCATION, NEW YORK STATE COLLEGE
FOR TEACHERS, ALBANY, N. Y.

An enriched program of rural education means enriched living for rural boys and girls. Such improved enriched living is a measure of the effectiveness of a state program of education.

A state supervisory program of enriched rural education is susceptible to two lines of attack. First, there are those features which on a statewide

basis may be handled most systematically and effectively by centralizing the control and direction in the state department. For example, consider certification of teachers, compulsory attendance, length of school term, general courses of study, pre-service teacher preparation, standards of necessary physical equipment, and the maintenance of certain minimum standards. Second, there are those functions that are purely supervisory. These are never adequately performed in absentia thru impersonal organization and control. They involve cooperative human endeavor. For example, consider actual curriculum revision, improved methods of giving in-service training to teachers, and stimulating the life and spirit of the school.

The supervisory staff then must be made up of personable individuals who carry on their work thru stimulating contacts, cooperative endeavor with individual teachers, and groups of teachers. Regional conferences, an abundance of school visitation, follow-up service, professional faculty meetings, and the like must be the procedures that such a person or persons prefer to use.

This kind of supervision is a decentralized program; its effectiveness depends on the extent to which it is decentralized. It grows only thru the intimacy of contact with the local setting. It involves only a recognition of what we have in this particular school, what we can get, and what we want to do under the conditions.

Teachers are becoming more and more professional. They should be aided in this and challenged to accept such responsibility as the profession necessitates. In the zeal to improve conditions we cannot afford to let lifeless prescription kill all possible growth. Programs in certain modern centralized or consolidated schools are cases in point.

A COUNTY PROGRAM FOR IN-SERVICE TRAINING OF RURAL TEACHERS

FRED C. FISCHER, COMMISSIONER OF SCHOOLS, WAYNE COUNTY,
DETROIT, MICH.

There are still thousands of rural schools in America of the one- and two-room type. These schools have many of the traditional characteristics in which improvement has been attempted. Consolidation and larger units have made some progress with the problems of the rural school.

The in-service training of rural teachers by means of the helping teacher service, with the assistance of school nurses and social workers, has proved to be one other solution of the problem. This program in use in Wayne County, Michigan, for eleven years seems to justify the conclusion that instruction in rural schools may be improved by supervision of rural teachers in groups or zones of about forty-five teachers in each group. The county program is made uniform, the state course of study is interpreted and supplemented, professional attitudes of teachers are developed, and wholesome social activities are encouraged. Teachers are made acquainted with the most recent findings and newer technics in the fields of mental and physical hygiene, in

order that the problems of the individual child may be recognized and treated. The principal methods of developing the program are in the classroom and in the group meeting. The supervising teacher and school nurse visit the schools regularly and make it their business to assist and inspire teachers in carrying out the program.

A long-time plan in the teaching of citizenship has produced highly satisfactory results. A countywide organization known as the Junior Citizens' Clubs has been the chief factor in this development.

Professional and social attitudes are encouraged by such means as discussion groups, book clubs, music festivals, teachers parties, etc.

A program of this type should make use of all of the cooperative agencies available in the county, such as the county library, 4-H Clubs, parent-teacher associations, and other agencies.

Standardized tests are given and the results of these tests in Wayne County indicate that instruction has improved the learning situation, and the general attitude of teachers is more satisfactory.

A PROGRAM OF HEALTH SERVICE AND INSTRUCTION IN RURAL SCHOOLS

THOMAS GORDON BENNETT, EDUCATIONAL ADVISER, THIRD CORPS AREA, CCC, BALTIMORE, MD.

In planning a child health program that will afford more nearly equal health opportunities for all the children of a rural unit, a program might well be administered by a county health governing board in which would function: (1) a well-established health center under the direction of the health authorities; (2) a public school system; and (3) a medical, social, and welfare service.

This program might be accomplished thru the following means: (1) more efficient practises in preventive and corrective health procedures, which will secure better health protection for all the children; (2) more frequent opportunities for each child to participate in health experiences that will aid him in forming desirable health habits; and (3) such cooperation between the child and the social guidance and welfare relief agencies as will provide the greatest possible benefits for the handicapped child and opportunities for the normal child to adjust himself to his environment.

The health activities in the school should include health service and health education: (1) health service will provide opportunities for bringing the facilities and activities of the school into closer relationship with the practising physician, the liaison nursing service, the medical care of the health center, medical, social, and welfare service, and similar organizations outside the school. This service will aid in the follow-up program for children in school and for preschool children, and will aid the medical care service in checking up remedial measures; (2) a health education program of activities and instruction is to be based upon individual health needs of children and upon certain recognized principles of good health that have been

accepted as fundamental. It will also help teachers in service to understand and accept definite responsibilities in the teaching of personal hygiene and in providing opportunities for pupil participation in health activities. Thus each child will be enabled to develop his own personal health program.

To the physical education program comes the responsibility of having a part in the complete development of the child in his environment. Physical education may be looked upon as being somewhat separate from health education but it is equally essential in developing to the greatest possibilities the mental, social, and physical growth of each individual.

How Objectives Are To Be Achieved

In order to achieve the foregoing objectives of a child health program it is proposed: (1) to analyze and evaluate the determined essential practises of child health as they have been revealed by the actual experiences and practises of certain outstanding examples of school health programs already in operation, and by authoritative theory and opinion based upon analyses and evaluations of essential evidences proved in actual experimentation in and observation of sound health practises; (2) to determine to what degree existing and potential resources may cooperate in achieving the objectives of the child health program, and the specific part that each resource would play; and (3) upon the basis of a thoro survey of the health conditions of the rural unit made to determine its child health needs, to outline a practical means whereby the determined essential practises and the available resources may be properly organized, administered, and financed in achieving the objectives of a health program for all the children of the rural unit.

EDUCATIONAL OBJECTIVES IN TERMS OF A PUBLIC SCHOOL PROGRAM IN RURAL AREAS

NORMAN FROST, PROFESSOR OF RURAL EDUCATION, GEORGE PEABODY
COLLEGE FOR TEACHERS, NASHVILLE, TENN.

The distinctive aim of rural education is to aid in the adjustment between rural children and rural environment. This includes aiding children in adjusting themselves to their surroundings, as well as helping them to control and adjust these surroundings. Environment is considered as those things which affect them significantly, or which may be made to do so. The aim is distinctive for rural areas so far as rural children or rural environments are distinctive.

For achieving this ultimate aim of education in rural areas, certain essential services will be necessary. These include the following, listed in the Twelfth Yearbook of the Department of Superintendence (1934): (1) supervision; (2) health service; (3) research; (4) guidance; (5) education of exceptional children; (6) attendance service; (7) library service; (8) recreational and leisure-time activities. These services can be provided most efficiently and economically by local units including 6000 to 8000 children, according to a recent study in Tennessee, and a monograph by Dawson.

The establishment and proper location of schools of effective size must be accepted as an important objective. General opinion of educators, with considerable backing by objective data, calls for six-year elementary schools of not less than 210 to 240 children; four-year high schools of 150 to 200 children; or six-year junior-senior high schools of about 300.

With an administrative unit organized into suitable attendance units and providing the services mentioned above, one must proceed to specific objectives such as a well-defined curriculum carefully adjusted to local needs, teachers having at least two years of training for the elementary schools and four years for the high schools, school support equal to the average per capita cost in the United States (\$66.53 in 1934), housing adequate for a modern school program (*Research Bulletin* of the N. E. A., January 1935, suggests \$400 per pupil as a "reasonable" standard), sound business management for these activities and those previously mentioned, and by no means least important, adequate publicity and cordial cooperation between the school and its patrons.

Among such objectives as these the school administrator should choose for immediate accomplishment those which meet with most general approval from his patrons, those most in line with state and national policies, those for which effective support and aid can be secured, those within the abilities of available personnel, those of greatest value to the school children, and those most likely to lead to further improvement of the local school situation.

PROCEDURES FOR OBTAINING ADEQUATE ORGANIZATION AND ADMINISTRATION FOR RURAL SCHOOLS

EDGAR L. MORPHET, DIRECTOR OF RESEARCH, STATE DEPARTMENT OF
EDUCATION, MONTGOMERY, ALA.

When we are discussing rural school organization, we may be discussing attendance areas or administrative units or both. In any case a clear distinction should be made between them.

It is easy to understand why so many of the present administrative units are inadequate when it is known how they have developed. It is hardly too strong to state that there has been no plan or planning of attendance or administrative units on any statewide basis, particularly until very recent years.

In a number of states or parts of states scientific studies have been made to determine the needs of the schools and the type of organization that can best meet those needs. Fairly definite standards have been established and can be used for guidance in further reorganization. Many attendance areas have already been reorganized, and a number of small administrative units have been eliminated.

The first handicap to improving organization and administration of schools is tradition. The people in the various areas have grown up with their schools, inadequate tho they may be. They do not know of anything any better. They are likely to be afraid of any change simply because they cannot visualize what the change will mean. One of the greatest handicaps

to adequate organization arises from lack of facts and evidence necessary to show the desirability of a change. The only way to overcome this handicap is to set up a plan for getting the evidence needed and for arranging and presenting it in convincing form.

Adequate organization does not necessarily mean adequate administration. The tradition that the rural superintendent is to be elected by the people is far too common to be comfortable to a progressively-minded administrator. Popular election and competent administration are not sisters under the skin. In fact, in most cases they are not even remotely related. Rare indeed is the superintendent who, for more than one election, can keep his ear attuned to the tradition and prejudices of the people and his eye set on a long-time constructive plan. A fundamental procedure to facilitate adequate school organization and administration is to provide for rural leaderships selected by boards of education and not by popular election.

An equitable educational opportunity for every rural child is a worthy objective. But financial support alone will not assure that opportunity. Along with that must come higher standards for rural school administrators. Rural superintendents as well as principals must be trained for their work instead of learning it, as in times past, at the expense of teachers and children, and often at the cost of taxpayers.

A COUNTYWIDE PROGRAM OF CONSOLIDATED RURAL SCHOOLS

JOHN H. GEORGE, PRINCIPAL, NICHOLAS BLACKWELL HIGH SCHOOL,
BARTLETT, TENN.

Consolidation and transportation are indissolubly linked where schools are concerned. Shelby County has had a program of consolidation dating back thirty years. Starting in 1907 bond issues were frequent until the program was practically completed in 1931. Small high schools are not maintained. Small grammar schools exist for six grades only. Junior high schools are not used because of the peculiar Tennessee law. This county has found that the election of the county superintendent and the county board of education by the quarterly court is more satisfactory than having direct election by the people.

The budget of Shelby County is \$682,200 for a school population of sixteen thousand students, divided \$483,900 for elementary and \$198,300 for high school. Transportation costs \$75,000 per year; instructional cost is \$424,000 per year.

The maintenance department of Shelby County has a large warehouse, a maintenance superintendent, and gives to the system a complete repair service. Furniture is built in the shop of one of the large high schools on a commercial scale. One of the most important services has been the drilling of wells and the building of complete water systems.

About four thousand children per day are transported in school buses. The drivers are paid a straight salary and also a mileage. The drivers are

compelled to maintain liability insurance. There is compulsory mechanical inspection. Safe transportation is stressed at all times.

The Shelby County school libraries have been made possible thru the Rosenwald Fund. The high-school libraries meet the standards of the Southern Association of Colleges and Secondary Schools. Classroom libraries are provided for every elementary room in the county. Community libraries are being started. Summer community book service by truck has been used and is popular.

The teachers of the county are selected from college graduates on the basis of fitness rather than politics. The minimum salary for college graduates is \$900 per year; the maximum, \$1650 per year. Old age retirement fund and group insurance are provided. The teachers maintain high professional standards thru membership in educational associations. For sixteen years every teacher in Shelby County has been a member of the National Education Association.

A STATEWIDE SURVEY OF RURAL SCHOOL ADEQUACY

RAYMOND V. LONG, DIRECTOR OF SCHOOL BUILDING CONSTRUCTION, STATE
DEPARTMENT OF EDUCATION, RICHMOND, VA.

The State Department of Education of Virginia has realized for a number of years that school buildings were being erected with little thought or regard for the statewide program of education. Buildings have been too frequently located with reference to local demand rather than to coordinated statewide planning.

In an effort to get a comprehensive picture of the school building situation in Virginia, a statewide school survey was undertaken in the spring of 1934, and thru the coordinated efforts of the State Planning Board and the State Department of Education, much information was assembled covering each school building in the state. These compiled data include a map of each county with an overlapping of ten to fifteen miles in the surrounding counties showing the location of each school building, the location of highways, physical barriers, such as mountains, rivers, etc. Each school building is designated by an appropriate symbol showing the type of building and the type of educational program offered. Accompanying these maps is listed pertinent information as to the physical condition of the building proposed, consolidations with other buildings, transportation to or from the building, cost, type of construction, etc.

Studies made of the compiled data revealed many maladministrative practises and uneconomical educational programs both socially and financially. The most outstanding conditions needing immediate attention and correction are:

1. There are too many small high schools. It is proposed to consolidate high schools so as to develop schools with at least 250 to 400 pupils. In larger consolidated areas junior colleges will be developed.
2. There is wide variation in the amount of territory per school building in the several counties. The area per building averages 13 square miles

per white school and 38.8 square miles per Negro school, and varies from 1.4 square miles in one county to 188 square miles in another. It is proposed to correct this condition by the development of spot maps and on the basis of such data to develop a master statewide plan for schools and work. Future school buildings will be located and built according to this master plan.

3. Political boundary lines have little relationship to an economical system of school buildings and transportation. They have, however, influenced both and have resulted in the construction of buildings near boundary lines to serve only the children in the county in which the building is located. Effort will be made to plan the location of buildings without reference to political boundary lines.

4. The master plan will contemplate the location and planning of school buildings for utilization by the community rather than for the sole use of pupils for only a limited time. Acquainting local committees with the importance of planning their school building to a statewide planning program has already resulted in marked changes in attitude toward school building planning and construction.

FUNCTIONAL PLANNING OF PLAN FOR A TWELVE-YEAR CONSOLIDATED SCHOOL

N. E. VILES, DIRECTOR OF SCHOOL BUILDING SERVICE, STATE DEPARTMENT OF EDUCATION, JEFFERSON CITY, MO.

During the past few years would-be economists have been loud in their criticisms of public school buildings, claiming that there was extravagance in the erection of school buildings and that much more money is spent than is needed. On the other hand, school officials, school teachers, and interested patrons have insisted that the school buildings were inadequate to house the school program; that the work of the school was being hampered by the lack of room; that the buildings were unsafe and unsanitary. Probably there was only a modicum of truth in some of their criticisms. On the other hand, some of their criticisms may have been justified. These criticisms are as applicable to consolidated schools as to others. It is true that many of the buildings erected have not been planned to fit the school program. It is also true that money has been spent on ornate design that might well have been spent in a way to provide the features needed inside the building.

Records indicate that the twelve-year consolidated school varies little from other twelve-year schools of similar size, except that more vocational agriculture classes are taught. Hence the planning for a twelve-year consolidated school may be quite similar to that for non-consolidated schools of similar size.

Efficiency and economy in school building construction are not easily attained without adequate functional planning, which involves a detailed study or a survey of the district, its enrolment, facilities, and ability to pay, together with the present anticipated curriculum offering. The obligation to prepare educational specifications is clearly that of school officials. Structural

design and exterior artistry may well be left to the architect, but the interior planning of the building should be done by competent school officials.

The functional planner should remember that safety should be the first consideration in erecting a school building; that adequacy can be maintained only by planning each room for a particular type of use; and that convenience, attractiveness, and flexibility should not be neglected. He should also remember that economical construction, which should be interpreted to mean the securing of essential features needed in the building, the elimination of waste space and non-essential features, should be based on a study of the needs of the school, on the development of multiple-use rooms for the small schools. He should also remember that costly construction beyond the means of the district may result in decreased funds for school activities that the district may be able to pay for the building after it is erected.

Functional planning for a twelve-year consolidated school may be separated into the following five steps:

1. Determine the type of school program to be developed in the district.
2. Study the site location, orientation, the roads, the drainage, etc.
3. Study the room needs, number, size, and location. Determine the number, size, and location of each activity or group unit and the service features needed in the building.
4. Determine the special features and refinements that should be included in the building.
5. Study the financial condition of the district to determine the amount of bond money that should be raised, the bond and interest payments that must be provided for several years in advance, and the tax that must be levied.

THE ARRANGEMENT AND EQUIPMENT OF A MODEL ONE-ROOM SCHOOL

CHLOE C. BALDRIDGE, DIRECTOR OF RURAL EDUCATION, STATE DEPARTMENT
OF PUBLIC INSTRUCTION, LINCOLN, NEBR.

Each child should have a good, comfortable seat and desk placed the correct distance apart. The desks of only one size should be placed in a row. Movable chairs are quite frequently used and bring about a homelike environment. If there are stationary desks, it is advantageous to have the desks fastened to cleats of wood long enough for three desks to be fastened together in a group, thus enabling the desks to be moved easily.

Two things are well established with reference to lighting the schoolroom; first, the window area should be equivalent to one-fifth of the floor area in our section of the United States and, second, the light should come from the left and rear of the pupils after they are seated, except for left-handed pupils. Adjustable shades furnish the preferred regulation of light. Window sticks, window ventilators, and screens are useful. A thermometer and a first-aid kit are essential.

For heating, the basement furnace is preferred. If a jacketed heater is used, however, it should be located in the end of the room and preferably near the entrance. The cold air coming in thru an open door will thus be more easily heated. Facilities should be provided so that good housekeeping will be characteristic of the activities of every classroom teacher. Liquid soap and paper or individual towels are necessary supplies. Shoe scrapers and a door-mat will help materially in keeping the building clean.

Hot lunch equipment should be provided. Hot lunches improve the health of the pupil and offer valuable means of elementary dietetics, manners, and courtesy. Every rural school should be supplied with at least the following playground equipment: bean bags, teeter totter, baseball equipment, basketball, ropes and rings, giant stride, slide, indoor ball equipment, baseball diamond, indoor diamond, building blocks, table croquet, toys, and games.

There should be a good well on the school grounds or other means for supplying pure water. A bubbling drinking fountain should be provided. The school must have good, modern textbooks, good reference books, dictionaries, library books, a library table, a good set of up-to-date maps, a good globe, and good blackboard. The sand table, a bulletin board, a bulletin rack, a chart printing outfit, adequate primary supplies, and tools for wood-work are important additions.

A musical instrument is essential in the rural schools. Music should be a part of the rural school program. The child responds unconsciously to the beautiful. A schoolroom decorated in soft coloring with growing flowers here and there, with two or three fine pictures on the walls, has been found to have a most desirable influence on pupils.

EXPERIMENTS AND DEMONSTRATIONS FOR IMPROVEMENT AMONG SMALL RURAL SCHOOLS

LEO M. FAVROT, GENERAL FIELD AGENT, GENERAL EDUCATION BOARD,
BATON ROUGE, LA.

The rural situation in the southern states calls for a steady improvement in the health, economic stability, intelligence, general efficiency, and social cooperation of the population. The Negro population is particularly handicapped because of the economic position of farmers, the large proportion of farm tenancy, and the absence or inadequacy of many forms of social service and welfare.

The rural school of one or two teachers enrolls the majority of the Negro school pupils in the South and employs the majority of teachers. Higher institutions have an important part to play in training such teachers, placing emphasis upon the rural community background, environmental factors in rural education, and school organization and instruction.

The splendid efforts put forth by Jeanes supervising teachers in southern states, by the Julius Rosenwald Fund in better school buildings and in rural school libraries, and by the state agents of Negro schools, have resulted in increasing facilities for larger numbers and greatly improving the physical

plants in many areas of the South, but few public schools have envisioned the need of community development as a basis for their services, and as a means of keeping alive the interest in rural life which it is possible to arouse in the school.

Experiments and demonstrations have been carried on at higher institutions of learning in the summer schools for the purpose of organizing the school for more efficient service and of enriching the curriculum by giving more attention to the home and farm life with which the children are familiar. Thruout civilization a reappraisal of values in education is in progress and the tendency is toward that broader view of education which regards the school not as an isolated unit but as a factor in the main stream of life.

Even the one-teacher school with all of its handicaps of inadequate buildings and equipment and untrained teachers, can do more toward reaching the desirable objective of playing a part in the reconstruction of country life if the point of view of the teacher is altered and a vision of his opportunities made clear.

It is not alone faculties of the schools of education that are responsible for the training of rural teachers, but also the faculties of subjectmatter fields, particularly of agriculture, health, home economics, natural science, sociology, and economics. Thru the thinking together of these specialists, cooperative programs looking toward the better preparation of teachers seek to give the rural teacher a larger interest in agricultural processes, the phenomena of nature, rural health, and the rural home to the end that rural children may have more joyous and profitable school experience and that rural life may become more satisfying.

RURAL EDUCATION FOR NEGROES

EDWIN R. EMBREE, PRESIDENT, JULIUS ROSENWALD FUND, CHICAGO, ILL.

The educational needs of Negro rural children are so identical with those of rural children that I shall place my discussion squarely on the general theme of rural education. The present curriculum has been largely made up by people in cities and has been chiefly aimed toward urban schools. Much of the rote learning is of little value even to children who are growing up to become clerks and industrial workers. But it is even less appropriate for children of the farms and countrysides.

During recent decades, when we were hypnotized by industrial prosperity and urban glamor, we ceased to think of the country except as a place from which to escape. Formalistic schools were as active as any of the other forces of the past half century in carrying children's attentions and ambitions from the country to the city. In fact schools were a kind of sieve for separating the smart from the dull and it was an axiom of the times that the smart would quickly migrate to the cities, leaving only the dullards to make country life even more dismal and soggy than it had been before.

The first and great reform in rural schools, therefore, is that education shall direct itself to the peculiar needs of country children with a view to

making them happy and useful citizens of country life. Let us look for a moment at the kind of preparation children need for rural living. Five items stand out: (1) the ability to read and write clearly and understandingly; (2) some skill in the use of figures; (3) knowledge of farming, including some general understanding of biological processes and an appreciation of nature; (4) manual dexterity, especially in the handling of wood, fabrics, and other materials, and in simple mechanics; and (5) health.

These are self-evident necessities for any successful life in the country. It seems naive to argue the need of education in such obvious items. But the simple fact is that rural children are not getting from their schools anything approaching adequate preparation in these fundamentals.

These five suggestions I submit as the essentials of the elementary-school program in rural districts. If children gain competence in these, they may live happily and successfully. The learning of five broad topics is more important than superficial acquaintance with a great multitude of "lessons."

The problem, especially in rural communities, is to restrict teaching to something like the directness to life of earlier education, to make both teachers and pupils realize that learning is vital to the happiness and effectiveness of the individual child and of the community.

LIBRARY SERVICE IN RURAL AREAS

LOUIS R. WILSON, DEAN, GRADUATE LIBRARY SCHOOL, UNIVERSITY OF CHICAGO, CHICAGO, ILL.

An analysis of data relating to the availability of library service in the United States reveals these important facts: (1) there are 45,000,000 people almost exclusively in rural agricultural areas without any library service; (2) there are 40,000,000 living in small towns and small cities with inadequate service; (3) there are 40,000,000 found primarily in large cities and metropolitan areas with libraries that provide abundant materials; (4) of the 33,000,000 people who live in the South, 22,000,000 are without library facilities; (5) of the 22,000,000 or more persons in the South without library service, 19,500,000 live in rural areas while only 2,500,000 live in southern cities.

There are several reasons for the unfavorable distribution of library services in the rural South: (1) high percentage of population is nineteen years old and under; (2) 80 percent of population is rural and agricultural; (3) per capita wealth and income are lowest in the nation; (4) the average county is too poor and too small.

The greatest inadequacy in library service in the South is found among the Negroes. The same kind of inequality that exists in the provision for schools applies in the provision for libraries, except that it is greater chiefly because of lack of state support and state requirements.

In spite of these limitations, progress is being made in Negro library service. The training of librarians by the Hampton Institute, the assistance given to 1900 special school libraries by the Julius Rosenwald Fund, the institute

for training Negro librarians held at Atlanta, the growth of high-school libraries in North Carolina, and school library service maintained by Webster Parish, Louisiana, are examples of progress.

The following program for the improvement of rural library service is suggested:

1. For school libraries: (a) state departments of education should require that a certain definite amount of money be set aside in the budget of every rural school for the purchase of library materials; (b) in the event there is a county library, the board of education should contract with it to provide the rural school with library service; (c) in the absence of a county library the county superintendent should organize a countywide school service under the direction of a supervisor trained in library management.

2. For the provision of general library service for rural sections, the following are recommended: (a) the development of county libraries where the population and assessed valuation of property are sufficient to insure proper support: (b) otherwise the combination of two or more counties into a regional library; (c) the close cooperation of county, school, library, agricultural, and public health interests in the development of cooperative programs.

3. For the promotion of library interests generally thruout rural sections of a state, a state aid fund for libraries rendering countywide or regional service including school library service and a statewide library extension agency should be provided. This agency should formulate a general program of library development; distribute such funds as the state makes available to libraries; operate a supplementary service to libraries from the state agency; prepare necessary manuals concerning the care and use of books by libraries; and advise and cooperate with all libraries in the extension and improvement of library service in the state.

SOCIAL AND ECONOMIC FACTORS AFFECTING RURAL SCHOOL AREAS IN THE SOUTH

CHARLES S. JOHNSON, DIRECTOR, SOCIAL SCIENCE DEPARTMENT, FISK UNIVERSITY, NASHVILLE, TENN.

There is no one South, solid or otherwise. There are distinct regional differences which take their pattern from dominant economic folkways, the historical background, and the degree of isolation from the active cultural areas of the section as a whole. The South is primarily agricultural, 52.4 percent of the farms being devoted to cotton and 9.2 percent to tobacco. The system is based on the production of cash crops and the exploitation of the soil. Its labor has been historically the directed slave worker in the more fertile areas and the small non-property holding white worker in the poorer areas. Both have become perpetual tenants.

The agricultural South has reflected a number of disturbing tendencies:

1. There has been a constant draining off of the active members, after the area has supported them as children, to more promising regions.

2. The lowest incomes in America are registered in the southern states, with the Carolinas, Mississippi, Arkansas, Georgia, and Tennessee at the bottom. The South Atlantic and East South Central divisions have 15 percent of the land area and 21 percent of the population, but only 11.7 percent of the income of the nation.

3. In the South as a whole 42.4 percent of the farms are operated by tenants, and in the cotton belt, 60 percent. Nearly half the tenants are croppers.

4. One-fourth of all the farm families of the South are Negroes. Most of these families are tenants and share croppers. A study of 2000 families in 1934 showed that the average family income was only \$105.43 or an average monthly income of only \$1.75 per person. This condition reflects the constantly increasing pressure of the Negro population against a soil that is constantly losing its vitality.

5. Social institutions and public facilities, particularly those provided thru taxation, have had to be meager. As for schools, rural areas are suffering an increasing inability to support adequate standards.

Facts about Limestone County, Alabama, reveal some of the typically worst conditions with regard to Negroes. More than half of all the Negro school children in that county were enrolled in the first grade, and 90 percent were in the first four grades. Less than 30 out of 10,000 Negro children in that county can expect to reach the seventh grade. In that county the local school authorities spend on Negroes less than is received from the state for schools on account of Negro population and spend all the proceeds of local taxes on the white schools.

With regard to the Negro of the South, three conclusions seem inescapable: (1) the economic level of the Negro life must be lifted as a first essential step in the improvement of social life; (2) public provision for education must be greatly improved if a dull and costly peasantry is not to be fostered; and (3) finally, a protective realism in education of Negroes must go along with those changes, long demanded by reason and the public good, in those binding racial traditions which are a hampering heritage of the past.

FINANCING RURAL NEGRO SCHOOLS

AMBROSE CALIVER, SENIOR SPECIALIST IN NEGRO EDUCATION, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

Availability of education to Negroes is a major problem of school finance in several states. In the solution of this problem these points should be emphasized: (1) that the major problem of school finance should concern itself with "equalization of educational opportunity"; (2) that the fundamental purpose of equalization efforts should be to approach a desirable program of education; and (3) that an approach to a desirable program of education should begin with a foundation program, the minimum essentials of which should be (a) available and accessible schools, (b) reasonable term length, (c) adequate number of qualified teachers, (d) curriculum adapted to the interests and needs of students, (e) necessary equipment and facilities for effective teaching, and (f) transportation facilities.

From data recently published by the United States Office of Education it is evident: (1) that the major educational problems among Negroes are

in rural areas; (2) that the few schools they have are inaccessible; (3) that the amount of education they receive is meager; and (4) that the quality of education received is low.

A few of the facts cited concerning Negroes in rural areas to support the above conclusions are:

1. A larger percentage of the Negro population in rural areas is of school age than of urban populations.
2. A smaller proportion of children of school age attend schools in rural areas than in urban centers.
3. Eighty-two percent of the children between the ages of ten and fifteen who are gainfully employed are working in agricultural pursuits.
4. The proportion of children in this study of the various age groups living three or more miles from school is from two to seventeen times greater than of rural children in the study used for comparison.
5. A large proportion of young children live excessive distances from school and little transportation is provided.
6. A large percentage of children live long distances from school and travel over bad dirt roads.
7. The school term is from 1 to $2\frac{1}{2}$ months shorter than the accepted standard in the same states and counties, and a large percentage of children who attend schools with short terms also live long distances from school and have no transportation facilities.
8. Most of the schools provided Negroes in rural communities are small schools which fail to retain children in school thruout the course and fail to promote good attendance.
9. Little transportation is provided the children attending these small schools and the high pupil mortality and poor attendance are closely related to the lack of transportation facilities.
10. The excessive overageness of Negro children is closely related to the long distances they live from school and to their poor attendance.

Many of the difficulties and limitations discussed are interrelated, and their combined effect makes the educational situation for Negroes in rural communities acute. They must, however, be taken into consideration in formulating a foundation program upon which to construct an adequate plan of school finance.

HAWAII'S RURAL SCHOOLS ARE AS GOOD AS HER CITY SCHOOLS

O. W. ROBINSON, DEPUTY SUPERINTENDENT, DEPARTMENT OF PUBLIC INSTRUCTION, HONOLULU, T. H.

Nearly 90,000 children are enrolled in public schools, Grades I to XII. Of these, slightly less than 40,000 are in Honolulu and Hilo, leaving about 50,000 enrolled in rural schools.

The equality of opportunity in rural schools as compared with urban schools may be described and accounted for as follows:

1. The schools are administered by a lay Board of Commissioners and a superintendent, both of whom are appointed by the Governor with the approval of the Territorial Senate. The superintendent is directly responsible for the employment and placement of teachers thruout the Territory.

All funds for current expenses of schools come from appropriations by the Territorial Legislature.

The supervision of schools clears thru eight supervising principals appointed by the superintendent and Board of Commissioners. Each school is under the immediate control of a principal appointed by the Territorial superintendent. Thus rural and urban schools are equally well supervised.

2. All new appointees as teachers, both elementary and secondary, must have had at least five years of collegiate training. The average length of service of city teachers is about twelve years, and of rural teachers about eight years. The average training of rural teachers, however, is more than a year longer than that of urban teachers.

3. One salary schedule operates for all teachers thruout the Territory. There is a differential between elementary- and junior high-school and senior high-school teachers. An elementary teacher, however, sent to the most isolated rural school receives the same salary as she would receive in the largest city school. Actually she receives more because she is usually given rent—free quarters—in addition to her salary.

4. The average rural elementary school has seven or eight classrooms. Many are larger, and there are, of course, several one- and two-room schools. The average elementary school has about five acres of campus giving room for gardens, playgrounds, and landscaping.

5. Vocational and prevocational work in agriculture, trades and industries, and homemaking are offered in most of the schools of the Territory. Territorial supervisors specially trained in these fields are subject to the call of supervising principals. Vocational homemaking is taught in fifty schools—ten city and forty rural. Vocational agriculture is taught in thirty-four schools—five city and twenty-nine rural.

6. The Department of Public Instruction maintains divisions of health and dental education. These services are equally available to rural and city children.

In conclusion it may be said that altho certain phases of the school offering should be improved, it can be emphatically said that any discrepancies or faults that may exist do not appear as distinctions between urban and rural schools but rather as flaws in the total scheme affecting all schools alike.

ACTIVITY PROGRAMS IN RURAL SCHOOLS

MRS. ARTA BRADT FLOOD, SUPERVISOR OF INSTRUCTION, PLACER COUNTY SCHOOLS, AUBURN, CALIF.

Probably half of the children in this great nation of ours are attending rural schools. Of these schools nearly 140,000 are one-teacher schools composed of twenty to twenty-five pupils divided into seven or eight grades.

Altho there are many difficulties and disadvantages inherent in the rural school situation, the small one- and two-room rural schools offer really ideal situations for carrying on a progressive activity program of education. Children of varying age levels can find challenging interests in a program that can be flexible, without upsetting administrative organization. Provision can be made for group undertakings, and rigid classification, according to age, ability, or "grade" standards, can be avoided. The school is the heart of the community where a sympathetic understanding can be secured. The rural environment abounds with vital material, experiences, and activities.

School surveys show the rural school curriculum still organized on the basis of subjectmatter set out to be learned. Some of this lag behind the best practise can be laid to the door of rural administrators, county boards, and the like who still have a formal course of study that cramps the teacher in her efforts toward the *goal* of the new viewpoint of education—*the integration of personality and a wholeness of development*.

The realization of this goal can best be attained thru the organization of an activity program based upon units of work, centers of interest, areas of experience, comprising an integrated curriculum thru which both first-hand experiences and rich vicarious experiences are participated in by every child in the classroom. This new integrated curriculum does not mean that subjectmatter is no longer a part of our school education, but merely that the subjectmatter taught shall function in our present living.

Any group of teachers will probably agree that an integrated curriculum is the most effective means of developing the whole child. They will cite as major difficulties the lack of time—"how to get everything in" or "the parents do not think Johnnie has read if he does not read from a reader"—and the lack of reference material.

Considering the varying age levels, abilities, backgrounds of the children, and availability of material, the teacher selects perhaps three, and not more than four, major units for the year. They will probably be from the social science field, wide in scope, varied in content, and appealing to many interests. The plan of four big units a year presupposes a good daily working program and definite record keeping of the units covered by individuals and by groups of individuals.

This daily program must recognize that all school subjects are not of the same importance, that reading, writing, and arithmetic are not ends in themselves but useful tools in interpreting our social order. The race has developed civilization thru the learning that came in connection with the active pursuit of worthy purposes. Children must learn by the same process.

INDIVIDUAL INSTRUCTION IN RURAL SCHOOLS

WINN L. TAPLIN, SUPERINTENDENT OF SCHOOLS, RUTLAND-FAIR HAVEN DISTRICT, FAIR HAVEN, VT.

Many changes in the curriculum and improvements in school organization developed in the metropolitan areas are not practical in application to Vermont's schools. The application of individual instruction as practised at Winnetka, Illinois, Bronxville, New York, and other places, however, promises great saving of school time not now efficiently used in teaching the fundamental subjects. In 1933-34 an attempt was made to adapt the practise of individual instruction to the Vermont rural school situation. It was successful and indicated that when the school practises are adapted to the needs of the individual pupil much needed time can be given to teaching citizenship, health, music, and the principles of science. Rural children need training in these subjects to fit them for better living.

Reading, English, spelling, and arithmetic were made subjects of individual instruction. The subjects were divided into units of work and mastery was determined by a series of tests covering the essentials. It was found that the individual pupil, when allowed to follow his own pace, be that pace slower or faster than average, learned more than when assignments were made to the class as a whole.

Some of the additional values gained by pupils under individual instruction were greater power in reflective thinking, less cheating, less carelessness in the work, better cooperation, and greater initiative, self-reliance, and accuracy. The teachers found the change to be an opportunity for self-improvement.

The rural school can be made a real educational institution. In the midst of nature's most beneficent environment rural pupils should find a most romantic and enjoyable school experience if properly guided. With our brooks and mountains and lakes, with our daily demonstration of means of transportation and communication, with our town meetings and local public enterprises, with our independence yet all dependent one upon another, where could social science and citizenship be more masterfully taught? In Vermont, in Iowa, and in Oregon the vital part of the story is the same; rural instruction can be reorganized and greatly improved. Other formulas than ours may be used, but rural pupils need not lose their great heritage which is an equal educational opportunity for all.

ART INSTRUCTION IN RURAL SCHOOLS

FLORENCE TILTON, RURAL SCHOOL SUPERVISOR (ELECT), STATE
DEPARTMENT OF EDUCATION, DOVER, DEL.

Art education is one of the most neglected phases of the elementary-school curriculum of small town, village, and country schools. From a survey of Hennepin County, Minnesota, I found that 42 percent of the teachers had had no art course at any level; 57 percent had had only one course in art at a teacher-training institution. Only 10 percent of the teachers had even taught in a school with supervised art instruction in the elementary school. All the evidence at hand shows that conditions are equally as unfavorable in average rural schools. Such facts indicate the need for greater attention of teacher-training institutions to offering training, especially to teachers for small schools, in art and how to teach it. State and county school systems need to provide adequate supervision of art instruction especially for rural schools.

There are four approaches to the teaching of art: appreciation, expression, information, and technical skill. The divisions of subjectmatter are: design, color, lettering, construction, and drawing.

Contrary to popular belief, drawing is the least important. Art is more than drawing. It is a part of everything we do. It is shown in the way the written page is presented, the arrangement of the schoolroom, the mounting of materials for display. Such opportunities should be used by the teacher

for teaching the principles of beauty, namely, balance, rhythm, dominance, and proportion.

Subject content should grow out of material being taught in other school lessons and in interests connected with the home and play. The growth in ability to choose tastefully, to appreciate art, and to create with art media must be a planned experience, developing gradually thruout the school life.

As to organization and methods for art instruction in rural schools the following suggestions will be helpful:

1. Organize the school into three groups: (a) beginners, second, and third grades, (b) fourth, fifth, and sixth grades, and (c) seventh and eighth grades.
2. Present subjectmatter, all related to one topic on a given day, but divide it into three lessons each distinct in subjectmatter, kind of expression, and types of materials used.
3. Plan for illustrative material that will develop appreciation in relation to the same topic developed for information and skill.
4. Plan for an evaluation or enjoyment period for completed work.
5. Build technical lessons in figure drawing, lettering, and color on definite interests and a feeling for help on the part of the children.

MUSIC INSTRUCTION FOR RURAL BOYS AND GIRLS

MARGUERITE V. HOOD, STATE SUPERVISOR OF MUSIC, STATE DEPARTMENT OF PUBLIC INSTRUCTION, HELENA, MONT.

Consolidation of rural schools has been favored for so many years that it is frequently taken for granted to be an accomplished fact. Educators with this idea in mind have consistently worked out materials and methods for teaching almost entirely from the viewpoint of the urban school, omitting any special attention for the rural school. This is especially true in connection with the subjects, including music, that have recently made great gains in popularity. To quote an article by Howard A. Dawson in the *May Journal of the National Education Association*, statistics show that there are still about 140,000 one-room schools in America, 20,000 two-room schools, and only 18,000 consolidated schools. For this reason it is important that we consider the one-room school very definitely when we discuss "Music Instruction for Rural Boys and Girls."

Interest in rural music varies over the country—in some places excellent work is done, but in general there is no definite or consistent program. Some of the factors giving rise to this neglect are:

1. It is exceedingly difficult to teach music in a school where there is a full schedule, with probably all eight grades and a wide span of ages, and with too small an enrolment to allow the group to be divided into different classes.
2. In very few sections of the country is any real help or supervision in music given to the rural teacher. Regardless of problems to be solved, or lack of training or equipment, she must depend almost entirely on her own resources.
3. Training schools do not prepare teachers in music sufficiently well to enable them to teach the rural music class. The general foundation work in music is usually inadequate to meet the needs of the prospective teachers. The methods courses usually divided into primary-, intermediate-, and upper-grade courses, only one of which is required, take little thought of the situation in small rural schools.
4. There is little musical equipment in the average rural school.

In spite of these difficulties, it is still possible to work out a well-organized music program for the one-room school, including the following types of work:

Singing—With the main aim of teaching every child to use his voice musically and enjoyably. Music reading and part singing are also feasible in the rural school.

Rhythm work—With varied activities to develop in every child a feeling for the swing of the music and also to develop muscular control, correct posture, poise, and ease of movement.

Listening lessons—To develop in every child an understanding of the music he hears.

Additional music activities such as harmonica bands, choirs, choruses, bands, orchestras, etc., are also valuable in the rural school.

The success of these feasible music activities in the rural school curriculum depends upon the interest of the teachers themselves and of the rural superintendents and supervisors in the work, and upon training-school music courses which will fit the rural situation as it really is, and not merely the urban or consolidated schools which we expect to have in the future.

SECRETARY'S MINUTES

St. Louis, Missouri

Business Meeting, Tuesday Afternoon, February 25, 1936

The annual business meeting of the Department of Rural Education was held immediately following the program in the Crystal Room of the Jefferson Hotel. President Sue M. Powers presided.

The president called for the report of the organization and work of the National Conference Board on Rural Education. R. E. Jagers presented the report orally. He explained that the National Conference Board on Rural Education was proposed by the Cooperative Committee on Rural Education appointed in 1934 by Henry Lester Smith, president of the National Education Association. The Committee composed of Willis A. Sutton, Julian E. Butterworth, and Richard E. Jagers formulated the plan for the National Conference Board on Rural Education and submitted it to the Executive Committee of the National Education Association at Denver in 1935. The proposal was accepted. Immediately thereafter the Conference Board was initiated by Agnes Samuelson, president of the National Education Association. Its purpose is to act as a clearing-house for securing and disseminating information concerning significant movements affecting rural education, to evaluate these movements and to transmit information to the constituent member organizations, inform them of evaluations and of the cooperative part they can play in national programs affecting rural education. He emphasized the fact that actions taken by the Conference Board will not in any way be binding upon the organizations represented. He said that the Conference Board is composed of a representative appointed by each of the following organizations: American Association of Teachers Colleges, American Association for Adult Education, American Country Life Association, American Farm Bureau Federation, American Vocational Association, Association of Land-Grant Colleges and Universities, Associated Women of the American Farm Bureau Federation, Department of Rural Education of the National Education Association, General Federation of Women's Clubs, National Education Association, National Congress of Parents and Teachers, National Grange of the Patrons of Husbandry, National League of Women Voters, Southern Woman's Educational Alliance, United States Office of Education. He reported that a meeting of the Conference Board had been held and a temporary organization set up. He expressed confidence in the ability of the Board to promote the welfare of rural education,

and asked for the endorsement of the Department of Rural Education. Mr. Foote moved that the plan be approved and that the Department of Rural Education be represented on the Board. Motion was seconded by Mr. Lampe. Motion adopted unanimously.

The president called for the report of the Committee on Program and Policy of the Department of Rural Education. The report was presented by Mr. Plenzke, chairman of the Committee, who moved its adoption. Motion was seconded by Dr. Jaggers. Dr. Dunn opposed the adoption of the report and read a statement of her objections. Dr. Dunn offered the following substitute motion: That the Department thank the Committee for bringing the necessity of a program before the Department; that the president of the Department be instructed to appoint two committees—one to draw up a platform by which our future activities may be guided, to be formulated after careful consideration of the Des Moines 1921 platform and Dr. Brim's theses as published in the yearbook on the Status of Rural Education, as well as the formulation just presented, and the second to set up a program of departmental activities for a definite period of time; and that Dr. Dawson be an ex-officio member of both committees. The substitute motion was not seconded and considerable discussion from the floor followed. Mr. Snyder then offered the following motion: That the report submitted by Mr. Plenzke be adopted as a preliminary and tentative statement of the platform of the Department of Rural Education, and that the president of the Department appoint a committee to consider this report further, to revise the statements, and to submit the revision to the Department at its next regular meeting. Motion seconded by Dr. Dunn and accepted as a substitute by Mr. Plenzke and Dr. Jaggers. Motion carried unanimously.

Miss Carney moved that the Department express appreciation to Miss Lathrop and members of the Yearbook Committee for their splendid report on *Rural School Libraries*. Motion seconded and carried.

The president called for the report of the Committee on Resolutions. The report was presented by Dr. Turner. It was approved by the business meeting and is printed following the secretary's minutes.

The president called for the report of the Committee on Nominations. The report was made by Dr. Jaggers. (See Historical Note, p. 290.)

The meeting adjourned.

Report of the Committee on Resolutions

In spite of the improvement that some states have made in provisions for the education of country children, the members of the Department of Rural Education recognize the marked deficiencies that still exist. We reaffirm our belief in the importance of the education of rural children and we declare our conviction that society's interest requires that opportunities be provided for the education of these children comparable with those provided for any others. As items in a program of education, we list as of first importance:

1. *Trained teachers*—The objectives of rural education do not differ from the objectives of urban education. Nevertheless, rural and urban teachers carry on their work under different conditions and in different environments, and it is recognized that each situation requires special preparation. Since such a large percent of the graduates of training institutions do their first teaching in the small schools, we recommend that special emphasis be placed upon rural teacher training.

2. *Curriculums*—We reaffirm the declaration of the Department made at the Boston meeting on February 29, 1928, as follows:

In the realm of curriculum adaptation, which is basic to all others, we submit that general educational objectives for rural children are substantially the same as those for city children, but that the rural environment itself demands (a) a different method of approach, (b) a different emphasis on certain phases of subjectmatter, and (c) to some extent an actual difference in content and in teaching materials.

Teachers in the small schools must be supplied with syllabi and other materials directly suggestive and helpful to meet the situation in which their work is done.

3. *Buildings and equipment*—We commend the advance that has been made in providing better buildings for the housing of rural education in sections of some states, but we recognize that in most states there is still a deficiency in buildings and equipment in the rural areas.

4. *Rural high schools*—The rural school problem is primarily one of providing adequately for the education of adolescent rural girls and boys. We, therefore, urge the necessity of providing junior and senior high schools with broad programs adapted to the variety of interests and needs of rural children. We enumerate as necessities in a program of junior and senior high-school education, courses in health, music, industrial arts, economic citizenship, agriculture, homemaking, commercial subjects, and also a full program of pupil guidance and of those activities sometimes referred to as extracurriculum.

A program of this character demands a school of sufficient size to make its maintenance reasonably economical and requires adequate buildings and equipment to make the program efficient. It also requires that transportation shall be provided for those children who live in remote and sparsely settled areas.

5. *Supervision*—We recognize that the supervision of rural schools is still deficient. We again call attention "to the need for state leaders in rural education and to the desirability of having our higher institutions of nationwide influence provide special instruction in this field."

6. *School term*—For all schools we recommend a yearly term of at least thirty-eight weeks.

Many of the inequalities in the provisions for the education of rural children are due to two weaknesses in the underlying administrative structure:

1. Weak local unit of taxation and administration.
2. Failure of the state to recognize its responsibility in providing adequate support to supplement local support.

The Department of Rural Education in recognition of these facts again places itself on record as favoring:

1. That in many states, the unit for local taxation and administration should be enlarged.
2. That each state should recognize its responsibility to provide equality of educational opportunity for all children by distributing funds thru an equalization plan which will make it possible for each community, within a reasonable tax rate, to provide the minimum program which society recognizes as necessary for the education of all children.

In this connection, it should be emphasized that experience indicates the possibility of a high degree of state support to localities without interfering with a large measure of local initiative and self-determination in the management of local schools, except as it becomes necessary, for the state to determine and supervise the maintenance of necessary minimum standards.

We also recognize that in the same manner in which there is inequality in ability to support education as between localities in states, there is also inequality of ability to support education as between states. The Department of Rural Education, therefore, reaffirms its belief that the federal government should recognize the inequalities between states and should render support to states, where necessary, to remove these inequalities. Such funds, we believe, should be distributed on an objective basis within certain predetermined standards of need—at the same time leaving the states sovereign in the administration of the school systems.

We acknowledge with thanks the action of the National Education Association in the employment of a director of interpretation for Rural Service in the headquarters

staff. The Department of Rural Education heartily approves the wisdom of the selection made and pledges its wholehearted cooperation to Howard A. Dawson in his efforts to lead us in greater service to the education of boys and girls in the rural areas of the United States.

RAY P. SNYDER, *Chairman*

*DEPARTMENT OF
SCHOOL HEALTH AND PHYSICAL
EDUCATION*

HISTORICAL NOTE

THE DEPARTMENT OF SCHOOL HEALTH AND PHYSICAL EDUCATION *had its beginning as the Department of Child Study which was created at the Asbury Park meeting in 1894. In 1911 the name was changed to the Department of Child Hygiene. See PROCEEDINGS, 1911:870. In July 1924 the Department was merged with the Department of Physical and Health Education under the name of the Department of School Health and Physical Education. See PROCEEDINGS, 1924:96.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Mrs. Edna W. Bailey, Professor of Education, University of California, Berkeley, Calif.; VICEPRESIDENT, A. G. Ireland, State Director of Health, Safety, and Physical Education, Trenton, N. J.; SECRETARY-TREASURER, James E. Rogers, Director, National Physical Education Service, 315 Fourth Avenue, New York, N. Y.; EXECUTIVE COMMITTEE: F. W. Maroney, Professor of Physical Education, Teachers College, Columbia University, New York, N. Y. (term expires 1937); Lulu V. Cline, Supervisor, Health and Physical Education, South Bend, Ind. (term expires 1938); M. P. Isaminger, Professor of Hygiene, Oregon State Agricultural College, Corvallis, Ore. (term expires 1939); Jessie Garrison, State Supervisor, Health and Physical Education, Montgomery, Ala. (term expires 1940).

The Department meets once each year, in June. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1893: 615- 678	1903:817- 846	1912:1141-1151	1921: 517- 522	1930:501-527
1894: 40	1904:803- 841	1913: 667- 694	1922:1085-1098	1931:541-560
1895: 944- 950	1905:755- 779	1914: 683- 720	1923: 744	1932:455-466
1896: 893- 936	1906:711- 713	1915: 971- 994	1924: 637- 649	1933:463-475
1897: 870- 915	1907:925- 950	1916: 681- 698	1925: 577- 597	1934:461-468
1898: 929- 959	1908:998-1045	1917: 521- 533	1926: 601- 624	1935:429-438
1899:1064-1096	1909:745- 788	1918: 339- 357	1927: 561- 581	
1901: 758- 770	1910:921- 948	1919: 315- 321	1928: 545- 567	
1902: 739- 758	1911:905- 938	1920: 311- 321	1929: 543- 558	

SCHOOL HEALTH IN THE VIRGINIA EDUCATIONAL PROGRAM

CORNELIA S. ADAIR, RICHMOND DIRECTOR, EMERGENCY EDUCATION PROGRAM
AND NATIONAL YOUTH ADMINISTRATION, RICHMOND, VA.; AND
PAST PRESIDENT, NATIONAL EDUCATION ASSOCIATION

THE HEALTH PROGRAM in the Virginia schools is based upon the major functions of social life as outlined in the revised curriculum. It offers opportunity for extensive integration with other subject fields and life experiences.

An annual physical inspection of all school children is required by law. It was realized that if all the physicians in the state worked on full time they would not be able to give to all of the pupils an adequate medical examination, so steps were taken to prepare the classroom teacher to make the annual physical inspection. Daily inspection of all pupils is also required and this includes observation for signs of communicable disease and findings relative to health habits. The teacher's findings are recorded on individual record cards, supplied by the State Department of Education, and filed in the school. The annual physical inspection is made within two weeks after the beginning of the school year and the teacher immediately makes a report of her findings. At the end of the school year another report is made by the teacher listing the accomplished corrections of physical defects.

We have confidence in the teacher inspection. Thru experience the teachers are convinced that correction of physical defects results in better health of the child, happier individuals, increased mental ability, improved conduct, and better school attendance.

Our correctional program is based on the educational approach, and is generally recognized as the Five Point Program. It is so named as it deals with five factors: vision, hearing, teeth, throat, and weight. After experimental work was done for two years the program was offered to the state at large in the school year 1926-27. In that year 5.1 percent of the state enrolment reached the minimum standard. From year to year there has been a steady increase. The last compiled report, 1934-35, showed that approximately 30 percent of the school enrolment obtained the minimum or a higher standard.

Much correctional work is accomplished with the preschool child by the state and local boards of health. In the summer of 1935 preschool clinics were organized in 69 of our 100 counties.

The Bureau of Mouth Hygiene of the State Department of Health reports that last year clinics were held in twelve counties. Requests were received from many additional counties but limited funds prohibited further service. The state clinicians treated 7305 pupils with a total of twenty thousand operations averaging 2.72 operations per child treated. On the same basis, according to the reports of the division superintendents, 47,821 pupils re-

ceived dental treatment by their family dentists. Practically all schools in the state have Child Health days or May Day programs which consist of demonstrations of the year's work in health education and physical education. These also serve as patrons days which give the parents opportunity for contact with the school personnel and the school program.

NUTRITION: ONE FACTOR IN THE HEALTH PROGRAM

MRS. NINA SIMMONDS, RESEARCH ASSOCIATE, UNIVERSITY OF CALIFORNIA,
COLLEGE OF DENTISTRY, SAN FRANCISCO, CALIF.

Persons familiar with racial and regional food habits know that there is no one system of diet which must serve for all members of the human race. The diet of the Eskimo is very different from that of the South Sea Islander; both are in turn different from the type of diet with which we are familiar, and yet persons continue to thrive and to enjoy at least a fair degree of health on all three systems of diet. Human diet, however, resolves itself into several main constituents, namely, proteins, fats, carbohydrates, vitamins, mineral matter, and water.

Data are accumulating which suggest that the condition of the teeth and gums may be a rather sensitive index to the general health of the individual. Foods which aid in keeping the gums, the teeth, and their supporting structures in a healthy condition are not rare or unusual. However, they are often not used in the amounts necessary to insure an abundance of all dietary essentials. As a skeleton outline, the following suggestions for a well-balanced daily diet are given below. These suggestions should be regarded as being quite flexible, since eating is one of the most pleasurable of human experiences.

- 1 glass of fruit juice
- 1 to 2 eggs
- 3 glasses of milk for children; 1 pint for adults
- 1 serving of meat, fish, cheese, or other protein food
- 1 serving of whole grain cereal (for children)
- 2 vegetables other than potatoes; green and yellow vegetables especially recommended
- 1 teaspoonful of cod or halibut liver oil for those who are unable to receive an abundance of sunshine.

In closing, it may be said that it is not intended to leave the impression that we believe nutrition to be the all-important factor in the health program, for experience has shown that many factors contribute to that enviable state known as optimum health. But, by the same token, when the body is not given all the dietary essentials in sufficient amounts and it has to make adjustments, should not the question be raised, Are not some of the distressing conditions seen by dentists and physicians, one of the results, in part at least, of the body's attempt to get along with a minimum of several factors? Research of the future will, we hope, throw light upon some of these problems.

SOCIAL SECURITY AND THE HEALTH OF SCHOOL CHILDREN

ALBERT MC COWN, DIRECTOR, MATERNAL AND CHILD HEALTH DIVISION,
UNITED STATES CHILDREN'S BUREAU, WASHINGTON, D. C.

Three types of services for children under the Social Security Act are administered by the United States Children's Bureau—services for maternal and child health, crippled children, and child welfare. In conformity with the provision of the Act, all forty-eight states, the District of Columbia, Alaska, and Hawaii have submitted plans to the Children's Bureau, of which forty-eight have been approved and are in operation.

The state plans regarding child health vary and cover in their variation a wide range of educational activities and services. Services to be rendered include infant, preschool, and school health services thru conferences or clinics, immunization conferences, and educational services to local physicians in the fundamentals of pediatrics and to lay groups in the essentials of child health. The personnel engaged or to be engaged in rendering these services include physicians—largely pediatricians and public health nurses—dentists, dental hygienists, nutritionists, school physicians and nurses, and health educators.

In the field of school health and education we have been especially pleased by the evidence of a closer cooperation between state and local departments of health and education. Thirty-nine state plans include some sort of programs for children in the schools. In several states a physician has been appointed to the staff of the maternal and child health division to act as director of health education. As a representative of the state health department, he will consult with the department of education in health matters affecting school children, especially regarding the curriculum of health education included in teacher-training courses and the content of school texts as regards child hygiene. Obviously, the productivity of this relationship will depend on the professional ability, pedagogical talent, personality, and adaptability of the physician appointed. He must be something more than a capable clinician; he must be able to relate the school health program to the continuous preventive and educational public health service extending from the prenatal period to adult life.

To whatever degree we may differ with regard to technics in health teaching, I believe there are certain attitudes and principles on which as public health workers and teachers we may agree. Among these principles I suggest the following:

1. Health and hygiene—major subjects in all schools
2. Health teaching of pupils by teachers—personal hygiene
3. Health training of teachers by those trained in fundamentals of public health.

A teacher who would stimulate a pupil to think and act along health lines must have a basic knowledge thru training in matters of health; the ability to recognize deviations from normal; the awareness of medical health and welfare resources of the community; and the awareness of the pupil's realistic attitude. In a school hygiene program the following component

parts should be related: health instruction, health services, physical education, and environmental control.

Finally, the successful health teacher must be able to approach the subject from the pupil's viewpoint, must realize that the pupil's reaction and behavior are mechanisms devised by him to solve his own problems and, most important of all, must have faith in the pupil's ability to initiate habits of action in living if the facts of health and healthy living are presented in vital fashion.

PARENTS, SCHOOLS, AND CHILD WELFARE

MRS. JOHN E. HAYES, PAST PRESIDENT, IDAHO CONGRESS OF PARENTS AND TEACHERS, TWIN FALLS, IDAHO

The average parent has an ideal of health whether consciously formulated or unconsciously accepted, which expects a degree of physical fitness that will make for reasonable ability to carry on life's work. Rarely, however, do we find an ideal of positive, buoyant health, admitting no imperfections, superstitions, or traditions.

Teachers and physicians possess enough knowledge and skill to revitalize all of America and have devoted themselves seriously to the problem of public health, but results attained are not commensurate with the time, energy, and money expended because the public generally, including a vast number of parents, is quite unaware of the specific purpose of the program of public health, and the methods employed to achieve it. A. L. Threlkeld is quoted as saying that an attempt on the part of teachers to introduce a new program is often met with distrust by the general public, inasmuch as people are inclined to regard such an act as indoctrination.

Parent-teacher associations are most useful as interpreters of educational facts, bringing them into the experience of the humblest as well as the proudest of homes, and revealing the purposes and methods of the school program in a practical application to living. Health ideals are confusing to lay people because of the changed attitude of the profession. Until recently emphasis was placed upon cure, rather than prevention, of disease. This has created the attitude that health is something bestowed by the doctor or nurse, rather than something attained by the careful observance of physical and mental laws.

There are endless examples of misinterpretation of an immeasurably valuable program, simply because no medium of communication had been established between home and school, between layman and professional, all of whom are working devotedly to extend the opportunities for youth.

Summer Round-Up, a parent-teacher health project, in ten years has examined 600,000 children and in 1934 examined 55 percent of all children entering school from the communities in which Round-Up campaigns were held. The public has not yet accepted preservation of health as a legitimate item for the budget, either individual or corporate.

We believe that the great breach between the ideals of the professional educator—health educator as well as other groups—and the public, is due

to a faulty method of education which does not admit the public into full confidence. Desirable cooperation is possible thru group approach and thru the establishment of experience rather than academic knowledge. We urge that:

1. The ideals of health be positive and professionals be in reasonable agreement with each other as to specific goals and practises
2. Emphasis be placed upon the fact that inheritance can be modified by care and training in a hopeful number of cases
3. Group instruction in health and kindred subjects, as a phase of adult education, be carried on informally thru established groups.

SUCCESSFUL VENTURES IN ADMINISTRATION FROM THE MEDICAL DIRECTOR'S STANDPOINT

H. A. CAREY, MEDICAL DIRECTOR, SCHOOL HEALTH SERVICE, PORTLAND, ORE.

From a physician's standpoint, the school problem of paramount interest is a physically fit child in the classroom. This is brought about by carrying on a continuous constructive program. This must take into consideration many approaches. The work must be integrated thru the principal, so that health is not a side issue, but a mode of living. There must be control of contagion with immunization for protection against contagious diseases that can be prevented. The greatest results are accomplished when a centralized program is planned with statistical analysis at the end of the year. This points the way to further activities and program emphasis. For a program to be successful, it is necessary for the director to keep in close touch with the problems of the individual nurse and be available at all times for conferences.

The health of the individual child is observed thru physical examinations of the school child and conferences with the parent regarding the corrections of defects and home organization or routine. An essential part of the program depends on a coordination between the school programs and the community activities, and a constant study by the director to keep abreast of the times.

THE PUBLIC HEALTH NURSE IN SCHOOL AND COMMUNITY

ELLA E. MC NEIL, ASSOCIATE DIRECTOR, NATIONAL ORGANIZATION FOR
PUBLIC HEALTH NURSING, NEW YORK, N. Y.

Many changes have taken place in our conception of school nursing since it was started in New York City just thirty-three years ago. Modern school nursing has added a constructive health education program to the nurses' activities for controlling communicable diseases and securing correction of physical defects.

The objective of school health work is the securing of maximum physical, mental, and social health for every child. This requires a coordinated health

program for school, home, and community. The school nurse may assume leadership in developing the health program in school and also in making it an integral of community, state, and federal programs. A nurse sees the health significance in not only every school situation but in every phase of home and community life. The educational work which she does with the teachers in helping them recognize the health implications of all school situations is probably her greatest contribution.

If the function of the school is to educate, its health program should be restricted to activities which are educational. A school should not administer medical or material relief, but it may find it necessary to present to the community the need for such services. If health examinations are given at school the teacher as well as a parent should be present. Hurried medical examinations are not only of no educational value but are real hazards. Time and money are wasted, parents and teachers are given false information, and medical examinations are discredited in the eyes of all who observe this superficial procedure which is in no sense an examination.

In order to carry on this modern school nursing program, well-qualified nurses with special preparation for public health work are necessary. A constantly increasing number of such nurses is now available for school work but the success of public health nursing in schools is dependent upon: the acceptance of health as an essential part of all education; the recognition by school administrators of their responsibility for a coordinated school health program directed by adequately qualified personnel; and active participation of the school in the establishment of sound community health and social programs.

ADMINISTRATIVE PROBLEMS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION IN THE COLLEGE HEALTH PROGRAM

CLAIR V. LANGTON, DIRECTOR, DIVISION OF PHYSICAL EDUCATION, OREGON
STATE AGRICULTURAL COLLEGE, CORVALLIS, ORE.

The last decade has seen a rapid expansion of student welfare activities. Now there is concrete evidence of marked change in the organization and administration of physical welfare activities in colleges and universities in the United States. This tendency has been noted for some time.

College administrators have recently come to a very definite conclusion relative to the organization of these types of activity, namely that an effective program cannot be developed from decentralized groups. Focusing attention on the problem has indicated that the end result in many cases has been far from satisfactory. Study reveals that physical education, intramural sports, recreational activity, intercollegiate athletics, health services, hygiene, campus sanitation, and other agencies have practically the same objectives, but the ways in which the objectives are reached vary widely. Of necessity, specialists in these different fields must be engaged to insure the fullest results and contributions that their particular fields can produce.

The correlation of these various agencies whereby the most effective physical welfare work may be produced is a recent development in this particular field in higher education. The technical aspects of these agencies are so highly specialized and far removed from the general field of education that it is difficult for the college executive to deal understandingly with a trained specialist in each of the departments mentioned above. It is still more difficult to evaluate the contribution of each group and to see each department in its relationship to the whole, to say nothing of directing these interests in a coordinated manner toward a definite goal. Obviously, five to eight different specialists bringing their programs and budgets before the college administrator for approval under the old decentralized plan made for an unbalanced program with the best talker emerging from the conference with the largest slice of the budget. From the college administrator's standpoint, the new centralized organization allows a specialist broadly trained and informed in all fields to coordinate the program and to evaluate and assign budgets to each group, thus serving as a buffer and interpreter between these activities and the president, and thereby saving time and providing a better program for the institution.

Where changes have been made in colleges and universities within the past ten years usually an interrelated, coordinated type of organization has resulted. The presidents of institutions who have inaugurated such administrative organizations have been loud in their praise of such groups. Benefits have come to institutions and to individual departments which otherwise would not have been possible. It has been generally recognized that the contributions of these agencies foster one of the fundamental objectives of higher education in that they develop the ability of the individual to live a more useful, effective, and happy life. Under the old system this major responsibility of every institution of higher learning in many instances was neglected. With a newer type of organization, this objective is beginning to be more fully realized. A single administrative unit with a person of high administrative rank at the head, directly responsible to the president and of equal rank with other administrative officers of the institution, brings to this group and the individual departments of the group representation in institutional administration which otherwise would not be possible. The value of such contact should not be underestimated.

Where such divisions have been established a healthy attitude of faculty, students, and alumni has resulted toward this phase of activity. To the individual departments themselves, it has brought to bear pressure and support to their activities which as separated units could not have been massed behind them; thus the departments have benefited largely by the change.

SECRETARY'S MINUTES

Portland, Oregon

Business Meeting, Wednesday Afternoon, July 1, 1936

N. P. Neilson, School of Hygiene and Physical Education, Stanford University, presided in the absence of Alden W. Thompson, president, and Mrs. Edna W. Bailey, vicepresident. The minutes of the 1935 meeting held in Denver were approved.

The report of the Executive Committee meeting held Tuesday night, June 30, to discuss important procedures was given by Mr. Neilson who acted as chairman of that meeting. Thomas D. Wood had been appointed by Mrs. Bailey to fill the place of William Burdick, recently deceased, for this year only. He was the only member of the Committee present. Absent members had sent proxies to Henrietta Morris, professor of hygiene, Oregon State Agricultural College, Corvallis, Ore.; Winifred Van Hagen, chief, Bureau of Physical Education for Girls, State Department of Education, Sacramento, Calif.; and Mr. Neilson. (Five votes out of the seven were exercised.)

The Executive Committee discussed the matter of asking the group to pay 25 cents each (which might be considered membership dues) in order that the expenses incurred in the preparation of this current program might be met. This met with approval but the attendance dwindled to very few people, at the end of a long session. The following fees were collected: Thomas D. Wood, \$1; Dr. Bovard, 25¢, Henrietta Morris, \$1; Anne Whitney, 50¢; Winifred Van Hagen, \$1.50; Mr. Neilson, 50¢; Bertha Starn, 50¢; Mrs. Allers, 25¢; and Fannie B. Shaw, 50¢—total \$6.

The Executive Committee discussed the matter of effecting a merger with the American Physical Education Association. (At St. Louis during the annual meeting of the American Physical Education Association the officers of that organization met with Agnes Samuelson, president of the National Education Association, to discuss the possibility of merging the two organizations—the new organization to become the section of Health and Physical Education of the National Education Association. The motion to further such action was carried and a committee was appointed from the American Physical Education Association to meet with Miss Samuelson, Willard E. Givens, and Harold A. Allan of the National Education Association in Chicago. At this subsequent meeting the difficulties of merging were overcome and it was decided that it would be mutually advantageous to form the new section of the National Education Association.)

The Executive Committee approved of the plan of election of officers and Executive Committee members of the Department of School Health and Physical Education of the National Education Association for the coming year (1936-37). It was further recommended that the officers and Executive Committee members be given full power to act as a committee with a committee of the American Physical Education Association in an effort to merge the two organizations, consolidate the constitutions of the two organizations, and make any other necessary adjustments in time for final action to be taken by the American Physical Education Association at its meeting in New York, April 1937.

Opportunity was given for discussion of this report. There being none, the report was unanimously accepted.

The report of the Nominating Committee was given by the chairman, C. W. Langton of Oregon State Agricultural College, Corvallis, Oregon. There were no nominations from the floor, therefore a unanimous ballot for the entire slate was cast by the chairman. (See Historical Note, p. 322.)

Dr. Wood announced the twenty-fifth anniversary of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. He reported continuous work in the field of health education, eight new projects being under way now.

Anne Whitney, director of School Health Education Service, Joint Committee on Health Problems in Education, made a brief but very interesting report of her activities from December 1, 1935, to June 1, 1936. She also outlined the scope and character of this new service and gave a brief statement of policies guiding the rendering of such services.

The following resolutions were offered by George Hjelte, supervisor of recreation, Los Angeles, and unanimously endorsed by the Department of School Health and Physical Education:

WHEREAS, Approximately five million American youth between the ages of fifteen and twenty-four, inclusive, are neither in school nor at work and are therefore wholly at leisure; and

WHEREAS, Several million American youth are employed short hours or are engaged in blind alley employment offering little opportunity for growth, development, and advancement; and

WHEREAS, American youth are surrounded with opportunities for unwholesome and destructive leisure-time activities and are often subject in their leisure time to commercial exploitation which is frequently devastating and demoralizing in its influence, tending to increase the prevalence of juvenile delinquency; and

WHEREAS, The development of community agencies to provide wholesome leisure-time activities for youth has not kept pace with the increase in leisure and has been wholly insufficient to present any general attack upon the problem of misspent leisure on the part of youth; and

WHEREAS, The public schools of the nation are generally equipped with facilities which could, under proper organization, be put to effective use in providing wholesome recreation during the time that youth is at leisure, namely, during afternoons, week-ends, and in the evening hours; and

WHEREAS, The full use of these facilities for purposes of community recreation in a manner which would make of the school the center of the recreation life of the community, is impeded because of the absence of legislation in nearly all states of the Union recognizing community recreation as an integral part of public education and as an object to which school resources, including facilities and funds, might be devoted; now, therefore, be it

Resolved, That the Department of School Health and Physical Education of the National Education Association of the United States of America endorse the full use of school facilities for community recreation, the assumption of responsibility upon the part of public boards of education for the organization and direction of community recreation with special reference to the activities, needs, and interests of youth, and recommend the adoption of special legislation in all states of the Union which would provide a legal basis for the assumption of such responsibilities by boards of education.

The Department voted to send a message of appreciation to Mrs. Edna Bailey for her untiring efforts in planning and promoting the program, the message to include an expression of sympathy and sincere hope that her daughter will make rapid recovery from a severe illness.

DEPARTMENT OF
SCIENCE, INSTRUCTION

HISTORICAL NOTE

THE DEPARTMENT OF SCIENCE INSTRUCTION *is an outgrowth of a State Department of Natural Science Teachers which was organized at a meeting of the Colorado State Teachers Association in 1894. It was first known as the Department of Natural Science Instruction.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Ira C. Davis, President, University High School, Madison, Wis.; EASTERN VICEPRESIDENT, Mildred M. Fahy, Principal, Peirce Elementary School, Chicago, Ill.; WESTERN VICEPRESIDENT, Charles L. Hampton, Science Instructor, Piedmont Public Schools, Oakland, Calif.; SECRETARY, Lillian C. Compton, Assistant Superintendent, Alleghany County Schools, Cumberland, Md.; TREASURER, Esther W. Scott, James F. Oyster School, Washington, D. C.

This Department meets once each year, in July. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1895: 951- 958	1904: 843- 896	1913:695- 716	1922:1239-1265	1931:561-575
1896: 937- 967	1905: 781- 825	1914:721- 773	1923: 843- 860	1932:467-480
1897: 916- 958	1906: 719- 720	1915:995-1028	1924: 753- 774	1933:477-487
1898: 959- 984	1907: 951- 957	1916:699- 749	1925: 598- 608	1934:469-479
1899:1097-1117	1908: 965- 998	1917:535- 555	1926: 625- 636	1935:439-448
1900: 592- 608	1909: 789- 828	1918:295	1927: 583- 597	
1901: 771- 802	1910: 949- 967	1919:289	1928: 569- 589	
1902: 759- 789	1911: 939- 992	1920:305- 308	1929: 559- 577	
1903: 847- 895	1912:1153-1193	1921:663- 666	1930: 529- 542	

A PROPOSED STATEMENT OF PRINCIPLES BASIC TO INSTRUCTION IN THE NATURAL SCIENCES

ERNEST E. BAYLES, ASSOCIATE PROFESSOR OF EDUCATION, UNIVERSITY OF KANSAS, LAWRENCE, KANS.

AT THE END OF THIS ARTICLE (page 341) will be found a Statement which represents an effort on the part of your Policy and Research Committee to formulate a forward-looking and educationally sound program for natural science instruction.

We have carried our deliberations to the point of virtual agreement among the members of the Committee as to what this program should be. We now bring to you the fruits of these deliberations, not in the spirit of attempting to sell them to you, or even expecting that they will be entirely acceptable to you in their present form. We are bringing them to you in the hope of enlisting your efforts in assisting us to "think thru" the question of a basic program for teaching natural science, and, in turn, in doing what we find possible to put the program into effect. We are doing this for the twofold purpose, first, of testing the validity of the program, and second (and more important), of improving the teaching of natural science. It is in the spirit of the introductory paragraph of the Statement that the formulation of the Committee is presented to you. The proposals are tentative, not final. They represent the Committee's judgment as to what ought to be undertaken; they must not be thought to represent scientific findings which cannot be gainsaid.

At the same time, however, I bespeak for the Committee your most serious consideration of the report because, while we do not claim for it scientific certainty, we do present it as the outcome of our most careful thought extending over a considerable period. We have used to the best of our ability the scientific information at our command. We have repeatedly formulated and reformulated the Statement, each time looking for, and correcting, undesirable features of the preceding attempt. We have examined the Statement from all angles which we could imagine; we now ask you to do likewise.

In the formulation of any teaching program it is necessary that one consider carefully the nature of at least two essential features: first, the nature of the pupil and what we expect him to become; second, the nature of the pupil's environment and what we expect it to become.

In our first paragraph we accept the democratic conception of social organization as the type within which our teaching should be carried on. This is a matter of choice on our part. We could as well have chosen the autocratic form—the form actually implied by much of traditional teaching—or we could have chosen the alternative of letting the child do entirely as he pleased, in accordance with some of the so-called modern or progressive schools. Our choice has fallen, however, upon the democratic conception because we consider it most thoroly in keeping with our national idealism.

The traditional view of teaching is that public education should be designed merely to effect the improvement of the pupil. The modern view is

that no less attention should be given to the improvement of the pupil, but that attention should simultaneously be turned toward social improvement. It is hoped and expected that in this way pupil improvement will be more thoro, far-reaching, and permanent than when attention is paid to it alone.

If we are seeking to improve human beings and human living conditions within (to borrow a phrase from the recent report of the Social Studies Commission) the democratic "frame of reference," what kind of classroom procedure does the logic of our position demand? Clearly, if we consider the term "democracy" to mean "equality of opportunity," we must furnish repeated and continuing opportunities for pupils to consider the question of the improvement of human living in an atmosphere wherein each and every pupil is encouraged to do his own thinking and to arrive at his own conclusions under the guidance of a wise teacher, but not under the domination of an autocrat.

In becoming guides for conduct, rather than purveyors of information, we must exercise extreme care that we adhere to the guidance concept and do not become dictatorial. Dictatorship is as much out of place in the American classroom as it is in the White House. With the problem in mind, therefore, of becoming a guide, yet avoiding dictation, we must use a method whereby the pupil participates freely in the business of making up his mind about the affairs of life. We must "guide without propagandizing"; we must "educate without inculcating" or indoctrinating.

The most effectual means which mankind has yet discovered for increasing his knowledge and settling moot questions is that form of attack upon problems known as the method of science—a method, when confronted by a perplexing problem, of formulating hypotheses and then proceeding to test these hypotheses in every way possible until one is able to arrive at a dependable conclusion. In the light of this fact, we arrive at the conclusion that the most important ability which the teacher of science may aid his pupils to achieve is the ability to tackle and solve problems by and for themselves—the trait of independence or self-reliance—and in a manner consonant with the method of science. We would hope, of course, that thru the continued study of scientific problems the student would gain more and more scientific knowledge and would develop a progressively wider range of scientific skills and technics. The difference between our view and the traditional view is simply that the achievement of knowledge and skills is not something which is considered sufficient in and of itself—something to be achieved and retained until examination, and then possibly to be rid of forever. We desire that skills, technics, and knowledge be obtained, but usually for the purpose of furthering some activity with which the student has identified himself, rather than for their own sake. We wish to avoid, both in pretense and actuality, the practise of having the pupil get information of skill merely because "teacher says so." We wish to clear our skirts of the idea of education merely as preparation.

The type of classroom method or procedure envisioned in the preparation of the Statement is very similar to that found in a research laboratory. Paul de Kruif describes Pasteur in his laboratory, working himself and his

assistants to the limits of their endurance night and day, intent upon the common problem of finding how to make people a little ill in order that they may be prevented by this means from becoming badly ill. Not a great deal of urging was necessary, altho Pasteur did keep himself and his assistants persistently at the task. The search itself was the real motivating force and the achievement of the goal was sufficient reward.

If this attitude were adopted the classroom would cease to be a place wherein hackneyed facts and ideas are supposedly transferred from the mind of the teacher to the mind of the pupil. In such a classroom the teacher becomes the scientist in charge and the pupils, instead of being passive recipients, become active assistants working toward the achievement of an end sought by the group as a whole. In such a classroom cooperation is the watchword rather than competition; diversification rather than lock-step regimentation.

In such a classroom, indoctrination—bringing the child to believe in accordance with some particular authority just because it is authority—ceases to hold particular charm. Pasteur was not trying to make his assistants believe as he believed, altho one might add parenthetically that he did try such tactics upon the outside world after his discoveries were made. While in search of the solution to a problem Pasteur was only too glad to make use of helpful suggestions from any source. He expected to learn from his assistants and expected them also to learn from him.

It was necessary, however, that Pasteur and his assistants employ some criterion which would serve as a guide for reaching conclusions. What was their criterion? Was it agreement with some previous authority? It could not have been, for they were traversing virgin fields. Authoritarian dogmatism was thoroly inappropriate. Was there no thought for agreement? Was each member of the group left completely to his own devices in the interpretation of the facts which were uncovered? Was the prevailing attitude that of finding the facts and letting the facts speak for themselves—saying what they would to each individual member? Decidedly not; for the facts were pooled and all members were vitally concerned in the attempt to find the *meanings* of the facts and to arrive at a common agreement as to what those meanings were. *Laissez faire* individualism—lack of concern for agreement—was not characteristic of the efforts of Pasteur and his assistants.

What then was their criterion for agreement? The criterion was the one which must always obtain when any individual or group is embarking upon a quest of the unknown. The criterion was that of internal agreement—agreeing with themselves. They were gathering and accepting data and from these data seeking interpretations. In the first place the interpretations must agree with the accepted data. The explanations must be such that the facts which were obtained would fall into line one with another; they must fit together into a closely bound scheme in which each fact implied all the others and in which no fact could be accepted without all the rest. Secondly, in addition to the necessity of binding together all known facts by means of an internally consistent interpretation, there was the necessity of using the

interpretation as the basis for predicting new facts which must exist if the interpretation were to be considered dependable.

We thus see the necessity not only of applying the criterion of internal agreement to the present realm of knowledge, but also of widening progressively that realm and of continuing to look to the principle of internal agreement on the basis of an ever-widening horizon or an ever-expanding whole.

In like manner, but on a level adjusted to the conditions obtaining in the classroom, we would desire that the teacher of science should conduct classes which are forever promoting explorations into what represents for the student the unknown, and represents to a degree the same for the teacher.

It is with this as the background for our thinking that we have formulated and are presenting Sections 4b to 8 of the Statement. We want the student to see "knowledge in the making." We want him to see it for the twofold purpose, first, of developing a *taste* and a *desire* for the progressive reconstruction of beliefs, attitudes, ideals, and technics; and second, of developing the *ability* to reconstruct his beliefs, attitudes, ideals, and technics progressively and continuously. We want to touch not only the "can" but the "will"; to quicken not only the head, but the heart as well. We are after the development of *reconstructability*, rather than giving all of our attention to achieving particular reconstructions. We have in mind something more than any mere bag-of-tricks theory of education. That is why we say, in the first portion of the last paragraph of the Statement, that we wish "to stimulate and assist the student toward becoming an independent learner."

The problem of *selection* as well as *treatment* of subjectmatter must also be handled if we are to formulate a teaching program which may reasonably lay claim to completeness. So far as the present discussion has progressed, we are obliged to adopt the problem method. But from what we have said thus far, the problems which are to be selected may be purely innocuous ones, such as crossword or jigsaw puzzles, or socially undesirable ones, such as safe-breaking or planning a kidnaping. They do not have to be problems which are socially significant and desirable, such as the problem of how to use the chemistry of nitrates for the *benefit* of mankind rather than for enabling mankind to commit collective suicide. We believe that the problems to be chosen for classroom study should be significant problems which will lead to the improvement of human living. In what way does our criterion for the selection of subjectmatter accomplish this purpose?

In paragraph 3 we propose "a study of the common culture or tradition, with a view to its progressive refinement." There is nothing particularly new in this proposal, with the possible exception of the suggestion of looking toward the *refinement* of the tradition. It is patent however that even throughout the entire school curriculum it will be impossible to study more than a portion of the tradition. The ancients might have studied all but that cannot be done today. Therefore a choice becomes necessary. What portion of the tradition do we choose to study?

The answer is, that portion which is particularly in need of improvement. But this answer, rather than settling the question, still leaves it considerably open, altho it does narrow the field to a marked degree. It nar-

rows the field by taking the stand that classroom instruction should always be primarily concerned with unsettled matters rather than with settled matters—unsettled at least so far as the student is concerned.

All of us hope, I believe, to make classroom discussions supplemental to the assigned readings, rather than merely a rehash. What "problem teaching" implies is a recognition of the fact that learning does not really get under way until the pupil is face to face with the realization that he is in the realm of the unknown. In other words, it means that an "I-don't-know" answer from the pupil is as useful pedagogically as an answer which indicates complete and accurate knowledge. The "I-don't-know" answer is of value because it makes possible the next question, "Then what ought we to find out in order that we may come to know?"

Apropos of this situation, I am moved to comment upon the almost universal distress registered, especially by beginning teachers, when a given demonstration fails to produce the results that were expected of it. The teacher is usually chagrined and often completely nonplused. Why not consider such a situation an opportunity rather than a failure? Why not say to the class, "Well, our results certainly do not live up to our expectations. I wonder why." Then is opened the opportunity for discussing the theory involved in the experiment, what ought to happen, and why the expected outcome failed to occur. Such a discussion may or may not lead to repeating the experiment. I am satisfied that more often than not such a situation will lead to more thoro learning on the part of the class than if things had worked exactly right the first time.

But what does our criterion demand besides merely dealing with the unknown? In paragraph 8 we speak of the problem-raising technic as being "basically a process of looking for points of vagueness, inadequacy, confusion, or conflict in the students' previously accepted concepts." This would mean that in order to find problems for discussion in a chemistry or biology class one would canvass the ideas and beliefs possessed by the student at the time the discussion starts. This canvass or survey should be, so far as the teacher is concerned, for the purpose of locating, and bringing the class to a full realization of: (a) points wherein the student previously believed his thinking to be clear but wherein discussion showed considerable vagueness or confusion; (b) beliefs that had been reached on the basis of inadequate information; or (c) beliefs held in certain subjectmatter areas which are contrary to, and conflicting with, beliefs held in other areas. The heart of the whole question of subjectmatter selection and problem-raising technic is the stimulation of preliminary discussion, of greater or lesser length, which leads sooner or later directly into a basic conflict. When the student is brought to the place wherein he really senses or appreciates the fact that two sets of cherished beliefs conflict with, and tend therefore to work at cross purposes with, one another there will usually be sufficient motivation that the pupil will not have to be urged to go further. There will develop within him an urge to carry the matter forward almost in spite of himself.

Our proposal regarding subjectmatter selection is that it shall consist of topics or areas which, at a given grade level, will be fruitful in furnishing

problems which arise from basic conflicts in the outlooks of the various students on the life of which they are a part. This is our criterion for recognizing those features of the tradition which stand in need of reconstruction.

The chemistry student learns first that a gram-molecular weight of a solvent in a liter of solution will lower the freezing point 1.86°C . Later he can be shown that when salt is the solvent, the lowering is almost twice as much. What is the difficulty? Here is the starting point for a real voyage of discovery. In your hands has been placed the description of a unit wherein this point of departure is taken.

Again one can ask whether the higher priced article is always the better, and whether or not one can place dependence upon the statements of advertisers or the judgments of consumers. The second unit—analysis of baking powders—affords the student opportunity to get light upon these two questions, both of which are of high practical value in the out-of-school life of the student, and to learn considerable chemistry as well.

So much for problem raising, or subjectmatter selection. The principle is that subjectmatter is of value in the degree to which it furnishes opportunity to lead into, or to consider, basic conflicts in the students' respective and collective outlooks on life. What now of the criterion for *problem solving*?

Pursuant to the foregoing, it is a matter of searching for new facts and new interpretations which will be serviceable in harmonizing the conflicts raised. We locate problems in the discovery of disharmonies. We find solutions in interpretations which reestablish harmony. Does the proposed solution bring all conflicting factors into harmony? Does it cause the various facts to fit together into a logical scheme? Do the facts and the interpretations jibe? Do the interpretations reached in connection with one problem agree with interpretations reached in another realm? If human intelligence and the method of science are good in connection with automobile gadgets, why call everyone a "Red" who proposes to apply similar methods in connection with governmental and other social problems? Why not consider the term "brain truster" a mark of esteem rather than of reproach? If we *must* propagandize at all, why not consider the science class as preeminently a place in which the student's respect for human intelligence is markedly enhanced? Our proposal for subjectmatter treatment is to lead the class, thru study, experimentation, and discussion, "toward the development of a widened, more appreciative, and more fully harmonized outlook on life." (See Section 11.)

I can foresee many objections to the proposal which your Committee is presenting, but not many of these do I consider valid. You may ask why so much ado about democracy; why not let science go its way and leave the study of democracy to the social sciences where it belongs?

First I would say that so far as possible we would do just that. We are not proposing, except incidentally, to study social organization as such. We are simply saying that until we, as a nation, find reason for relinquishing our democratic idealism, we, as teachers, are under obligation to conduct

classes in keeping with such an ideal. Then, in the second place, I would say that science and scientists have been too much hobbled and bound by narrow compartmentalization in the past. It is dangerous to say that one's science has nothing to do with one's religion or one's social life. If we are to achieve the development of a more fully harmonized outlook on life we must, at times, overstep the imaginary boundaries which divide subjectmatter into separate areas.

Another objection which I can foresee is that what we are proposing is too far in advance of current practise. Science instruction cannot be remade overnight. We realize this. We do not expect anyone to go the complete distance all at once. The fact is that there is no "complete distance." Our proposal does not imply completeness; it merely points the direction for progressive reconstruction. What one teacher or one department may be able to do in one place may not be possible, or even desirable, in another. What we are hoping to do is to reconstruct, to some extent, our idealism; to revamp our plan of attack upon common problems; to bring into the teaching of science a more thoro application of the spirit of science.

Again, in closing I plead for serious consideration of our proposal. Help us to improve it; if need be, to remake it completely. But if you find it completely unacceptable, then let us know what you do find acceptable. What is *your* basic teaching philosophy? You have one; you cannot possibly go before a class without one. If you do not know what it is, start now to discover and record it. Put it on paper and then compare it point for point with this one, considering all the factors which we have attempted to take into account. Whether, in the end, you come to agree with us, or we with you, is not so important. The really important thing is that we all become progressively more aware of what we are doing. That will be a highly educative experience for every participant.

A Proposed Statement of Principles Basic to Instruction in the Natural Sciences

Following is a tentative statement of principles basic to the teaching of natural science. The statement is in no sense a set of scientifically settled conclusions. Scientific data can be helpful in the formulation of general policy, but are not (for the present, at least) adequate to serve as a complete basis for a statement of policy. The following proposals represent the present judgment of the Committee as to what conditions should control the teaching of natural science. They are tentative; not final. But we believe that they represent a definite policy which may well be adopted by teachers of science until further thought and research can point the way toward revision and improvement.

1. For the purpose of formulating a teaching program, we accept the ideal of popular democracy, and of individual liberty and dignity consonant with it, as so significant, authentic, and valid a feature of our national

tradition that it must become the fundamental setting within which all teaching procedures are conducted. (1)*

2. Since education implies growth in the direction of betterment, the problem of education is one of seeking to enhance the student's ability and will to participate intelligently in effecting progressive and continuous improvement, both of himself and of his material and social environment. (2)

3. In a study which looks toward the future, a thoro knowledge of present and past is essential. The school curriculum should therefore represent *a study of the common culture or tradition, with a view to its progressive refinement*. (3)

4. In order to determine what the study of science implies, a definition is demanded. There are two widely used definitions of the term: (a) science as organized and tested *knowledge*, and (b) science as *a method of obtaining* organized and tested knowledge.

a. For the purpose of defining the area of subjectmatter with which we are principally concerned and within which problems are to be selected for study, we accept the definition of science as organized, tested, and dependable knowledge, and by further confining the study to *natural* science we limit the area for the most part to natural or material phenomena. (4)

b. For the purpose, however, of determining proper teaching procedures, we must employ the definition of science as *a method* (or a group of related methods) *of arriving at* organized, tested, and dependable knowledge. Instruction in the sciences is thus primarily concerned with the *method* or *methods* of science, and uses the subjectmatter of science only as a means toward promoting growth in the method. In this sense the science-as-method definition is primary and the science-as-subject-matter definition secondary.

5. The study of science therefore becomes a consideration of the facts, interpretations, and technics of science, but always with a view to their own refinement and to their use in the improvement of human living.

6. Since the class is to be conducted in accordance with democratic principles, the teacher is not justified, on the one hand, in adopting narrowly propagandic or autocratic means for bringing the student to the acceptance of any preordained set of attitudes, beliefs, or patterns of behavior. Nor is he justified, on the other, in adopting a "hands off" or laissez faire attitude. The teacher must guide without propagandizing; must educate without inculcating. Moreover, it is only by avoiding both extremes that the student may make progress in the development of beliefs scientifically formulated, and of the ability to formulate beliefs scientifically. (5)

7. In consequence of the foregoing, it becomes of primary importance that the student be brought to see *knowledge in the making*. His grasp of *knowledge as made* must therefore be not only in terms of the conclusions last reached by scientists, but must also encompass other conclusions which have received, or might have received, acceptance by thoughtful minds, together with the reasons why they are, or should be, rejected. So far as possible, too, the limitations of the convincing nature of currently accepted interpretations or conclusions must be grasped. Only so can the student's thinking become realistic and scientific.

* Numbers in parentheses refer to the explanatory footnotes which follow this report.

8. The problem technic of teaching thus becomes vital. The *problem-raising* technic is basically one of seeking points of vagueness, inadequacy, confusion, or conflict in the students' previously accepted concepts. The *problem-solving* technic is likewise one of gathering information and seeking interpretations which will tend to resolve such vagueness, inadequacies, confusions, or conflicts. Herein lies our major criterion for the selection and treatment of subjectmatter—a criterion which leads the student to agree, not with some authority as such, or with no one (no attention being paid to his beliefs), but with himself. Such a criterion is in keeping with the democratic conception and the scientific attitude. (6)

9. Several major implications are inherent in the foregoing criterion of subjectmatter selection and treatment, viz.:

a. Real teaching usually gets under way only upon the arousal of issues which, so far as the student is concerned, are to a degree controversial. The teacher is entirely justified in presenting, from time to time, settled subjectmatters purely because the student wants to know, or as preparation for the opening of a problem. Scientific facts will also be marshalled as data to assist in problem solving. But settled matters, studied for their own sake, do not usually challenge the student's mind sufficiently to promote real reflection, or do they furnish a basis for the significant remaking of beliefs or behavior patterns.

b. It is highly important that students be genuinely interested in the topics chosen for study, and vitally concerned with the outcomes. Our thesis is that the foregoing program will do much toward making the experiences of students in science classes rich, vital, and realistic.

c. The general trend of the program is toward the development of a progressively more unified and more intelligent outlook on life, since, altho each teaching unit starts with an unsettled issue, it moves thru discussion, experimentation, and study toward the settlement of that issue. The problems chosen therefore progressively assume more and more of social significance since it is in that direction that current issues become most problematic and most urgently demand scientific data for their solution.

d. The "correct" or best solution to any problem is the one which goes furthest toward harmonizing the conflicting issues at stake. This means that the solution must be not only in harmony with the data, but also with solutions which have been or are being reached in connection with other problems and other fields of thought.

10. The task of aiding students to understand and be able to apply the major interpretative generalizations of science as they contribute to the improvement of living is an essential part of this program, tho not an end in itself. This is likewise true of the amassing of scientific facts and data. Whatever may be the immediate objective or objectives of a unit, the unit should always be handled in such a manner as to enhance the *ability to get* information and *to arrive at* principles.

11. The effect of the foregoing program for science instruction is in the direction of stimulating and assisting the student toward becoming an independent learner, while he is at the same time being assisted toward the development of a widened, more appreciative, and more fully harmonized outlook on life, and a heightened competence in carrying on and helping to improve the affairs of life.

The above is respectfully submitted for the consideration of the Department of Science Instruction of the National Education Association by its Committee on Policy and Research.*

WILBUR L. BEAUCHAMP
RALPH C. BEDELL
IRA C. DAVIS
WARREN W. KNOX

E. LAURENCE PALMER
CARLETON E. PRESTON
RALPH K. WATKINS
ERNEST E. BAYLES, *Chairman*

Explanatory Footnotes

(1) This does not mean that democracy is to be taught, or that propaganda is to be organized in its behalf. It merely means that since our national idealism is democratic in character the classroom must be handled in accordance with democratic principles.

(2) "Betterment," "improvement," or "refinement" are terms which must be defined in such a manner as to avoid propaganda in behalf of particular panaceas. We assume that improvement is to be achieved in the degree to which our culture becomes progressively widened in scope and more fully harmonized internally. Improvement lies in the direction of making our tradition richer and more true to itself; of effecting a greater degree of unanimity between the actual and the ideal. Sections 8, 9c, 9d, and 11 elaborate this concept.

3. The terms "culture" or "tradition" are here used in a generic sense. They include the whole of our individual and social inheritance. On the social side they include our common ideals, customs, institutions, and organizations; economic, political, social, etc. On the individual side they include our habits, attitudes, beliefs, acceptances, ideals, etc.

"Progressive refinement" is considered as involving (a) the retention of all that holds good and the elimination of all that has become outworn and outmoded, (b) making such additions as will best meet the needs of the new day, and (c) completely remaking the old whenever such steps are evidently necessary.

(4) However, we would hope that in the course of studying natural phenomena the implications of the interpretations reached would be carried beyond the bounds of natural science, thus seeking the widest possible basis for the harmonization of outlook indicated in sections 8, 9, and 11.

(5) Thus, for example, even tho the democratic conception is basic to our teaching theory, the student is not to be forced to accept this or any other conception except thru the demands of his own thinking and research. There are recurrent cases, of course, in which the teacher is obliged in order to safeguard life and property or to preserve the integrity of the learning process, to use coercive measures in forcing non-cooperative pupils to act in accordance with individual and group welfare. But such cases are to be treated as exceptional. The police power is to be applied only if and when the pupil gives evidence of wilful refusal to abide by the dictates of intelligence, and is to be discontinued as soon thereafter as possible. We believe, moreover, that the program which we are here outlining will reduce the necessity for such coercive measures to the minimum.

(6) Traditionally, science courses have been defined almost entirely on the basis of content requirements. Our proposal is that far greater variability of content be employed in order to meet special local needs, but that whatever content is chosen, it should be taught with a view toward furthering the major objective of growth in the ability to obtain knowledge and to arrive at interpretations. This will doubtless mean fewer units or topics covered in the course of a year and retarded speed in the study of the units or topics chosen. But such a policy will doubtless result in a more thoro understanding of principles and a wider knowledge of scientific facts, when viewed over a one-year, two-year, or longer period of time.

* Robert J. Havighurst assisted the Committee in an advisory capacity.

SECRETARY'S MINUTES

Portland, Oregon

First Session, Monday Afternoon, June 29, 1936

The first session of the Department of Science Instruction was held in the Rose Ballroom of the Masonic Temple at 2 p. m. The theme of the meeting was "How Classroom Teachers and Organizations Can Develop Methods and Technics for Teaching the Objectives of Science." Ira C. Davis, president, introduced E. E. Bayles of the University of Kansas who discussed "A Proposed Statement of Principles Basic to Instruction in the Natural Sciences." This Statement which was prepared after much consideration by the Research and Policy Committee of the Department appears in the preceding pages. The Iowa Science Teachers Association joined our Department in a body. It was interesting to hear "The Objectives and Purposes of the Iowa Science Teachers Association" described by their president, Donald D. Pettit. Following this, the group was divided according to the interest of each person, the elementary-school, the junior high-school, and the senior high-school sections each having its own meeting.

In the elementary-school science group which met in the Doric Lodge Room, Mella White, of Portland, was the discussion leader. Leona Sundquist of the Washington State Normal School of Bellingham, Washington, discussed "The Application of the Proposed Statement of Principles Basic to Instruction in the Natural Sciences in Elementary Schools." "The Integration of the Elementary-Science Program with the School Activity Program" was discussed by Mildred M. Fahy, principal of Peirce School, Chicago. Mrs. Sophia Mason, of Sacramento, described "How To Teach the Fundamentals of Experimentation."

The junior high-school science group met in the Ionic Lodge Room with Clarence E. Diebel, of Eugene, Oregon, as its discussion leader. A. W. Schmidt, of Lead, South Dakota, discussed "The Application of the Proposed Statement of Principles Basic to Instruction in the Natural Sciences in the Junior High School." George I. Linn, of Sacramento, told "How To Teach the Fundamentals of Experimentation." Wesley C. Brown, of Vancouver, Washington, discussed "The Integration of a Junior High-School Science Program with the School Activity Program." "The Best Way To Conduct Field Trips" was described by Howard H. Hilleman, of Miles City, Montana.

At the senior high-school group meeting, Ray K. Easley, of East High School, Denver, Colorado, discussed "The Application of the Proposed Statement of Principles Basic to Instruction in the Natural Sciences in the Senior High School." Edwin L. Roe, of Zanesville, Ohio, described "Vitalizing Science Instruction." Mrs. Dorothy C. Barber, of Sacramento, told "How To Teach the Fundamentals of Experimentation." The discussion leader was Jay Eller of Wenatchee, Washington. The meetings adjourned about 4:30 p. m.

Second Session, Tuesday Afternoon, June 30, 1936

The meeting opened at 2 p. m. George J. Skewes, from the State Teachers College, Mayville, North Dakota, discussed "What Is a Scientific Attitude?" Charles Hampton, of Piedmont, California, described "How the California Science Teachers Associations Help the Classroom Teacher." The group again divided according to individual interests.

At the elementary-school science group, Lillian C. Compton, assistant superintendent, Alleghany County Schools, Cumberland, Maryland, described "How Scientific Attitudes May Be Taught in a Science Class in the Elementary School." "The Best Ways To Perform Demonstrations" was the subject of Marjorie Agnew, of Vancouver, B. C. Eva Gildea, of Piedmont, California, discussed "The Teaching of Scientific Concepts." Lesley C. Walker, of Oakland, told "How To Select and Prepare Materials for Elementary Science." Evelyn M. Hogue, of Portland, presided.

At the junior high-school science group, Anita M. Lassen, of Oakland, described "How To Teach Health in the Junior High School." Chester F. Deaver, of Flagstaff, Arizona, told how "An Attractive Science Room Is an Aid to Teaching Science." Olga Schwellinger, of San Francisco, told "The Best Ways To Conduct a Demonstration." Joe H. Taylor, of Kelso, Washington, was the discussion leader.

At the senior high-school group, John Soelburg, of Oakland, was discussion leader. Robert L. Ebel, of Cedar Rapids, Iowa, told "How Scientific Attitudes May Be Taught in a Class." Aelfric James, of Easton, Pennsylvania, described "The Best Ways To Perform Demonstrations." Paul V. Beck, of Tulsa, Oklahoma, discussed "The Best Ways To Conduct Field Trips." Morris R. McCarty, of Lafayette, Indiana, explained "An Experiment in Teaching Scientific Attitudes at Lafayette."

Annual Banquet, Tuesday Evening, June 30, 1936

The annual banquet of the Department was held at the Multnomah Hotel with about one hundred and fifty persons present. Entertainment was provided by the Elementary Teachers Chorus under the direction of W. H. Boyer, supervisor of music in Portland. There was also some fine Indian dancing by young Indian boys from the nearby reservation. Henry Lester Smith, past president of the National Education Association, spoke on his experiences as a member of the World Federation of Education Associations as he traveled in Europe. Ira C. Davis presided. Fred A. Brainerd and his local committee were commended for the excellent way in which the banquet and all the meetings were managed.

Third Session, Wednesday Afternoon, July 1, 1936

The Nominating Committee which consisted of E. W. Long of California, Don C. Evans of Montana, and James W. Kercheval of Iowa, gave its report. The report was accepted unanimously. (See Historical Note, p. 334.) Mr. Davis reported in the absence of Esther W. Scott, the treasurer, that on June 15 there were 4350 paid members and a balance of \$725 in the treasury.

The first speaker on Wednesday was W. B. Buckham, of Oakland, whose subject was "How To Teach the Scientific Method." Mary Sturmer, of Beatrice, Nebraska, spoke on "The Objectives and Purposes of the Nebraska Science Teachers Association," following which the group divided as in preceding sessions.

At the elementary-school science group, Mrs. Ruth Du Bois, of Portland, was the discussion leader. A. C. Young, of Fresno, California, discussed "The Scientific Method in Elementary Science." Bertha Gould, of Seattle, described "The Organization of a Unit in Elementary-School Science." Mrs. Gladys L. Potter, assistant chief of the Department of Public Instruction of Sacramento, spoke on "Science from the Point of View of Relating It to a Unit of Work Teaching."

At the junior high-school science group, James W. Kercheval, of Waterloo, Iowa, was the discussion leader. Edna Conrad, of Sacramento, spoke on "Teaching of the Scientific Method in Junior High-School Science." James F. Beckwith, of San Francisco, told of "The Responsibility of Science Teachers in Guidance Programs." Della Patch, of Seattle, spoke on "The Organizing of a Unit in Junior High-School Science." "The Making of a Telescope with Models and Motion Pictures," was described by Harold Stamm, of West Allis, Wisconsin.

At the senior high-school group, James P. Davis, of Clayton, Missouri, discussed "The Teaching of Scientific Method in Senior High-School Science." Ernest L. Hix, of Spokane, Washington, told of "The Teaching of Appreciation." Earl L. Danner, of Seattle, told of "Organizing a Unit in Senior High-School Science." His subject was mainly about Mount Rainier. Don C. Evans, assistant principal of the Livingston, Montana, High School, was the discussion leader.

These group meetings were well attended and many people took part in the discussions which followed. The suggestion was made that next year the papers be shorter and more discussion be requested. The panel method gives more people an opportunity to express themselves and brings out more ideas.

*DEPARTMENT OF
SECONDARY EDUCATION*

HISTORICAL NOTE

THE DEPARTMENT OF SECONDARY EDUCATION *was established in 1886. It lapsed temporarily in 1924. In 1931 it was revived by the Delegate Assembly of the National Education Association at its annual convention in Los Angeles.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Ernest D. Lewis, Evander Childs High School, New York, N. Y.; VICE-PRESIDENT, George R. Rankin, Boys Technical High School, Milwaukee, Wis.; SECRETARY, Mrs. Nettie R. Bolland, High School of Commerce, Portland, Ore.; TREASURER, L. Denzil Keigley, Chester S. Morey Junior High School, Denver, Colo.

This Department meets once a year, in July. Facts relating to the establishment of this Department, its revival, and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1886: 21	1895:579-635	1904:473-536	1913:469-499	1922:1267-1293
1887:393-442	1896:557-619	1905:423-479	1914:445-488	1923: 861- 880
1888:401-433	1897:644-699	1906:633-636	1915:723-753	1924: 775- 802
1889:497-533	1898:664-700	1907:521-710	1916:517-574	1932: 481- 492
1890:613-655	1899:601-817	1908:577-667	1917:253-284	1933: 489- 506
1891:615-687	1900:428-453	1909:479-522	1918:177-189	1934: 481- 492
1892:333-373	1901:565-604	1910:443-533	1919:195-204	1935: 449- 460
1893:177-242	1902:455-492	1911:555-657	1920:209-230	
1894:743-794	1903:429-486	1912:663-765	1921:667-678	

Subjectmatter Round Tables in High-School Instruction and New Curriculum Materials

IN ANCIENT LANGUAGES

JULIANNE ROLLER, FRANKLIN HIGH SCHOOL, PORTLAND, ORE.

HUMANIZING the high-school course in Latin in the light of recent experiments and investigations is the crying need of the hour. Just as we have outgrown and discarded the slow, ponderous oxcart for transportation, so must we free our Latin curriculum from entangling impediments that stand in the way of swift movement and ready enjoyment.

Since the colleges have let down the bars, Latin is a purely elective subject. It must be made so attractive and worthwhile that the American child will be eager to take it and not do so only reluctantly, under compulsion. Reading Latin as the Romans wrote it; teaching vocabulary, grammar, and syntax functionally, that is, as the need for them arises in the reading; putting little stress on many of the seldom used forms; using simple, especially prepared readers to prepare for the more difficult classics of Caesar, Cicero, and Vergil; and making tests objective and scientifically prepared in line with functional knowledge that has been determined by experiment are some of the ways in which this can be done.

There is a wealth of material in the Latin course for character building. This should be emphasized in the new program. Latin holds the keystone, in fact, the very foundation stones for the study of the social sciences. They, too, should be brought to the fore.

IN BUSINESS EDUCATION

MARY STUART, BRIGHTON HIGH SCHOOL, BRIGHTON, MASS.

Trend one—The finding of a place in the educational sun for business instruction and the fading away of academic prejudice which is descending upon vocational and trade courses are important changes.

Trend two—Due to the economic depression which has increased the number of pupils of low I.Q.'s who have been forced to remain in school because there is no employment for them, schools have emphasized social trends and personal use because these pupils are incapable of reaching vocational standards. This is a serious problem. The subjectmatter that has been brought down to their level is not the kind that gives sufficient training for employment. Are we as educators justified in giving this group credit for work that we know business houses would not accept in terms of employment?

Trend three—We find better prepared teachers using more adequate courses of study. Educational content of subjectmatter with the aid of improved texts and scientific studies in research has improved technics.

Trend four—There is a tendency away from making the commercial department the dumping ground for failures and poor material.

Trend five—There is a definite plan for correlation of subjectmatter in the business department.

Trend six—The introduction of machines and mechanical devices is helping to solve the problem.

Trend seven—Courses are appearing in which consistent teaching in personality is given as formal instruction rather than leaving it for incidental teaching in all classes.

Trend eight—Scientific tests and texts are entering the market so that classroom technic may be improved and the pupil may come out a better product for the contact.

Trend nine—There is a decided tendency thruout the entire school system for pushing up training for vocational skills. Our high schools now realize that they have misused the words *secretary* and *accountant* which belong to the field of the junior college or senior college. The high school is training only bookkeepers and stenographers.

IN ENGLISH

HOLLAND D. ROBERTS, PROFESSOR OF EDUCATION, STANFORD
UNIVERSITY, CALIF.

Within the period of a single year the high schools of the United States have become reading conscious. Before that time the majority of teachers and administrators had assumed that all children who entered high school could read. Now we know that entering high-school freshmen vary in reading ability from third- or fourth-grade level to superior adult capacity. From 10 to 20 percent of the students in our high schools are seriously retarded in reading. Many of them cannot understand the books, magazines, and newspapers which we place in their hands.

Trends in teaching high-school literature are strongly toward individualized free reading under the guidance of able leaders. Current practise and college entrance requirements are following student interest and are moving toward major emphasis on contemporary American literature and away from specific classic requirements. Extensive reading has taken the place of intensive reading.

Literature is taught much less as "art for art's sake" in isolation from life and more as a functioning part of the struggle for the solution of crucial social problems. Important relationships are rapidly developing among literature, history, social studies, geography, economics, foreign languages, physical education, and art. The multiplication of such elective courses as journalism, photoplay and radio appreciation, world literature, and dramatics is breaking down the rigidity of the English curriculum and unifying the program on the basis of the needs of the child and society.

IN ENGLISH

JEANNETTE E. MALTBY, NORTH CENTRAL HIGH SCHOOL, SPOKANE, WASH.

The recent trends in instruction and curriculum materials in English have sprung into being to meet the crucial needs of an incredibly changing world. The trends in English seek to further the wholesome trends of a changing world, and to combat the vicious tendencies. Even tho teachers have been blamed for this debacle, justly or unjustly, even tho they have been handicapped with double work and meager salaries, they have made an unspectacular but gallant response to the challenge of the times. They are meeting the careless, unthinking, ignorant criticism with the antidote of facts; they are combating the malicious forces in the only way they can be destroyed with the spiritual weapons of honest, clear-sighted devotion to the principles of the Christ expressed in consecrated labor and self-sacrifice.

Out of all this there has grown a clearer discernment of the needs of the child. Many of the methods that Lincoln used in his self-education in English are paralleled in the new trends. Modern classroom experiences in English are more closely tied to life experiences. The child is taught to honor and value his own experiences more highly, to use material from all his studies, to develop the talents that he has. His oral and written expressions in school are actual counterparts of the letters, reports, speeches, and procedures of real life. There is an endeavor to teach the child that modern inventions are servants to aid him in attaining a richer, fuller life, not masters to dominate him. Lastly, thru instilling habits of fact gathering and clear thinking, we would teach him to recognize the menace of modern propaganda.

IN HOME ECONOMICS

BEULAH I. COON, AGENT FOR STUDIES AND RESEARCH IN HOME ECONOMICS
EDUCATION, UNITED STATES OFFICE OF EDUCATION,
WASHINGTON, D. C.

In checking their instruction against the need of pupils to meet constantly changing social and economic conditions in the home, home economics teachers have found it advisable to discard old methods of teaching, to evaluate more critically the kinds of experiences of pupils, and to extend their instruction beyond the classroom into the home, cooperating with parents and pupils in setting goals and checking accomplishments.

Among the instructional trends which seem to be apparent are the following:

1. Transferring attention from teachers' methods to pupils' experiences.
2. Emphasizing behavior and attitudes rather than information and skills as the end of instruction.
3. Organizing instruction around underlying principles or generalizations rather than a mass of facts.
4. Using the home as a laboratory for experiences to supplement those of the classroom.

5. Beginning to use homemaking problems as a center for instruction and to cooperate with other teachers in the attainment of goals important in home and family life.

6. Meeting individual differences.

7. Sharing with pupils the setting of goals and the planning for experiences needed to attain goals.

8. Recognizing the close relation between measurement and teaching.

9. Organizing instruction suited to various age groups.

Each of these instructional trends has been an evidence of the home economics teacher's better recognition of pupils' problems, her desire to give significant help adapted to different maturity levels, and her willingness to check her work as a teacher in the light of results occurring in living rather than in terms of the information learned.

IN HOME ECONOMICS

FREDA GERWIN WINNING, ASSISTANT PROFESSOR OF EDUCATION, NEW YORK UNIVERSITY, NEW YORK, N. Y.

Today, more than ever before, changing conditions in society and family life are influencing school organization, and in turn are influencing the choice of curriculum materials selected for use in the teaching of home economics in the secondary schools. Changes in the material character of the home, and changes in the attitude toward life itself are largely responsible for the new emphasis. Presentday teaching of home economics emphasizes certain specific trends basic to the development of courses and lessons in our secondary schools. Seven basic trends present themselves:

1. The materials are selected from a great variety of items and the curriculum is itself not fixed and final. It changes its emphasis with the needs of the community and with the needs of the individual pupils.

2. Recognition of the influence of environment on the development of home and family life.

3. Emphasis on personality development and personal training in order to make it possible for pupils to fit into presentday society.

4. Materials which emphasize social and personal relationships so basic to successful family life rather than the skill involved in cooking and sewing.

5. The home is the basic factor in community life and its activities are fundamental training in the managerial aspects of living.

6. Standards of living usable today and in the homes of tomorrow are developed. With decreased incomes, increased complexity of buying problems, and a greater variety of items from which to choose, family buying has become an important item in our national life and consumer education a real challenge and a real responsibility.

7. A greater variety of types of courses are included. Foods and clothing courses are still present, but to them have been added courses in child care, home management, housing, consumer education, and family life.

IN MATHEMATICS

H. C. CHRISTOFFERSON, MIAMI UNIVERSITY, OXFORD, OHIO

The predominant trend is for meaningful teaching, for each pupil to have complete understanding of fundamental mathematical processes. For a child to be able to use his mathematical tools effectively; for him to be able to think in terms of numbers and letters, formulas, and graphs; for him to see relationships and to know how one quantity determines or is determined by others, he should have complete mastery of these mathematical tools and perfect understanding of their use and meaning.

In happy accord with this emphasis upon meanings there is a decided tendency toward greater emphasis upon outstanding fundamentals and the elimination of much abstract material of less crucial or immediate consequence. Formulas, equations, and graphs are first used in the seventh and eighth grades, and still in the ninth grade form the major part of algebra. A minimum list of fundamental theorems in geometry with greater emphasis upon their practical applications seems clearly to be current.

To insure mastery of fundamentals which have been meaningfully taught there is developing an intelligent and comprehensive program of diagnostic testing. It is of little consequence for a teacher or pupil to know that a child is above or below the norm on a survey test. It is of great consequence to know by means of a carefully prepared diagnostic test the abilities which a child has developed satisfactorily and the ones which he has failed to develop.

IN MATHEMATICS

EARL MURRAY, HEAD, MATHEMATICS DEPARTMENT, SANTA BARBARA
HIGH SCHOOL, SANTA BARBARA, CALIF.

Trends in the instruction of mathematics in the high school are following two changes in the philosophy of education, namely, that our education is the sum total of our experiences and that this is a changing world.

The study of mathematics is being differentiated into two types—certain mathematical concepts for all, and the technical mathematics for the specialist. It is argued that there are specific concepts of quantitative thinking, consumer mathematics, social statistics, processes, methods, and types of reasoning which must become a part of the education of every student of the secondary level. If our curriculum is to be reorganized on the basis of a core curriculum centered around the social approach, then it is up to us to see that the socializing contributions of mathematics are not omitted from the life of the child.

Mathematics for the specialist is being vitalized in a number of ways. The unit activity project is being used in Santa Barbara. For example, a unit on similarity of triangles was worked out in detail and used to develop individual initiative, alleviate the boredom of drill and formal teaching, and allow the student to follow his particular interests, instead of requiring a set assignment for each day's preparation.

The fusion of mathematics courses is becoming more common, and the traditional order of teaching mathematics is being broken down. Some changes along this line will be made in California next year. Finally, along with our mathematics instruction, we are not forgetting that ours is the task of developing the whole child, and that we are making our mathematics instruction contribute to the formation of a happy individual and a useful citizen.

IN MODERN LANGUAGES

HARRY V. WANN, HEAD, DEPARTMENT OF FOREIGN LANGUAGES, INDIANA STATE TEACHERS COLLEGE, TERRE HAUTE, IND.

Factual knowledge is not so important as are attitudes. Integration will accomplish little without effective teaching. Languages require a long period of preparation but amply repay in results obtained. Much more integration takes place now than is generally supposed.

If integration means enrichment of experience, it is eminently desirable. If it means regimentation of emotions, it will bring diffusion of interest and little spontaneous selection.

Educationists are not unanimous in the conviction that integration is possible in all lines of study. It is clear that modern language teachers do correlate with English, social studies, art, and music.

The language teacher can cooperate with the proponents of integration by (1) more careful selection of materials, and by (2) planning with their principals and colleagues on definite common objectives.

Objectives of modern language teachers are in perfect harmony with those of the educationists. They are: (1) to develop intellectual power leading to keen, analytical thinking, and clear, incisive speech; (2) to foster a feeling of reverence for accurate, effective English, and for language generally, as our universal means of communicating with our fellow men; (3) to provide an insight into varying modes of psychological approach to the expression of thought, with consequent cultivation of international-mindedness, world-citizenship, humanity, and broad sympathy; and (4) to open up a vision of the growth and significance of traditions and civilizations which have contributed to the formation of the environment in which we live.

IN MODERN LANGUAGES

C. H. S. KING, HEAD, DEPARTMENT OF GERMAN, REED COLLEGE, PORTLAND, ORE.

Relatively few teachers are experimenters or involved in the trends, which may be defined as impulsions given by alert, energetic, and able minority groups. The most extraordinary and fundamental trend is that toward experimentation. Foreign language teachers are abandoning guesswork and subjective impressions for objective data. In order to take account of the vast body of research that is accumulating, an annual survey of re-

search is conducted and a new department has been added to the *Modern Language Journal* to publish results.

Contrary to popular belief, adults from twenty to forty years old can learn a language more readily (at least under classroom conditions) than children from eight to twelve, according to the findings of recent experiments. But the experimenters believe that foreign language should remain a high-school subject.

Considerable numbers of modern language teachers agree that the reading objective is the one appropriate for the vast majority of students.

Carefully graded texts based on the modern Frequency Word and Idiom Lists are of vast importance in the reading method, but greater achievements in a two-year course are predicted when syntax counts have been made for all languages. Syntax counts in French and Spanish have been started, but are not yet complete.

Just how intensively grammar is to be studied in connection with the reading method remains a problem, but the conviction is gaining ground that grammar must be accurately learned and slipshod reading must not be permitted.

Many high schools are now dividing language students into two categories: those who study a language two years only, and those who pursue it for a longer period. The latter are given more aural and written work, more grammar, and more "extensive" reading, with reviews of grammar in the advanced stages.

IN MUSIC

ARTHUR S. GARBETT, DIRECTOR OF EDUCATION, WESTERN DIVISION,
NATIONAL BROADCASTING COMPANY, SAN FRANCISCO, CALIF.

The spread of music by mechanical means coincides with a steady growth of music as a cultural study in the schools so that we have a situation to which I feel I may justly apply the word "unprecedented."

Our concern, however, is with the effects of these mechanical aids, and I can best sum up the situation in a few sentences which I may have used before at these meetings. "Music has long been regarded as a universal art, but never before today has music had universal distribution."

What I hope for, and look for eventually, is the growth of a new generation of American composers emerging by selection from contemporary hosts of youngsters in sympathy with their aims. They should be writing music of their own kind, in their own idiom, about the things they know, and at their own age level. What this music will be like, no man yet can say. But with the present spread of musical experience over America into regions hitherto remote from such opportunities surely the naturally inventive, creative impulses of our people must flower into a new musical growth. At present we are only absorbing the flood of music now being poured over us; presently mere absorption must cease, to be followed by production, by a proliferation of new melodies and harmonies beyond our ken.

Separatisms thru isolation are now ending amid the welter and chaos of our changing times. The migratory wave of incoming strangers is over.

Over, too, is the long period of forced material growth. The American people of tomorrow will have greater security and more leisure. They will be subject to less nerve strain, and relieved somewhat from the hectic rush incidental to the growth of a nation. Sooner or later the melting pot must simmer down. Even the threatened world war, if it should materialize, could not permanently delay the inevitable trend toward national homogeneity which the future holds inevitably in store. Already, our children are children of the Machine Age, accommodating themselves readily to changes against which the elder generation protests in vain. Seeing new and boundless opportunities in the new cultural expansion, they will look back amazedly at those of us today who see nothing ahead but darkness and disaster as "the old order changeth giving place to the new."

Music must play a great part in this new expansion. Music is no longer the remote, desiccated art detached from life that it once was. The European classics will retain their hold upon us only according to their intrinsic worth and not by virtue of a prestige already in process of modification. America has her own saga to sing, and the least that we of the older generation can do is to put the feet of our children on the path of creative expansion and wish them godspeed in the new adventure of American musical pioneering.

IN PARENTHOOD

MURIEL W. BROWN, SUPERVISOR OF PARENT EDUCATION, EMERGENCY
EDUCATION PROGRAM, STATE DEPARTMENT OF EDUCATION,
SACRAMENTO, CALIF.

The opportunities for pre-parental training in family life education at the secondary level are particularly challenging. During adolescence most young people react to family life situations with an intensity they have not felt before and may not feel again until they are responsible for families of their own. This increased awareness of themselves in relation to their families can be channeled so that it provides a natural motivation for the systematic study of (1) the meaning and purpose of family life, (2) the nature of family relationships, and (3) home management in relation to family life.

The following significant experiments actually under way in a few high schools demonstrate that activity programs for family life can be successfully worked out in public school systems for young people of high-school ages:

1. Coordinated course for boys and girls in family living.
2. Family projects on which parents and children work together under the guidance of teachers who help with technical problems of construction.
3. Discussion groups and forums in which parents, teachers, and children consider problems of community interest, sharing points of view and adjusting differences of opinion.
4. Directed observation of child behavior in connection with courses in family relations and child development.

To fail to provide within the public school curriculum for progressive family life education is to deprive children of opportunity for growth and development in one of the most essential aspects of their life experiences. To expect adult education to perform miracles of personality readjustment is ridiculous.

IN SCIENCE

GEORGE J. SKEWES, HEAD OF DEPARTMENT OF EDUCATION, STATE
TEACHERS COLLEGE, MAYVILLE, N. DAK.

Definite curriculum materials are being used to teach scientific attitudes and scientific method. At least one set of new texts and many individual teachers are offering students these opportunities. It is to be expected that pupils will be better able to base their opinions on fact, to distinguish between fact and theory, to formulate hypotheses, to invent experiments for checking hypotheses, to select the proper controls and variables in an experiment, and to analyze cause and effect relationships as a result of this training.

New science texts, altho organized into units, are breaking away from the old unit idea. They follow a more psychological order in that they present the various principles of the unit in a sequence which makes understanding easier. Satisfactions accrue to the learner from each problem instead of being reserved until the final problem. When the various principles have been mastered, the learner has the satisfaction of using them in the final integrating problem of the group. The teacher must have the entire organization of the unit in mind from the beginning, but the learner is not expected to comprehend the interrelationships until the end of the unit.

The belief that the present science courses are not as functional as they should be is producing new compilations of principles to use in revising courses. It is also producing such new courses as the course in health. These new health courses if not adopted generally will at least modify the content of existing courses in biology, chemistry, and general science.

IN SCIENCE

GEORGE EBY, SCIENCE DEPARTMENT, RICHMOND HIGH SCHOOL,
RICHMOND, CALIF.

What shall we do about the non-college students? Obviously, there are two things we can do. We can prepare separate classes containing suitable material for them or we can reorganize our college preparatory classes and make them suitable for both college preparatory and non-college students. This latter method while it does not appear so on the surface is really a plan for conducting two classes in the same room at the same time.

It seems to us that the separate classes are more adaptable for a wide range of non-college students. The importance of a careful selection of useful material for these classes cannot be overemphasized. Too many persons seem to believe that all they have to do is to take some stock-model college preparatory courses and integrate them and then they have a course

suitable for all. Such things as integration and core curriculums are merely vehicles for bringing an education to students. You must first decide on what that education shall be and then later decide upon the vehicle.

The main purpose of science for these students is to give them a broad general background of useful information. Our non-college students do better when most of their time is spent in the laboratory where they can learn by working on the apparatus with their hands. A qualitative study of a subject is of more value to non-college students than a quantitative view.

We have prepared a series of animated movies showing the chemical reactions for each element. These movies greatly shorten the time needed to learn each group of reactions and make clear details which are practically impossible to explain in words.

IN VOCATIONAL EDUCATION

O. D. ADAMS, STATE DIRECTOR FOR VOCATIONAL EDUCATION, SALEM, ORE.

Trends in industrial education have been in the direction of "training for a specific occupation" and thus they contribute to the social spirit thru the development of certain marginal characteristics and abilities in connection with job performance, as a result of the training and not as a major objective.

The trend to move in the direction of training in a large variety of occupations, and with newer interpretations on some phases of federal policy has been indicated thru the passage of the George-Deen vocational bill in Congress recently. This act will increase the occupations field of activities as well as broaden the geographical scope of the program.

Trends in industrial arts point to the general shop type of organization with a more generalized type of drawing that will serve more students. The trend is toward better related instruction thru individual assignment and supervised study. Too much emphasis cannot be placed on apprenticeship, which entails in its organization many types of instruction: the correspondence type, part-time classes, evening classes, individual reading courses, and itinerant instruction.

Newer devices and materials will depend upon the proper use of those we now have. These will include a wider use of visual aids, exhibits, fairs, and industrial institutes. One very important trend is that in the direction of the Future Craftsmen of America, a device for promoting interest in industrial education, and one receiving the support of the entire industrial group.

SECRETARY'S MINUTES

Portland, Oregon

First Session, Monday Afternoon, June 29, 1936

"Trends in High-School Instruction and New Curriculum Materials in the Secondary Field" was the theme of three general meetings and fourteen conferences held by the Department of Secondary Education. The first of these general meetings was held at the First Baptist Church and was attended by over two thousand people, eighteen hundred remaining seated thruout the meeting. Ernest D. Lewis, president of the Department, presided, and after preliminary remarks and announcements

called attention to the purposes of the Department of Secondary Education and introduced the speakers, Paul R. Hanna, associate professor of education, Stanford University, California, and Gibson Bowles, president of the Portland High School Teachers Association, who read the paper prepared by Payne Templeton, principal, Flathead County High School, Kalispell, Montana.

At the conclusion of the two addresses, the meeting adjourned to break up into subgroups for fourteen joint conferences held in rooms in the First Methodist Church, the Women's Club Building, and the First Baptist Church. In these round table conferences talks were given by a speaker, or speakers, upon some phase of the general theme pertinent to the problems of each particular department and were followed by discussion under the guidance of a leader. Thru cooperation of the chairman, secretary, and leader of discussion, material presented at each conference has been collected and summarized for use as space in *Secondary Education* permits.

The fourteen conferences were as follows: ancient languages in cooperation with the American Classical League; business education in cooperation with the Department of Business Education; English in cooperation with the National Council of Teachers of English; geography in cooperation with the National Council of Geography Teachers; health and physical education in cooperation with the Department of School Health and Physical Education and Northwest Conference on High School and College Hygiene; home economics; library services in cooperation with the Joint Committee of the National Education Association and the American Library Association; mathematics in cooperation with the National Council of Teachers of Mathematics; modern languages in cooperation with the National Federation of Modern Language Teachers; music in cooperation with the National Conference of Music Supervisors; parenthood training in cooperation with the American Association of University Women; science; social studies in cooperation with the National Council for the Social Studies; and vocational education in cooperation with the Department of Vocational Education.

Second Session, Tuesday Afternoon, June 30, 1936

A luncheon in which high-school librarians joined with the high-school teachers was held in the auditorium of the Public Service Building. Luncheon was served by the service restaurant class, department of vocational education of the Portland schools, and was a practical demonstration of coordination of school and community. The president of the Department presided and presented distinguished guests, officers of the Department, members of the local committee, and the following speakers: Barrett C. Kiesling, Evaline Dowling, and Frederick Houk Law.

A high-school town meeting of the air, broadcast over a nationwide hookup, was a feature of the program. Students from the High School of Commerce, Portland, participated in this demonstration of the use of the radio in instruction. Mr. Lewis opened the broadcast program and later gave a concluding talk.

Another special feature was the initiation ceremony in which the Order of the Rose was conferred on Edith A. Lathrop and Mr. Lewis by Mrs. Elsie Brown O'Brien of the Portland Women's Advertising Club. Over two hundred were present at this luncheon.

Third Session, Wednesday Afternoon, July 1, 1936

The final meeting was held in the Oriental Theatre. George R. Rankin, vice-president, presided over the first part of this meeting. The educational value of motion pictures and the research methods employed by the film producers to insure authenticity in such productions was shown thru both motion and still photography. Students from the Washington High School took part in a class demonstration of motion picture appreciation conducted by Fannie L. Barber, their teacher, and William Lewin. Barrett C. Kiesling gave a report on a nationwide survey on motion picture appreciation and explained a most unusual exhibit.

Upon adjournment of this session, the annual business meeting was called to order by the president. Gibson Bowles, president, Portland High School Teachers

Association, was appointed secretary pro tem in the absence of Ann E. Ryder, secretary. Minutes of the meeting held in Denver were read and approved. The report of the treasurer, L. Denzil Keigley, was read and approved. The work of the past year was reviewed and suggestions for continued progress for the coming year given by the president, received hearty approval from those present.

A motion that dues of affiliation by groups be fixed at \$10 and dues of supporting membership by individuals be fixed at \$5 was made, seconded, and carried.

A motion was made that in schools where it is impossible to obtain members or more members, the teachers be asked to form a group of two or four at 50 cents or 25 cents each for a membership (one name being listed for each \$1 fee paid to the treasurer and listed as a single membership). Motion was duly seconded and carried.

Ernest D. Lewis of Evander Childs High School, New York City, was unanimously reelected president and given a vote of appreciation for his work in the past. (See Historical Note, p. 348.)

A motion that the president be given authority to appoint a director for each of the regional districts was made, seconded, and carried.

Meeting adjourned.

*DEPARTMENT OF
SECONDARY SCHOOL PRINCIPALS*

HISTORICAL NOTE

THE DEPARTMENT OF SECONDARY SCHOOL PRINCIPALS *was organized in Topeka, Kansas, in 1886, under the name of the Department of Secondary Instruction. Anticipating the proposed merger of the National Association of Secondary Principals with the National Education Association, the name of the Department was changed to the Department of Secondary School Principals.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Willard N. Van Slyck, Principal, High School, Topeka, Kans.; FIRST VICEPRESIDENT, M. G. Jones, Principal, High School, Huntington Beach, Calif.; SECOND VICEPRESIDENT, Paul E. Elicker, Principal, Newton High School, Newtonville, Mass.; EXECUTIVE SECRETARY, H. V. Church, 5835 Kimbark Avenue, Chicago, Ill.; EXECUTIVE COMMITTEE: K. J. Clark, Principal, Murphy High School, Mobile, Ala.; Oscar Granger, Principal, Haverford Township High School, Upper Darby, Pa.; Harrison C. Lyseth, State Supervisor, Secondary Education, Augusta, Maine; John E. Wellwood, Principal, High School, Flint, Mich.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1887:393-442	1897:644-699	1907:521-710	1917: 253- 284	1927:599-677
1888:401-433	1898:664-700	1908:577-667	1918: 177- 189	1928:591-650
1889:497-533	1899:601-817	1909:479-522	1919: 195- 204	1929:579-632
1890:613-655	1900:428-453	1910:443-533	1920: 209- 230	1930:543-595
1891:615-687	1901:565-604	1911:555-657	1921: 667- 678	1931:577-620
1892:333-373	1902:455-492	1912:663-765	1922:1267-1293	1932:493-524
1893:177-242	1903:429-486	1913:469-499	1923: 861- 880	1933:507-530
1894:743-794	1904:473-536	1914:445-488	1924: 775- 802	1934:493-512
1895:579-635	1905:423-479	1915:723-753	1925: 450- 477	1935:461-470
1896:557-619	1906:633-636	1916:517-574	1926: 637- 652	

THE HIGH SCHOOL'S RESPONSIBILITY IN THE NEW EDUCATION

FLORENCE HALE, EDITOR, *The Grade Teacher*, NEW YORK, N. Y.; AND
PAST PRESIDENT, NATIONAL EDUCATION ASSOCIATION

THE NEW EDUCATION has a different concept of the responsibility of the high school from that which was true of the old education. In the older schools it was nearly always true that the curriculum and general aims of the school were considered mostly as college preparation. If a pupil failed in college examinations or later in the course, the high school from which he came was likely to be looked upon as below standard. Because they knew this, high-school teachers became almost nervously anxious about the college student and had little time to give to the consideration of the very much larger number of pupils who would never go to college and whose preparation should fit them for a happy and profitable life in society.

Many educators resented this point of view, but dared not speak against it. Today, even the most timid high-school instructor comes out boldly with the idea that the greatest responsibility for the secondary school is the preparation of all its pupils for whatever course of action awaits them upon graduation from high school. The college student's needs are not neglected, but no longer is it an accepted condition for the college to dictate the course of study and methods of the whole secondary school in terms of college requirements.

Vocational education is an honored subject in the secondary-school curriculum. In these days, when more pupils are staying in school because they cannot secure work as they used to do after the legal age of school attendance, it is particularly important for the secondary school to study its clientele in its town or city and to provide something worthwhile for those pupils who may not excel in scholarship and who may even find it difficult to achieve a passing mark in all of the high-school subjects. Certainly it is better for society to keep these pupils in a decent atmosphere, surrounded by right influences than it is to allow them aimlessly to roam the streets with neither a job nor a place to go.

We are not hearing so much these days about lowering the standard of the school by allowing pupils of this type to remain in it. The high school in the new education does not propose to put a premium on laziness or bad behavior, but it demands that a pupil shall do the best that he can, according to his ability. It is rather a case of the school fitting the individual pupil than of the pupil being hammered into some sort of a model to fit the school. In the school which has not become converted to the new education, we still find the attitude of the survival of the fittest and occasionally hear a teacher mourning about the lost standards because some pupil whose rank was below the passing mark was allowed to go on. We hear more of the up-to-date educators considering whether the boy shall be allowed to stay in school or whether he shall be promoted on the basis of what is best for

him and in consideration of the extent to which he has labored faithfully and has been a respectable member of the school family.

Unfortunately, the lack of sufficient teachers and too large classes as a result of financial retrenchment have made it impossible for the high-school teacher to carry out her ideals of individual instruction, which is what this amounts to; but the extent to which the high school of the future can do this is, in a great measure, the extent to which our general public will become an enlightened and ambitious citizenry of the future.

WHAT DIFFERENCE SHOULD HIGH-SCHOOL EDUCATION MAKE?

A. L. THRELKELD, SUPERINTENDENT OF SCHOOLS, DENVER, COLO.

I shall not attempt to be encyclopedic in dealing with this question. I have arbitrarily selected certain areas of life in which I think high-school education should make a distinct difference. These I shall name and discuss briefly.

Civic-mindedness—Every high-school graduate should be more civic-minded than if he had not attended high school. This civic-mindedness would be characterized by his willingness, by his desire, to give of his time, his energy, and his money to those enterprises which are for the common good. If he is civic-minded he will see the fundamental importance of good community life to good individual life. He will see life not as a compromise between what is good for the individual and what is good for the community, but as a process made up of two aspects, community life and individual life. This relationship between the individual and society he will see as an immutable principle running thruout all life. Perhaps at this particular stage of our development we lack an appreciation of the meaning of societal life to individual life more than we lack an appreciation of the meaning of individual life to societal life. High-school education should make a difference in this situation.

Understanding of economic life—A high-school education should make a difference in our understanding of our economic life. What is the meaning of the corporation in our modern industrial structure? How does it compare or contrast with the idea of individual enterprise which once was prevalent? What are the implications of economic change for change in educational policy, in political policy, in the functioning of parental responsibility, in various other areas of our lives? A high-school education should make a difference in the way a person thinks on these things and in the way he acts and lives.

Taxation—What is the real meaning of taxation in any situation and what, in particular, is its meaning in a democracy as contrasted to its meaning in an autocracy? The high-school graduate's reaction to these questions should be different from that of the person who has not had the advantages of a high-school education. I should expect a high-school graduate to have an understanding of the nature of expenditures that are made out of taxation. Commonly, people seem to look upon tax levies as extortions of funds that are to be spent for some unworthy purpose. Perhaps this is putting it strongly.

If I seem to exaggerate, it is for the purpose of bringing into greater relief what I wish to present. With this understanding, then, let us go further with the consideration of this very important subject of taxation. How many high-school graduates have been brought to appreciate the elementary fact that no group activity of any kind is possible except as some tax is levied to support it? A group of a half dozen boys may get together to do something in common. It may not be necessary to levy a money tax in this situation, but each one will have to do his part, and that is, in essence, a tax levy. Money simply represents work done, or at least it should represent that. We can proceed from this very simple situation to one in which a group of boys get together to organize a baseball team. There is certain equipment called for which no one individual can be expected to provide. The fielder may be expected to furnish his own glove, but since they will all use the balls and bats it seems natural for all of them to chip in and buy this kind of equipment. They do this without thinking much about it. They do it just as the natural thing to do. Well, that is the levying of a tax in order to carry out a cooperative enterprise. They will probably go farther than that and buy collectively the catcher's mitt and mask and protector, because they feel that the catcher should not, as an individual, be put to greater expense than the other members of the team, and since the kind of equipment that he needs to do his part in carrying on the team activity costs more than that required by the other members of the team, taxation is extended to include the buying of that kind of equipment. We can go ahead with the development to this meaning of taxation from one group to another, and we finally get to the largest cooperative enterprise in which we engage, namely, our government. The same principle applies thruout. The funds which a democratic government collects in the way of taxes are funds which are to meet some group need. Such taxes represent money which can be more effectively used for the common welfare when collected and expended by our government than in any other way.

Taxation, while not the whole economic problem, is a very important aspect of this problem, and I know of no aspect of the problem about which more ignorance prevails. But I have not attempted here to raise any point other than the point of the philosophy of taxation. Were we to go into a consideration of the question of what system or plan of taxation would be most intelligent in terms of the realities of the present day, we would find still more ignorance to consider. Now at the risk of seeming dogmatic, I am going to say that, by and large, there has been practically nothing in our school program, up to and including the high-school years, that would give a person any considerable degree of intelligence in his concept of taxation. I think that high-school education should make a distinct difference in an individual with reference to his attitude on such an important matter as this.

Qualifications for political service—A high-school education should make a distinct difference in an individual with reference to his qualifications for political service. Whether this political service he is to render as a citizen in voting for others for public office, or whether he is to render it as a public officer or an employee of the public makes no great difference here.

He should be better prepared for either of these aspects of political life because of having had a high-school education. It is extremely difficult to introduce realism into the teaching of civics in our schools. But every effort should be made to do so. There are many simple matters that can be taught which are really not controversial in any serious way which we do not seem to teach very thoroly, if at all. We are still giving too much of our time to teaching merely the anatomy of government and not very much to the teaching of its physiology. High-school education should make a difference in one's functioning in political life.

Appreciation of the esthetic—High-school education should make a difference in the appreciation of the esthetic. In a nation that makes high-school education so extensively available as ours does, we should have a citizenship that demands the beautiful in everything. In our community planning it would seem that high-school education should result in our making the business districts of our cities beautiful, our city streets and our driveways thru the country beautiful. Many of them have been made thus, but we still have all kinds of unnecessary eyesores in terms of "hot dog" stands, advertising equipment of various kinds, filling stations, and overhead wiring in place of the beautiful. I would not destroy these things. To the extent that they are needed we should have them, but they should be planned in accordance with an appreciation of the esthetic. Much of this is being done, but we still have a long way to go. Thru all of our community planning as well as thru the planning we do for our own individual homes, there should be evidence of a growing appreciation of the esthetic. High-school education should make a difference here.

Appreciation of the scientific method—Lastly, I want to mention a type of appreciation that high-school education should effect. I shall call it an appreciation of the scientific method. I am not going to enter into any fine-spun definition of the scientific method. I am just going to call it the method by which we have a great respect for the truth, a method by which we look for facts and know facts when we have found them, a method by which we, with a minimum of error, draw conclusions from facts, tho we should know when we are generalizing that we are exercising ourselves in the field in which most of our errors are made. Someone has pointed out that scientific workers have made much less error in the revealing of facts than they have in generalizing from facts. It is in the field of generalization that we are in danger of going astray, even if we are highly trained as scientific workers. If this is true of those who have had extensive scientific training, what is the case among those who have given no serious thought to how generalizations may be accurately drawn? If we could just produce a citizenry that would always demand, as a first consideration, such facts as are available as a basis for action, we would accomplish a great deal. We need to be better disciplined in seeking out causes, in connecting causes with effects. A high-school graduate should be less gullible, more resistant to propaganda, more discriminating in the choice of values, and more realistic in his thinking than the person who has not had the opportunity of a high-school education.

As I stated in the beginning, I have arbitrarily chosen just a few aspects of life in which high-school education should make a difference. On the

whole, I believe high-school education is making a difference for the better in these particulars. I do not intend what I have here said to be understood as a blanket indictment in any sense of our high-school program. No institution that has won its way with our people as has the American high school can be hopelessly off the track. But there are always particulars, many of them extremely important, in which we can improve; and, as I have indicated, I have chosen to mention certain ways in which a high-school education should make much more of a difference than it does at the present time, and, of course, a difference for the better.

SEQUENCE OF LEARNING MATERIALS IN THE CURRICULUM

AUBREY A. DOUGLASS, CHIEF, DIVISION OF SECONDARY EDUCATION, STATE DEPARTMENT OF EDUCATION, SACRAMENTO, CALIF.

The American secondary school has experienced little criticism of the scope or breadth of its total offerings. For a number of years one subject after another has been added to the curriculum, until the number has become almost bewildering. Altho the total would be considerably reduced if subjects covering essentially the same ground were given identical titles, the fact remains that the modern secondary school out-rivals institutions of similar purpose of whatever time or place. A wide variety of subjects has frequently been looked upon with favor on the ground that more adequate provisions are thus made for individual differences in interest and in ability.

Over a number of years our secondary schools have been criticized because of lack of sequence shown by learning materials. Comparisons between European and American practise have been made, to the disadvantage of American practise. Our schools, so the criticism has run, offer many subjects, but require little consecutive effort. At the end of his course the pupil is incapable of sustained mental habits; he does not have an accumulation of well-organized information or data to apply to a new problem situation.

To correct this condition, there has been for many years, both in the secondary school and in the college, a practise which requires that a field of concentration be selected in which the student would pursue advanced study in perhaps two fields. Because of inability to determine or to agree upon the values of the various subjects, the individual interests, abilities, or whims of the student decide the field or fields of concentration.

In secondary education, the placements of mathematics and foreign language are striking examples of what has been done and is done. Granted that the content of algebra and geometry is useful, or that the individual has gained a fair reading knowledge of the foreign language in question, experience, common sense, and the facts of psychology unite to condemn the custom of placing these subjects in Grades IX and X on the assumption that the individual should be able to retain and use them after the lapse of two years, or even one year. Altho the movement toward integration may be expected to bring about a more consistent and a more continued use of materials, and thus help establish some of the needed repetition and sequence, it is doubtful

if the problem will be entirely solved in this manner. If a curriculum organization should demand continued effort, and if it should prohibit a smattering of many subjects with consequent failure to carry any one of them beyond the elementary stage, definite attention should be given to the sequence of learning materials.

An important reason for favoring a curriculum defined in terms of activities is found in what may be termed the natural method or approach to learning. A few years ago the term "project" was used as a shibboleth; now "unit" serves to describe the accepted point of view. In any case the use of subjects or classifications of knowledge to determine scope is regarded with disfavor. Because of the habits of thinking and of action which have been associated with this classification, or because of both of these reasons, it is regarded as fostering cold-storage, non-functional methods.

A final reason of great significance for reexamination, if not redefinition, of the method of defining scope has to do with the comprehensiveness of the classification. The multiplication of the classifications of knowledge gives rise to a situation that makes it all but impossible to insure a good general education. Everywhere reaction has set in against the practise of depending upon the pursuit of special subjects to secure breadth of training. Preceptorial, honors work, and orientation courses in the colleges, the activity or unit organization in the elementary school, and integrated programs in the secondary school, are all founded upon the same general principles, one of which is that the individual should contact the various phases of culture.

It has been many years since Herbert Spencer, in his essay entitled "What Knowledge Is of Most Worth," presented a scheme for organizing the activities of certain secondary schools of England in terms of the major classifications of activities which, when properly carried out, might aid in the accomplishment of the ultimate aim or goal of education, which he took to be complete living. A classification similar to Spencer's, if indeed it was not suggested by Spencer, was presented nearly twenty years ago by the Commission on the Reorganization of Secondary Education. That classification stimulated widespread interest and was widely adopted in theoretical discussions of the purposes of education.

Recently there has been considerable dissatisfaction expressed against the classification of activities under discussion. It has been asserted that it has not produced results, and is incapable of producing results. Both these assertions are debatable. Altho the prevailing classification in secondary schools is the one based upon subjects, there seems to have been considerable movement toward a more functional organization within the traditional courses. This may be due to what may be termed popular pressure for education that is more closely related to environmental problems, rather than to the results of theoretical discussions or philosophizing upon the purposes of the secondary school. In health education and in vocational education there has also been a more functional organization which again may be due primarily to the practical situation.

The Commission on the Reorganization of Secondary Education termed fundamental processes, along with health, worthy use of leisure, and citizen-

ship, aims of education. Others using the same or a similar classification have called health or citizenship categories under which activities or adjustments carried on or made by the individual might be grouped, and have conditioned accomplishment upon the fundamental processes. The Reviewing Committee of the Commission did, however, state specifically that immediate objectives should be stated in terms of interests, ideals, habits, and powers, as well as in terms of knowledge.

To determine the scope of the curriculum, a recent plan of great value relies upon "social functions," defined as a series of categories under which may be classified those activities which the race has carried on, is now carrying on, and will in the future continue to carry on. In a sense, a social function represents a basic human desire or need. For example, the race has always protected life and property, it has expressed religious impulses, has promoted the process of education, and has produced, manufactured, and distributed goods. The activities carried on because of the desire to protect life and property or to educate the young vary with time and place; it may be expected that they will continue to vary. Institutions, as media thru which social functions are carried on, are also subject to change. Government has grown up in part to provide protection to life and property; the church offers means of expressing religious impulses; the school is the agency to which is relegated the primary responsibility of providing means of education. Because they are dependent upon social functions, the institutions society has set up do not define the scope of the curriculum. The list or series of social functions does adequately define scope, because it is sufficiently comprehensive to include all the major human purposes and activities.

The major consideration in determining the scope of the curriculum is not the classification which is eventually adopted, but the thoro consideration of the social purpose of the school. A viewpoint which is based upon knowledge of the ideals towards which society has been, and is, striving, and an understanding of what comprises the good life, are first considerations. No human desire or aspiration, and no important activity or series of activities can be omitted. At this point the individual striving to understand the purposes of education will come face to face with teleology, or the idea that the character of being is directed towards an end, or shaped by an ultimate purpose.

Maturation, or the development of the individual thru inherent growth processes, as conditioned thru exercise and learning, is depended upon eventually to locate the processes and units of learning. With one point located at the earliest age and the other at maturity, the line of maturation presumably rises to indicate increasing development. At the chronological age of six, when the average child enters school for the first time, certain capabilities have presumably been developed. When the junior high school is reached these capabilities have increased; by the time the secondary school has been completed, it seems that they very nearly coincide with the adult capabilities which the particular individual will reach.

Data on physical growth are perhaps more complete and usable than data from any other field. With the principles and information regarding

physical defects and methods of carrying on a remedial program, they have found considerable use in the better school systems in planning the program of health and physical education. They are, however, capable of much more extensive and more widespread application than has been accomplished up to this time.

The whole question is complicated by the individual nature of the facts of individual development. The intelligence of the individual is arrived at, in the first place, by striking an average of his performance upon special tests. Of late this point has been expressed by the remark that there is no such thing as an average individual. In the second place, homogeneity in class groups is something we have almost despaired of, even in schools where ability classifications are possible. There are always individual variations from the norm, not only so far as the individual's average capacity is concerned, but also with respect to special abilities and disabilities. Thus the facts and principles of maturation present a complicated picture; their application to the educative process seems still more complicated. This whole problem, which is by no means new, is one to which increasing attention must be given.

The frame of reference for scope and sequence of the curriculum thus exhibits, on the one coordinate, scope; on the other coordinate, sequence. Scope is indicated by the areas of human experience. These areas may be stated in terms of subjects, in terms of the six great interests around which human life revolves, or in terms of social functions. The essential consideration is that there be sufficient breadth to insure contacts with the various aspects of culture; it is strongly advisable that the classification stimulate a functional organization of learning materials.

There must, of course, be flexibility within the general frame of reference for the curriculum. The whole concept of individual differences insists upon this provision. Yet flexibility does not mean chaos, nor should it mean rampant individualism even in the United States. Flexibility can be insured; at the same time a very serious practical difficulty can be overcome.

From an administrative standpoint, important questions are these: Can a plan of scope and sequence be put into practice? Is it possible in the secondary school to schedule classes which are developed in accordance with a classification which contains six divisions of major human interests or needs, or in accordance with a series of eleven social functions, such as those contained in the Virginia course of study? Can decision be reached regarding the knowledge, skills, processes, and units of instruction which shall comprise the core curriculum? Can flexibility be maintained? The most acceptable answers to these and to similar practical administrative questions are secured from places where attempts have been made to bring practice into accord with theory. One never knows of all the difficulties, or does one learn all the unfavorable reactions of teachers who struggle with details. These items do not appear in the literature.

The program of the California State Department of Education is based upon the developments occurring in the school systems of the state. Thus, the educational problems of the department are those of the public schools.

The personnel of the department naturally gives such assistance as it can with respect to those problems; it has little compunction in drafting available talent wherever found. Several statewide committees are functioning, the membership of which is made up of public school teachers and administrators, persons from college faculties, and others. Numerous general educational meetings, meetings of local principals, councils, and publications issued by the department and other organizations are used to carry information to the educational public. A Committee on the Scope and Sequence of Major Learnings in the Curriculum is attacking the problem indicated by its title.

Under these conditions, it is interesting to note what the extent and trends in development are. In the first place, the centers of growth are the individual school systems; second, the attack has been directed at improving existing practise; third, there is much similarity among the schools; fourth, the majority of the secondary schools of the state are at work upon one or more phases of the curriculum.

The traditional school-subject classification still dominates the majority of the schools; improvement is sought within the limits of the traditional classification. College entrance requirements, notably those imposed by the University of California, are not an inconsiderable factor in this situation. The classification found in the *Cardinal Principles of Secondary Education*, or modifications of that classification, are very influential in directing thinking. There has been considerable development of the core idea, which may be regarded as an extension of the general program of the elementary school. There is a growing tendency to apply the term "social living" to the core developing on the secondary level. This core contains units in citizenship, consumer education, home relationships, health and physical education, and appreciation. Usually it is paralleled by courses designed, at least theoretically, to further general and particular interests, especially those pertaining to vocations and later educational careers.

DEPARTMENT OF
SOCIAL STUDIES

HISTORICAL NOTE

THE DEPARTMENT OF SOCIAL STUDIES *was formerly the National Council for the Social Studies and was created as a Department of the National Education Association by the Board of Directors at the Indianapolis meeting of the Association in 1925.*

The officers of the Department for the year 1936-37 are: PRESIDENT, R. O. Hughes, Department of Curriculum Study, Public Schools, Pittsburgh, Pa.; FIRST VICEPRESIDENT, Elmer Ellis, Department of History, University of Missouri, Columbia, Mo.; SECOND VICEPRESIDENT, C. C. Barnes, Head, Social Science Department, Public Schools, Detroit, Mich.; SECRETARY-TREASURER, Howard E. Wilson, Graduate School of Education, Harvard University, Cambridge, Mass.; EXECUTIVE COMMITTEE: C. H. McClure, State Teachers College, Kirksville, Mo.; Fremont P. Wirth, George Peabody College for Teachers, Nashville, Tenn.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1926:653-663	1928:651-654	1930:597-606	1932:525-532	1934:513-519
1927:679-695	1929:633-642	1931:621-632	1933:531-536	1935:471-482

SHALL THE SOCIAL STUDIES ABOLISH SUBJECT BOUNDARIES?

MARY ELIZABETH KNIGHT, CHAIRMAN, SOCIAL STUDIES COMMITTEE,
SEATTLE PUBLIC SCHOOLS, SEATTLE, WASH.

IN DISCUSSING THE QUESTION, "Shall the social studies accept conventional social science school subjects as fundamental categories or shall they arrange and present experiences directly related to the performance of functions in society?" I shall undertake as my initial obligation an attempt to set up the alternatives of the issue as clearly and definitely as I can. Then I shall have the temerity to review the case, not from the point of view of a subjectmatter specialist or an expert in educational theory, but from the standpoint of a general practitioner—a classroom teacher. This does not mean, however, that any position I take is representative of my group.

First of all, what are the alternatives implied in the issue? The issue seems clearly to be the proposed organization in terms of experiences directly related to the performance of functions in society as against the old retention of definite subject boundaries.

As I see it, the burden now shifts to the proponents of the new order to prove first, that there is developing a new synthesis of learning content that is less artificial, more vital, and more meaningful than the traditional social disciplines; second, that under it the child will attain more desirable goals; third, that it is practicable in the light of the realities of the classroom.

Let us advance to the probable crux of the problem—the human being and his school development. It is manifestly impossible to present the many facets of this aspect of the controversy, imbedded as they are in modern physics, biology, psychology, and philosophy. The need has not been for a vital problem but for richer background training in the special fields of biology, psychology, ethics, logic, philosophy, and history of education. As it is, I cannot yet come to the conclusion that when subjects are dispensed with and programs integrated that this will mean a better integration of the child's personality.

One contention is that for real learning the interest must be the immediate life situation or fulfilment of an immediate felt purpose. Again it is contended that real learning comes only in the framework of the solution of a problem or in the seeking of a definite goal. We can go a long way in the direction of insisting upon experience in problem solving and individual expression and yet feel that orderly sequential background training has its place in the sun. There is moreover the very stern reality that the problems of today are not those of tomorrow. For this reason, tho we must indeed develop power to attack and solve problems, we must also develop those basic learnings and viewpoints necessary even to grasp a problem and view it in its proper setting. We might go so far as to say that richness and sequence of learnings and understandings are basic to the integration of personality in that they alone give the perspective, described by Santayana,

thru which "we see ourselves in the mirror of the stars and laugh as we pass on."

From this very superficial presentation of the issue in relation to the child we come to the third point of attack, the practicalities of the classroom. Here we tread on uncertain ground because there is involved the question of just how much a desirable goal should yield to practical aspects of the situation and how far the practical aspects should be reshaped to the desired goal. Nevertheless, it is apparent that there are some very real difficulties facing the proposed reorganization. That a mixture of subject-matter places a great strain on the average teacher must be conceded by those who have watched teachers struggle under several so-called "preparations." It is one thing to correlate with other fields; it is another thing to conduct the work on the basis of several fields of special learning. Again, there must be taken into account the chances for a balanced program outside of subject boundaries in view of the fact that teachers are individuals with special interests and predilections. We have seen courses in "Problems of Democracy" become courses in forensic oratory, sociology, politics; an experimental course we tried out in one of our senior high schools, entitled "Social Leadership," became a course in economics. This does not mean that there is not wool-gathering in subject-boundary organization, but only to point out the increased opportunity for wandering afield at irrelevant tangents when subject boundaries no longer serve as guides. It may be said that relationship sets up no limits because all things can be considered to be related. Moreover, when we consider the varied social backgrounds and multiplicity of life interests of a typical public school group, the problem of building a course in terms of life functions seems serious. How can it be other than in terms of large generalities no more specifically functional or immediately vital to all members of the group than subject organization? Furthermore what are the implications for classroom equipment, the school budget, and book publication?

Dare we in our educational philosophy and resulting organization endeavor to develop for the very real problems of presentday living without assuming the obligation to transfer to the child the results of the experiences of man as these seem naturally to have arranged themselves into separate disciplines? Are we yet prepared to say that such courage on the teacher's part will give to the child the equipment to *apprehend* and truly *comprehend*, as well as *solve* life problems?

NECESSITY AND SCOPE OF SOCIAL INDOCTRINATION

NORMAN F. COLEMAN, PROFESSOR OF ENGLISH, REED COLLEGE,
PORTLAND, ORE.

A famous English scientist is said to have declared that if he could be assured he would always think what was true and do what was right, on condition of being turned into a sort of clock and wound up every morning, he would instantly close with the offer. One might, perhaps, question the social usefulness of such an automaton, but one must recognize in it a delightful simplicity of motivation and a restful freedom from perplexing doubt.

Much of the social indoctrination that is practised today under dictatorship proceeds with similar directness to the control of speech and conduct, and is accompanied by a similarly confident assumption of rectitude. But in a democracy, teachers assume no such control, and have no such confidence. They are more likely to go to the opposite extreme, casting doubt upon all positive statements and recommending no clear lines of action. In them and in their pupils "the native hue of resolution is sicklied o'er with the pale cast of thought." I speak, of course, of the social sciences in high school and college. It was a social science major who confessed upon graduation, "Well, I know a good many things that need to be done, but I do not know any reason why I should do them." Somewhere between these two extremes of authoritarian control on the one hand, and paralyzing indifferentism on the other, lies the way of the true teacher of the social sciences.

We should understand clearly at the outset that no teacher can be wholly responsible for the determination of social attitudes and the inculcation of social ideals in his pupils. The home, the church, the press, and the radio are continually at work in these directions. The teacher at best will be able only to foster some attitudes and ideals already in his pupils' minds and to discourage others. It seems to me that he must do these things if he is to deserve the name of teacher.

Of course, accurate scientific information is a fundamental necessity to good teaching of any science. In general, however, the social scientist must be content with a less complete stock of this information as a basis of indicated action than must the natural scientist. In such a complex organization as human society, action cannot always wait for the complete analysis of tangled forces. Effective direction of social forces depends upon selection and emphasis, upon deciding, with such information as can be mustered, what is the most promising direction, and then moving before it shall be too late. The social scientist recognizes the necessity for social action as well as for social study, and for him attitudes and impulses are as important as facts; they are facts.

Recent investigations have shown that high-school students have eager purposes for the improvement of society, but that they hold these purposes individually and have only rather vague notions of putting them into effect by individual effort. They evidently need much more experience of investigation pursued socially and of action socially undertaken.

The fact remains that attitudes and ideals both for better and for worse are already formed in youthful minds, and that these change rapidly as they are encouraged or discouraged by social influences, at school, in the home, and in the street. Taking for granted that the school influence may be intelligently directed, let us ask ourselves what direction it may most safely and most wisely take. May I offer three suggestions, in the order of their importance?

First, the school for its very life must avoid special propaganda. While teachers as citizens have and should have party affiliations and party convictions, they are public servants. They should give their personal views, if at all, modestly, and should treat different or opposing views with fairness and respect.

Second, the school should stress the general attitude of a democracy, its faith that free men generally respond to educational opportunity, and that social wisdom is most likely to be discovered and developed thru free discussion. The assumption of special enlightenment by members of special groups and the attempt by violence to impose their views upon society at large are the very denial of democracy. This heresy should and must be combated in season and out of season, and the democratic faith and practise correspondingly championed and inculcated.

Third, the school should foster and encourage, and if necessary provide, forms of social activity in which young people may experience the benefits of free discussion and the satisfactions of associated effort. Theoretical opposition to dictatorship is not enough; the student must learn to recognize the dictatorial temper and to destroy it in himself. Theoretical belief in free speech and shared control must be enforced by the organization of these in discussion of social questions and determination of social policy.

Our system of public education aims at nothing less than the preparation of every citizen to play a helpful part in the government of our country. This cannot be accomplished by training our boys and girls to think and act correctly as individuals under teacher and textbook guidance. They must be free to make mistakes and to learn thru mistakes. Above all they must be free to cooperate in learning and in achieving an ordered social life. The autocratic temper, the will to dominate is present everywhere in school and out. It will yield only as the practise of cooperation proves its superior worth and yields its greater satisfactions. It was the wisest and most beloved of American leaders who expressed the very genius of democracy in the statement, "As I would not be a slave, so I would not be a master"—the two aspects of freedom.

In the present disturbed state of political opinion thruout the world, there is very evident need that a democracy must perpetuate itself and develop its institutions thru inculcating vital attitudes and ideals in its youth. There is abundant support in American history for the democratic faith in the general responsiveness of people to educational opportunity. Men and women generally can be prepared for free citizenship, and in free discussion as a means of social guidance, men and women by comparing and examining opinion and proposal together can find a way to "the good society." These

ideals may be strengthened in boys and girls not by pressure and authority, but by experience of creative discussion in classroom and forum, and by participation in social achievement thru cooperative effort.

THE SOCIAL SCIENCE PROGRAM

EDGAR H. WHITNEY, FIRST ASSISTANT SUPERINTENDENT OF SCHOOLS,
PORTLAND, ORE.

In order that there shall be a suitable program of social science instruction in the secondary schools, adequate background shall be laid in the pre-school, primary, and intermediate grades of the elementary school. The program is now handicapped because of a shortage in the number of adequately trained teachers. The teacher trained in normal school of a quarter century ago who has not kept abreast with the movements in education is unfit to function in a progressive school. College and university graduates of a generation ago who have had little or no training in methods or classroom procedures, other than those used by their favorite professors, are woefully inadequate to the task of handling a social program in secondary schools.

The child-centered school and the child-centered unit of activity have been variously interpreted and much confusion has been the result. Some progressive educators have taken the position that every child, regardless of what other children in the group may do, should be permitted to choose his own activity unit of work. Others have contended that a very definite program of activity should be prescribed and that all children, regardless of previous experiences and interests, should be made to conform to the adopted units of work. In our opinion both are wrong. To follow the first plan results in hopeless confusion and antisocial reactions on the part of the children. Especially in the lower age-levels, to follow the second plan results in killing the enthusiasm of the child and destroying his initiative.

A more liberal attitude on the part of the public regarding the academic freedom of the teacher in presenting social problems in his classroom must be attained. If the facts of history gleaned from authentic sources by masters in that field cannot be freely discussed by teacher and pupils, especially in the junior and senior high-school groups, without incurring the wrath of prejudiced groups; if the subject of the religions of the world cannot be read and compared without bringing down upon the teacher's head the wrath of some narrow-minded denominational group; if the politics of our country shall continue to be the football of the predatory politician and efforts on the part of the teachers in our schools to bring enlightened intelligence to play in the evaluation of governments, men, and measures, without having the schools condemned as subversive institutions and the teachers branded as anarchists and communists by those whose political schemes would be thwarted by a full knowledge of the truth, just so long will it be impossible for a social science curriculum worthy of the name to function in our public schools.

THINGS WHICH HAVE WORKED AND THINGS WHICH HAVE NOT WORKED IN SOCIAL STUDIES

ETHEL M. RAY, MC LEAN JUNIOR HIGH SCHOOL, TERRE HAUTE, IND.

The thrill which comes to teachers thru things which have succeeded is the inspiration for carrying on. The laboratory method of teaching social studies stands at the top of the things that have worked. This method, of course, presupposes a well-equipped classroom. So closely allied with the laboratory method of teaching that it can hardly be separated from it is supervised study. This is the personal direction by the teacher of the use of the equipment in the classroom in preparing the assigned work. Supervised study does not eliminate the recitation but does reduce the amount of time to be spent in recitation.

Visual education is an inspiration to students. Altho we have a talkie and a silent movie machine, I get the best results from the machine which enlarges ordinary pictures or printing and reproduces coloring. The picture remains in the machine while reports are given and discussions are carried on. Valuable contacts were made by our students because of this type of visual education. We were invited to come before a class of foreigners and also a class in adult education. Detailed reports of these trips were given to the classes by the students who participated. One of the most successful things in visual education is the making and showing of our own slides. No student who makes a slide and sees his own work before him will ever forget what the slide was meant to portray.

Learning to do by doing is a most successful product of the social studies. School elections have been written up in many school magazines recently. We make them our entire school project from the beginning to the end with the exception of the printing of the ballots which is done by the same firm which prints the actual ballots. Details are carried out according to election laws; election terms become a part of the vocabulary.

Observation tours which show the actual functioning of our governments impress schoolroom lessons. These trips serve a twofold purpose: (1) education of boys and girls, and (2) education of the parents who go with us. After a study of immigration, naturalization court opens up a new field of thought and gives chances for comparison. An observation trip which comes every two years is the one to the state legislature.

The social studies should be made so romantic, so vital, so much a part of life that they sell themselves to the students with a lifetime guarantee.

Fusion, the unified course in the social studies, was one of the first educational dust storms to sweep the social studies sky. The argument for this course, according to one of its leading advocates, was that it would turn out better citizens than the courses which treated the subjects of history, geography, and civics separately. After three years of struggling in our school, fusion gave a last feeble groan and died. The fusion idea left both teachers and students with the feeling of being all up in the air. We came down to earth deciding to teach history and geography as separate subjects. We also decided if our separate courses could turn out citizens who could drive their

own cars safely in their own neighborhoods, cross their own country by their skill, participate intelligently in the affairs of their own community and nation, and have a tolerant understanding of world problems, we would ask for nothing more.

Much discussion at the present time is being carried on over "ability grouping." After ten years of classifying our students on the basis of intelligence test quotients we decided to adopt an alphabetical classification. For five years this classification has been in use and a much better social feeling exists. Why did we make the change? Ability grouping creates an unfounded superiority and inferiority complex in the students. It is undemocratic.

Too long have the makers of the courses of study turned over civics to the fourth year of the senior high school and have left civics incidental in the junior high school. After several years of experimentation, I am confident that much of the work in civics is not too heavy for seventh- and eighth-grade students. Think of the thousands of students who never reach the eighth grade; of the many more who do not reach high school at all. Is it any wonder we turn out the type of citizens we do? We serve only the ones who reach the senior year of high school with the most nourishing of social studies food. My course of study is to have correlated civics in the lower grades and the first year of junior high school. In the eighth grade there will be an entire semester for civics. Since the compulsory school age is being raised, we will be able to reach many more youthful citizens than we do today.

The greatest failure that has been made in the social studies has been the assumption that the home and the community give their children the right kind of social training. They do not. As social studies teachers, let us accept the responsibility of putting social roots to our boys and girls. Maybe the doing of this will necessitate a complete revision of the entire curriculum, making the social studies the foundation of that curriculum. This revision, when it comes, should be made only after a careful and painstaking diagnosis.

The big problem for the social studies is now and always will be to find the right teacher; one who is really trained *in* college and *out*—the *out* counting for as much as the *in*; one who really understands boys and girls; and one who has vision and cares for the future.

What we need more than anything else in the social studies field is a reign of common sense which will clear away the dust and let us get down to the actual work of the day, the social studies training of our boys and girls. Our failures of the past should point out the path for the future. For all these things which have not worked we have pointed out things which have worked.

SECRETARY'S MINUTES

Portland, Oregon

First Session, Monday Afternoon, June 29, 1936

The first meeting of the Department of Social Studies was held in the auditorium of the First Baptist Church and followed a joint meeting with the Department of Secondary Education. R. O. Hughes, president of the Department, presided. An

attendance of from four hundred to four hundred and fifty people was noted at each of the two sessions.

The general theme for the meeting was "Issues in the Social Studies." Abstracts of the addresses of Mary Elizabeth Knight, Norman F. Coleman, and Edgar H. Whitney appear in the preceding pages. President Robert M. Steele, State Teachers College, California, Pennsylvania, considered the question, "Shall the social studies seek to enable pupils to adjust themselves to current or developing social ideals, or shall they seek the reconstruction of society?" His point of view was that neither blind adherence to past social practises and policies nor undertaking to set up an entirely new social system was the proper policy for schools to pursue. They should seek to train pupils to realize the conditions and problems surrounding them and to be prepared to take such attitudes and engage in such activities as would best serve the common need.

Second Session, Tuesday Afternoon, June 30, 1936

The general theme for the second session was "Methods and Ideals in the Teaching of the Social Studies." The session was opened by Lacy B. Copenhaver, Holladay School, Portland, who was chairman of the local committee of arrangements for the Department. This committee had rendered very faithful and excellent service in getting ready for the meetings of the Department. Miss Copenhaver introduced the president of the Department, R. O. Hughes, who proceeded to take charge of the first number on the afternoon program. This was an exceedingly interesting panel discussion participated in by eight representatives of the Portland high schools—Preston Bassett, Grant High School; Ruth Clausen, High School of Commerce; Betty Eiler, Girls Polytechnic School; Laura Krantz, Washington High School; Mary Peck, Roosevelt High School; Janet Soosmith, Lincoln High School; Dale Strick, Franklin High School; Frank Yett, Jefferson High School. They presented very pleasantly and frankly their points of view on questions of method and procedure in social studies classes. Teachers had a chance to see themselves as the pupils see them thru the medium of this discussion.

Following the panel discussion, Superintendent Willis A. Sutton of the schools of Atlanta, Georgia, spoke on "The Up-To-Date Social Studies Teacher," setting forth ideals and fields of knowledge which he believed should be accepted and understood by a successful teacher of the social studies. Ethel M. Ray read a paper on "Things Which Have Worked and Things Which Have Not Worked in Social Studies." An abstract of this paper appears in the preceding pages.

The closing speaker for the afternoon was Vierling Kersey, state superintendent of public instruction, Sacramento, California. He considered "Teacher and Pupil in the Social Studies," bringing out different dominating purposes in the teaching of social studies, particularly civics, that could be distinguished at different periods.

It was the general impression that the meetings of the Department were unusually profitable and well received. A partial census of those present showed that representatives of at least thirty-three states, two territories, the District of Columbia, and British Columbia were in attendance.

*DEPARTMENT OF
SPECIAL EDUCATION*

HISTORICAL NOTE

APPLICATION FOR THE ESTABLISHMENT of a *Department of Special Education* was made at the *Atlanta convention* in 1929. A petition bearing more than 250 names was presented at that time. The creation of the Department was authorized a year later at the convention in Columbus.

In *Los Angeles* the group of teachers and administrators interested in special education met on July 2 and final plans for the creation of the Department were made and a constitution was adopted.

The officers of the Department for the year 1936-37 are: PRESIDENT, *Lettisha E. Henderson*, *Marshall Junior High School*, *St. Paul, Minn.*; VICEPRESIDENT, *Georgia B. Howe*, *Girls Prevocational Work*, *Portland, Ore.*; SECRETARY-TREASURER, *Mrs. Nellie C. MacDonald*, *1104 Twenty-fourth Avenue, N. E., Minneapolis, Minn.*

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1931:633-644 1932:533-542 1933:537-550 1934:521-534 1935:483-498

THE SMOUSE OPPORTUNITY SCHOOL

HILMA A. ANDERSON, ASSISTANT PRINCIPAL, DAVID W. SMOUSE OPPORTUNITY SCHOOL, DES MOINES, IOWA

THE unique and beautiful David W. Smouse School was dedicated in Des Moines, Iowa, May 1931. The school is unique in that it brings together in one building, children with physical handicaps of various types, including orthopedic cripples, the deaf, children with seriously defective vision, cardiopaths, and other children with seriously defective vitality. It is unique, also, in that it was the gift of Dr. David W. Smouse and the late Mrs. Smouse, former residents of Des Moines. Their donation of one-third million dollars was given the Des Moines Board of Education with the request that it be used for such school purposes. The school is now maintained and under the supervision of the Board of Education.

It is beautiful because its planning and erection were under the direction and interested supervision of school officials who worked untiringly to provide a maximum of beauty and tranquillity combined with utility. The school is a structure of brick and stone located on a wooded tract of ten acres.

Its decorative scheme involves the liberal use of color; blackboards have given way to blueboards, greenboards, and so on; white walls turn into soft greens, lavenders, and in some rooms the walls are covered with beautiful washable wallpaper. Especial art objects such as pictures, medallions, curtains, decorative hangings, tile insets, and wrought-iron guides have been used freely thruout the building. A charming fountain done in colored tile with a relief of Michelangelo's Mother and Child as its motif is seen in the center patio or light court of the building which with its garden furniture serves as a study hall for children needing help from fellow classmates which cannot be given in a regular classroom. A long circular ramp rises by an easy gradient about this center court which makes for easy access for wheel chairs to any of four floor levels. Stairs at either end of the building are provided for those who can use them. Two open courts on either side of the center patio landscaped with shrubs, flowers, and a pool with fish and lilies make delightful recreation places for the children.

All the classrooms are on the outer sides of the building and besides the six classrooms equipped with the standard schoolroom equipment of the Des Moines public schools, we have one special sight-saving room, three special connecting rooms for the deaf department, one diversified manual and industrial arts room, and a home economics laboratory with a model apartment unit for teaching actual home problems. Every detail of equipment for these rooms was carefully studied to make it fit the needs of the physically handicapped child. Much of it was especially built in the school furniture factory. Desks, tables, chairs, sand tables, easels, lockers, drinking fountains, blackboards, play equipment, and work benches are all adjustable to the demands of each individual handicapped child.

In addition to these workrooms, we have a great playroom in old English style with an attractive stone fireplace. It offers a place for games, storytelling, programs, and assemblies, as it can be quickly set up with robin's-egg blue chairs of various sizes which are stored under the stage. The physiotherapy department, nurses', and examining rooms, principal's office, large restroom with its sixty cots, children's lunchroom, kitchen, and teachers' dining room all were planned with care, and in these, as well as in the classrooms, usefulness has been combined with beauty.

Who are these children? Our present records with an enrolment of two hundred show, in round numbers: crippled, forty; heart cases, forty; deaf, twenty-five; sight conservation, twenty; defective vitality, seventy-five. The whole school district of Des Moines, fifty-four square miles, is "Smouse School District." They arrive in the mornings by street-car or taxi and are ready for work at 8:45. A fleet of nine cabs brings about eighty of these children whose physical condition would not allow transportation of any other kind. At 3:10 their school day is over and the children are returned to their homes.

All of our children are admitted by clinic. At this clinic which is held once a week in the building, the parent and child meet a school physician, a school psychologist, and the principal. The school physician, after a physical examination of the child and consultation with the parent in which he obtains the history of the child, gives his recommendation regarding admission to the school.

For educational purposes the child is then classified or assigned to one of our three departments (1) general department, which includes cripples, heart cases, and defective vitality group; (2) the deaf department, which includes totally deaf children and a few hard of hearing; (3) sight-saving department for children with defective vision. We have no blind children in the school.

Teaching technic with the general group is that used by any good primary, elementary, or junior high-school teacher since we follow the course of study for the Des Moines public schools. After finishing the ninth grade the child is transferred to one of our regular high schools and carries on a high-school program.

In the sight-saving department is one teacher. The children in this department suffer from eye defects which make it impossible for them to read the print of ordinary textbooks without injury. The teacher has familiarized herself with types of eye defects and helps the child to make adjustments and use devices helpful to him. We have in our classroom special attachments to hold the large clear-type textbooks at the proper reading distance and angle of vision, blackboards which tip forward to eliminate glare, unglazed paper, soft pencils, large-type typewriters, and special lighting provision.

Our deaf department is made up of three connecting rooms, one for the beginning group, one for the intermediate group, and one for the advanced group. Three specially-trained teachers care for these twenty-five children and use the oral method which includes lip reading and speech development

instead of the sign language which we have so long associated with the deaf child or adult.

While the school is thus primarily an opportunity for educational advantages, the child's health and emotional reactions to his work and fellow classmates are always kept in mind. Each child must take a rest period of thirty minutes daily, while some children have more frequent or longer periods of rest as the doctor, nurse, or teacher may recommend. In the school lunchroom special attention is given to the preparation of the children's lunches.

We also have a very well-equipped physiotherapy department where the child can have various types of treatment. The equipment consists of dressing rooms, showers, tub baths, three massage tables, three ultra-violet and two infra-red lights, one baker, one hydrotherapy tank, and a corrective gymnasium. The child is referred to this department by his own doctor, doctors from the city health clinic, or one of our examining school physicians. The full-time physiotherapist is in charge of this department, caring for eighty-two children with volunteer help from the Junior League of Des Moines.

The question might arise now, Once a child is admitted to the school, does he stay until he has finished the 9A grade or the work outlined for his particular department? No. Our transfers from Smouse School average about sixty a year. A child is dismissed in much the same manner in which he is admitted. The school physician, psychologist, and principal again decide, keeping in mind the welfare of the child.

Consideration and cooperation among the various groups is an outstanding feature. The husky deaf boys make grand wheelchair pushers and are always willing. The sight-saving group with their skill in using the typewriter have made a significant contribution to our school paper, the *S.O.S. Post*. They assume the typing and mimeographing responsibilities. They also do a great deal of work for our primary teachers as the large-size type conforms to the standard type for our primary work.

PROGRESS OF EDUCATION OF THE DEAF IN DAY SCHOOL

MARIA P. TEMPLETON, PRINCIPAL, SEATTLE SCHOOL FOR THE DEAF,
SEATTLE, WASH.

In the progress made by the Day School for the Deaf, especial attention should be given to the work done for the children in the grammar grades and their advancement in education beyond the eighth grade. In the first years of the Day School the work which received the most attention was the primary and intermediate grades and it was thru the good work done in those departments that the Day School, in spite of much opposition, proved its place as an educational asset and necessity.

As progress in their education continued, the question of what was to be done with the children as the time approached for graduation from the eighth grade, became serious for both parents and teachers. No special

consideration had been given to this phase of deaf work and each teacher had to pioneer for himself, and the question of higher education became most vital to him.

The same ideals of education were held out to the deaf child as those held out to the hearing brother and sister and the deaf child was led to believe he had brains and ability to go on and accomplish more work. Thus with his self-respect raised he looked forward to continued schooling.

The result of experimental years has been gratifying and today we are sending our deaf to our regular city high schools where they compete with the hearing children, and the deaf are proving that their teachers who had faith in them had not misplaced their confidence.

We must give much praise to the teachers in high school who, thru their insight into a problem of unusual educational value, have helped us accomplish a reality of what at one time seemed purely visionary.

RED CROSS ACTIVITIES IN THE FIELD OF PUBLIC HEALTH

THOMAS W. GOSLING, NATIONAL DIRECTOR, AMERICAN JUNIOR RED CROSS,
WASHINGTON, D. C.

The conservation of the public health is a primary responsibility of the official federal, state, and local health agencies and not of voluntary organizations. However, the Red Cross has always taken an active part in this work and thru the passing years has made many noteworthy contributions. The Red Cross engages in health activities which supplement the work of the official agencies to the end that it may help to develop adequate public health services in undeveloped fields.

The Red Cross engages in health activities thru the medium of its chapters, of which there are more than thirty-seven hundred. Much of this work is done thru Red Cross public health nursing services. That work began in 1912 and grew to large proportions shortly after the close of the World War when there were more than two thousand of these services. Many of them have since been taken over by the official agencies and continued thru boards of health and boards of education. More than five hundred chapters are still employing public health nurses at the present time either independently or jointly with school health departments and other agencies. Many communities in the country, particularly rural areas, have learned to depend upon these nurses for their public health programs.

School nursing is one of the most important phases of the public health nursing program. The objectives of this activity are fivefold in character:

1. Control of the dangerous communicable diseases among children thru systematic and daily inspection of the schools, thru home visits, and thru immunization projects.
2. Correction and detection of physical defects by sponsoring examination of school children and by follow-up visits in the home.
3. Maintaining a healthful environment in the school buildings and on the grounds.
4. Helping the teachers build health education programs to be included in the curriculum.
5. General health promotion thru encouraging outdoor life and recreational activities.

Our nurses are working on that basis in several thousand schools in the country at the present time.

Instruction in home hygiene and care of the sick is another special feature of our public health nursing program. Classes of instruction consisting of a minimum of thirty hours of classroom work are conducted for high-school students, as well as the lay public. Many of our nurses are engaged in other community health services apart from their school work. Communicable disease control, special projects in immunization against diphtheria, typhoid, and smallpox, special projects in tuberculosis control, instructive visits in the home for the prevention of illness and sanitation of the home and environment, bedside nursing care, and similar projects are among the most common.

Chapters frequently engage in health projects other than the employment of public health nurses. Last year several chapters assisted in immunizing more than fifty thousand children against diphtheria in communities where this work would otherwise not have been done. Similarly, chapters have participated in immunization projects against smallpox during outbreaks of this disease and against typhoid fever in sections of the country where typhoid is endemic and therefore a constant health hazard. Several chapters have engaged in tuberculosis control activities. Some of them conduct tuberculosis clinics, offering free physical examinations for those who may be suspected of having the disease. More recently a few chapters have undertaken, in cooperation with school and health authorities, a project in giving tuberculin skin tests to all or some of the upper grade and high-school students.

Another very noteworthy health activity of the Red Cross is in the field of pellagra control. Thru extensive activities in this field in recent years the Red Cross, in cooperation with state and local health authorities, has been instrumental in effecting an enormous saving of life.

Red Cross chapters engage in a number of other health activities for children. They conduct clinics for the health supervision of infants and pre-school children; they assist parent-teacher associations in conducting Summer Round-Up campaigns for preschool children; they organize dental clinics for children unable to pay for this service; they provide clinics and follow-up care for crippled children; and they furnish school lunches for undernourished children. Other miscellaneous health projects are sponsored by chapters thruout the country. Conducting classes of instruction in nutrition is one of their major interests.

The Junior Red Cross frequently sponsors health projects in connection with its school work. Providing glasses for defective vision; removal of diseased tonsils and adenoids; prevention and control of simple goiter; furnishing lunches for undernourished children; projects in promoting gardening and in health education are among the most common sponsored by Juniors.

Some day the Red Cross hopes to be able to provide a service that will assist teachers in their health education work. We believe this will meet a real need and offer an opportunity for usefulness, particularly in schools in rural areas and smaller communities.

From this discussion you will readily see that the Red Cross does not engage in any one health activity or project to the exclusion of others. Chapters are required to study local needs and local resources. If the services most needed cannot be provided thru official channels, namely schools, boards of health, or other agencies, then chapters are urged to help meet this need so far as they are able. Competent leadership, adequate funds, genuine community interest in the project in question, cooperation on the part of official agencies and others concerned are among the important factors to help determine what course chapters shall pursue.

GIRL SCOUTING AND THE PHYSICALLY HANDICAPPED

MRS. HARRY ROBBINS, GIRL SCOUT COMMISSIONER IN CHARGE OF WORK
WITH THE PHYSICALLY HANDICAPPED, SEATTLE, WASH.

What are we doing, as an organization, to give our physically handicapped girls Girl Scouting at its best? We understand that many authorities in the United States in the fields of both education and recreation are advocating a wider variety of activities for all boys and girls. It is in line with such thinking that authorities on the care and education of the physically handicapped urge that, instead of alternative badge and rank requirements designed for physically handicapped girls only, a wide variety of activities open to all Girl Scouts be developed so that all have more choice.

To gain information helpful in framing permanent policies and to aid leaders of physically handicapped Scouts in meeting present problems and opportunities as wisely as possible, a very few special badge and rank requirements for blind, crippled, and partially seeing Girl Scouts are being tried. Leaders of physically handicapped girls are invited to send to Girl Scout National Headquarters their questions and their special problems.

When request is made for approval of any real concession or alternative to meet what seems the need of an individual girl, the captain, the local committee on badges and awards, and at least one authority in the field of the girl's handicap are asked to give careful thought to what alternative they consider desirable in the light of the girl's limitations and possibilities. They are asked to test the value of the suggested alternative by these questions: Does it represent effort equal to that of the usual requirement? Will the knowledge and skills which it represents help with the girl's adjustment and service in her special environment? Will the knowledge and skills gained carry over into later life? Each recommendation is considered and approved, or disapproved with suggestion on procedure considered more desirable, by a committee at National Headquarters.

At this time three definite alternatives to rank requirements, other than those given in the *Girl Scout Handbook*, have been approved for our physically handicapped Girl Scouts. These were worked out with authorities and permit:

1. Some other handwork than sewing to meet the Second Class sewing requirement for the girl whose oculist forbids use of her eyes for sewing
2. Some first aid knowledge and skill for the blind girl, other than taking out a splinter

3. Ability on the part of the blind girl to use an eye cup rather than attempt to remove a speck from the eye. This last is procedure approved by many authorities in every case of a speck in the eye.

These alternatives are considered as temporary expedients only during this time of experimentation.

Present experience indicates that under able leadership no alternatives or substitutes in the present Girl Scout program are needed for deaf girls. Many blind girls are achieving First Class rank. In the case of cardiac, crippled, and tuberculous Girl Scouts, it is recognized that many of these girls will never be able to meet all of the present requirements for First Class rank; that some may never go beyond Tenderfoot requirements. The national Girl Scout organization urges its leaders to accept these facts, at the same time endeavoring to help these girls thru Girl Scouting to find open doors to new fields of interest and service, and to wider horizons. It is felt that the fields of arts and crafts and nature hold limitless possibilities, and specialists in these fields are members of the national staff.

The national Girl Scout group has been fortunate in having the counsel and cooperation of such national groups as the American Foundation for the Blind, American Red Cross, International Society for Crippled Children, National Society for the Prevention of Blindness, National Tuberculosis Association, and Volta Bureau. In response to requests from many sources, the American Red Cross has issued a braille edition of the *Girl Scout Handbook*. The National Society for the Prevention of Blindness made possible the publication of a large type edition of sections of the *Girl Scout Handbook* thru Tenderfoot and Second Class.

The national Girl Scout organization recognizes that it is still exploring in this challenging field, and is planning now for further study of accomplishments and problems. This study will be carried on in close cooperation with authorities in the different fields of care and education of the physically handicapped, as well as with leaders of troops, some just beginning, some with several years of experience.

SOME PHASES OF TREATMENT OF CHILDREN WITH ORTHOPEDIC HANDICAPS

ESTHER GILLETTE, PHYSIOTHERAPIST, GEORGIA WARM SPRINGS
FOUNDATION, WARM SPRINGS, GA.

This discussion will be limited to the so-called "after-treatment" of children and adults who are paralyzed as a result of anterior poliomyelitis (infantile paralysis). The aim of this treatment is to prepare the individual to take his place in society, so far as his physical handicap is concerned.

Before going into the treatment a description of poliomyelitis should be given. The disease attacks the cells in the anterior horns of the spinal cord which control the action of the voluntary muscles, not the muscles themselves. Because of the interruption in the path of the impulse, the muscles fail to contract and atrophy results from disuse. There is also an indirect effect upon the vascular system, causing a decrease in the circulation and

a lessening of nourishment to the muscles and bones. There are three stages—acute, convalescent, and chronic. No muscle reeducation is attempted until the convalescent stage when the fever and the soreness in the muscles have disappeared. The treatment previous to this is mainly the prevention of deformities.

The “after-care” begins with the convalescent period and consists of: (1) rest, (2) muscle reeducation (neuromuscular education) and massage, (3) prevention of deformities by use of braces and corsets or body supports, (4) correction of deformities by means of braces, corsets, plaster casts, and operation.

Before the patient is seen by any of the doctors he is given a muscle examination by the head physiotherapist. The purpose of this is to obtain a concrete picture of the muscle strength of the individual, as the subsequent treatment and recommendations of the orthopedic men are determined by this muscle test. Each muscle is tested for its strength, the grades running zero, poor, fair, good, normal.

After the doctors have seen the patient and made recommendations as to braces, and if he is considered ready for the muscle reeducation, he is sent to the pool where he is assigned to a physio for his under-water treatment. The principle of the under-water treatment is that due to the buoyancy of the water, which eliminates one-half of the body weight, weakened muscles are able to function much more easily than they can out of water. In giving the exercises to the patient, the physiotherapist is guided by a copy of the muscle test chart. The exercises are graded according to the strength of the muscle and vary from time to time as the muscle gains in power.

The under-water treatment is given in the morning. Immediately after lunch the patients have a rest hour, during which time they receive their massage in their rooms. After rest hour those who have progressed sufficiently to warrant it are given instruction in walking.

The educational and psychological aspects are not neglected, as they are considered important in a well-rounded program. There is a school for those under high-school age, and tutoring may be obtained for the older ones. Social affairs and entertainments are provided, such as movies, parties, picnics, and home talent programs. Under the direction of a physiotherapist, those having arm and hand involvement are supervised in handcraft.

PHYSICAL EDUCATION FOR THE MENTALLY HANDICAPPED

JOSEPHINE L. RATHBONE, ASSISTANT PROFESSOR OF PHYSICAL EDUCATION,
TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

In physical education, we have some definite opinions, well supported by scientific study and experience, as to what normal children need to keep their bodies strong and to help them to grow into well-adjusted adults. They need activities for the physiological developing of the neuromuscular nervous system since it affects the entire vigor of the body. They need experience in

joining with other boys and girls in socializing activities. They need experience in conquering physical fears and developing courage.

There are two groups of children who might be classed as mentally handicapped—one with definite mental deficiencies and the other with definite mental acuities. In physical education we are trying to adapt our program to the needs of these two groups of children. We must study the mentally deficient children as physical problems and must adapt our activities to meet their body demands. Many of them will be sluggish physiologically and will need as vigorous activity as possible. These children may have a flair for socializing, but their recreational activities will have to be closely supervised so that they shall learn how to cooperate in ways that will not be socially unacceptable. As far as courage is concerned, these children often have an over-abundance because they do not have the intelligence to warn them to be cautious. They present a definite problem to the physical education instructor who is anxious to give them joyous, vigorous activities. They must be taught the dangers involved in physical activities and shown how to protect themselves.

The mentally superior children present entirely different problems. Physiologically, they may need stimulation to offset their sedentary manner of living or they may need physical education of a rhythmic type to help release some of the residual tensions which result from their intellectual concentration. They are likely to be individuals who tend to seclude themselves and therefore must be urged to take part in group activities. They may dislike physical education and present a real problem to the instructor who is forced to modify the program to include activities which will appeal to the highly intellectual pupil of limited motor skills. The extremely intelligent person is wise enough to see the hazards involved in many physical activities and he is likely to resist taking part in those stunts and games which he thinks may injure his body. He needs a training in conquering physical fears and in building up physical and emotional stamina; therefore, he is a challenge to all those who are concerned with the physical education program.

THE TESTING OF THE DEAF AND THE HARD-OF-HEARING CHILDREN IN ST. PAUL SCHOOLS WITH THE ARTHUR PERFORMANCE SCALE

HELEN M. BISHOP, PSYCHOLOGICAL EXAMINER, PUBLIC SCHOOLS,
ST. PAUL, MINN.

The purpose of the present study was to determine the level of mental development of the children in the classes for the deaf and the hard of hearing in the St. Paul schools between 1929 and 1936. The Arthur Performance Scale was given to each of the ninety children admitted to the special classes for the deaf and hard of hearing in St. Paul between January 1929 and May 1936.

The practise of the division of hygiene consists in recommending to the doctor for a hearing examination all children who on the audiometer tests show a hearing loss of 15 percent or more in either or both ears. From this list of children the doctors select the ones who are to be placed in the deaf and hard-of-hearing classes. Some children remain in the classes thruout the eight grades; others remain only until enough lip reading has been mastered to permit them to carry on in the regular grades; still others are transferred out, due to improved hearing.

For the ninety children studied, the intelligence on the Arthur Performance Scale ranged from 152 to 68. The median I.Q. was 97; the mode, 97; and the mean, 97.16 for the group.

Since the Arthur Performance Scale can be administered without a spoken word, it has proved of use in determining the mental age level of the deaf and the hard-of-hearing children in St. Paul. Four children who had been placed in the classes for the retarded on the basis of ratings obtained with verbal scales were retested on the Arthur Performance Scale. It was believed that more accurate measures were obtained for them with the Performance Scale, since it did not penalize them for defective hearing.

So far as one can draw conclusions from ninety cases, the findings indicate a normal distribution with as nearly an unselected group of deaf children as one can find in the general school population. The results indicate the advisability of continued use of the Arthur Performance Scale for the deaf children in St. Paul.

THE SPEECH DEFECTIVE IN THE RANKS OF THE HANDICAPPED

EARL W. WELLS, PROFESSOR OF SPEECH AND DIRECTOR OF SPEECH CLINIC,
OREGON STATE COLLEGE, CORVALLIS, ORE.

While every teacher should be interested in the child's most important means of self-expression and social adaptation—his speech—the teacher of the deaf, blind, crippled, and mentally retarded should be particularly interested in corrective speech since he so frequently encounters the problem of speech disorders. Speech defectives must not be confused with individuals needing speech improvement. The latter include most Americans! The speech defective is one who vocalizes, articulates, or pronounces in a manner so definitely subnormal (not *abnormal*, as one may speak abnormally well) that his speech attracts undue attention.

Speech correctionists everywhere feel profoundly that a thoro remedial speech program should be established in our public school system. Their conviction rests upon three major conclusions. To begin with, there is a formidable number of speech defectives in our schools, from 5 to 15 percent of the enrolment according to various state and municipal surveys, one million according to the report of the Subcommittee on the Child Defective in Speech at the White House Conference on Child Health in 1930. Secondly, if education should teach the student how to earn a livelihood, serve society, and enjoy life, then truly the speech defective endures as great

a disadvantage as any handicapped individual. In the third place, it is the conclusion of authorities that at least half of the disorders of speech could be prevented, corrected completely, or very materially alleviated.

Today a number of obstacles are preventing the realization of a thorough speech correction program in our schools: (1) a more widespread appreciation of the need for such a program on the part of educators generally is imperative; (2) state legislative and administrative action is essential to give the speech defective a special status such as is conferred upon other handicapped children and to provide a definite place in the state course of study for speech correction; (3) an adequate, but necessarily expensive, program can be financed successfully only by the allocation of special funds as is done for other defectives; (4) there is the problem of perfecting a speech correction curriculum; (5) despite rather phenomenal progress, too few normal schools, colleges, and universities yet provide the quantity and quality of training needed by teachers for corrective speech work.

In view of recent advancement and present favorable circumstances, the case for speech correction in our schools may well be won in the next decade.

LET'S STUDY THE WHOLE CHILD

MAE F. WILLIAMS, DEPARTMENT OF PUPIL PERSONNEL, PUBLIC SCHOOLS,
TACOMA, WASH.

There is nothing of greater importance in the whole field of education than that of effecting a satisfactory adjustment between pupils and school. Yet with all the help that the school can give, we often find the influence of the home and neighborhood pulling too strongly in the opposite direction. There is a crying need for the better understanding of all children, based upon a more exact and scientific knowledge of the conditions surrounding and facing the child as an individual. There are so many environments, so many differences in temperament, mentality, neighborhoods, and family relationships, that we may well feel that a child's actions in school are a barometer of his home life. For years we tried to make the child good thru the church, and well thru medical aid. We accepted the fact that he had not conformed to the standards of morals and health, that he was out of step with society and emotionally unstable. Today we are probing for causal factors, rather than resting content with the recognition of symptoms.

The child, whether average or exceptional, at home and at school, is facing adjustments and going thru development processes every day and every hour of his life. These processes are interwoven and interrelated. I refer to the child's intellectual development, which is mental, his educational development, which is academic, his physical development, and his social and emotional development, which is environmental. We may study these separately, but we find them ever merging one into the other.

Education is really more than the association of books, teacher, and children. Our greatest progress will lie in teaching and directing the pupil, rather than in teaching subjectmatter so rigidly. The need is that of guiding the child to meet life's situations, for that is what is before him. Every

child, regardless of the degree to which he deviates from the normal, must have the same opportunities to be educated according to his ability, capacity, and talent.

THE KINESTHETIC APPROACH TO REMEDIAL READING

A. O. FREEL, PRINCIPAL, ABERNETHY SCHOOL, PORTLAND, ORE.

After working for a year in the Beech School in Portland with a group of seventeen children in the 2-B class, only three of whom were able to read up to their grade level, we found that we had made very little progress with the group as a whole. We were at our wits' end to know what to do next, as our best endeavors had practically failed to meet the needs of these children.

During the following summer I went to the University of Oregon and visited the classes for atypical children being conducted in the clinical school, and conferred at length with those in charge. When school opened in September the teacher who was to have these children and I decided to try the plans being worked in the clinical school at the University. Of course, we had to adapt the work to fit a classroom procedure, as nearly all of the work done in the clinical school was individual.

To begin with we explained our plans carefully to the children. They helped us to accumulate a stack of magazines which we piled on a work table in the rear of the room along with scissors and paste. Each child made for himself a scrap book by fastening art paper together with paper fasteners. We gave this group of pupils about an hour each day for three days a week writing stories about pictures they found in these magazines. The other two days they used their textbooks or supplementary readers.

Each child was permitted to select a picture that appealed to him, take it to his seat, and write a story about it. They were at liberty to write on any subject and to say whatever they felt like saying. As they wrote their stories on composition paper, they were to ask how to spell every word that they were in doubt about. When a child asked for the spelling of a word, we wrote it for him on a long slip of paper with crayola in blackboard-size letters. Then he pronounced the word and traced it with his finger, saying the word as he traced it. We did not allow him to say the letters. If a word contained more than one syllable, the child said each syllable as he traced it, but he wrote the word as a unit. After he had traced and said the word until he thought he could write it from memory, he turned the paper over and tried to write it. If he failed, he traced some more until he could write it correctly from memory. Then he wrote the word in his story and proceeded until he came to another word he could not spell when the same procedure was followed out. Of course, many times these children misspelled words without knowing it. These words were taken up separately later on and taught by the same method. This tracing and saying the word focused all three of the child's learning processes on the word.

The individual learns by means of mental images retained in memory. These atypical children seem not to be able to retain a mental picture.

Therefore, they must learn thru other sense channels. The two remaining senses thru which they can learn to read are the auditory and the kinesthetic or motor senses. When these two senses are utilized in this way, the learner gets mental images (auditory and kinesthetic) which function quite as well as do the visual images for the average child. The tracing and saying by syllables soon builds up a vocabulary of syllables in the child's memory which enables him successfully to attack new words for himself.

At the end of four months' time, the seventeen pupils in this group had made an average of eleven months' progress in reading ability as shown by the Stanford Reading Tests.

During the last four years in the Abernethy School, we have done remedial work with between forty and fifty children who were so far retarded in their reading that they were not able to do their other school work successfully. In every case these children have been given sufficient help to enable them to go back into their classes and succeed there.

SECRETARY'S MINUTES

Portland, Oregon

Business Meeting, Tuesday Afternoon, June 30, 1936

The meeting was called to order by the president, Mrs. Mabel A. Harms, at 2:15 o'clock in the auditorium of the First Christian Church. The minutes of the meeting of the previous year were read and approved.

The treasurer's report was next given as follows: receipts, \$79.50 (including \$25 allowed from the N. E. A. not yet received), disbursements to July 1, \$68.12; balance on hand July 1, \$11.38. Additional expenses will accrue until September 1. The motion was made, seconded, and carried to accept the treasurer's report.

The report of the Program Committee was given by Mrs. Harms. This Committee consisted of the members of the Executive Committee, the local chairman of the Portland convention, Lewis C. Martin, and the senior specialist in the education of exceptional children, Office of Education, Elise Martens. The Committee's report was as follows:

First Session. Program of general interest to the whole group held at the Behnke-Walker building on Monday, June 29, at 2 p. m.

Second Session. Luncheon meeting held at the Sign of the Rose Tea Room with Henry L. Dixon, psychiatrist of the University of Oregon Medical School Clinic as speaker. This was followed by the business meeting after which 3 group meetings were held at 3 o'clock in the First Christian Church.

The group discussions were as follows:

Group A Panel Discussion on the Progress in the Education of the Mentally Exceptional Child. Leader, Corinne Bell, Child Welfare Department, Oklahoma College for Women, Chickasha, Okla.

Group B Panel Discussion on the Progress in the Education of the Physically Exceptional Child. Leader, Edna Davis, principal, School for the Deaf, Spokane Wash.

Group C Symposium. Education and Mental Health of the Exceptional Child. Presiding, Elise Martens, senior specialist in the education of exceptional children, U. S. Office of Education, Washington, D. C.

This report was approved.

The report of the Committee To Study the Constitution was next given by Lettisha Henderson, chairman. Other members of the Committee were Georgia Howe, Mrs.

Nellie C. MacDonald, Mrs. MacLaughlin, and Lewis C. Martin. The recommendations were as follows:

(a) That the fiscal year of the Department of Special Education be the same as that of the N. E. A., from September 1 of the one year to September 1 of the following year. This to be incorporated as a bylaw to the constitution.

(b) That the membership dues of fifty cents as provided in the motion of 1935 be incorporated as a bylaw and that dues paid during the convention are to apply for the following year.

(c) That the constitution be amended to the effect that the office of secretary-treasurer be one office but that the chairman of the Membership Committee handle all items referring to membership in order to relieve the secretary of some of the heavier duties.

(d) That the constitution be amended to include remedial reading as a ninth division in the Department.

(e) That a committee be appointed to distinguish more definitely the purpose of this organization from that of the International Council for Exceptional Children in the effort to do away with overlapping of the work of the two groups and to consider some type of arrangement for publication of material of the two organizations.

This report was followed by a discussion from the floor of each of the points in it. It was moved, seconded, and carried that recommendations (a), (b), (c), and (e) be adopted.

After a rather heated discussion as to whether remedial reading shall be incorporated as a ninth division of the Department of Special Education, recommendation (d), and after a considerable difference of opinion on this matter it was finally decided to let the matter lie over for another year. The motion was made, seconded, and carried that a committee be appointed to study this question and report at the meeting next year.

In the absence of the membership chairman, Nellie Feetham, the secretary reported a total of 107 active members for the year and 125 letters to supervisors, directors of special classes, and state supervisors of special education.

The report of the Nominating Committee composed of Miriam Bishop, chairman, Grace Towsley, Mrs. Nellie C. MacDonald, Elise Martens, and Mrs. Mabel A. Harms was given by Miss Bishop. Since there were no nominations from the floor it was moved, seconded, and carried that the secretary cast a unanimous ballot for the slate as read. (See Historical Note, p. 384.)

Marie Vicklund, chairman of the Resolutions Committee, next reported on the resolutions, which were as follows:

WHEREAS, The General Program Committee of the National Education Association has seen fit to include Special Education as a department and to assist in the promotion of its extension and publicity, and

WHEREAS, To that end has provided Elise Martens, senior specialist in the education of exceptional children, U. S. Office of Education, Washington, D. C., and

WHEREAS, Mrs. Mabel A. Harms, president of the Department, has worked so effectively and untiringly to promote this splendid program for 1936, and

WHEREAS, The local committee has so graciously provided pleasant and effective meeting places and other courtesies, and

WHEREAS, Dr. Lewis C. Martin, local chairman of the Department has co-operated in a way which was invaluable to the success of the meeting, and

WHEREAS, The speakers on the program, one and all, are outstanding in their special fields and have given richly of their learning,

Therefore, Be It Resolved, That this Department of Special Education extend to these people and all others, their sincere appreciation and gratitude.

The motion was made, seconded, and carried that the resolutions be adopted. The meeting was then adjourned.

*DEPARTMENT OF
SUPERINTENDENCE*

HISTORICAL NOTE

THE DEPARTMENT OF SUPERINTENDENCE *was the outgrowth of a meeting of the National Teachers' Association in Harrisburg, Pennsylvania, 1865, at which time the state and city superintendents present decided to form an organization of their own. Final action was taken in Washington, D. C., in February, 1866. The new organization was called the National Association of School Superintendents.*

In 1870, the National Association of School Superintendents merged into the National Education Association as a Department. In 1921, the Department was reorganized and a fulltime secretary employed. It publishes a report of its annual meeting and a yearbook which are sent only to members.

The officers of the Department for the year 1936-37 are: PRESIDENT, A. L. Threlkeld, Superintendent of Schools, Denver, Colo.; FIRST VICE-PRESIDENT, A. J. Stoddard, Superintendent of Schools, Providence, R. I.; SECOND VICEPRESIDENT, Jesse H. Mason, Superintendent of Schools, Canton, Ohio; EXECUTIVE SECRETARY, Sherwood D. Shankland, 1201 Sixteenth Street, N. W., Washington, D. C.; EXECUTIVE COMMITTEE: Frank G. Pickell, Superintendent of Schools, Montclair, N. J. (term expires 1937); George C. Bush, Superintendent of Schools, South Pasadena, Calif. (term expires 1938); Ben G. Graham, Superintendent of Schools, Pittsburgh, Pa. (term expires 1939); J. C. Cochran, Superintendent of Schools, San Antonio, Texas (term expires 1940).

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1873:244-270	1887:509-538	1900:183-296	1912: 329- 497	1924:803-961
1874:297	1888:513-543	1901:189-348	1913: 99- 354	1925:633-862
1875:189	1889:611-613	1902:151-305	1914: 133- 291	1926:665-838
1876:291	1890:365-542	1903:139-300	1915: 253- 525	1927:697-871
1877:253-261	1891:379-525	1904:173-332	1916: 895-1099	1928:655-830
1879:223	1892:559-743	1905:155-270	1917: 661- 845	1929:643-802
1880:235-236	1894:252-592	1906: 29-214	1918: 473- 683	1930:607-770
1881:252	1895:213-429	1907:145-327	1919: 483- 673	1931:645-800
1882:Pt.II:1-112	1896:231-392	1908:129-312	1920: 407- 536	1932:543-677
1883:131	1897:195-316	1909:159-330	1921: 679- 849	1933:551-680
1884:283-292	1898:303-488	1910:143-306	1922:1295-1464	1934:535-672
1885:160-191	1899:251-379	1911:161-329	1923: 881-1024	1935:499-626
1886:333-350				

GENERAL SESSION
MONDAY EVENING, FEBRUARY 24, 1936

SYMPOSIUM ON FEDERAL SUPPORT OF PUBLIC
EDUCATION

PAUL R. MORT, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA
UNIVERSITY, NEW YORK, N. Y.

Facts

Social and Economic Welfare

OUR SOCIAL AND ECONOMIC WELFARE demands a more adequate educational program than the poor states can provide. The social and economic benefits from good education are not limited to the communities in which the education takes place. They are, on the contrary, widely diffused thruout the nation. This holds as well for the social and economic losses from poor education. Whether we look upon this on the positive side of increasing our social and economic well-being, or on the negative side of removing festering sores in our social, civic, and economic system, the conclusion is the same—that a satisfactory foundation of education should be provided in every community thruout the nation.

Economists have made much of the positive influence of education on economic well-being. Sociologists have pointed to its advantages from the angle of the general social welfare. The extent to which we would be justified economically and sociologically in supporting education has been given all too scant consideration. We have no measures as yet of the degree to which increases in expenditure on education are accompanied by proportionate economic and social returns.

Much has been made of the fact that inadequately educated persons cannot be barred from migrating from place to place. Coupling this fact of mobility of the population with the fact that, according to present birth-rates, urban communities cannot perpetuate themselves, we see that there is operating a great magnet that draws the less well-educated population in from the rural areas and villages. It brings into our cities an undue proportion from the marginal and submarginal economic areas in which the educational programs are the poorest. The migration of the Negro population to the North is a dramatic example of this. The principal of a junior high school in Harlem recently told me that the parents of 93 percent of his children were migrants from other states. When one has visited some of the schools in which those persons had their education, one can understand some of the social, civic, and economic problems which we in New York City have in our midst.

I think we have been unduly impressed by those individuals from the poor areas who by dint of sheer native ability and good luck have risen to a high place in their communities. We might have a better perspective if

we were to take the trouble to discover to what degree this group is represented on the relief rolls and in our courts—to study the American slums in our large cities.

I remember well experiencing the increase of Flint, Michigan, from 10,000 to more than 100,000 in population. That population was drawn pretty largely from the country roundabout. Many of the people, whom I knew, moved to Flint. I myself lived there during a part of that period, and experienced the discouraging attempt at adaptation which these people made. They were not equipped for the social and civic problems which they had to face—and Michigan's educational system was by no means among the poorest.

On the economic side, limited educational opportunities are associated with limited standards of living. This at one and the same time reflects limited consumption and limited will and ability to produce. It is reflected in the economic status of others, not only in the poorer communities but also in the abler communities. Finally, great geographical groups of peoples with limited education influence the economic and social pattern of the nation at large. They provide pliable support for selfish pressure groups that hope to mold to their own advantage the civic as well as the social and economic pattern of the nation. There would seem to be no question but that all people, rich and poor, are vitally concerned with the establishment of a minimum of educational opportunity at least sufficiently high to safeguard ourselves against dangers. There is much evidence that we can well afford to support a foundation program because of its general economic benefits alone.

I shall now show that this result cannot be attained without federal aid.

Poorer States Lack Ability

The poorer states do not have the ability to support an educational program sufficiently good to safeguard us against these social and economic ills. The great differences in the abilities of states have long been known. It has been contended that they are not large enough to be disturbing, that they could be offset in the poorer states by reasonable effort. Studies by Ashby and Chism,¹ Norton students, have shown that we may not have any such comfort. They show that if the poorer states were to tax themselves for the support of a defensible foundation program, there would be no funds for other public services unless derived from confiscatory taxes. That question is answered. We need not argue about that any more.

Another fact, all too little appreciated, is that local initiative is now languishing in our rich states as well as in our poor.

Local Initiative Restricted

Overburden on the property tax handicaps local initiative in practically all states. This is a matter on which we are all too poorly informed. I think we hardly realize, having grown up in a tradition of local initiative, the important part local initiative is supposed to play in our local set-up.

¹ Ashby, Lyle W. *The Efforts of the States To Support Public Education as Related to the Adequacy of the Support Provided.* (To be published.)

Chism, Leslie. *The Economic Ability of the States To Finance Public Schools.* New York: Teachers College, Columbia University, 1936.

It is a means by which experimentation is supposed to bring about adaptation in our schools. Now, there are many ways in which it can be handicapped but one of the ways which we tend to overlook is that if the property taxpayer is bearing an unfair burden, he does not assume responsibility as he would if carrying only a fair share of the cost of government. In times like these he will be overanxious to throw the burden off and in better times, he will be unduly slow in accepting the burden.

The removal of the property tax overburden by the states is slow and difficult. It can be speeded up thruout the nation by federal participation in school support. Interestingly enough, many people have thought of federal support as being somehow or other inimical to local initiative and thus to the experimental process upon which we depend chiefly for the adaptation of our schools to new needs. Seeing the very real dangers, they failed to assess the potential benefits. This was in no small part due to the failure to analyze the support phase of local initiative. Recent analyses have shown that where the property tax is carrying more than its fair share of the burden of all government, local initiative is handicapped. It carries a millstone about its neck. Local initiative can be restored to health.

I think in the past ten years those of us who have lived thru the period of great increase in state aid in New York state would agree that with the increase of state aid from forty million to one hundred and twenty-two million dollars, the amount of central control has decreased rather than increased, and local initiative has been strengthened.

Federal Aid a Potential Boon to Local Initiative

This has been one of the important considerations in the state studies of school finance during the past decade. State aid to education provides an excellent channel thru which non-property taxes collected by the central authorities may be passed back to localities to relieve the property tax and thus to rehabilitate local initiative. But the process of broadening the tax base has not been free from restrictions. Difficulties in administration of newer taxes among states have arisen. A vast amount of time has been spent by tax experts in attempting to work out reciprocity arrangements and uniform plans among the states. Recently considerable support has developed among tax experts for a process of shortcircuiting these difficulties by utilizing the federal government as a tax-collecting agency. There is little doubt but that if properly handled, it would bring measurable relief to the property tax upon which local initiative now depends for support. This would quicken the operation of local initiative and hence the experimental adaptation of our schools to new needs. We should not minimize the difficulties of our poorer states and of the poorer communities in our abler states, but we should not be blind to the need, all up and down the line of ability, for enlivening local initiative. It is on this that our schools place the greatest dependence for long-time educational efficiency.

We have seen that federal aid is necessary for the establishment of a defensible minimum program of education, and that, if freed from control, it will rehabilitate our languishing local initiative, in states rich and poor. But is it constitutional?

Constitutionality

A review of the evidence seems to leave little doubt with respect to this point. Dean Russell's analysis of Madison's *Journal of the Constitutional Convention* indicates that federal interest in education was considered in the writing of the welfare clause into the Constitution. Furthermore, the federal government has participated in the support of education since Ohio was admitted into the Union in 1802. There has been a tendency in recent years to discount the implications of the federal land grants to common schools—to claim that they were made as a means of encouraging purchases of federal land. It does not seem to me in any degree to lessen the significance of even the early federal land grants to schools to say that they served immediately practical purposes. However this may be, it is a fact that with the passage of time and the corresponding decrease in federal lands, the land-grant policy became continuously more liberal. Nor have questions been raised concerning the constitutionality of later grants which did not involve federal control of state policy. If there is a tendency (and there has been in some quarters) to question the constitutionality of the Smith-Hughes Act due to the recent AAA decision of the Supreme Court, this is only an additional argument that such control features should be avoided over and beyond the other arguments to be presented later and which by themselves are entirely competent.

Dangers

Hampering Local Initiative

I shall now deal with the dangers and how to avoid them. I am going to picture the dangers in a very serious picture and I want you to balance that picture over against the serious conditions which we now face. It is no easy task ahead of us. It is fraught with dangers. We should be aware of them. We should provide for them.

There are two dangers which we can and must avoid in the development of a federal support system. First, that the life-giving force of local initiative must not be hampered. It can be safeguarded if we will consistently refuse to transfer discretionary powers to a central authority. On the contrary, as I have pointed out above, it will draw lifeblood from federal support. We can design a federal support system entirely free from federal control. If we distribute aid on a mathematical basis, free from central control, we can make it feed local initiative.

But, you say, there are those who will not be content to free federal support from control. This is true. They will deny that the job can be done equitably unless discretion is granted to central authorities. There are those who throw up their hands in despair at the sight of a little educational arithmetic. Not willing to examine the pragmatic tests, they will damn it with such epithets as "too complex." They will say, "Give us something simple that we can understand." Interestingly enough, I have never yet met this question from legislators—men who know that you must have arithmetic even to build a bridge or to mix paint. Such mathematical formulas for federal aid are now available. Complex in their development—

yes. But, who worries about the complexity of the formulas of stress when he crosses a bridge?

Driven from this position by the facts, they will jump the fence and demand discretionary power for its own sake as a means of getting quick reform. Or they will insist that no aid be given unless their own favorite reforms are made mandatory. This is attractive to all of us and is, therefore, a real source of danger. Somehow when it comes to our own pet reforms, it is difficult to use patient processes. We reach for the surgeon's knife of coercion; we shrink from the slower therapy of democratic processes.

Tempting as it may be, we must beware of the counsel that would place the money in the hands of an authority at Washington which would lay down specifically the hurdles to be jumped by the states and would seek to assure for every dollar spent a dollar's worth of improvement. Its attractiveness makes it dangerous.

What a splendid thing it would be if at one sweep we could eliminate the slums of American education. That person lacks imagination indeed who cannot become enthusiastic over this possibility. With more thought on the subject, we are likely to become skeptical as to whether or not such results obtained by coercion would, in the long run, be more effective. We are likely to doubt the ability of any central board, however benevolent, to decide from afar what is best for every isolated community. We must, instead, insist that the decision as to how much money a state obtains must *not* be left to the judgment of any central group. It must, rather, be determined mathematically. This would avoid one type of discretionary power, a type of discretionary power which provides an open door to unpredictable controls.

Having taken this important step away from control, we should not dally with the idea of requiring certain improvements which nearly everyone agrees are desirable—a minimum expenditure on schools for Negroes, a minimum school term, a denial of the right to lower present expenditures by states and localities, the requirement of larger rural school districts. These we might not find particularly objectionable since the control involved is delimited. Unpredictable controls are not likely to arise. But, we may well ask ourselves why it is necessary for Congress to tell the states that these simple minimums are desirable. What state is there that does not have in its educational and lay leadership an understanding of such simple correctives as have been mentioned here? Are not such controls superfluous? All that is really required is a statement of the general purposes in the act a periodical survey of what is happening in the states as related to these purposes, and a report to Congress and to the public of how well the intent of Congress is being carried out. For an effective expenditure of funds, we may depend upon the fact that inefficient use will tend to keep the modest beginning program from expanding or may even result in its repeal.

To safeguard local initiative, we must not be afraid of the arithmetic by which an equitable distribution of federal money can be made, free

from central control. And, we must resist the temptation to write conditional hurdles into the law. I believe that we shall find ourselves scientific enough and patient enough for this. We shall not lack reminders of the dangers. Let us heed them. Let us *feed* local initiative with federal support. Let us *protect* it from federal control.

Tax Limitations and Central Support

The second danger is that we may permit the tax limitation movement to get the upper hand. There is a movement at the present time which seems to be flooding the country. Its purpose is to limit local taxing power thru tax limitations for current expenditures, maximum expenditure limitations, and state budgetary reviewing bodies. I do not believe that this movement is in any way a product of the increased interest in central support. Some of the bitterest fights and greatest losses have occurred in states which have done little or nothing in decades to improve their state support systems. But there can be no question that the forces back of this movement are not friendly toward expenditures either local or by the state. They are closely allied to those which are fighting for reduction of state support.

What would be the result in the state of New York, for example, if they should at one and the same time bring about a statewide limitation on taxation and a drastic cut in state aid? If this tax limitation were a constitutional matter, the communities would be in a strait-jacket until such time as a long fought battle for the elimination of the tax limitation or the restoration of state aid could be won.

Let us apply this same reasoning to a hypothetical national situation. Let us picture the conditions that would exist if we had substantial federal aid and if associated with this we should permit the imposition on states and localities of drastic tax limitations. I do not mean by federal authority; I mean by these groups in our communities that are now fighting for such limitations. Should we not then be in a dangerous degree susceptible to serious setbacks in our educational program in case any national force should result in a drastic reduction of federal support?

I do not believe that increase in federal support in itself would strengthen this tide that is upon us, nor do I believe that the results of such a combination of circumstances would be particularly worse than the situation that is now developing. It would be more dramatic. It emphasizes the necessity to resist these limitations in no uncertain manner. Much loss has already been sustained because we, the educational group and the lay friends of education, have been altogether too inert. If a concerted fight for federal support were to have no other effect than to awaken us to the force and drastic effects of this engulfing tide of limitation, it would be worth its cost.

A Program for Federal Support

Studies have recently been completed which are designed to diagnose the needs and to prescribe the remedy. They propose as a defensible minimum for every community in the United States a program of the type that could be purchased for \$60 per elementary pupil and \$100 per high-

school pupil in the year 1930-31. This minimum would be about the average for such states as Iowa, Ohio, Colorado, and Minnesota. It is approximately at the bottom of the expenditure scale in such states as New York, New Jersey, and California. It is near the top in such states as Alabama, North Carolina, and South Carolina. It would represent improvement in educational opportunities for about half of the children in American schools. These studies show the feasibility of federal collection of sufficient revenues to pay for half of this program, outright, in all of the states, to be used as the states see fit, to expand education or to rehabilitate the financial structure of local initiative thru relief of the property tax burdens.

The eventual program would provide, then, for the outright payment of half the cost of the \$60 program by federal grants of all states and the equalization of the burden of the other half by additional grants. States could then proceed with their state reorganization of school finance without the difficult struggles involved in competing with each other and with the federal government in the levying of new-type taxes.

As a first step, these studies propose going one-fourth the way. They propose the use of a program costing \$15 per elementary pupil in attendance and \$25 per high-school pupil—or about 25 percent. This is somewhere near the 1930 minimum for white children in the poorest states. The actual minimum in Arkansas was \$9 for 1930 at the height of expenditure for American education—so this starts about where they were.

This program would force but little expansion in these states. It would give them financial leeway to build on their present low foundations. As they respond to this stimulus, the federal program should gradually be raised until in a decade or so we have reached the higher level proposed, that is, the \$60 minimum.

Mathematical bases for ascertaining need and ability have been determined. The need measures correct for population density, for differences between elementary- and high-school costs, and for costs of living. The ability measures are based on economic data regularly collected by federal agencies. The resulting measures are equitable. They can be written into the law. They require no discretionary power in Washington. No unforeseen controls, the fruit of discretionary power, can grow out of them. The amount required by the first step is approximately \$300,000,000; by the ultimate program, \$1,400,000,000.

These studies are reported in detail in a five-hundred-page volume now in press. They take the whole problem of federal aid, scan it in detail, turn it over and look at the bottom of it, and find a desirable program, of which this is a summary. They consider the problem of controls in detail and reach the conclusion that there should be no controls, no compliance provisions, save a report of use after the fact, for the information of Congress, the public, and the professions. The program would not interfere with present aids until in its final stages it would supersede them. States would be free to use the funds for any educational purposes. The report also recommends liberal federal aid for central housing of rural schools somewhat along the lines of the Missouri law.

Results of the First Step

In appraising the potential effects of the major recommendations we must consider what it will do in raising present standards and how it will promote the free flow of local initiative.

The first step would make possible the improvement of the poorest schools. In addition, it would free local taxes from extreme burdens in these communities. Experience shows that those who have been willing to tax themselves in extreme degree for a meager program will be willing to tax themselves moderately for better education. The improvement of the schools will, therefore, not be limited to the improvement of those below the \$15 program. It will be found all up and down the line—in poor states and in able states. It costs more money. I mean we will spend more as a result of such a program in education. But, if the economists are right, if we really face this program as a broader program of education, we will be able to afford it.

When this improvement is compared with the need, it is small indeed. It leaves the poor schools not so poor but far from what the national welfare demands as the first step. It makes only a beginning at the needed shoring up of local initiative all up and down the line of ability in communities and states. We will hardly meet the eventual need, however, without starting somewhere. During the next few years we should make the extended nature of the need commonplace information not only with the profession but with the lay public. We should center our interest on this immediate step only as a step and not as the ultimate objective.

The Adequacy of the Ultimate Program

Even the ultimate objective for a defensible foundation program for the United States will appeal to many of my hearers as rather low. At first thought the drive toward a foundation program costing approximately \$60 per elementary pupil and \$100 per high-school pupil will seem modest to those of you who come from communities which are spending double this amount or more. The significance of this ultimate program lies not in its extent as a standard for better schools but as a minimum for our poorer schools. There is hardly a state in which a \$60 program would not represent improvement in some schools. In our states of average ability like Ohio, Indiana, etc., it would represent improvement in approximately half of the schools. In our poorest states it would represent improvement in all schools.

This is viewing it from the angle of the program actually purchased. Looked at from the angle of financial support for the entire program, the adequate financing of a \$60 program would have a salutary effect on the financial bases for all states, rich and poor. It would represent not only improvement of the minimum program of our poorer schools, but a strengthening of local initiative even in the abler communities. It would result in greater expenditure all up and down the line. This greater expenditure would result in improved social and civic conditions and greater economic ability to the nation at large. The degree to which this is true

may be seen by considering the states which are at the top of the national expenditure scale—New York, New Jersey, and California. That is, that minimum we are proposing would hardly affect those three states. We have a few states at the bottom that are not up to that but, by and large, they are not affected. The first step would give them about \$16,000,000. It would ultimately give New York \$81,000,000.

The \$81,000,000 which the ultimate program has for New York would doubtless be partly reflected in reduction of some state taxes now used to yield the present \$122,000,000 of state aid, but no small part of it should be used to further reduce local contributions to a more adequate minimum and thus to strengthen local initiative. The \$33,000,000 for New Jersey would go almost twice as far in attaining the equalization and local initiative objectives as the program with which the legislature of that state is now struggling. The \$53,000,000 for California would play a significant role in meeting the local initiative objective in that state.

Let your own imagination play with the effect of \$103,000,000 for Pennsylvania, \$78,000,000 for Ohio, \$44,000,000 for Indiana, \$71,000,000 for Illinois, \$43,000,000 for Missouri, \$33,000,000 for Kansas, \$23,000,000 for Nebraska, \$93,000,000 for Texas, \$15,000,000 for Colorado, and \$25,000,000 and \$27,000,000 respectively for Arkansas and South Carolina, which are now spending less than two-thirds of these amounts, and which is about 50 percent more than they were spending in 1930-31. The immediate program would give about 20 percent of the figures I have given. I shall try to portray the significance of the \$60 minimum proposed for the ultimate program.

What kind of a program will \$60 buy? Recent studies of school systems in Delaware, Pennsylvania, New Jersey, and Maine throw some light on this question. Before reviewing the available data, I wish to remind you that it is impossible to give any definite idea of what we will be able to buy with \$60 per weighted pupil by the time the schools of the nation attain this level. At best this cannot be expected short of a decade. The immediate program recommended would provide only one-fourth this amount as a minimum. The practise in schools operating on the \$60 level today would not be a certain guide. In even a decade many of the practises now being worked out experimentally in the best schools of the country will be universal practise in the schools of the lower level recommended as the ultimate national minimum. Perhaps the most accurate picture could be obtained by observing the best practises in the presentday \$60 schools.

The study of forty communities in Delaware, New Jersey, and Pennsylvania during the spring of 1935 showed that schools on the \$60 level were predominantly of the traditional type. The buildings were fairly good and reasonably well cared for. The curriculum followed was usually that provided by the state, but the textbooks themselves were the strongest influences on the courses in the elementary schools and almost the sole determiners in the high school. Standardized tests were used some time during the year, but more for the purpose of general appraisal than for the study of individuals. Supervision fell more into the classroom visitation classifica-

tion than in the category of constructive helpfulness thru analyzing individual needs, assisting in improving the course of study, and helping in the creation of new materials and more effective teaching settings. The curriculum included art, which in many instances had gotten away from the old stereotyped still life or design patterns. In very few classrooms were rows on rows of identical drawings on exhibit. The music and art were generally taught by special teachers. As a rule classroom procedures followed the old subject recitation lines with little attempt to get the subjects out of their own logic-tight compartments. But in nearly every school there was at least one teacher who was following the less stereotyped procedures typical of the higher expenditure schools studied. Occasionally there was evidence of attempts to blend the school and the community into a more lively curriculum. Field trips were taken. Projects drawing on the communities' resources were pursued.

The primary grades were still giving major emphasis to reading, but great inroads were evident on the old uninspired belief that vast numbers of children who had spent a year in learning to read could not progress in reading by going along to the second grade with their group. Social studies played a considerable part in the work even of the primary grades. Classrooms thruout showed evidence of the belief strangely rather foreign to most schools of a decade or so ago, that children may have some use for books and other reading matter apart from their textbooks.

In the high schools there was some breadth of opportunity and considerable emphasis given to guidance. A well-planned guidance program, so essential to a modern high school, was a rarity. In its beginning stages, however, it was present in practically all schools. The social studies showed a tendency to leave the beaten paths and dip, even tho slightly, into problems of presentday citizenship. Orchestras and bands provided opportunities to those seeking the cultural advantages which musical performance affords.

There was usually a well-appointed play field and a gymnasium. In approximately half of the schools fairly satisfactory physical and dental inspections were made systematically and in some instances a follow-up made by means of school nurses. Where such service was provided, the nurse's office was an improvised cell, but poorly equipped, and the load carried was usually too heavy. But it is nevertheless a sign that the excellent work done in higher expenditure schools is having a salutary influence.

The Delaware-New Jersey-Pennsylvania study investigated the time at which these newer developments came into the schools. A surprisingly large number of them were introduced during the last decade. They are signs of a metamorphosis that will markedly change the nature of a \$60 program for the better by the time when, even under the most favorable circumstances, a \$60 program becomes an established national minimum.

To many of you the conditions I have described are poor indeed when compared with the schools on the high expenditure levels. Certainly it would be more inspiring if we could look forward to a national minimum school with small classes, teachers of exceptional ability and training, special work-

ers to assist in studying the needs of pupils and community and in ministering to these needs, a wealth of materials of instruction, books as plentiful as children need, failures and misfits eliminated because the school knows where every child really is and how to stimulate his development from wherever he is without recourse to barbaric methods. But to those who know the poorer conditions which the \$60 program can practically replace in a reasonably short period, the objective is vastly worth striving for. This is particularly true if it is realized that the experimentation afforded in the better schools is rapidly influencing the practises even on the \$60 level. The \$60 level may not provide very good conditions for experimentation but there is evidence that it can provide teachers sufficiently well selected and trained to take advantage of the progress made thru the schools affording more nearly ideal conditions. This is perhaps the most significant characteristic of the program proposed as the ultimate defensible minimum.

Some idea of the nature of the average schools now operating below the \$60 level can be obtained from the Maine school finance study referred to above. Among the schools studied was a group operating at approximately \$27 per weighted pupil. This is more than double the expenditure of a considerable number of schools for white children and of a vast number of schools for Negroes. In these instances the school buildings were poorly lighted, poorly heated, poorly equipped, poorly maintained, barren in appearance. Many elementary buildings were heated with stoves. The toilets were filthy, the halls disorderly. Many high-school buildings made no provision for any but academic work. Supervision was sketchy and inadequate. The result was reflected in the thin program and in the shallow, if earnest, teaching. Schools were stereotyped, with everything organized on a class-recitation basis.

In many of these schools a majority of the pupils were seen standing about idle during periods devoted to "physical education." Supervision consisted of preventing disorder, snowball throwing, etc. Gymnasium and equipment were not to be found. In the high schools on this level, athletics were an actual danger; in many cases boys were not properly examined to determine their fitness to take part. The investigators found as many as 25 percent absent on account of common colds.

On the low level, the lack of books and the hunger for them was almost unbelievable. Many children had access to none but their textbooks, except perhaps at home or in a friend's house. In one small secondary school an encyclopedia was purchased. Within the year it was thumbed and worn as if it had been there a decade. Clearly, children were deprived of the chance to develop tastes and habits which would stand them in good stead in their leisure hours now and in the future.

The schools described here are fine institutions compared with some of the neglected schools which I have visited in other states. The good feature of these schools was that they were presided over by teachers who, for the most part, had good intentions, if little training, sketchy materials to work with, and practically no expert assistance. These schools provided a place where children, who had by some means or other obtained a drive to learn

and had the ability to master the typical curriculum, could have at least a modicum of contact with books. The educational opportunity is really largely limited to this group. The misfits remain misfits. With all the good intentions in the world, the poorly-trained teacher, with nothing but a few textbooks and no expert supervisory assistance, obtains results which are meager indeed. Schools operating on the ultimate national foundation level are vastly superior when measured in terms of the percent of children provided with even an awakening educational opportunity.

To get an idea of the actual minimum conditions one would have to consider the deplorable situations under which vast numbers of children receive their schooling. The worst conditions I have observed were in some of our separate schools for Negroes. Some of these schools operate but a brief period each year. School buildings are poorly lighted, lacking in equipment, and designed neither as a protection against inclement weather, nor as an educational laboratory. Teachers are hardly more than literate. The mass of children packed into a classroom await their turn for the brief attention of the teacher. In some instances as many as four or five children are found crammed in one seat, attempting to share a single dilapidated textbook. In other cases a half-dozen children are found without even this much of an aid to learning, patiently waiting for something to happen. In such schools not even the children with unusual drive and ability are able to make progress.

In reviewing this evidence purely from the standpoint of what a \$60 minimum means educationally, it has seemed to me that such a program provides a cause in which the profession and the lay public alike can join with the zeal of crusaders.

But there is more to the proposed financial program than appears here. The establishment of a defensible national minimum would be of little consequence if, once attained, it were to remain static. An adequate financial program will have within it the seeds of adaptation and adjustment. The proposal for granting substantial aid to all states from taxes collected by the federal government will relieve the present overburdened local taxes and thus feed local initiative. It will strengthen the dynamic adaptive elements—the vitamins of our school systems.

The minimum program side of the question is static. The local initiative phase, much less well understood, is a moving dynamic element. In my own thinking I cannot see that one is of any greater importance than the other. I want a decent program of education for every boy and girl in America as soon as it can be obtained, but I want in that program the seeds of change and adaptation which will keep it from becoming obsolete. Let us by all means provide for the national financing of a decent foundation program of education, but let us at one and the same time build into the financial structure the great adaptive force of local initiative.

FEDERAL SUPPORT AND LOCAL RESPONSIBILITY FOR EDUCATION

LOTUS D. COFFMAN, PRESIDENT, UNIVERSITY OF MINNESOTA,
MINNEAPOLIS, MINN.

The most important document ever issued in this country dealing with federal support of public education was the report of the National Advisory Committee on Education in 1931. This committee, consisting entirely of educators, was created by President Hoover to prepare "the proper chart by which to steer our educational course," so far as the federal government is concerned. This historic document has had little influence in determining national policies with reference to public education. To be sure, new and unforeseen circumstances since 1931 may have been partly responsible for diverting the attention of the government from the recommendations of the committee.

The need for the report arose from the fact that the federal government, thru its various departments and agencies, was already supporting or aiding many lines of education over which it was exercising varying degrees of control and also from the fact that many new demands for federal appropriations for education were being pressed on Congress. It was clear from the policies already adopted and the new support being urged, that large sums would be needed in the future if Congress acceded to the demands of the pressure groups for appropriations for some aspect of education. There were no clear-cut definitions of policy that the federal government should follow in the face of these demands and no well-defined areas as to the nature and extent of the jurisdiction it should exercise once appropriations were made.

The committee favored the use of federal funds for public education. It disapproved federal laws that provide for the matching of moneys; it opposed giving federal authorities the right to approve or reject state plans; it called upon the government to restrict all federal grants for special types of education; it urged that studies be made to determine how far and by what methods the people are justified in using the federal tax system to supplement state and local taxes in support of public education; it requested that all future grants to states be made only after thoro educational studies have shown to the satisfaction of the appropriating power that such federal aid is justified, that future grants be apportioned on the basis of need rather than in terms of an equal amount for each state, and that such grants be subjected to review every ten years; it advised further that federal control be restricted to audits of the funds; and finally it recommended that more liberal appropriations be made to the Office of Education for educational research and information service designed to stimulate and improve the various types of education in the states.

Nothing has happened in the last five years that would materially change these recommendations. I might conclude at this point were it not for the fact that recent events make it imperative that we renew our faith in these principles. For the first time in the history of this country there exists a serious challenge to many of our most familiar institutions and our most

essential traditions and beliefs. We stand at one of those junctures of history where men are called upon to defend the things they have taken for granted or to support proposals that call for sweeping changes in their mode of life and in their ways of thinking.

If any social, political, and educational institutions or traditions are challenged by the drift of events, then all institutions and traditions will be affected alike. And yet thru the changing currents of events there may be certain philosophic consistencies and fundamental principles that remain or should remain unimpaired. It is this thought that I should like to explore for a moment in analyzing the assumption that federal support without federal control is desirable for public education.

From Colonial times down to the present, one of the most powerful forces and traditions in America has been local responsibility. Local communities have had certain clearly understood jurisdictional responsibilities. They have made laws for their own government, levied taxes for the support of their institutions, cared for their poor, policed their property, maintained roads, and provided schools. Also, they have shared with the state its responsibility in maintaining all those agencies, institutions, and activities that would promote their common welfare. No force has been more potent in the building of this nation than this conception of state and local responsibility. It has left communities free to test their strength and to experiment with ideas that they thought would contribute to their welfare. It has helped the people to maintain an interest in government, for they saw it at work every day. Since they shared directly in creating the patterns of the government that served them, its mistakes became quickly visible to them and they were in a position to experiment with the correctives that should be applied.

Now it is maintained that local autonomy has outlived its usefulness. Attention is called to the fact that local government has broken down in many communities. With improvement in travel and communication we are made patently aware that communities no longer exist as neighborhoods in the way they formerly did. Then, too, our conception of public welfare has been expanding. The states have assumed more authority and the federal government has grown more powerful. It now regulates industry, banking, insurance, transportation; it engages in vast public works; it erects federally-owned utility plants; it lends money, builds houses, feeds the poor. Even a novice knows that local communities have lost some of their early prestige and glory and that the federal government, in particular, has moved swiftly to consolidate imperious powers in the hands of its administration.

But the conception of local responsibility is not dead and the federal government has not become supreme. There are still millions of persons in this country who have lingering in their breasts the democratic belief and aspiration that the future welfare of the country resides in preserving local responsibility and individual liberty. On the other hand there are millions of citizens who declare with equal fervor that the public welfare, including universal education, is of such grave national concern that the federal government must, thru appropriations and otherwise, assume greater and greater control over it. They point out that illiteracy, health, and a knowledge of

new citizenship problems are matters of national concern, and that no satisfactory solution of them can ever be arrived at if their care is left to local communities.

The conflict between these two conceptions of sovereignty is not confined to the future status of education. It includes every one of the traditions and conceptions that we have cherished as a free people and all of the aspirations that we hope to achieve thru greater cooperation and collective action. This conflict is something more than the superficial clashing of matters of little consequence. It may be the mightiest struggle between two contending philosophies that the world has ever witnessed.

The assumption of greater power by the central government over private business and the welfare and educational institutions of men, is not confined to America. The movement has expressed itself even more vigorously in a number of other countries than it has here. In some countries the domination of private business, of the schools, of the church, and of humanitarian institutions, has become complete. Fascism in Italy, Nazism in Germany, Communism in Russia, militarism in Japan, and the New Deal in this country, each in its own way represents a distinct move in the direction of control by the central government of the life and thought and associations of men. In America, at least, this tendency to centralize power represents a protest against the excessive use of liberty by individuals and the exploitation of the masses by industry. It also represents a desire on the part of people in general for greater protection and greater security.

Of this I think we may be certain, we shall not return willingly to the days of unrestricted exploitation. We may also be equally certain that Americans do not wish and will not long support a program which deprives them of all liberty, of the right of private ownership, of free competition under fair conditions, of a voice in the management of their own affairs, and of the education of their own children. These conditions are indigenous to the American soil.

In the desperate struggle to achieve economic security, Americans are face to face with the ever-constant danger, rendered more acute during a financial crisis, of losing their liberties and of restricting unnecessarily their opportunities. Our government was designed to prevent this catastrophe; by its very nature it is intended to avoid two dangers—the danger of unlicensed liberty which culminates in anarchy, and the danger of a dominating dictatorship which culminates in regimentation. We have tried to preserve enough freedom to insure and to maintain the self-respect of our citizens on the one hand and enough control to insure order and the promotion of their community interests, on the other. If the federal government swings too far in the direction of individualism, we assume that the broader social and political interests of the people will operate to check it; if it undertakes the role of a dictator and seeks to regiment the life of individuals and of business, sooner or later the people will seek a restoration of their personal liberties.

So long as these fundamental principles are deeply imbedded in our democratic philosophy, we shall not undertake to obtain economic security

by depriving men of the right to earn; nor shall we command that business be operated without profit, or that wealth be acquired thru gratuitous distribution. There is in society, as between man and man, a wide diversity of individual gifts and functions, and so, perforce, there must be distinction of rewards. We may put legal restrictions upon our inalienable rights and traditional liberties, but it is neither desirable nor possible to destroy them by legislative fiat.

A government in a republic is by its very nature experimental. We expect it to adjust and to adapt itself to new needs and to new conditions, bearing in mind at all times that it will not arrogate too much authority to itself or attempt to strangle the opportunity for achievement by individuals and by private enterprises. For several years now we have been moving in the direction of greater governmental control of nearly every phase of life. This movement, symbolized by the New Deal, is now being subjected to its first barrage of criticism, some intelligent and some conspicuously partisan and narrow in scope. The critics maintain that the program repudiates industry, promotes indolence by paying men not to produce, and is making the American farmer, once the most independent human being on earth, a cog in a vast governmental machine. They also claim that this revolution in American traditions and values is based upon the hateful principle of coercion. On the basis of all this, perhaps the least we can deduce is that the changes, apparent or implicit in present federal policies, are causing not only doubts and misgivings but also something akin to outright fear in the minds of vast numbers who are accustomed to thinking of our country as it has always been.

We must not be misled: Education is enmeshed in the struggle. From Colonial times to the Civil War, the federal government encouraged education in both the lower and the higher schools by making grants of money or of land, but it never undertook to regulate teaching. Not until the enactment of the Morrill Act in 1862 was there a change. With the passage of that law and since then, in a succession of acts, the federal government has assumed a directive control of specialized types, and more recently over other aspects of education. I am not at the moment concerned with the granting of federal funds for public education, for as I have frequently stated I fully believe they should be granted; but I am concerned with the manner in which they shall be used. In my judgment, federal funds can be used to improve the schools without dominating instruction or without depriving the states and communities of their rights to experiment with education.

I have observed with no little anxiety the continued and increasing pressure of the federal government to dictate the educational program of the country. Until comparatively recently all federal grants were made for specific purposes. In each of these there always lurked the danger of complete control. Federal authority and money are powerful forces to place in the hands of those who wish to federalize the schools of America. Long before the depression, questions were being raised by educationists and laymen as to how far the policy of subsidization for specific purposes could

be carried, for signs and hints of conflicts and subordination were beginning to appear.

Every school superintendent knows that during the last three years there have been at times as many as three, and sometimes more, federal officers seeking jurisdiction over some of the youth of his community. Every educator knows, too, that there have been established in each state a federal officer in charge of adult education and another in charge of the education of unemployed youth; and that these officers were appointed in many instances without the knowledge or consent of the state superintendents, and that they may operate entirely independently of them. In setting up the National Youth Administration the educational officers, federal, state, and local, were ignored; authority was centralized in the hands of persons inexperienced for the most part in educational work; there was a duplication of agencies, federal and state, with attendant expense and machinery.

With the general aims and purposes of the National Youth Administration I have been in full sympathy, but the manner in which it is being administered raises serious questions for our contemplation. It is divorced from the existing educational agencies; it is an educational program thinly disguised as a relief program; it is controlled by a central office which determines the policies for all states. These conditions certainly create a presumption in favor of the political domination of the schools. It would be an easy step from this to a situation where the materials of instruction were suggested and then required from Washington. Once we provide a great body of teachers whose pay comes from Washington and whose status is determined by federal officers, it is inconceivable that they will be free from politics. If the American people are willing to entrust the educational programs for adults and for unemployed youth to the federal government, one wonders how strongly they would resist advances to turn the management of all their schools over to a centralized federal authority. When such a possibility is mentioned, there comes the instantaneous answer, "Never"; and yet little seeds, sown here and there, may bear a forest in later years.

I cannot leave the question of federal control of education without referring to current movements in the field of higher education; of these I can speak with greater assurance and knowledge. I do not refer primarily to the work-relief program for college students, which as everyone knows is directed from a central office and includes only projects approved in Washington. I refer more particularly to the increasing tendency on the part of the federal government to dominate, thru the use of money and power, certain aspects of the higher educational program of this country. This tendency, beginning in 1862, gathered strength slowly thru the years, but became lusty and vigorous with the passage of the Bankhead-Jones Act, which grants large appropriations to the land-grant colleges for research, resident instruction, and extension. It provides for the establishment of regional laboratories to carry on researches. What shall be studied at the laboratories, the length of time that the laboratories may exist, the

amount of money each shall have, and the personnel are all determined in Washington. It is not necessary for the United States Department of Agriculture to designate as regional laboratories any of those now existing at the colleges or universities thruout the country. At whatever laboratories it designates, it may provide for a concentration of talent which will deplete the personnel of existing experiment stations and thereby destroy the possibility of training others who will perpetuate scientific inquiry.

To be sure, regional studies are highly important; they are urgently needed. Regional cooperation is already under way. On their own initiative the staffs of the land-grant colleges have been at work for some time integrating the problems of their respective regions. If federal money were allocated to the institutions where talent already resides and if the noteworthy voluntary efforts at regional studies already under way were supported, the menace of federal supervision and direction of scientific research would be removed; but the law leaves the federal authorities no choice in the matter.

The money made available for resident instruction by the Bankhead-Jones Act must be spent for instruction in certain fields specified by the bill or by those in charge of the administration of the Act. The land-grant colleges have been informed by some of those primarily responsible for the Act, that the money or a part of it should be spent in providing instruction of a kind in which they are particularly interested.

The basis for real dictation is even more obvious in the uses that the land-grant colleges are expected to make of the extension funds which the Bankhead-Jones Act provides. These funds exist in large amounts; for example, about \$250,000 a year is available to Minnesota (this is expected to increase to nearly \$400,000 a year). One cannot find much the matter with the law except that it gives to the United States Extension Service wide-open powers for administering its provisions. The United States Extension Service held, previous to the Supreme Court decision ending the AAA, that the land-grant colleges should use this money to administer the Agricultural Adjustment Act in their respective states. The agricultural program, as everyone knows, was built in Washington. The extension staffs of the land-grant colleges did not plan or help to prepare the Act, but they were called upon to present it to the farmers of America. In reviewing the program this last fall the extension service in the various states was requested to gather opinions of farmers as to what they thought the cut in production in each county should be, and the new program was framed on the basis of these opinions. No phase of the program was based upon carefully collected data. The farmers were really not being educated in fundamental matters resulting from sound scientific investigations, or was the staff paid by Bankhead-Jones extension funds expected to make such studies.

One must not lay all the blame upon the government for this situation. The colleges themselves are partly at fault. Hard up as they have been in recent years, they look upon these funds as a godsend; they use them to transfer men from one type of work to another so as to pay their staffs larger salaries. Every land-grant college receives these funds; some have merged

the allotments into their general budgets on the assumption that the appropriations will be continued. At Minnesota we have refused to merge either the funds with our regular budget or the employees paid out of Bankhead-Jones funds with our regular staff. We believe that it is proper for a university to study the triple-A or any other act so that it may point out its strengths and its weaknesses to the farmers of the state. We do not propose to sell our liberty to tell the farmers that any federal act is economically unsound or politically undesirable, if our studies lead us to such conclusions.

I have recited these facts relating to federal support of higher education because they emphasize the drift in the direction of federal domination. I am not certain that the American people understand fully what is happening. Once they do understand I do not believe that they will long permit an agency in Washington to dictate what shall be taught to children in each of the states and in their respective communities. I do not believe that they will permit a central government to define or to limit their educational programs; they will insist upon the right to control and to experiment and to expand their schools according to local needs and wishes.

From Colonial times the people of this country have sought to keep their educational systems free from political control. School districts are for the most part coterminous with political areas, but independent of political direction. We have made our schools as flexible and as responsive as possible to varying circumstances and to the aspirations of local communities. That there have been dangers in this policy, that some schools have been poor and incompetent, must be admitted. But who would trade these dangers and inadequacies for a system that will mean the teaching of the political philosophy held by the ruling power, whether conservative, liberal, or radical, to the youth of the country? Such a trade will mean a radical change in our educational program every time new rulers are established in Washington. It will mean more than that; it will mean that the schools will no longer be the hope of democracy, for democracy cannot survive if the product of the schools is sent into the world indoctrinated with any theory or as the protagonists of any program. If they are denied the instruction that demands a careful consideration of all facts and of all issues, and if they are denied that training which insures free thinking and free acting as individuals, the doom of democracy is sealed.

Preserving for the states and the local communities a share of responsibility in maintaining education does not mean that the schools will be unprogressive or that the federal government can do nothing to help them. Everyone knows that changes in our educational program are inevitable and should be encouraged. Everyone knows that with the improvement in transportation and communication, larger administrative and taxing units for the schools are generally necessary. Everyone knows, too, that the federal government is well equipped to collect moneys from the entire country and to distribute them to the states for the aid of education. We believe that this can be done without destroying the essential spirit of localism and intimacy.

While the federal government is appropriating considerable sums of money for education in special fields, it is providing no money for liberal education

and no money to train the young people of the nation in the exercise of their powers as self-governing citizens. Hitherto we have believed that the chief means of control in a democracy is a system of popular education which includes everyone within its scope, while the chief means of control in an autocracy is some sort of central power. We have cherished and built up our system of free schools because the power to administer them has resided with the people. Self-government will vanish in proportion as the people relinquish their rights of sovereignty over the education of youth.

The American schools have not pursued a wholly *laissez faire* policy. They have made steady progress. Their controls have resided for the most part in voluntary societies of professional educators. No other country has had such agencies in like number or of like influence. These societies have been free agents, studying, investigating, and modifying the educational program of the country, with but one object in mind, that of improving it. Every experiment in education soon comes to be known thruout the country; it is studied, examined, evaluated, and, if found good, soon imitated.

In a federalized system there will be little or no need for agencies of this character. Federalized societies of teachers will be concerned with the promotion of partisan interests and with carrying out the federal program of education. I have seen such systems at work. One of the most noteworthy of them is in New Zealand. New Zealand has probably gone farther with social legislation than any country in the world. It has carried such legislation to the point where there is almost no private money for the schools or for charity. The schools are bureaucratized. The number of persons in training for teaching is limited by the central office; teachers are assigned to their school posts; their salaries are fixed at headquarters; no one is ever permitted to become a candidate for a teaching position; the curriculum is laid down and the teachers are required to follow it scrupulously; the supervision is inspectorial, designed to determine whether pupils can pass the examinations set by the government. Parents are not expected to visit the schools, parent-teacher and alumni associations are unknown, and teachers meetings are held only to petition the government for higher wages or to seek interpretations of the rules and programs sent out by the government.

Such a system is not without its advantages. It insures efficiency and thoroughness and a mastery of the things necessary to pass the state examinations. But is there anyone who believes that America should follow this pattern?

Our schools of the future will be determined by the political philosophy we accept and the kind of government we adopt. The American people are now engaged in making that decision. There are only three ways that they can go: Move in the direction of greater federal control, which means more regimentation of life; move backward to the days of absolute free choice and of personal independence, which, I am convinced, are and should be gone forever; or insist upon a steady course in preserving our theory of government of checks and balances—a theory essentially and uniquely American, which provides that government shall be voluntarily determined and voluntarily altered to meet changing conditions, but which never, at any time, shall permit unlicensed liberty on the one hand or absolute domination on

the other. Such a government will distribute school funds according to educational needs for the purpose of insuring, so far as possible, a knowledge and mastery of the things men should know and understand in discharging their duties as citizens. Such a government will provide liberally for the study and dissemination of information about education in this country and abroad. Its leadership will be intellectual, not partisan; and the children of the nation will be regarded as future citizens, not as wards of the state.

FEDERAL SUPPORT OF PUBLIC EDUCATION

CHARLES H. JUDD, HEAD, DEPARTMENT OF EDUCATION, UNIVERSITY OF CHICAGO, CHICAGO, ILL.

A study of the history of federal participation in education in the United States cannot fail to convince anyone who approaches the subject with an impartial attitude that there are major difficulties, even major hazards, in the attempt to bring into successful cooperation the states and the central government. The states seem to be left by the Constitution of the United States with full responsibility for education. The central government seems to be limited to those types of participation which can be entered into only thru grants of land or money. Any grant which the federal government makes to public education must be administered by the state or by some agency controlled by the state. The possibilities of incoordination are numerous. The federal grant may itself be unwise. State administration may be faulty. Above all, friction may arise because of the incompatibility of federal purposes and influences with the purposes of a given state system of education.

It is important that we consider some of the historical examples of federal participation in education. The first federal support of schools was thru the well-known grants of land for the maintenance of common schools made to the states carved out of the Northwest Territory. The members of Congress were acutely aware of the problems which confronted the pioneers who were moving into the western wilderness. The desire to help the pioneers to keep alive the traditions of civilization expressed itself in the pronouncement made in 1787 which has been quoted again and again by those who seek the support of high authority and lofty sentiment in emphasizing the importance of schools: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." As a substantial contribution to the ideal thus expressed, Congress reserved the sixteenth section in every township in the Northwest Territory as school land. No sooner were the sixteenth sections made available for the maintenance of public schools, however, than forces directly opposed to religion, morality, and knowledge came into full operation. The land dedicated by federal enactment to schools was wasted, squandered, and in many cases corruptly dissipated. In a few instances school lands were saved, sometimes by lucky accident. Where they were saved, they yield income which is highly beneficial. For the most part, however, the story of the administration of the land grants for the maintenance

of schools is one of the darkest records of incompetency in the history of the United States.

As a second example of federal support of education, we may consider the grants of land made in 1862 for the purpose of encouraging the development of the science of agriculture and the mechanic arts. These grants were made in wartime when the food supply of the nation was in jeopardy and when the profession of engineering was in its infancy. A need more urgent than that of 1862 can hardly be conceived. A great national crisis was at hand, and the states could not meet this crisis. Assistance from the central government was absolutely essential.

With the income from the lands given for the development of agriculture and the mechanic arts, the states established the institutions now known as the land-grant colleges. There can be no doubt that the United States has received from the land-grant colleges important contributions of knowledge and a body of trained men and women who have greatly benefited the nation. While much has been gained, it is equally true that there has been in many of the states a disturbance of the equilibrium of higher education which has been disastrous. One has only to think of Oregon, where the land-grant college has been the rival and enemy of the state university. The land-grant college of that state flourished because it was supported in part by the federal government, which has added to the original grant of land made in 1862 subsequent grants of money. The state of Oregon has been thrown into political turmoil in its effort to assimilate two institutions when it has barely enough resources for one good institution. The experience of Oregon is paralleled by that of other states. For example, Washington, North Carolina, and Iowa have been disrupted by conflicts of interests and even by quarrels between the land-grant college and the state university. In not a few cases states have had to appeal for aid to surveyors imported from outside the state to adjust the programs of the rival institutions so as to avoid indefensible duplications.

It is not especially important for the cursory view which is possible on this occasion to attempt to decide whether the difficulties arising out of the presence in a state of a separate federally aided land-grant college are due to the form of the federal grants or to the shortsightedness or folly of state officials. The fact is that, whatever the cause, a lack of internal equilibrium or coordination has appeared where state support and federal support have had to be adjusted to each other.

Again, let us consider what the federal government has done for the education of its wards—the Indians, the natives of Alaska, and the inhabitants of the island possessions. One does not need to express personal judgments on these undertakings, which have often been most infelicitous. All that is necessary is to read the official impeachments made by each new administration of the work of its predecessor. If official condemnation is not enough, let one visit such schools as the federal government now conducts on Indian reservations and evidence in abundance will be found of the evils of remote control of education by federal officials who are

totally ignorant of the most elementary principles of school organization and administration.

The examples drawn from history before 1917 might possibly be overlooked as illustrations of natural incompetency on the part of a struggling nation. No such extenuation can be offered to cover the record of the most recent federal interference with state organization of education, which is fresh in the minds of all of us. The organized manufacturers of the country, aided by a small group of radicals among the educators, made an attempt, with the assistance of federal appropriations, to divide the American educational system into two rival camps, one devoted to general education, the other to federally supported, federally directed, and federally controlled vocational education. Fortunately, the present federal Administration has been wise enough and strong enough to require vocational education to recognize itself as a part of an undivided educational system. No one can be so shortsighted as to believe, however, that the victory for internal harmony and coordination has been completely won. Vocational education as it was injected into the educational system of this country was partisan and foreign to the genius of the American people. It has not yet completely adjusted itself to the social ideals which characterized this nation.

I pause to make the comment that the difficulties which arose from the spirit and purpose that prompted the creation of the Federal Board for Vocational Education are not referred to here with any desire to disparage vocational education. It is my belief that vocational education must in the future be greatly expanded. The point which concerns us at the moment is that the coordination of community needs and federally formulated plans is extraordinarily difficult of achievement. There can be no doubt that vocational education itself has been retarded by the antagonisms which have been developed thru the recent federal interference with state and local school systems. Educational leaders will have to show genuine statesmanship in order to repair the social damage which has already been done.

The critical attitude which a study of the history of education compels one to take toward federal participation in education gives place to an attitude of gratification, but only partial gratification, at one point. The federal government has maintained since 1868 the Office of Education in the Department of the Interior. American educators recognize that this federal agency has collected and made available a vast body of useful information. No other nation has so significant or readily accessible a detailed record of the facts about its schools as has the United States. One's gratification soon reaches its bounds, however, when one considers the stepmotherly way in which Congress has treated the Office of Education. Appropriations so small that it has often been impossible to publish the facts assembled have seriously handicapped the Office. When any pretext of economy has been available as an excuse, the framers of the budget and the appropriating committees of Congress have made the Office of Education the first victim of drastic reductions in appropriations. Collection, interpretation, and publication of information—the most efficient

forms of participation in the improvement of education with which the federal government has ever been induced to experiment—have, as a result, been so inadequately supported that one must conclude that the people of the United States or at least their representatives in Congress do not understand or appreciate the value of what the United States Office of Education does.

The difficulties which result when federal interests and state interests clash or when Congress exhibits a lack of understanding and appreciation of the fundamental information on which all intelligent educational administration depends are greatly accentuated by the practise which has prevailed since 1911 of requiring the states to match federal funds appropriated for particular forms of education. Appropriations made on the so-called "fifty-fifty principle" unbalance the whole system of state support because for every federal dollar given for a particular purpose the state must provide a dollar out of its own revenues even if existing educational enterprises have to be starved in order to match federal money.

Because of historical evidence of the kind which has been briefly reviewed, the National Advisory Committee on Education, appointed in 1929 and commissioned by President Hoover to chart a course for the federal government to follow in dealing with education, recommended complete abandonment of the type of appropriations for the support of schools and colleges that had been made in the past. This committee further recommended that in the future federal grants to education be turned over to the states to be administered by them without the exercise of control by the central government. Finally, the committee, unable to arrive at any decision with regard to the method of distribution of federal funds and unable to determine the amount of federal support which was necessary or desirable in order that educational opportunities might be equally available for all the children of the nation, recommended a thoro study by a well-equipped commission of the whole problem of federal financial support of schools.

There can be no doubt that the report of the National Advisory Committee on Education represented the general opinion of educators at the time that it was rendered. It is worthy of note, however, that one line of consideration, which was an essential part of the thinking of some of the members of the committee but was not a part of the report, related to the competency of the states to administer federal funds given for education if in due time such funds were forthcoming.

There is no possibility of blinking the fact that many states are in the year 1936 no more able to manage their educational systems properly than were in earlier times those states which in the years immediately following 1785 were entrusted with every sixteenth section of the townships for the maintenance of schools.

Evidence of the truth of this statement is easy to produce. The National Advisory Committee on Education was importuned by its Negro members to take special cognizance of the inequitable distribution of educational funds in many southern states. It was contended that the sup-

port of education in these states is so prejudicial to the Negroes that special federal grants for Negro education seem to be the only possible means of correcting the situation. It was pointed out that, while the constitutions of a number of the states explicitly provide that there shall be no discrimination in the administration of educational funds on account of race or color, the fact is that uniformly a wholly disproportionate share of state educational funds and of local school funds goes to white schools.

I voted at the meeting of the National Advisory Committee on Education against the plea of the Negroes for special federal grants for the education of their people because I felt sure that the way out of the difficulty was not to patch up defective state organization by intervention on the part of the federal government in behalf of citizens of a particular race or color. I believed, and I think many members of the committee agreed with the view, that the real corrective for unjust policies in the states must be either a marked improvement in state administration of education or insistence on the part of the federal government that the states live up to certain general requirements.

So clear was the recognition of the impossibility of securing proper administration of any funds, especially funds drawn from the federal treasury, unless there is a reform of state administration of education that some of us tried to devise ways and means of bringing to public attention the necessity for reform of state departments of education and of state systems of support of education. We persuaded the American Council on Education to sponsor an elaborate study of the state departments of education. The study was made by a competent committee on which were representatives of political science as well as representatives of education. It revealed a lack of uniformity in methods of organization and administration and an unevenness in the character of the personnel in charge of education in the different states such as to give pause to the most enthusiastic advocate of unrestricted federal subventions for education.

The breakdown of education in many of the states during the past few years of financial distress, even in some of the states where there has been a large accumulation of wealth, supplies unwelcome evidence of the validity of the doubts which existed earlier about the competency of the states to administer unrestricted federal funds for education.

Among the reasons why states are incompetent is the fact that state taxing systems are obsolete. Not only are state systems of taxation unable to provide adequate revenues for governmental services, but there is also serious incoordination between state and local taxes on the one hand and federal taxes on the other. It is, I take it, universally recognized that the federal government has laid its hand on the most productive and the most equitable tax, the tax on incomes. The antiquated taxing systems of the states, conceived and written into statutes and even into constitutions in the days when communities maintained themselves chiefly by agriculture and animal husbandry, are no longer adequate. With the breakdown of local and state taxing systems, there is a strong temptation to seek relief by demanding federal aid. While we listen to appeals by state

educational systems for unrestricted federal grants, let us not blindly forget that state after state can be indicted for wholly neglecting the more rational procedure of cleaning house within its own borders.

It is time that educators frankly face the fact that in many cases the weakest department of state administration is the department of education. During that part of the nineteenth century when many new states were being admitted into the Union and state departments of education were in process of creation in the constitutions of these states, there was complete confidence on the part of the people in the franchise. There was a corresponding suspicion of executive authority. The state superintendency was therefore limited in a large number of the state constitutions in such ways as to render it feeble to the point of incompetency. Furthermore, the superintendency was made subject to popular vote, with the result that it was rendered open to attack, if not control, by the most malign political forces.

In taxing systems and in educational administration, therefore, the majority of the states come to the federal government with unclean hands. If the states were provided with large federal grants, would state officials do better than did our ancestors not far removed when they wasted the sixteenth sections like reckless spendthrifts?

It is not alone the states that have elective state superintendents and taxing systems which reek with decrepitude that have inadequate methods of financing their schools. Let us consider the proud Empire State, which boasts of everything, especially its system of distributing state money to local communities for the maintenance of schools. New York state has perhaps more methods of equalizing assessments on property in different parts of the state than any other state. It has the largest state fund for education that has ever been provided by any state. It has a powerful and highly centralized state education department. It commands the most expert advice that is available in administering its revenues. It guarantees to each community \$1500 a year for the maintenance of each elementary-school unit, requiring only that the community tax itself at a moderate rate. This state, while exhibiting the progressive tendencies enumerated, is one of the most backward states in consolidation of school districts. Subventions to small districts drawn from the state treasury have tended to perpetuate the existing system. Since the adoption of the law granting state funds to local school districts, efforts have been made to patch up its fatal weaknesses by administrative concessions. The people of New York and the Board of Regents are so little satisfied with the operations of the law within the state that they have instituted a sweeping inquiry into the efficiency of the whole state school system.

If New York, with its facilities for equalizing assessments and supervising expenditures, finds its school finances tangled and difficult to adjust because of the diversity of local conditions, what is to be expected if the United States, with the most extreme variations in community characteristics and with no devices for equalizing assessments, attempts to satisfy the demand which is certainly plausible that every child in the country be given opportunity to gain a sound education?

I yield to no one in the desire for a better distribution of educational opportunities, but I am fully convinced that the time has come when we who are responsible for the schools must be realistic in considering what measures are necessary to guarantee that the character and quality of education shall be such as to meet the needs of the nation. I, for one, am quite as much interested in studying methods of improving education as I am in shifting the burden of support from the states to the central government. There is absolutely no guarantee, as all history proves, that federal appropriations will produce good schools, good educational opportunities for Mexicans, Negroes, and children in the states which are drained of wealth in behalf of the great industrial and banking centers, where capital has been concentrated. The quality of education must be safeguarded. Unless all forms of support can be so arranged that they will surely contribute to the betterment of schools, there can be no enthusiasm for new contributions from any source, least of all contributions from the federal government, unless there be a repetition of what happened to the sixteenth sections of land allotted to townships for the maintenance of schools.

I make a plea for unprejudiced consideration of the whole educational situation, not a scramble for money from the federal treasury. I am convinced that in the past, when the federal government has been asked to participate in education, there has been far more thought devoted to finance than there has been to the intellectual and emotional improvement of the American people.

Among the items that the American people will have to think of if they are really interested in education is the length of the school year. They will have to answer the question, How many months in the year should children attend school in order to become competent citizens of the United States? I am quite certain that I make a statement which cannot be refuted when I say that four months a year or five months a year is too short a period of schooling to be tolerated in a civilized country. I am prepared to defend with vigor the contention that, whatever else the federal government does, it ought to make sure that every child in the United States has at the very least six months of schooling each year. Any scheme or plan or proposal which does not absolutely guarantee a decent minimum of schooling for every child seems to me to be blind, inadequate, and unworthy of acceptance. To be quite concrete, if Arkansas is so poor that some of the children of that state cannot be provided with more than four or five months of schooling each year while the children of some other state receive nine or ten months, I, for one, advocate such a readjustment of support for public schools in the United States that education shall be furnished to the children of Arkansas at the expense of the better-conditioned states.

If, instead of thinking of the states which are too poor to conduct good schools for reasonable lengths of time, we turn our thoughts to the states which have wealth, again it seems to me that we should be interested in education of high quality and in proper opportunities for children. In the richer states, as in the poorer, the federal income tax is superimposed on

state taxes which are almost as diverse as are the taxes of Ethiopia and Italy. I make no effort to decide whether Illinois or Indiana has the poorer taxing system. I merely point out that the taxing systems of these states are different. If now Illinois and Indiana were each to draw from the federal treasury, which used to be replenished each year by the revenues from an approximately equitable income, a certain sum of money per child, per teacher, or per community for schools and were to add this federal money to the state money collected under the present "horse-and-buggy" or "oxcart" state constitution, would there be justice in the land? I read in the writings of some of our colleagues in education vague references to ideal taxing systems. I find the statement that education, if it will adopt such and such a mathematical formula for the distribution of federal grants, will lead the way to the collection of all taxes by the federal government and to the allotment of funds to the states for all public services by the same formula. In the meantime, while this sweeping reform in taxing systems is being contemplated, I find even the statistical enthusiasts puzzled quite as much as I am to know what one is to do about Utah and California, which contribute from the state treasury a large percent of the cost of schools, and Colorado and Kansas, which for some reason are only moderately generous or even quite parsimonious in appropriating state funds to their schools.

I am well aware that school men and women recoil from the idea that the authorities of the federal government be allowed to exercise any degree of discrimination in the distribution of federal funds for schools. I wish to leave no doubt in the mind of anyone that I am here and now explicitly advocating a distribution of federal appropriations for general education, if and when such appropriations are made, in such a way that federal support will go first to those parts of the country where money is most needed to maintain schools. I believe in intelligent discrimination rather than blind mathematical distribution of the spoils.

Having thus recorded the essentials of my creed, I shall use the remainder of the time at my disposal advocating a plan for federal participation in the support of schools.

The distribution of wealth in this country is such, because of industrial and economic conditions, that the banking centers may properly be called upon to pay for governmental activities in amounts that will make possible adequate public services in all parts of the country, in the non-banking centers as well as in the centers rich in capital. The purely geographical subdivisions of the United States no longer correspond with either the needs or the activities of the population. The boundaries of states have been broken down by the evolution of systems of transportation and by the interchanges of commerce. Economic boundaries are not coincident with the rivers, lakes, and parallels of latitude which the early surveys adopted as boundaries of the states. Migration of the American people has created modern problems which must be met by modern provisions for the support of governmental services, chief among which is education.

With the facts which have been cited in mind, I advocate a period of experimentation during which the intelligence of American educators and

governmental officials will be devoted to a careful study of the effects of new federal appropriations for the support of public schools of the elementary and secondary levels. The purpose of this experimental endeavor should be the discovery of the best possible methods of equalizing educational opportunities in different sections of the United States. I advocate the distribution of federal funds first and in largest measure to those states in which the average income is low. I advocate that experimentation begin with some such modest sum as \$50,000,000 or \$75,000,000. I mention these sums because they were the amounts discussed and approved as emergency funds by a competent committee which was convened by the United States Commissioner of Education in 1933. The distribution must, in my judgment, be left to the discretion of a properly constituted federal authority, preferably a small commission made up of experienced educators and presided over by the United States Commissioner of Education, which shall pass on the requests made by various states for federal aid.

I am fully aware that the proposal to treat the states differently, especially if the differences in treatment imply any slightest discretion, will meet with strong objections. Indeed, I have heard objections to any plan implying discretion expressed in a small committee room with violence and hammering on the table when, I am frank to say, logic and an appeal to intelligence seemed to me more appropriate. I am also aware that discrimination among the states is highly unpopular in the Congress of the United States. However, it is possible, I am sure, to show the lack of wisdom and justice in some of the uniform grants now made to states that have wholly different needs. For example, the appropriations for agricultural experiment stations in the various states are the same no matter how different the size or the population of the states. I venture to say that anyone except a member of Congress would see the humor of giving to each of the six states of New England an appropriation for the maintenance of an agricultural experiment station exactly equal to the appropriation made for the same purpose to Iowa or Illinois, where there are large-scale enterprises in the field of agriculture. Equality of federal appropriations will not equalize educational opportunities. I advocate a departure from the procedure adopted in the case of agricultural experiment stations. I advocate that the first federal appropriations for public schools be on the basis of needs, not on a per capita basis or in accordance with any uniform plan of equal treatment of the states.

After listening to all the objections which have thus far been offered by statisticians to discrimination between the states in the distribution of federal funds for schools, I feel justified in characterizing these objections as political rather than rational. It is universally agreed without any reservations whatsoever that there are gross inequalities in education in the different states, gross inequalities in wealth, and gross inequalities in administrative competency. These inequalities are urged as the grounds for a demand that federal appropriations be made and then, inconsistently, as it seems to me, in the name of state rights, one single mathematical formula is offered and declared to contain all the wisdom that it is appropriate to apply to the situation.

I share the anxiety of those who shudder at the possibility of blundering mistakes by government officials, but I do not find the remedy for possible official incompetency in the adoption of a mathematical formula which is utterly lacking in support from experience on a national scale.

Some years ago the central span of a great bridge which was being constructed across the St. Lawrence River fell to destruction as the attempt was being made to bring it into place. The engineering calculations, which had been made by some of the best bridge architects in the world, were wrong because no one had any knowledge of the rate at which mechanical stresses are transmitted thru so vast a structure. The formulas of ordinary experience were rendered inappropriate by the sheer magnitude of the span of steel. I contend that it is the part of wisdom to experiment modestly with the national problem of distributing federal funds to elementary and secondary schools. I believe that it is nothing short of folly to insist on the adoption of a formula that has worked with only limited success even in the comparatively small area of a single state.

As a second and important feature of the plan for distribution of federal funds, it will be necessary, I believe, greatly to reenforce the federal Office of Education. Valuable as the reports of this federal agency are, no one can doubt that with more adequate resources they can be greatly improved. The Office of Education should become a competent center of investigation equipped to gather the information necessary to furnish the people of this country with a true and adequate account of the success of federal support of schools and of the points at which the experimental plan is in need of revision.

If experience accumulated during experimentation with the equalization fund justifies the federal government in taking over a share of the support of schools in all the states, then federal grants should be made the basis of certain demands which will assure the nation of proper conduct of its schools. It is easy to enumerate some of the guarantees that the nation has a right to demand. One such is that there will be a decent enforcement of the fundamental law now included in a number of state constitutions requiring that there be no discrimination against any citizen because of race or color. A second guarantee that is essential is that schools in all sections of each state be conducted each year for a sufficient number of months to provide proper preparation for citizenship. I have heard it argued that public opinion can be relied on to control the length of the school year. In reply, I say that I can take anyone who really desires the truth to states where the cities enjoy twice as long a school year as do some of the remote rural areas. Public opinion is likely to become fixed in its acceptance of that which is familiar. If federal support is to be something more than a substitute for support by local taxes, it must, I hold, be directed toward the elevation of public opinion. The length of the school year is an objective fact, but there is nothing self-propelling about the local school organization in an ignorant and backward community.

It is being demanded in some quarters that the federal government give to the states money for schools without attaching any conditions whatso-

ever to the grants. It seems to me that sheer expediency dictates that educators recognize the improbability that Congress will abdicate to such an extent. Beyond expediency, however, is the consideration that educators ought always to be ready to attach to any plea for new resources the condition that the resources will be used to improve schools rather than merely to perpetuate present inadequacies.

Another essential of school organization is the power to retain pupils and compel attendance over a period of years. The laws of the various states are so different in their prescriptions with regard to school attendance that it is little short of grotesque to advocate like treatment of the states. I have heard it argued from the platform of this Department that federal funds should be given to the states without any requirements of any kind. In support of this contention, it was said that England pays a large share of the cost of education in local communities but does not in any way interfere with the local program of instruction. This statement is truly astonishing. It is a fact which should be known to anyone who ventures to speak on the English system of education that, when compulsory school attendance laws are passed in England, they are passed by the Parliament, which consists of the House of Lords and the House of Commons. The compulsory school attendance laws are not left to the minor political units. If the prescription that pupils shall attend school up to a certain age is not a method of controlling the instructional program of communities, I can hardly imagine what the word "control" means.

It is probably unconstitutional for the Senate and the House of Representatives of the United States to do what the Parliament of England does, but it is certainly possible for the federal government of this country to exercise coercion of reluctant parents and of communities by making the passage of a reasonable compulsory school attendance law a condition antecedent to the receipt by a state of federal support for schools.

I could mention other minimum essentials of education which, in my judgment, should be written into any federal law giving support to schools. Perhaps the examples which I have given are for the moment adequate. I believe very sincerely that education should and will command in the future larger support than it has in the past. I believe that it is the duty of educators to think first and foremost of ways of improving education. We of the schools are public servants. We must indeed make clear to those whom we serve the necessity of providing adequate resources for our work, but, even more than other public servants, we should be prepared to guarantee high-grade service and should welcome the support of law in so doing. Education has in the past been thought of by the American people as one of their most precious democratic opportunities. Of late, many parents are confused. They hear educators disputing among themselves about the contents and methods of teaching. They hear competent witnesses testify that education is not suited to the needs of modern society. When representatives of the schools ask for increased support, the common people are thrown into a state of perplexed doubt. A school year of reasonable length, improved training of teachers, and power

to retain pupils can probably be agreed upon by a great many, if not all, educators as essential to the maintenance of adequate education in a democratic civilization. If the list of agreed upon virtues can be increased, I will extend my advocacy of requirements to include the additions. For my own part, I should like to include improvement of the curriculum, but I doubt whether all the members of this assembly would follow me with approval if I indicated what improvement of the curriculum means to my mind. I am hopeful that at some time in the future expert educational opinion will accept more generally the curriculum which I am sure ought to be adopted by the public schools, but I judge that experimentation in the use of federal funds should not at the moment be thought of as directly involving the curriculum.

I am by no means sanguine that the plan which I have proposed can be carried out in full. In fact, I feel very sure that there is a long, hard struggle ahead before any federal support for schools will be forthcoming. I am aware, too, that many educators will refuse to subscribe to discriminative distribution of federal funds and prescribed conditions in any federal law. I regret that we are in disagreement. I venture to express the hope that our disagreement will not lead us to divide into party organizations dominated by fixed prejudices. I believe that the Department of Superintendence has shown high wisdom in calling for a free and frank expression of views on this topic. The next step which, in my opinion, organized education should take is the serious and continued study of the problem of federal participation in education. It will certainly be disastrous if educators have to lay the needs of public schools before the federal Administration with the confession that these needs have not been thoroly considered and that alternatives have not been weighed and impartially evaluated. My earnest plea to this body is not to accept any view as finally and fully established. If we are obstinately dogmatic, there is great danger that we shall defeat our own purposes. I urge an open-minded consideration of the needs of American youth and an ultimate effort to secure from the federal Administration and the Congress the types of aid which will contribute most fully to the equalization of educational opportunities and to the improvement of school systems in all of the states.

Supplementary Statement by Lotus D. Coffman

I did not understand that this part of the meeting was to be in the nature of a debate. I had a certain theme in mind and it was my thought that I would perhaps make a contribution to this discussion by wholly sticking to the question of control.

This discussion reminds me of a great meeting we had at the University of Minnesota about three weeks ago which was addressed by five of the leading economists of this country. The subject of the discussion was: Is inflation inevitable? And, at the conclusion of their discussions, when the meeting was turned over to the floor, one man arose and pointed out that

they had all agreed that inflation is inevitable but that the manner in which it may come and the extent to which it may be carried on depends—and from that point on, their discussions began to vary.

I think we may say here that the three of us are agreed that some federal assistance for education is necessary but that the manner in which it shall be used depends—and it is at that point that our differences of opinion begin to arise.

I am not prepared to quote you any figures. I wonder sometimes what we would do in the state of Minnesota if we got twenty-five or thirty million dollars from the government—and particularly if the University got a slice of that.

I was interested in Dr. Judd's comments on the unclean hands which the state administrations have. It must be admitted that many of our state administrations have squandered funds but I can hardly imagine how we would improve conditions by sending one group of people with unclean hands to another group of people whose hands are equally unclean.

I have no comments to make about New York. I stay away from there just as much as possible. However, it may be necessary for me to go there myself some day to find out the facts.

But, I should like to take a few minutes to finish the discussion I started earlier on the question: "In what ways shall the federal funds be used to determine the programs and policies of the schools of the country? Shall the school system become the agency of official Washington?"

My point of view in regard to this question is affected by the philosophy I hold—that democracy and public education were born of the same parents and were cradled and nurtured in the same atmosphere. I believe that both of them will be destroyed if the advocates of the equalization theory in education have their way. Every educator is prepared to accept the equalization theory within certain limits but he knows full well its complete application is sophistry of the highest order!

There are certain fundamental principles affecting education to which we have held with great tenacity. We have never accepted the thesis that control and regulation must accompany grants of money. Of course, that is exactly what does happen where a dictator reigns. But we have consistently maintained, no matter how exalted our rulers may have become with their sense of self-importance, that they are the representatives of the people. Furthermore, we have found, for the most part, that those appointed or elected to power like to use their power and the funds at their command in ways that will serve the best interests and are in accordance with the wishes of the people.

We have also believed that if federal aid were used to establish equalization as a maximum, it would kill local initiative. The surest way to destroy the forces that made America strong and great, the surest way of sapping the vitality and virility of this country, will be to erect a system of federal taxation and of the distribution of funds which will weaken state and local sources of support and which will also create in the minds of the people of the country a feeling of dependency on the Great White Father in Washington.

By custom and by wisdom the principal support of education should come from local and state governments, and they should be primarily responsible for the management of their schools.

The federal government should never undertake to manage schools except those which exist in federal jurisdictions. Its activities, aside from the granting of funds according to needs based upon carefully conducted studies, should be confined largely to the kinds of intellectual assistance that it can render to the educational leadership of the country. By this I mean educational assistance thru research, thru the collection and dissemination of trustworthy information about the schools of this country and of other countries. But the local authorities, except perhaps in times of emergency or highly special circumstances, should have the free and unhampered right to make unrestricted decisions as to what uses shall be made of any money which the federal government provides, and the only control of the federal government should be an audit to see that the money has been spent for educational purposes.

No school system in the world has been so sensitive and so responsive to the democratic popular will, and to the needs and aspirations of the people, as the American school system. It is a system that has been free from social class or caste bias. It is a decentralized system because no other is better adapted, indeed so well adapted, to a democratic nation.

When one thinks of the enormous expansion of territory in this country; of how highly varied the economic and political conditions are; of the fact that we face an occidental civilization on the East and an oriental civilization on the West, a backward people to the South and a highly intelligent people to the North; when one remembers that great areas in this country are inhabited largely by blacks, that certain sections are heavily populated by Mexicans, that our cities incorporate great foreign centers, and that life itself differs according to whether it is located on the plains, the mountains, or the coastal areas, and whether it is North or South—when one contemplates these facts and conditions, one must realize how feeble, futile, and doomed to failure would be any effort by a remote government to mold the inhabitants of this country into a common pattern. Standardization will result in a hardening of the processes of education and in a system that is less responsive to the local needs of the people.

I am so clear and firm in my conviction with regard to the policy we should pursue that I do not believe human distress should be taken advantage of to establish a federally controlled program of education.

Supplementary Statement by Charles H. Judd

I am certainly glad that I have never been in New Zealand. I am by no means as frightened about federal control of the whole scheme of American education as my colleague on this program.

While I am disposed to agree that we ought all of us to do what we can to stimulate local initiative, I am certain that local initiative is not the only form of wisdom in the world.

I listened, too, with much interest to the statement made by Professor Mort of a program involving no conditions to be imposed by the federal government. His statement was so clear that you can readily see the contrast between his position and mine. I am sure you have his view and all of its implications in your thinking. I tried to anticipate some of the statements that I knew he would make because I realized that he was to have the last word in this rebuttal.

Since I cannot follow his final statement, I tried to meet most of his points in my original paper. I turn, therefore, from the statements made on this program to a matter which is very concrete and should, I think, be discussed in connection with our papers.

The Legislative Commission of the National Education Association met yesterday afternoon and approved, after brief consideration, a bill which is to be presented to Congress. This bill provides for \$300,000,000 to be given to the various states. Three-quarters of this money is to be turned over to the states on a per capita basis of \$5 for each child. Even here there was one qualification that the authors of the bill felt under obligation to recognize. A child in Arizona is more difficult to find than one in Massachusetts, and so the \$5 per capita is to be distributed by a formula which gives sparsely settled areas slightly more than \$5.

After providing for the per capita payments to all of the states, one-quarter of the money is to be allocated in inverse ratio to the wealth. That part of the bill seemed to me to be very much fairer than the first part, but I was informed that Congress will not vote for a bill which does not give each state equal treatment. I dealt with that matter, it will be remembered, in my paper. I, personally, do not believe that it is wise policy to make equal appropriations to all of the states regardless of their present wealth and regardless of the character of the population.

The bill provides for an appropriation to the Office of Education. The duties of the Office will be greatly enlarged by the appropriation of the \$300,000,000, but only \$25,000 was added to the funds available in that Office. I tried to compute the percent that this \$25,000 is of the total sum but I ran out of zeros. It seems to me that the officers of the National Education Association are following in this case the evil traditions of their own past and are not giving to the Office of Education the support which it has a right to expect from educational people.

The bill does not accept in full the position taken by Professor Mort that the federal government has no right to impose any condition on schools when it makes appropriations for their support.

The bill stipulates that schools shall be kept open at least 160 days each year. The Legislative Commission was quite unwilling to qualify in any way this condition so as to require a modification in the states of their compulsory attendance laws. Unless the compulsory attendance laws are modified in many of the states, it is worse than folly to think that a requirement of 160 days will be effective.

Maryland once had a law compelling children to go to school only 100 days. In many localities the schools were open much longer, and the

whole organization of the school was disrupted by the return each year of those children who came to be known as 100-day children.

The bill also stipulates that no state shall reduce its own contributions to education below the level reached at the low point during the depression. I have no comment to make on this except to call attention to the fact that it illustrates once more the fundamental fact that it is quite impossible for the federal government and the states to get into rational relations with one another without some authoritative definition of what must go on in the states if the federal government gives them money.

Finally, I listened with a great deal of interest to the statement that was repeatedly made at the Legislative Commission that this is the psychological moment to get money. We have been told for the last eighteen years that "it is the psychological moment to secure a secretary in the President's cabinet." The leaders who have been promising educators this addition to the President's cabinet are the same ones who now want us to take advantage of a political campaign in order to extract money from the federal treasury.

My own conviction is that educators ought not to attempt to determine fundamental educational policies in the light of such expediencies as seem to attach to a political campaign. I recall that some years ago a group of earnest reformers got something written into the Constitution of the United States at the psychological moment. A few years afterwards the nation found a psychological moment to take this provision out of the Constitution.

I warn educators that if they want genuine educational policies to be adopted, they should give some deliberate consideration to the bills which they present to Congress. It is my belief that the whole matter of federal subventions to schools ought to be studied very carefully and deliberately and not rushed thru a meeting of the Legislative Commission of the National Education Association.

For the reasons which I have given, I am forced to the conclusion that the National Education Association has not utilized the wisdom of the educational profession in drafting this bill, and I, personally, am against this bill.

Supplementary Statement by Paul R. Mort

I am willing to leave the appeal to a study of this problem. We might get \$300,000,000 or \$75,000,000 or \$50,000,000 at the present moment but whatever it is, it is really rather insignificant compared to the goals toward which we must go. We must study this whole problem of local initiative as it never has been studied, not thru oratory, not thru pounding on desks, not thru a little dabbling here and there in history, not thru dabbling with formulas.

As I said, let us study this problem. We are going to have a long time to study it before we get very far. Let us study the things done in the local situations because they are important. Let us study the issues long which Dr. Judd has raised because they are important!

I would like to point out the difference between the old land grants and grants in money. When they got these old land grants, they had to sell the land—they were in the real estate business. When they got the money, it had to be invested. There was more trouble!

As I recall the discussions, they have to do with how much they sold the land for and the loss of permanent funds. I know of no current proposal that lands must be sold or that funds must be invested. Also, we have developed in the past few decades a profession which we did not have a hundred years ago. We refer to the state department of education as a safeguard; I want to submit to you that perhaps the state department of education can never be the safeguard—the safeguard is the legislators who by you and the friends of education should be informed on these matters thru your activities.

In New York state, after the passage of the equalization bill, just so the record will be clear, the matter of consolidation increased so rapidly that they had to treble the staff investigating it and the Commissioner said, "Let's stop this until the Commission gets thru because they are going so fast that they may not do it the way they want to."

Well, when we get away from the oratory in the study of this matter, I hope a few facts will remain in your minds. One of the reasons for it is lack of money and another is lack of insight. We have increased our insight much more rapidly in the last few years than we have our money. I have had considerable contact with people in poor areas and rich areas, in poor states and rich states, and I have confidence that the will of those people that has caused them to tax unreasonable amounts for education will have much to do with improved education under your leadership when once we get financial support.

I said I would like that to be considered—but not for long, just long enough to be studied. It is at least twenty-five years until we reach these objectives. In the meantime we will have a chance to do something with the beginning science of education which Dr. Judd and others have opened up for us in the past few decades. There ought to be a vast amount of data collected before that program is consummated.

In the meantime, let us safeguard these forces we do not understand but have a lot of confidence in, like local initiative, and let us move intelligently!

And, just this final word: The program we have the next twenty-five years is a crusade, a veritable crusade. It is not a teacher's crusade or a children's crusade. This is a job for the American people and we must turn our attention to bringing into consideration more and more of the lay friends of education who must stand shoulder to shoulder with us if we are going to get anywhere!

GENERAL SESSION
TUESDAY MORNING, FEBRUARY 25, 1936

"The Social Studies Curriculum," The 1936 Yearbook

THE SCHOLAR IN AN AGE OF CONFLICTS

CHARLES A. BEARD, AUTHOR AND HISTORIAN, NEW MILFORD, CONN.;
AND MEMBER OF FOURTEENTH YEARBOOK COMMISSION

All about us are signs of stresses and strains. Optimism cannot overlook them. Nor can indifference deny their exigency. East and West, war looms on the horizon, while the President and Congress of the United States seek ways and means of keeping the nation out of impending conflicts. At home ten million men and women search hopelessly for a chance to make a decent livelihood, and millions of young people hunt vainly for opportunities in which to try their talents. With staggering burdens forced upon government and society by an economic crisis, there can be no doubt about the gravity of the issues before us.

In such a time it is above all things fitting for us, on this occasion, to inquire, with the powers of mind we can command, into the present duties and responsibilities of the teacher and the school in America. Taking account of these stresses and strains, and painfully aware of the perplexities involved, I venture to lay before you my opinions on the subject for your consideration, and at the conclusion to suggest a program of action appropriate to the challenge of the hour.

At the very outset we face this pertinent question: What is the primary function of the public school system in American democracy? It is, as I see things, the training of minds and the dissemination of knowledge—knowledge useful in the good life, in the conduct of the practical arts, and in the maintenance and improvement of American society. The teacher is not a physician, a nurse, a soldier, a policeman, a politician, a business man, a farmer, or an industrial worker. These offices have their rights and duties, but the rights and duties of the teacher's office are marked by special features. To be sure, all citizens of the United States have many common responsibilities, but we are concerned here with the immediate interests of the profession. The teacher's principal business is the training of minds and the dissemination of knowledge.

For the training of minds, a trained mind is required. For the dissemination of knowledge, a mastery of knowledge is required. The union of the trained mind and knowledge makes scholarship. So the teacher is under obligation to be a scholar—not a pedant, but a scholar dedicated to the cultivation of the mind and the transmission of knowledge useful in the good life, the arts, and the management of social affairs.

There are many, no doubt, who deny this conception of public education. They look to the schools to correct all the ills of humanity. Society creates conditions that foster crime; the schools must serve as crime prevention agencies. Society sends undernourished, ill-clad, and sick children

to school; teachers must feed and nurse the unfortunate. Parents quarrel and fight at home; teachers must make saints of children so trained at the fireside. Parents refuse to read good literature and insist on maintaining an intellectual and moral vacuum at home; teachers must turn the victims of the vacuum into wise and good men and women. Parents surround children with trashy newspapers, flashy movies, and radio nonsense; teachers must overcome the distempers and follies of such a life. Special interests in society demand this or oppose that; teachers must bow to the winds of these passions and pressures. Self-constituted professors of all righteousness think they have the way of universal salvation; teachers must force the creed upon the rising generation. These views of education run counter to my notion of its duties in American society.

If the primary function of the public schools is the training of minds and the dissemination of knowledge that is useful to individuals and society, then the teacher cannot be a firewarden, policeman, soldier, and politician combined. On the contrary, the teacher is another kind of person, with other duties and responsibilities—the duties and responsibilities of the scholar. It is right and proper, of course, that any individual teacher may feel bound to assume the obligations of the soldier, propagandist, or politician. In this case let the teacher take up the profession with which such obligations are properly associated.

Accepting this conception of the public schools, what then are the qualities of the scholar—of the trained and well-equipped mind? It would be absurd to assume that the question can be answered with a light heart and once for all. Of the qualities required in the field of the physical sciences, I certainly should not venture to speak. But out of some experience as a student and teacher in the sphere of the humanities, I hazard an opinion and submit it to your judgment.

The first quality of mind required of the scholar in the humanities may be described as judicial. Some prefer the term “scientific.” Over that I do not wish to quarrel, but it has always seemed to me that the materials with which the humanities deal are not identical with the materials that fall within the domain of natural science. There is a border line, to be sure, but the distinction should be maintained, for convenience, and with a strict regard for the nature of things. The scientist may be entirely neutral in respect of performances in the physical world. The student of the humanities cannot be so cold, detached, and Olympian. His nearest approach to the scientific spirit is represented by the judicial temper.

The spirit of the judicial mind is the spirit of the quest for truth in cases particular and general. It is not given to mortals, apparently, to know the whole truth about anything; but humanity has found by long experience that it cannot live well without truth, without the knowledge that can only be attained by patient inquiry in the equitable temper. If the mind is closed and made up at the outset, if blinders are deliberately put on, if there is a resolve to hear and see only one part of each case, particular and general, then accurate knowledge and the utmost truth cannot be attained. Surely there can be a consensus on this proposition.

The judicial mind tries to look deeply into every subject in hand and all around it. It tries to grasp the uttermost ramifications. The good judge, as the late Justice Oliver Wendell Holmes once said, must listen to things that are shocking and hateful to him, as well as to the pleasing and gratifying. He must confess that he is not God endowed from the beginning with omniscience. He gives all parties their day in court. He hears what they have to say for themselves. He knows the fragile character of direct and circumstantial evidence. He allows for extenuating circumstances. He seeks to enter into the minds of witnesses and counsel thru the channel of sympathetic understanding.

Unless mankind is to surrender to utter irrationality and blind partisanship, unless the achievements of the scientific and judicial method are to be discarded as worthless, unless our very eyes deceive us, we must concede that the quest for truth in this spirit is indispensable to the conduct of private and public affairs, to the advancement of learning, and to the improvement of life and society. Having taken this position, it is incumbent upon us to preserve and defend it as one of the obligations imposed upon the scholar as teacher. Others may enjoy the luxury of imagining themselves omniscient and omnipotent; others may claim by partisan revelation the one and only truth, and assert the right to impose their will upon their neighbors and countrymen by terror, fire, and sword. To the scholar as teacher this luxury is denied. With the office of teacher go obligations not imposed on physicians, nurses, policemen, soldiers, propagandists, and promoters of special interests.

The judicial mind is only attained by study and practise. Before it must be kept the examples of the world's thinkers who have represented it at the best, who have advanced knowledge and served mankind by the patient quest for truth. The galleries of history are crowded with such figures, and in its better hours mankind pays tribute to them. If in moments of rage and distemper it defies and spurns them, in all hours of constructive effort it must seek wisdom in their achievements and resort to their methods in dealing with life's exigent problems. Otherwise it must surrender to passion and brute force.

The bitter fruits garnered by those who surrender to brute force, to unreason, and to untruth, are immortalized by Shelley in fourteen lines on the fate of Ozymandias, the supreme master of tyranny:

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed:
And on the pedestal these words appear:
"My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

If the public schools are to aid in preserving American society against the fruits of unreason and the sneer of cold command, then they are compelled by the very nature of their function to assert and defend the judicial spirit, the scientific temper, against passion and tyranny.

But the judicial mind, the mind of the scholar, does not operate in a vacuum. It functions in American society. The knowledge which it discovers, accumulates, and disseminates is bound to have influence upon the prevailing conceptions of the good life, the conduct of the practical arts, and the governance of society. Here the teacher of the humanities departs from the absolute neutrality of science. The chemist as chemist may be neutral; he may not care whether the chemical he compounds is used to heal the sick or poison a personal enemy. The teacher of finance and banking, doubtless, may say that he does not care whether the knowledge he disseminates is employed in useful banking practises or in wrecking banks and robbing the public; but he cannot in fact, in his selection and presentation of materials, give effect to any such sublime indifference.

So we seem driven to the conclusion that the knowledge disseminated in the schools should be knowledge useful in the good life, the conduct of the practical arts, and the maintenance and improvement of American society. Then, what kind of knowledge can be deemed to possess such utilities?

Surely it must be accurate, realistic, and relevant, not false and fantastic. It can be gained only by patient study and by the exercise of the judicial or scientific temper. It must be comprehensive knowledge—knowledge that takes into consideration the known facts and factors that are relevant to any subject, topic, or theme in hand. At once elements condemned as “controversial” by the thoughtless are introduced into instruction. How could it be otherwise? Does anyone really believe that there can be a true history of the United States, for example, that does not deal with the great issues of banking, tariff, taxes, budgets, agriculture, industry, and labor that have formed, and still form, so much of the substance of American history and practise? Surely no intelligent American believes that European history should be deliberately falsified by omitting all references to communism, and by teaching, as one school persecutor has urged, “only the geographical facts of Russia.”

Such perversion of instruction in the schools is more than a betrayal of knowledge and truth. It assumes that knowledge and truth are of no importance, that a nation can live by lies and deception. It is not an outgrowth of patriotism, as alleged. It represents an effort of partisan and narrow interests to intimidate and conquer the schools for their own purposes and ends. It is not only a false philosophy. It is an attempt to impose on the schools a species of tyranny foreign to American traditions, to the principles of American constitutional law, and to everything that scholarship must regard as its obligation. The judicial spirit and loyalty to realistic knowledge forbid scholars to surrender to this yoke of perversion and falsehood. If the schools must surrender to it, then let the schools renounce scholarship and accept the sneer of cold command.

Yet it would be idle to suppose that the path of scholarship is smooth and easy. Teachers are mortals and find the way hard. And all around them are individuals, societies, organizations, and associations, well financed, strong in lungs, powerful in publicity. All around them are violent conflicts of ideas and interests. A prominent business leader calls on business men to "gang up" against the New Deal. Labor leaders call strikes. Governors mobilize the militia and declare martial law. Everywhere, in the press and the forum, controversial issues of American life are discussed, sometimes reasonably, often bitterly. The tariff, foreign policy, war and armaments, agriculture, industry, labor, feminism, socialism, communism, civil liberties, are examined, debated, and agitated. Propagandists of every variety, many well supplied with funds, direct their fire upon teachers and the schools. Individuals and cliques wrap the American flag around their shoulders; they vociferously proclaim themselves to be the only wise, true, and honest patriots; and then they demand that the schools accept their versions and commands. Whole volumes have been written to describe the nature, methods, and purposes of these pressures on the schools and scholarship.

So fierce is the fire that the timid are likely to seek escape in evasion by surrendering the obligation and mission of the public schools, by bowing to the whim or pressure dominant for the moment. Sometimes even this evasion is called impartiality, but in truth it means capitulation to special interests. It means, in effect if not purpose, a partisanship far worse, intellectually and morally, than open partisanship, for it lends the sanction of learning to the sneer of command. It is not by surrender that scholarship wins victories. Only by the vigorous and unremitting assertion of its values against sheer pressure and force can scholarship discharge an obligation to American society that transcends all partial and special interests—the obligation of training minds and disseminating knowledge—knowledge useful in the good life, the conduct of the practical arts, and the maintenance and improvement of American society.

If the above conception of the schools and scholarship be accepted, if the doctrine of servile obedience to the sneer of cold command be rejected, then what is the next important step to be taken in the field of public education? It is, in my opinion, the clarification of the obligations of education, a definition of the relation of the schools to a society ever marked by conflicts of ideas and interests, a statement of the teachers' responsibilities and rights, and the establishment of open procedures that will protect the schools against raids and enable them to fulfil honestly their transcendent duties.

It seems that we have reached a point in American life where the maintenance of educational liberty can no longer be taken for granted. All over the country, schools are attacked by highly organized and well-financed minorities that seek to browbeat legislatures, the Congress of the United States, schoolboards, and teachers. The precious values of liberty and scientific inquiry are threatened with extinction, and with them the principles upon which democratic government rests.

If we are to uphold and defend the liberties and responsibilities of education, we must take a leaf from the book of the patriots who founded the American Republic. They wrote the principles of liberty in fundamental laws, and they provided agencies, tribunals, and procedures for their enforcement. From the field of constitutional law, organized education in America must borrow its guiding rules. In the light of constitutional experience, its immediate obligations are clear. They are:

1. To draft a national code of good practise for the teaching of subjects which in their nature involve or touch upon controversial questions—a code incorporating the fundamental liberties of press, speech, and religious worship guaranteed by our constitutions.

2. To define the rights and duties of teachers and pupils in conducting classroom exercises.

3. To secure the cooperation of parents and schoolboards.

4. To provide rules of procedure for the examination and adjudication of specific cases of controversy.

5. To publish a constitution for the teaching profession, setting forth the principles, rules, and procedure of good practise.

6. To educate teachers and the public in the liberties, responsibilities, and duties of inquiry, research, and scholarship in American society.

7. To establish a national body, perhaps connected with the National Education Association, provided with funds and competent legal talent and charged with the duty of promoting and defending the rights of free scientific inquiry before the public in general and in particular communities beset by witchburners and fanatics.

With Europe turning to a tyranny more frightful than that against which the founders of the American Republic waged war in the eighteenth century, with voices crying that liberty is a delusion and that brute force is a virtue, a crisis is upon us. Recognition of this fact lies in suggestions already at hand, actions already taken, and projects for the future. The Commission on the Social Studies, sponsored by the American Historical Association, saw the challenge and made proposals for coping with it.

The theme is also treated in the current yearbook published by the Department of Superintendence, especially in the chapter by Leslie A. Butler. There the question is examined from various angles, and positive procedures respecting academic freedom are presented for consideration. The many-sided nature of the problem is recognized by Dr. Butler. Reciprocal rights and duties are accepted as fundamental, and parents, schoolboards, administrators, teachers, and pupils are called upon to explore and assume their appropriate responsibilities.

The task before us is to carry forward the work thus far competently advanced. Drifting is perilous. Already in large sections of Europe teachers belie known truths, and prostrate themselves before the possessors of sheer power won by assassination and intimidation. Already the drill sergeant, aided by the yellow press, is abroad in many parts of our own country, seeking to terrify, malign, and dominate schoolboards, superintendents, and teachers.

Divided and trusting to luck, we may be overcome by belligerent minorities; united we can defy powers that seem omnipotent. Let us study the problem. Let us clarify our minds. Let us set up a constitution of

safeguards for scholarship, and devise processes for enforcing it. Let us rededicate ourselves to the American tradition of liberty and to the faith that error need not be feared where reason is free to combat it. Let us assert anew against brute force the values of independent scientific inquiry, of the unhampered search for truth, of the fair hearing and the fair play, and uphold them by fearless and united effort. Not for the gratification of pride, nor with any gesture of false superiority. Not out of any academic pique. But because in this spirit and by this procedure alone can American democracy cope with its gravest problems under the forms of law, thus maintaining amid the wreck and ruin of parliamentary institutions, East and West, the example of a nation that has not lost its head or its heart.

JURY-PANEL DISCUSSION OF 1936 YEARBOOK

Yearbook Commission Members:

C. B. GLENN, Superintendent of Schools, Birmingham, Ala.,
Chairman

CHARLES A. BEARD, Author and Historian, New Milford, Conn.

HERBERT B. BRUNER, Professor of Education, Teachers College, Columbia University, New York, N. Y.

LESLIE A. BUTLER, Superintendent of Schools, Grand Rapids, Mich.

GEORGE S. COUNTS, Professor of Education, Teachers College, Columbia University, New York, N. Y.

FRANK N. FREEMAN, Professor of Educational Psychology, University of Chicago, Chicago, Ill.

LEONARD V. KOOS, Professor of Secondary Education, University of Chicago, Chicago, Ill.

PAUL T. RANKIN, Supervising Director of Curriculum and Research, Board of Education, Detroit, Mich.

VIRGIL STINEBAUGH, Director of Junior High Schools and Curriculum Revision, Indianapolis, Ind.

RALPH W. TYLER, Professor of Education, Bureau of Educational Research, Ohio State University, Columbus, Ohio

HOWARD E. WILSON, Assistant Professor of Education, Graduate School of Education, Harvard University, Cambridge, Mass.

Superintendents Representing the Audience:

FREDERICK H. BAIR, Superintendent of Schools, Shaker Heights, Ohio

WORCESTER WARREN, Superintendent of Schools, Bridgeport, Conn.

BEN G. GRAHAM (presiding officer): Your Department, believing that if the schools are to function properly in a democracy, more time and

attention must be given to a reorganized and modernized program of social studies, appointed a Yearbook Commission two years ago for the purpose of preparing a report concerning this important field. During those two years your Commission has been hard at work. It has sought and obtained valuable help from experts in various fields and has prepared and placed in your hands the Fourteenth Yearbook of the Department of Superintendence which deserves the careful study of every school administrator of the United States. The work of the Commission was done under the direction of Dr. C. B. Glenn, of Birmingham, as chairman.

A panel discussion has been organized so that the salient features of the yearbook can be brought directly to your attention in the program this morning. The panel will be under the direction of Superintendent Glenn.

CHAIRMAN GLENN: It is no small service that these, my associates on this Commission, each an expert in his field, have rendered to the Department in the preparation of your yearbook, *The Social Studies Curriculum*. At repeated conferences for two and three days at a time during the past two years, they have worked over the material which now is in your hands as the Fourteenth Yearbook of the Department of Superintendence. These conferences have been frank and sincere. At times courage and the spirit of real sportsmanship have been necessary, but we are here today for this final engagement on speaking terms, each with the other, and without even a minority report.

May I relate an incident that happened in one of the early conferences as illustrative of the fine spirit of sportsmanship that characterized the group. As each member of the Commission prepared the first draft of the chapter assigned to him, it was mimeographed and mailed out to the others in order that when we came together, each might be ready with suggestions and criticisms.

It happened that the first draft of the chapter prepared by one of the members of the Commission, whose name I shall not divulge except to say that he is listed on the program which you hold as "author and historian," was not at all acceptable to a number of the members of the Commission. A preliminary conference was held. All agreed that something must be done. Due to the high esteem in which this young man was held and perhaps to a feeling of hesitancy in going to the mat with him, each was reluctant to offer his criticism. No one would bell the cat!

But the fatal moment arrived and the issue had to be faced. One member after another expressed himself—at first rather timidly, but finally, as courage increased, definitely and boldly. Never did a young man stand his ground or take it on the chin better. When the smoke of battle cleared, he raised his paper aloft and said: "Mr. Chairman, I think this paper that I have prepared is nothing but a hunk of cheese. If you will excuse me from the conference this afternoon, I will rewrite it and present it to you tonight." This was done and the result is one of the best chapters of your yearbook. After this, not one of us dared to show the white feather or "to take a walk."

As a background for our discussion today, several fundamental issues have been chosen. In a few minutes, each member of the panel will be

called upon in turn to discuss one of these basic issues. Each person will speak for three minutes. During that time, there will be no interruptions or group discussions. After each one has had three minutes of "congressional immunity," the meeting will be thrown open for free discussion. Members of the panel will address their questions to each other and their remarks to the audience. In this free-for-all discussion there should be no orations. Two minutes of continuous speaking should be enough for anyone.

At the suggestion of President Stoddard, we have two school superintendents on the panel to represent the audience. We welcome Superintendent Frederick H. Bair of Shaker Heights, Ohio, and Superintendent Worcester Warren of Bridgeport, Connecticut.

Should members of the audience wish to write out questions and send them to the chairman by means of the ushers, their inquiries will be given as much attention as time permits.

Without further preliminaries, Dr. Freeman of the University of Chicago will discuss "How far is it possible, in view of the complexity of the problems of modern life and of the effect of emotion on judgment, to enable pupils to attain an intelligent understanding of these problems or to prepare them intelligently to analyze new problems as they arise? If this is possible, should it not be the chief aim of the social studies to achieve it?"

FRANK N. FREEMAN: If the chairman will permit, I should like to have about fifteen seconds of my later time to preface my statement by one or two remarks. Some of my statements may seem to be provocative. I do not wish to raise any false issues but rather to clarify issues or prepare for their clarification. The statements I make, therefore, are intended to be made in a conciliatory spirit and in the hope of adjustment in the later discussion.

The most fundamental issue concerning the social studies is the question, What is their function? To come to the heart of the matter at once, I advance the proposition that their paramount function is to make pupils as intelligent as possible concerning the nature of society, and the problems which grow out of the relations of human beings to each other in a society. This means two things: first, that pupils should understand something of the way social institutions have evolved, of the ways in which they serve human needs, and of the diversities which exist in different parts of the world; second, that pupils should become aware of the conflicts and clashes of interest existing in society and of the differences of opinion that obtain on questions of political, economic, and social organization.

Such a statement of aim is controverted on two main grounds. The first objection is that it is impractical. Human beings cannot be made effectively intelligent on social problems, it is said, because, first, their conduct is determined by emotion rather than by intelligence; and second, presentday problems are too complex to be compassed by the intelligence of the ordinary man, even if he devoted his mind to them. Even legislators, whose business it is to study these problems, are compelled to pass blindly on the vast majority of the measures that come before them. This objection is not to be lightly put aside. Doubtless there are limitations to the enterprise. But education in the modern sense is comparatively recent. If we take the

long view, we can discern some progress toward the control of conduct by intelligence and the understanding of social problems by the common man.

The second objection is that the business of the school is not to make pupils intelligent so much as to build a new social order; that teachers have the privilege and obligation to take sides on the great issues which divide the citizenry, to direct actively the course of social development, and to use teaching as an agency of propaganda.

To take such a position is, in my judgment, to misconceive the function of the public school. The school represents the whole people, not a part, whether majority or minority. Further, it represents the present, not a future social order. The teacher may trace past trends, but he cannot forecast the future. His function is to portray and explain so far as he can—not to preach.

The liberty of the teacher must be interpreted in the light of these principles. The teacher is free to do certain things but not to do others. If the teacher asserts his freedom to take advantage of his position of dominance over the minds of his pupils to preach sectarian doctrines of any kind—religious, political, or economic—he invites reprisals. Teachers' oaths are to be abhorred, not because they impose an obligation alien to the teacher's position, but because they imply that teachers would ignore such an obligation if they were not forced to acknowledge it formally. If the educational profession did not as a whole repudiate the utterly untenable position that teachers should be agents of propaganda, we should have to admit that there was some ground for the demand that teachers should formally acknowledge their obligation to the society which they represent.

CHAIRMAN GLENN: "Even tho it is psychologically possible for the elementary-school pupil to understand social problems, is it wise, particularly from the point of view of children's interests, to introduce these problems before the high-school level?" Dr. Bruner of Teachers College, Columbia University.

HERBERT B. BRUNER: I should like to contend that it is not only *wise* to introduce pupils of the elementary grades to certain elements of social and economic problems but it is *imperative* that we do so.

If another generation grows up as ignorant as we adults are of the social and economic forces which have caused the debacle thru which we have been passing for the last six years, much of the blame can be laid at the doors of our schools.

It would be foolish, of course, to argue that the abstract and intricate theories involved in the discussion of many social and economic problems should be presented to children. Fortunately, this is neither desirable nor necessary. It is a well-known fact of child psychology that the conceptions of the child in regard to the world undergo decided development from early years to adulthood. It is also true, altho not in the same sense, that the conceptions of the adult regarding the world are colored and sometimes radically changed by shifting conditions year after year. There are, too, wide differences of opinion among our leading economists and sociologists regarding the solution of some of these problems. Think of it, even Con-

gress is not certain! Why, even the Supreme Court is divided! If we wait until the prospective learner is able to master all of the elements of many of these problems, we shall be a long time in beginning.

We cannot know the whole truth about anything. As I see it, our attempt in the social studies, as well as elsewhere, should be in the direction of assisting pupils, first, to become more keenly aware, on their own age and grade levels, of the problems involved in certain socio-economic areas; second, to arrive at a gradually increasing understanding of the ways in which they may solve these problems for themselves and their fellows; and third, to translate these understandings, as appropriate occasions arise, into happy and socially valuable action.

For example, it is highly important that the people of our country understand some of the elements of the principle of interdependence. It would be folly to introduce the intricate theories of international relationships to pupils in the elementary grades. On the other hand, certain highly fundamental ideas regarding interdependence can be understood by children even in Grades I and II, when they are supported by familiar illustrations such as the interdependence necessary in building a house in their own school-room, the mutual help required in presenting a little play or pageant, the interdependence of the members of the child's own family, or the interdependence of the grocer and the farmer.

If we in education have due and intelligent regard for increasing the security and happiness of the mass of our people, decidedly increased attention must be given in the schools to socio-economic problems. While an enormous amount of experimentation is needed in this area, we already have, in my judgment, a sufficient basis of experience to justify the statement that literally hundreds of the significant elements, requisite to an understanding of some of the fundamental issues, can be attacked with ease, high interest, and great value by elementary- and high-school pupils, provided proper curriculum materials are in the hands of interested teachers.

CHAIRMAN GLENN: "Among the few illustrations found in this yearbook, the frontispiece shows a school child vainly endeavoring to catch up with the overwhelming amount of material being thrust upon him in our presentday school. What specific changes in the curriculum do you think flow from the yearbook?" Dr. Wilson of Harvard University.

HOWARD E. WILSON: Mr. Chairman, people who are looking for a definitely prescribed course of study in the social studies are not going to find it in the Fourteenth Yearbook of the Department of Superintendence. In that respect the yearbook is somewhat like a gentleman who recently entered a barber shop in Boston. He wanted a shave and was seated in the chair with the barber's apron about him and lather over his face. Suddenly the door opened, a man rushed in and shouted, "Murphy, Murphy, your house is on fire!" The patron in the barber's chair jumped up, wrapped the barber's apron about him, and ran thru the door and down the street, with lather flying to the right and left. He ran two blocks before stopping suddenly and saying, "Oh, hell, my name's not Murphy!"

In spite of the fact that Murphy, in the form of a definite prescription for a course of study, is not in the yearbook, the yearbook contains a great

many practical suggestions for those who are concerned with the social studies curriculum. I should like to suggest this morning what some of those practical suggestions are that I would try to follow if I were a superintendent of schools reading this yearbook. My colleagues on the Commission may not agree with the deductions I draw from the volume we have prepared, but I should like to suggest three specific lines of action that it seems to me a superintendent of schools would be warranted in following on the basis of data presented in this yearbook.

First, a strong effort should be made to eliminate the undesirable and unnecessary duplication and repetition in American history which now characterizes the usual social studies program. The average graduate of the American schools has studied American history in more or less chronological fashion in Grade V, again in Grade VIII, and again in Grade XI or XII. The work in American history at these three levels has differed primarily in degree of detail, and the repetition has succeeded in building only antagonism on the part of pupils. I should recommend the elimination of American history as such from the first six years of the school system, altho a great deal of the content of American history will be included in the revised course of study for those years. The American history courses in the junior and senior high schools should be made different from one another in scope and in quality as well as in quantity of detail. Only by eliminating the traditional repetition can American history serve its best educational purposes. I believe the elimination of the repetition is entirely warranted by the data presented in this yearbook.

Second, in the intermediate grades, Grades IV, V, and VI, I should like to see organized a sequence of units which will present an elementary survey of American ways of living. Each of these units should trace some significant aspect of our social environment as it has developed from early times to its present operation in society. Typical of the units suitable for such a course are: "How Men Have Learned To Farm and the Place of Farming in Our Social Structure Today," "Man's Continuing Attempt To Find New Sources of Power," "The Story of Man's Search for Beauty and Utility in Architecture," and "The Social Effects of the Rise of Science."

Each of these units should be made up of a series of short, dramatically presented stories which are all focused upon the central idea the unit contains. The sequence for units for Grades IV, V, and VI should be representative of all of the most significant area of social experiences. They should not include, however, a great deal of the geography material pertinent to the intermediate grades inasmuch as geography is primarily a natural science and should well constitute the core of the natural science curriculum.

Third, the ninth-grade course in social civics should be radically revised to focus the attention of pupils for a time on the study of their own community. In that course particularly pupils should be made to see the social structure and the social pattern of the community groups which surround them. In many respects the book *Middletown* seems to me to offer the best clue for what the revised social-civics course may contain. At this grade

level the pupils should well study the physical structure underlying community life, the vital statistics concerning the community population, and the community's facilities for educational and recreational development. In the Fourteenth Yearbook there seems to me to be ample justification and suggestion for carrying out this revision in the ninth grade. Particularly is material pertinent to the social-civics course to be found in the chapter on "The Utilization of Community Resources."

To summarize: I have said that if I were a superintendent called upon to put certain aspects of the Fourteenth Yearbook into operation in my schools, I should first try to eliminate the unnecessary repetition of American history in the various grade levels of the schools; second, I should organize the social studies units of Grades IV, V, and VI as a sequence of units representative of American ways of living; and third, I should make the social-civics course of Grade IX a more intensive study of the community on the part of the pupils who themselves are citizens of that community.

CHAIRMAN GLENN: "How large a place should education in human relations within family and neighborhood groups have in the social studies program?" Dr. Rankin of the Detroit schools.

PAUL T. RANKIN: The basic purpose of the social studies is said to be to develop understanding of human relations. But let us examine the conventional program in typical schools to see how far it deals with all types of important human relations. In geography, pupils study the relationships of people as conditioned by their environment; in history, they study human relationships in their chronological sequence; in economics, classes and groups in society in terms of wealth and its distribution; in civics, governmental relationships. All of these subjects tend to stress human relations in large groups, including states, nations, regions, cities, economic classes, and racial groups.

Yet what relationships count most in determining the human happiness that we value so highly? Are they not the relationships in small and intimate groups?

The personal relations within the family, the small club or society, the neighborhood, the school, and the place of business are matters of real significance to every person. Indeed, the problems involved in the intimate contacts of everyday life require action more frequently and by larger numbers of people than do the problems associated with more remote contacts in governmental, regional, and racial groups. The evidence from many sides points to the need of developing power to live effectively and agreeably with those with whom one comes in daily contact. Consider the many instances of inability to adjust to the requirements of living in small and intimate groups. Husband and wife take their differences to the divorce courts; children and their parents too often are unable to solve their conflicts with satisfaction to all concerned; the quarrels of brothers and sisters often continue thruout life; next-door neighbors allow minor disagreements to develop into major friction; people in the same store or office or shop have trouble in working out their mutual relations.

Are such matters fit subjects for treatment in the social studies program? Should the school aid boys and girls to become conscious of problems in intimate human relations, and should it give them means of meeting these problems intelligently? In brief, has the school a responsibility for this phase of human relations as well as for the more remote contacts of large groups? The answer would appear to be "yes" if we accept as the task of the school the provision of experience and interpretation which will help boys and girls to live efficiently and happily now as young people and later as adults in this modern world.

The test of good teaching of social studies is not only the development of intelligent citizens of large organized groups like the city and nation, but also the development of persons who can meet the social demands of everyday living in the home, the shop, and the neighborhood.

CHAIRMAN GLENN: "Will meaningful social concepts be facilitated most by teaching social studies as separate subjects, or as a general course, or as a part of an integrated curriculum?" Mr. Stinebaugh of Indianapolis.

VIRGIL STINEBAUGH: The organization of social studies materials is always a difficult problem. Since human relationships are so varied and complex, they cannot be perceived in toto. Therefore, certain phases must be selected for study and analysis at any particular time. Selecting the plan of organizing materials is an inescapable and baffling problem for those who are constructing the social studies curriculum and proceeding to develop this important study, knowing full well it will in turn become the target of the critics who fail to point the way.

Various alternatives are possible. At least three may be readily distinguished:

1. Using the traditional subject classification and organizing separate courses of study in history, geography, civics, etc.
2. Ignoring subject classifications within this field and planning a general social studies course.
3. Eliminating all subject classifications and planning an integrated curriculum.

It is recognized that many different factors may affect the success or failure of the plan which is adopted. Such matters as the general plan of school administration, the building facilities, textbooks, the training of the teachers, and the general attitude of the community are all important considerations. The primary criterion is which plan will best facilitate the formation of meaningful social concepts. It is obvious that no one can claim that either one of these plans is the sole means of arriving at the desired objective. There is a great range of possibilities within each of these major choices. For example, if the plan of organizing separate subject courses is adopted, the course of study in history may be organized as a chronicle of events, encyclopedic in character, a series of isolated facts, with no meaningful relationship apparent. On the other hand, the course of study in history can be organized about vital topics or problems in such a manner as to reflect clearly certain significant relationships.

Equally extreme positions could be pointed out in each of the other plans of organization. So far as subject lines become a barrier to the establishment of meaningful relationship, to that extent is it desirable to eliminate

them. For this reason the general social studies course of study or the integrated curriculum may afford greater opportunities for reflecting desirable relationships. The administrator must first decide which plan is the most practical and feasible in the local school system. The next consideration is how to make the adopted plan facilitate the formation of meaningful social concepts as far as possible.

Obviously, the most effective integration of experience is effected in the classroom under the direction of an able, cultured teacher with broad experience. Such teachers are always alert to utilize every opportunity to build up meaningful concepts by relating new ideas to the previous experience of the learner and by collecting pertinent data from every available source. The skilful teacher will confront the pupil with situations which demand the constant analysis and synthesis of data. In some instances, time and sequence will be significant. In other instances, place or location will be paramount. Sometimes emphasis will be given to political relationships; at other times the social or economic relationship will be emphasized.

In planning the made-in-advance curriculum, there are certain definite limitations in pointing out these relationships properly in the course of study. In deciding the issue, the local administrator should choose the plan of organization which is workable in the local situation and then plan the details so as to facilitate rather than hinder the formation of meaningful social concepts by the pupils.

CHAIRMAN GLENN: "In the organization of the social studies, what weight should be given to the opinion of some college faculties that high-school students should not study problems in the areas of economics and sociology, but that these fields should be left for consideration at the college level?" Dr. Koos of the University of Chicago.

LEONARD V. KOOS: It is not uncommon for members of college and university faculties in the fields of economics and sociology to contend that these subjects are not suitable for study by pupils at the high-school level. The reasons given for this standpoint, as far as I have been able to discover, are chiefly two. The first of these is that the youth of high-school age cannot grasp the concepts and principles of economics, for example, sufficiently to warrant taking the time for it. The second reason is dependent on the first and is in the nature of a protest against having the high-school pupil come to college with the belief that he has studied and understands economics when he has had only enough to ruin his approach to it as a college subject. Sometimes these college teachers of the subject urge having the high-school pupils' contact with the social studies restricted to courses in history.

I doubt that many persons at work in or otherwise conversant with the high schools are sympathetic with this point of view. They would urge that, in spite of all the recent popularization of education at the college level, large proportions of the population do not attain that level and that, in the interests of having an intelligent electorate, it is desirable to give all persons as good an understanding of the economic and social world as is possible. Some would also contend, with justification, that a considerable

proportion of high-school pupils can grasp the principles and concepts of such a field as economics as well as many college students who study the subject. Concerning the recommendation that contact with the social studies in the high school be restricted to courses in history, it may be said that history has diverse aspects, including the economic and sociological, and that a grasp of elementary aspects of the social sciences may be essential to the understanding of history.

After all, to be sure, the issue of whether youth of high-school age can be taught to understand such principles and concepts should be settled by experiments rather than by dialectics-experiments that inform us what principles and concepts persons of different maturities and abilities can understand and by what approaches or procedures understanding may best be secured.

CHAIRMAN GLENN: "To what degree can the content of the social studies be selected on an objective basis?" Dr. Tyler of Ohio State University.

RALPH W. TYLER: The curse of educational discussions is the "either-or" attitude. For example, if one believes in encouraging careful scholarship, then it is believed that one has no concern with the social development of pupils. Similarly, if one suggests the value of objective studies in curriculum construction, it is at once assumed that one sees no place for thoughtful judgments and philosophic reflection.

Objective investigations are not necessarily mechanical methods for specifying social studies content. The use of the adjective "objective" implies studies employing technics of investigation which help to safeguard the data from personal biases and wild guesses. Such data, however, in curriculum construction, as in any field of scholarship, should then be given careful and intelligent consideration by thoughtful persons. Curriculum content ought not to be selected mechanically. However, there are several types of objective data which are needed in order to provide a basis for intelligent judgments. Without such data, judgments of content are likely to represent personal hobbies or matters of individual circumscribed experience.

Objective studies in the field of the social sciences provide one important basis for selecting social studies content. These studies give us realistic pictures of our civilization rather than myths and prejudices. These studies are the primary concern of the social scientists. On the other hand, those interested in education are primarily responsible for other needed investigations. Objective studies of the problems, needs, interests, and opportunities of boys and girls provide another type of data needed in selecting curriculum content. A third type of investigation is one which gives us a realistic picture of the social problems and needs of adults in our society. By considering the data from these three types of studies, more intelligent judgments may be made regarding those social facts and ideas which will help to meet the needs of pupils and those which may contribute to the solution of the social problems of our adult world.

The need for bases by which to select content is due to the limitation of time for education. All the valuable content known in the social studies

field cannot be included in the curriculum. Hence, we must select the more valuable contributions which the social studies may make in the development of pupils. These three types of objective studies give a basis upon which judgments of valuable content may be more intelligently made.

CHAIRMAN GLENN: The next question, to be discussed by a superintendent, is "Can the superintendent be more than an administrative figure-head as far as the real work of the social studies curriculum committees is concerned?" Mr. Butler of Grand Rapids.

LESLIE A. BUTLER: The answer is "yes" and there are several reasons, more reasons than time permits me to give.

The superintendent's inescapable obligation is to see that the pupil is taught to think logically in order that he may be able from time to time to determine intelligently what are the wisest social, civic, and economic policies for a democracy like ours. If the pupil is to undergo this development and improvement in his thinking, the materials must be the social, civic, economic, and political problems of the past and present. In other words, in the social studies curriculum there must be room for current and past issues that have been and are pertinent to the country's development. This is a major reason why the superintendent of schools should concern himself with the social studies curriculum.

But the superintendent's responsibility does not end here. It falls to him to make certain that the social studies curriculum functions in the classroom with a minimum amount of disturbance and misrepresentation. The pupils must be protected from sinister propaganda and false information and the instructor from unfair accusation of having imposed his personal views upon his classes. The superintendent must, therefore, see to it that the classroom procedures, so far as possible, minimize the likelihood of heckling by publicity-seeking individuals and others from the outside. The superintendent should see to it that in the classroom there is a mutual understanding, and to embody the principles basic to such mutual understanding there should be devised an acceptable code of fair practise.

Since the teacher is the one who will use the curriculum, he should have the opportunity to participate in building the social studies program. Some of us are convinced that a properly functioning curriculum depends in a large measure on the teachers who have much to do with building that curriculum. At the outset it would be much easier to delegate all this work to a few supervisors or curriculum experts, but if such a plan is used and the curriculum, after its completion, is superimposed upon those instructors who are to use it without their having had any part in building it, the interest of the instructor would certainly be on a much lower level than if the curriculum is partially a creature of the instructor's own efforts. Opportunities for teacher participation are made possible largely thru the efforts and influence of the superintendent.

The laboratory-library-research type of schoolroom procedure is becoming more and more acceptable in elementary and secondary schools thruout the country. There is an important principle involved in this, namely, the provision for activities by which the pupils will learn social science prin-

ciples thru social action in their groups. Research must be applied to action. In the words of William H. Kilpatrick, we must endeavor "to develop youth that is socially capable and [socially] disposed." This being true, there is all the more of an obligation on the part of the superintendent's administrative staff to make certain that there is made available a wide variety of material for use in the social studies workroom and classroom. It is a prime responsibility of the superintendent to insist that the social studies curriculum be a living, moving, dynamic production designed for continuous revision according to changing conditions.

CHAIRMAN GLENN: The final issue presented by the members of this group as this part of the panel is: "Is the trend toward a collectivistic or cooperative society so clear and relentless that the classroom teacher should recognize this point of view in his teaching of the social studies?" Dr. Counts of Teachers College, Columbia University.

GEORGE S. COUNTS: Mr. Chairman, this question cannot be answered without some clarification of terms. Collectivism is here employed to characterize an economy marked by close integration, interdependence, and some form of unified control, coordination, and direction. Since the dissolution of the fairly self-contained rural household of the early years of the Republic, a relatively complete collectivism on a small scale, the trend toward a new integration which embraces the entire nation has advanced hand in hand with the movement of technology into the realms of transportation, communication, production, exchange, and government.

Already the new conditions seem thoroly to have established themselves. The American people today experience a collectivism of prosperity, depression, and catastrophe. It is not a question of trend; it is a question of reality. It is a condition, not a theory, nor is it a hope.

That this condition now existing will continue is not absolutely certain. In fact, little is certain in this vale of blood and tears. In the sphere of social affairs, one must always deal in probabilities, and it should be observed that he who does nothing is dealing in probabilities quite as much as he who takes positive action.

To my mind, the probability lies overwhelmingly in the direction of the continuation of the present collective pattern. Some persons talk of resurrecting the old household economy; others suggest that collective action be employed to establish and enforce an extreme form of economic individualism. The first of these proposals is the most wishful of thinking; the second, in spite of its apparent emphasis on individualism, would require sustained governmental action of the most powerful and pervasive type—governmental action that would make the New Deal look like an extreme form of laissez faire—a policeman on every corner.

There is, of course, another possibility that should not be left out of the reckoning. There is always the possibility of catastrophe. We may not be able to make our adjustments to the new forces and conditions which technology has done so much to bring into the world. As an Oxford archeologist has said in the last issue of *Harper's* magazine, civilization may already have entered upon a period of profound regression due to man's

inability to cope with the world which his genius has created. The universe is not necessarily good and time does not wait for the laggard.

Let us assume that we cannot turn back and that we may avoid catastrophe. There remains the condition of collectivism with which we shall have to come to terms. But this does not mean that the schools are forced to a narrow form of indoctrination as many critics have supposed. On the contrary, it provides a firm basis for an education with its feet on the ground of reality. Within the pattern of ever-closer integration, there are many possibilities. It is the function of the school to explore these possibilities—all of them—and help the younger generation to a solution that is in harmony with the ideals of American democracy. American educators may hesitate, but I am of the opinion that sooner or later they will find no other course open to them.

CHAIRMAN GLENN: The panel is now open for questions from members of the Commission, Superintendent Bair, Superintendent Warren, or from members of the audience.

WORCESTER WARREN: I congratulate the Commission on producing a useful yearbook. I believe that the production of yearbooks by the Department has been one of the most valuable activities it has carried on.

I am glad that the yearbook has given considerable attention to the question of the teachers in the social science program, altho the discussion this morning, except for that of Superintendent Butler, has hardly touched the teachers. I do not believe that the superintendents are greatly impressed with the danger of restriction to academic freedom in our public school program. We do not believe in indoctrination. We do believe in the development of the independent thinker by giving him plenty of opportunity to think on all sides of a given public question. This includes controversial questions of a public nature. In order to do this we agree with Dr. Beard and this yearbook that we need teachers thoroly prepared in the social sciences—teachers who are scholars, who are liberal, who are tolerant. This is largely the responsibility of the teacher-training institutions and it is not being carried out at the present time. However, the superintendents have some responsibility. Undoubtedly the situation could be greatly helped by improving our method of selecting teachers, something in the direction of the system now carried on in Providence. We could also improve the situation by directing our supervisory program more definitely to the problem of creating conditions in the classroom conducive to a free and intelligent discussion of controversial questions as outlined by Dr. Beard.

FREDERICK H. BAIR: Mr. Chairman, I am moved with very sincere admiration for this yearbook and for the men who wrote it. I am persuaded that if the superintendents will really read this book and see that it gets to the classroom teachers, much benefit will be derived.

I have one or two suggestions to propose. The first is that the yearbook as it stands is too solid a block for wide diffusion. I have wondered for years whether these yearbooks could not be broken up into appropriate pamphlets so they could be brought into classrooms flexibly as the material is needed.

The second suggestion that came into my mind is that the yearbook should be read by superintendents of schools parallel with and teamed up with what

I think is a very great report, published in the January 1936 *Bulletin* of the Department of Secondary-School Principals. Dr. Thomas H. Briggs was chairman of the committee making the report. I may be oversanguine but I think that book marks a milestone in the field of secondary education, the greatest, perhaps, since the statement of cardinal principles.

The third suggestion is that the superintendents of schools and the teachers need more than a yearbook. This Department or some other appropriate agency should consider thoughtfully and I think tenaciously the possibility of setting up a continuing research organization to get to the teachers in the field, material in the realm of social studies while it is alive and in form to be used by children. That is a great problem. The greatest problem now of the practical schoolman is to get the data which is contemporary and sifted for accuracy, yet written in terms for children.

CHAIRMAN GLENN: We will now have the questions sent up by the audience: "Should children in the schools be taught the salute of the American flag and to pledge allegiance? Can the teachers join in this ceremony and maintain their academic freedom?"

I think perhaps you would like to hear from the representative on this Commission who comes from Boston—Dr. Wilson.

HOWARD E. WILSON: Dr. Glenn, I feel it is very difficult to answer this question, partly because I *do* come from Boston, and by the same token I feel it is all the more important that I should try to answer it.

I have no objection to having pupils take an oath of allegiance and salute the flag in connection with appropriate educational content in the schools. I think it unfortunate and unwise, however, if teachers and pupils are forced to go thru a ceremony of this sort without attaching any deep meaning to it. Wherever the ceremony is performed, it seems to me that there should be attached to the symbolism which makes it significant the more liberal meanings which are basic to the Constitution and basic to the body of principles for which the flag has come to stand.

In taking an oath of allegiance and in saluting the flag, I should like to have pupils recognize that in so doing they are supporting the amendment clause to the Constitution and the basic principles of social existence expressed in the first ten amendments to the Constitution. The statement of basic tenets of American life which Dr. Beard has so admirably prepared for this yearbook and which is to be found in one of its early pages is a sound statement of the liberal point of view for which the oath and the flag symbols may stand.

My theory, then, is that the symbolism and emotionalism connected with the flag and the oath should and ought to be attached to the liberal point of view which I am sure most of us cherish. The teacher who is alert and liberal will, I think, use the occasion of the oath of allegiance and the salute to the flag as a liberalizing occasion rather than an inhibiting and narrowing occasion. I have the greatest objection to the use of the symbols in a narrow sense or an ultraconservative sense, but I have the deepest loyalty to the use of the symbols in the liberal freeing sense in which they are part of the American traditions.

CHAIRMAN GLENN: Dr. Freeman, in your preliminary remarks, you requested for time later.

FRANK N. FREEMAN: At some time or other, I will have another statement to make but I do not know whether this is the time for it or not.

CHAIRMAN GLENN: The panel is open.

GEORGE S. COUNTS: Mr. Chairman, I would like to say a word in response to this question.

I would oppose the compulsory flag salute in the schools not on the ground that children should not be taught to be loyal to the deepest interests of the American people and great ideals of our country. Clearly they should be so taught. I would oppose it on the ground that it represents an unwise interference with the educative process by an outside force that knows nothing about that process.

The teachers of this country are citizens. They have been reared in the traditions, in the culture of this country. They are, I think, more nearly 100 percent Americans in origin than any other occupational group. If they cannot be trusted with the education of American children, then there is no hope for the Republic!

CHAIRMAN GLENN: Is there any further discussion? Here is another question sent up from the audience: "Does the Commission consider such arithmetic subjects as insurance, budgeting, and investment, especially as concerns the individual and the family, as part of the social studies?"

LESLIE A. BUTLER: Briefly my answer would be—in elementary form, yes. I think Dr. Bruner, who has given considerable thought to that subject, should answer that question.

HERBERT B. BRUNER: Mr. Chairman, I think he has passed the buck to me but here is my answer. In the field of insurance you have the fundamental generalizations that are needed for the understanding of social security and need not confine yourself to the actuarial phases. For instance, you would like the youngsters to have a better understanding of risks by such a generalization. Then, since these kinds of risks cannot be undertaken by everyone, people have to band themselves in a group in order to take care of this insurance.

Then you might get to a place in piling up your generalizations where you say that charity, for instance, cannot take care of all these risks—Mr. Hoover notwithstanding—and may have to do something about it from the government point of view. In this way you have a better understanding of the whole problem of social security, which is a problem of social studies, I would say.

CHARLES A. BEARD: I want to ask Dr. Bruner a question. I believe in this question was mentioned the subject of investment. I would like to ask if he thinks this can be handled so a fellow will not be busted in his old age.

DR. BRUNER: You do not have to be *old* to be busted!

CHAIRMAN GLENN: Are there any other questions?

DR. FREEMAN: A question has been brought up from the floor. "Do you not violate the principle pronounced by yourself in the introduction when you advocate pointing out significant relationships, principles, and concepts?"

It all depends, if I may answer that question, on what you mean by "significant relationships, principles, and concepts." If your meaning of "significant relationships, principles, and concepts" is the same as my interpretation, you do not violate the principle I stated. In other words, I think we have to draw distinctions here and in all our discussions, and we will come to an agreement if we agree on certain distinctions.

Now, if I understand Dr. Counts and Dr. Beard on their general principle of social organization, then I do not fully agree with their ideas in the way in which it should be treated in the schools. It is possible that I misunderstand their position but it does seem to me there is a distinction between what we may call truth—to use Dr. Beard's phrase—and what we may call doctrine—to use a somewhat different phrase. I think there is a distinction between truth and doctrine. I do not think that is a universal and fixed distinction. What is truth and adopted at one place will not be the same at another place.

For example, if we are to teach certain problems at certain levels, they will, of necessity, be treated dogmatically because the children at those levels will not be capable of viewing them or treating them by the method of evaluation, and of understanding different points of view. At a higher level, these problems could be treated in this later fashion.

In other words, I should like to raise the question, to clarify my own thinking, whether there is not a distinction, at different levels, on truth and fact and doctrine. I should like to quote from Dr. Dewey who has, I think, stated this in as clear a fashion as it has ever been stated.

For scientific method is adverse not only to dogma but to doctrine as well, provided we take "doctrine" in its usual meaning—a body of definite beliefs that need only to be taught and learned as true. This negative attitude of science to doctrine does not indicate indifference to truth. It signifies supreme loyalty to the method by which truth is attained.

CHAIRMAN GLENN: A question. "Where can a superintendent secure the papers presented by this panel?" The secretary replies: "In the *Official Report* which will be sent to all members of the Department."

Another question from the audience. "If it is a fair question, what is the specific and definite charge against the activities of the Liberty League?" Dr. Counts.

DR. COUNTS: I think I have made myself fairly clear in the morning papers. I do not believe it is a *liberty* league.

CHAIRMAN GLENN: A question passed on to Dr. Rankin. Will you read it?

PAUL T. RANKIN: "To what extent does the Commission approve the set-up for elementary materials by Professor Wilson?"

You recall Dr. Wilson proposed the elimination of history, practically, in the elementary school. He proposed that the course for Grades IV, V, and VI be a sequence of units dealing with the significant aspects of American heritage. But speaking as one member of the Commission, it seems the point is very well taken. Those of us who have examined courses of study designed for those three levels, feel very sure that there is altogether too

much repetition. As somebody expressed it, the youngsters get tired of having Columbus discover America so many times.

As far as the suggestions about materials in Grades IV, V, and VI, it seems to me that is in line with the thing the Commission has gone into in regard to the general curriculum in social studies.

CHAIRMAN GLENN: Mr. Stinebaugh has a question.

VIRGIL STINEBAUGH: The question is: "To what extent should the students participate in social studies curriculum construction?"—to organize the material profitably.

DR. RANKIN: Mr. Chairman, may I say something on that point? Dr. Butler, in his comments on the place of the teacher, has indicated that the teacher should have a large share in the curriculum construction in this field and presumably in other instructional fields. There is, of course, a place for scholarship and its contribution but there is also a place for that understanding of children and their needs which characterizes the superior teacher, and I would plead strongly for the participation of teachers in the curriculum reconstruction program, particularly in the field of social studies.

CHAIRMAN GLENN: Dr. Beard.

DR. BEARD: The question has been asked: "What concrete action does the Commission recommend that the Department of Superintendence take in order to safeguard freedom of teaching as defined in the report?" In Dr. Butler's chapter of the book you will find set forth the principles of such a scheme. Now the Department of Superintendence might, in its wisdom, adopt the principles that are set forth in Dr. Butler's section and make it the basis for the establishment of some section of the National Education Association to carry out the principles therein set forth.

CHAIRMAN GLENN: Dr. Counts has a question.

DR. COUNTS: "Will you briefly substantiate your statement that collectivism is a fact and not a trend?"

I would say that the presence here of this group of educators from all parts of the United States engaged in the formulation of educational policies for the nation is clear evidence of the emergence of a collective order. The advance of technology, as I said in my brief statement, has destroyed the earlier self-contained household economy of one hundred years ago. The simple economy of the founding fathers has been replaced by a vast and closely integrated system of economy reaching from one end of the country to the other, embracing all parts of the nation, and operating as a unit.

Moreover, during the last seventy-five years there has been a definite tendency in the direction of social control of this economy—control first by the corporation and later by unions of corporations, by the manufacturers associations and by the great banks of the country. Already we have in our society, forces and instrumentalities for controlling and directing, to a very considerable extent whether for good or ill, the economic destinies of the American people.

It seems likely that we shall continue in this direction until there is clearly established a kind of dictatorship of these great property interests. Such an outcome is being forced by the maturing of the whole economic and

social situation. But there are other possibilities which the schools should explore thoroly from the standpoint of American democracy.

CHAIRMAN GLENN: Dr. Freeman.

DR. FREEMAN: The first question is: "Will Dr. Freeman comment on Dr. Wilson's proposals for Grades IV, V, and VI?" I do not feel competent to comment on the details of the proposal.

As to the overlapping there is no question, it seems to me. As for the general basis that we should attempt to discover what experiences are pertinent and useful at successive levels, I think that general principle can be accepted and that we must investigate more than we have as to what those experiences are.

Another question: "Does not Dr. Freeman assume for the schools any responsibility for improving society? Does he mean that we should be satisfied with things as they are simply because it is too hazardous to attempt to predict what society will be tomorrow?" Decidedly and emphatically, it is simply a question as to the method. I think the schools will improve society to the extent that they remove ignorance and develop the ability to analyze and think and take positions on social questions. It is simply a question as to how far we shall go to determine the conclusions pupils arrive at and distinct methods they shall pursue.

May I add one other comment. It seems there is an issue on which we should all agree, that these problems regarding methods and procedures in the schools should be left to school people—teachers and administrators—rather than ex parte outside pressure groups.

CHAIRMAN GLENN: Another question for Dr. Counts.

DR. COUNTS: "How specifically may we plan for jobs instead of doles in our present technological set-up?" I would first like to ask you a question, Who are "we"?

I know that the American Liberty League, referring back to that organization, has said that if we will just let them alone and the forces they represent, they will see to it that all the ten or twelve million out of work will be put back to work. I have my doubts. I do not believe that is their major interest.

I would like to see a move in this country that would recognize this problem mentioned here as one of the great social problems of our times. There is a question that our schools should be dealing with and exploring all of the possibilities that have at least been offered. It is not, moreover, the technological set-up; it is the question of the social arrangement thru which technology is permitted to operate.

DR. BUTLER: Here is a question: "Should we have so-called parallel courses in history and geography? Should there be treatment of subjects of similar nature in the same grade, especially if history and geography are taught as separate subjects?"

I am sure we are aware in certain fields that that is a controversial subject. In other words, some historians feel that if we combine the two subjects, history loses out, and those in the field of geography have the feeling that geography loses out thru conversion of the two subjects.

It seems to me we have in the yearbook called attention to the fact that we are not advocating an elimination of trends. There comes to mind that there is a certain momentum so far as experiences are concerned of the individual—common experiences which everyone in the democracy should have—that if thru the activity process or the unit process or whatever we care to call it, there is at the end of a certain period of time an apparent lack of certain informational knowledge, shall I say, then there is also probably developed a feeling of need and the opportunity comes then and there, and the conviction develops on the part of pupils themselves that there is that need.

DR. BRUNER: I have a question. "Give an illustration of what youngsters can do in dealing with socio-economic problems." I will give you an actual illustration. In the southwest part of the country some of the children in a certain school went to the post office, and some to the building trades, in order to look over the question of what machines and men do. That seems to be quite a moot question but they were reporting on it. These youngsters went to the post office and saw the stamping machine which replaced six men. Another group observed the machines used in the building trades. They summarized so well what men could do and what machines could do that I jotted it down.

It is hard work to lift great weights. Let the machines do it. They have no backs to break.

It is unpleasant work to care for garbage. Let the machines do it. They do not mind ill-smelling odors.

It is dangerous work to pour white-hot metals. Let the machines do it. They have no hands to burn.

It is careful work to make tiny watch springs. Let the machines do it. They have no eyes to ruin.

It is fast work to print a daily newspaper. Let the machines do it. They do not mind hurry and confusion.

There are thousands of jobs for the machines, which men and women do not want to do. Many of these are jobs that they should never have to do. When we have learned to use our machines wisely, we shall never have to do such things.

But men and women enjoy doing many kinds of work. Indeed people would be quite unhappy if they did not have a chance to do their work. Machines should not be used for work of this kind. In fact, much of such work cannot be done by machines. We do not want machines to paint our pictures. We do not want our machines to take our trips. Some people do not want them to work in the garden for us. Some do not want them to carve our toys and ornaments. Some do not want them to make our music, or even cook our meals, or run our trains. Some are glad they cannot do these things as well as men and women can. If they could, there might be a time when there would be no work left for us to do.

But there is work for both machines and people. There are many new kinds of work we have never done because we have not had the time to do them or they cost too much. We need more houses for people to live in. We need more doctors to care for all of our sick people. We need more teachers to show the people better ways of living. We need engineers to drain swamps and water the dry deserts. We need to do thousands of things we have not had time to do before. With the help of our iron slaves we can do these things.

That is the fourth grade! Of course, they did not mention such things as "technological unemployment" but they were getting some of the very fundamental ideas on this very important problem.

CHAIRMAN GLENN: The Commission presents this yearbook with the belief that it will help in "the clarification of human values and their reformulation in order to give expression to them in terms of today's life and opportunities." Educators, particularly superintendents of schools, have listened in recent years to perplexing discussions of the problems of a dynamic society. Often these discussions have been theoretical, technical, and highly controversial. Altho these oratorical and literary tilts have proved stimulating, there comes a time when the practical school worker must face this question, Of what significance to childhood is this variable social evidence, and how can it be used in the classroom? There is, of course, no single or final answer to the question but this yearbook does, in the opinion of the Commission, suggest some of the next steps. The Commission has abundant faith in the ability and common sense of superintendents of schools and their co-workers—children, teachers, and principals—to properly interpret and to take this next best step.

GENERAL SESSION

WEDNESDAY MORNING, FEBRUARY 26, 1936

THE EDUCATIONAL POLICIES COMMISSION

JOHN A. SEXSON, SUPERINTENDENT OF SCHOOLS, PASADENA, CALIF.

The Educational Policies Commission was appointed in December 1935, by joint action of the executive committees of the National Education Association and the Department of Superintendence. The Commission is composed of eleven appointed and five ex-officio members selected by the executive committees solely on the basis of ability to contribute significantly to the solution of the problems confronting education in America. As a member of the Commission, I cannot with propriety comment upon the selection of our sponsors beyond the observation that the Commission has among its membership persons who have repeatedly demonstrated their courage and their ability, both to attack problems and to devise solutions for them. It is my judgment that the Commission will act and that thru its action opportunity will come to the lay and professional friends of public education in America to enlist in a well-planned campaign to bring recovery and sustained progress to the schools of America.

The Commission met for purposes of organization in Chicago in January 1936. Superintendent A. J. Stoddard was unanimously chosen as chairman of the Commission. William G. Carr, well-known director of research of the National Education Association, was chosen as the executive secretary. A headquarters office and staff were provided in the headquarters building of the National Education Association at Washington, D. C.

Purposes

Up to the onset of the so-called depression, public education in America had expanded almost without interruption. This expansion occurred both with respect to areas served and with respect to number of persons affected

by these services. This era of prosperity and progress was so long and so uninterrupted that it created in the public mind a comfortable matter-of-fact attitude toward the schools, their financial support, their control, their management, and their fixed place among the indispensable services of government. Schools were a matter of course, like the air we breathe. Proposals affecting them were dismissed as of minor consequence or as affecting only insignificant aspects of the school program. Our people regarded public education in America as so safely and securely established as to be beyond the slightest possibility of serious impairment or curtailment.

With catastrophic suddenness, the economic depression dealt our schools a staggering, paralyzing blow. Without significantly reducing the faith of our people in the desirability, even the necessity, for free, universal agencies of public education and without so much as raising the question of the significant implications of public education as a means of social progress, millions of our citizens have been compelled to stand helplessly by and see their schools steadily retreat before the implacable forces of economic necessity.

For a time there was comfort in the assurance that when the low point of the economic crisis had passed and economic recovery had set in, the benefits thereof would be reflected in increased financial support, and the schools would be restored to their former status. You are well aware that now, altho economic recovery is reputed to be well advanced, recovery and resumption of normal functioning for the agencies of public education are as yet illusory. Indeed, there is conclusive evidence that, in a great majority of the states and in countless thousands of school districts, such resumption is impossible of accomplishment under existing conditions. Furthermore, there is no basis whatsoever for an assumption that these limiting factors will be corrected or improved by any amount of economic recovery or any degree of so-called prosperity, except as there is definite planning for the specific purpose of establishing and maintaining a program of public education compatible with our national needs. Once again, America faces the age-old challenge inherent in the very nature of a democracy—that its citizens must, by social cooperation, prepare themselves *and their children* to accept their responsibilities as citizens, to discharge the duties which citizenship implies, and to guide the destiny of that democracy. At other times, great leaders have appeared to guide the nation in the adjustments necessary to meet the challenge. Today, the National Education Association and the Department of Superintendence join together in a cooperative effort to plan a long-term program of public education for America, and to attempt to arouse to action those agencies essential to the implementation of the program.

The first and most essential accomplishment will be that of releasing to the service of the public schools of America the most able, the most consecrated, and the most courageous lay and professional leadership available. To this end, the Educational Policies Commission will first address its efforts. It can, in fact, do little more than operate as an agency to reflect the steps necessary for the accomplishment of desired ends, and appeal to you and to others to undertake the duties and obligations involved in their

completion. The Commission will proceed democratically in an attempt to formulate plans and policies, seeking advice, counsel, cooperation, suggestion, and direction. The result depends upon you and upon thousands of others—how seriously you regard the present crisis; how conscious you are of the implications of past and impending changes and readjustments; how much of time, thought, and effort you, as an individual, are willing to contribute to this task of placing public education in its proper status as an essential service of government in this democratic society. With all the sincerity of purpose and wholehearted consecration to the responsibilities imposed, that the individual members of the Commission possess, they solicit your unreserved enlistment in the cause for the duration of the campaign. The Commission has no illusions; it does not underestimate the greatness of the task; it expects a long and difficult program with all too many discouraging incidents, defeats, and disappointments. Its invitation to you is a call to strenuous duty, in an effort to advance the cause of public education in America.

The task ahead, in the opinion of the Commission, is that of evolving well-considered and effective plans and policies. We are of the opinion that the preliminary steps in the solution of our problems have been completed by the collection of data, the survey of conditions, the measurement of need, and the tentative determination of the kind and type of educational agencies essential for the objective realization of an effective program of public education. The Commission proposes not to repeat these studies and investigations but rather to utilize them in evaluating proposed procedures toward educational progress and improvement. Thousands of pages of reports, studies, pronouncements, recommendations, and conclusions of inestimable value in the intelligent administration of public education have been forgotten or ignored during the past decade of economic and social confusion. The best work of the wisest educational leadership in America stands dust-covered in government archives or on the shelves of research bureaus, while the children of America suffer for that educational opportunity which these pronouncements would, if applied, provide for them.

There are certain critical issues of immediate portent on which the Commission must act immediately. Two are selected as typical: first, the financing of public education in the light of demands for, and trends toward, federal participation; second, the control of public education in the light of present trends to establish new educational agencies to serve large numbers of youth and then to remove them from the custody of the organized agencies of public education and to establish for them new institutions and new practises in such fields as preschool and adult education, and even deep into the secondary and college levels.

It does not seem that it should be necessary to emphasize the significance of trends of such importance, and their probable influence upon the future of the program of public education in America. It is obvious that policies which will shape these trends, and which will guide them toward their full objective realization as potent agencies of educational influence in America, are to be evolved around hundreds of conference tables thruout the length and breadth of America in the months that are ahead. From the

standpoint of the Commission, it seems important and essential that those who represent public education, that those who are concerned about public education, who have an understanding of its needs, and who are guided in their thinking by sound principles, shall be present at these councils, and shall influence plans and policies pertaining thereto.

While the issues suggested above are the larger issues, others of equal importance are under consideration thruout the nation. What should be the relationship of education to social reconstruction? How shall the social income be allocated to the various services of government, of which education is admittedly one of the more important? How shall we establish and maintain conditions of social and economic security for our teaching profession, adequate to their needs and of such a character as will guarantee the effectiveness of their teaching? How shall we organize and unify the teaching profession to the end that it may exert its influence toward the furtherance of an adequate program of public education? What can the schools contribute to the solution of problems of unsocial behavior, crime, and delinquency? How can lay groups of unquestioned influence and power be enlisted in support of a program of public education? Why is it that hundreds of thousands of children in rural communities are without educational opportunities, and how may this condition be corrected?

In the opinion of the Commission, the next five years should be a period of great significance in the rebuilding of our structure of public education; of reestablishing, in the minds of our citizens, those great purposes to which public education was originally dedicated; of re-creating public enthusiasm for the American ideal, not only in education, but with regard to all matters pertaining to social progress. It would be unfortunate if the educational leadership of this nation, if members of this great teaching profession, should stand idly upon the sidelines while this great contest for the survival of the agencies of social progress is waged before their very eyes.

Recently the National Education Association called to its headquarters office a man representative of the best and most dynamic educational leadership in America. I refer to my friend and erstwhile fellow-superintendent, Willard E. Givens. Annually we elect to the presidency of the National Education Association, and of our Department, those whom we are pleased to honor with positions which we solemnly assure them are places of significant educational leadership. These men and women in a sincere effort to exercise this leadership have created this Commission. They have defined clearly the task to be done, the problem to be solved. Stripped of unnecessary verbiage this task is that of providing educational opportunities in America adequate to her needs for all persons, for all levels and for all ages.

The machinery is ready; the organization is completed; we face now the task of carrying on. Officers of the National Education Association and the Department of Superintendence can do nothing without support—personal and financial. In the program of the Commission educational leadership in every district and community must be contacted and cooperation secured. The Commission must search the membership rolls of the two bodies in

seeking these leaders. The money to finance and support this and other programs and policies comes from membership dues and from dues only. To carry out the present plans of the National Education Association and the Department, at least a 10 percent increase in membership is absolutely necessary. May I, on behalf of this Commission and as its first appeal to the professional forces of America, plead for professional loyalty and professional solidarity—loyalty that speaks thru the tangible support of our professional bodies and solidarity that refuses to permit disagreements or differences to dissuade us from the accomplishment of our major purposes. It is more important that the children of America have educational opportunities than that the schools that supply these opportunities shall be patterned in the images of a particular professional faction.

The Commission of and by itself can accomplish nothing. Its main contribution, if any, will be that it may serve as a unifying agency about which the embattled forces of public education in America may rally, and from which may emerge those plans and policies which, in the judgment of a majority of the best informed and most intelligent of our citizens, shall be deemed essential to the attainment of those goals which we would all, by common consent, approve. The Commission can face this great responsibility with confidence and optimism; it can proceed to act with respect to the problems which confront it; and it can make recommendations for effecting cooperation and action thruout the profession and thruout the nation, only so far as, and to the extent that, it has the support and the advice of the unified teaching profession of America, and guided thereby, does propose sound and significant plans and policies for the benefit of public education.

TEACHING CONTROVERSIAL SUBJECTS IN THE CLASSROOM

Demonstration Class of St. Louis High-School Seniors in "Problems of Democracy," conducted by:

ROY W. HATCH, STATE TEACHERS COLLEGE, UPPER MONTCLAIR, N. J.

PRESIDENT STODDARD: There has been a lot of talk the last few years about new names and new faces on the program. As president this year I have attempted to find new names and new faces. I think, if you will look over the program you will say we have been somewhat successful, for there are over two hundred new names and new faces this year. Many of them will speak. In other words, we will hear from some new people.

A word about the program last night. I make this statement only because I have been asked this question probably a dozen times as to how the speakers were chosen. I wrote directly to Norman Thomas because, as far as I know, he is the Socialist party. In choosing the other two speakers I wrote directly to the national committees of those two parties, and former Governor Allen and Senator Barkley were sent to us, chosen directly by the national committees of those two parties.

The program that is to be presented here this morning is, frankly, an experiment, the same as a million experiments that are taking place in America this morning when teachers come before classes of pupils to conduct similar experiments. We have a great teacher here this morning; we have a great group of high-school pupils. The discussion that is to take place is not staged. The topic of discussion this morning has not been discussed between this teacher and this class, or any other teacher and this class, as far as we know. In other words, this is not a primed affair.

I heard a great teacher one time make the statement that you can predict to a split second when a comet will come back after four hundred or five hundred years but nobody in the world can tell what a high-school senior will do the next second! So, young ladies and gentlemen, we are at your mercy. You have a chance now to get even with all the superintendents of the country in any way you want. I am happy to present Mr. Hatch, who will conduct the demonstration.

ROY W. HATCH: We are all glad to be here this morning and we are not going to waste any time, but get on our way. I want to set the ideal of this teaching very quickly and very definitely in lines from one of Kipling's great poems. Grace, I will ask you to give those lines.

GRACE NIEBUHR:

"All we have of freedom,
All we use or know,
This our fathers bought for us
Long and long ago.

"Ancient rights, unnoticed
As the breath we draw,
Leave to live, by no man's leave
But underneath the law."

MR. HATCH: "Underneath the law." And here we write those words. (Mr. Hatch wrote on the blackboard, "Underneath the law.")

And that law, for us in this particular situation, is what law, Lorraine?

LORRAYNE PFEIL: The Constitution.

MR. HATCH: That is it—we are speaking and thinking today about the Constitution of the United States of America. One of the finest things I know, young people, about all the discussion that has been coming forward in the last few weeks is that at least we are going back and reading our Constitution and trying to find out its significance.

I remember a fine old speech made many years ago by an old farmer back in Massachusetts, old Jonathan Smith. He was a member of the Constitutional Convention in 1788 in Massachusetts when they were discussing whether Massachusetts should accept this Constitution that had been made in Philadelphia and he had listened to debates pro and con. The delegates were divided and then the old farmer arose and gave us right there an ideal which I would like to hand out to you. Just watch his language; count his words of more than one syllable, please.

Here is what he said: "Mr. Speaker, I am a plain man and am not used to speak in public, but when I first heard of this Constitution, I went and got a copy of it and I read it over and over. I did not go to any lawyer in our town and ask his opinion of it. We have no lawyers in our town and we get along just as well without them."

Just think of Jonathan Smith doing that thing. Can you not see that farmer as he went about his work in the fields on his farm and in his barn, repeating the Constitution, clause by clause, article by article, over and over, and thinking about it! It seems to me that is what we are all doing today and should do as far as our Constitution is concerned!

And now we are coming directly to what we have as the nub of our discussion this morning. The young people themselves have set this assignment, and out of our discussions the past week at Cleveland High School, we have put it in this form: "In the light of the important recent decisions of the Supreme Court, does the New Deal deserve a re-deal?"

That is their wording and I repeat it: "In the light of the important recent decisions of the Supreme Court, does the New Deal deserve a re-deal?" (Mr. Hatch wrote the project on the board.)

Now, quickly, give me some of the outstanding recent Supreme Court decisions. George?

GEORGE MITSCH: AAA.

MR. HATCH: The AAA. Give us another, someone?

DORIS LAWLER: TVA.

MR. HATCH: Another?

DOROTHEA COLLINS: NRA.

MR. HATCH: All right, there are three outstanding ones. Any others?

RALPH SIMON: Gold clause.

(Mr. Hatch wrote the list on the board.)

MR. HATCH: I wonder now if any of you happen to know or can give me the decision of the Supreme Court, as far as the number of members voting and how they voted, was concerned—how they voted on these questions. What was the vote in the case of the AAA?

FRANK FENENGA: Six to three.

(Mr. Hatch wrote the answer on the board.)

MR. HATCH: What was it on TVA? Joe?

JOE FLEISCHMAN: Two to one.

(Mr. Hatch wrote the answer on the board.)

MR. HATCH: On the NRA—Lorrayne?

LORRAYNE PFEIL: Nine to nothing.

(Mr. Hatch wrote the answer on the board.)

MR. HATCH: And, on the gold clause?

CARL DUESENBERG: Five to four.

(Mr. Hatch wrote the answer on the board.)

MR. HATCH: When I put those figures on the board, what is apparent to everyone, Jeannette?

JEANNETTE PERROT: They were very undecided about their opinions.

MR. HATCH: There is a considerable difference of opinion. Right from

the start, would you want to draw any conclusions from the very fact that only once were the justices unanimous and once very close in their vote on the gold clause—have you any conclusion or general remark on that set-up? What do you say, Wilbur?

WILBUR HORN: From the figures, I would say in general that they were against the policies of the New Deal.

MR. HATCH: That the Supreme Court was opposed to the New Deal? Anybody want to disagree? Virginia?

VIRGINIA LEIGHT: From these figures, I think the Supreme Court has been divided in its attitude toward the New Deal because two of the decisions were for and two against the New Deal policy, and in only one decision were they unanimous.

MR. HATCH: How about that, Wilbur?

WILBUR HORN: In the NRA decision it seems they were quite certain on that and on the AAA, six to three; while that is not bad, it is bad enough.

MR. HATCH: All right. What do you say, Charles?

CHARLES SCHMICH: Concerning the AAA decision, I might say it is rumored that Chief Justice Hughes was undecided as to which way to vote, but as the vote as it stood was five to three, he decided to vote with the majority, thinking that a five-four decision would place the decision open to criticism, whereas a six-three decision makes it appear that the judges were a little more positive in their opinions.

MR. HATCH: Well, we have to discount a little for rumor.

I want to ask you this question. We have had, so we are told, over one hundred and twenty decisions during the term of this present Administration. Over one hundred of those have been unanimous decisions on matters that came before the court. Six or eight, however, have been of this type—a five-to-four decision. What is the unfortunate aspect of such close decisions, Pauline?

PAULINE LANE: I think it is unfair to accept any measure by a five-to-four vote, because when men are so divided, the view of one person should not be allowed to swing the entire measure.

MR. HATCH: Did you get that, John? What do you think about that?

JOHN BECKER: I think she is right because in that way a law lies in the hands of one man and the way he votes can change a whole law. I think it should require at least a two-thirds vote.

MR. HATCH: You would want to change it to require a two-thirds vote?

CHARLES BLAIR: Remember that to require a two-thirds vote would be to permit four members of the court to obstruct the will of the court, which is worse than a majority rule.

MR. HATCH: Come on, now, dig into that. Doris?

DORIS LAWLER: I think the Supreme Court should remain as it is and that the five-to-four decision should be the law of the land because by making any restrictions on the Supreme Court and saying the law has to be by more than five-to-four decisions in order to become law, you are going to have politics enter into the Supreme Court. If that were

changed, if the four men who are for or against it or want the law to pass, why one person may perhaps thru politics go on one side or the other. The way it is, everyone can stick to his own opinion.

MR. HATCH: The status quo is what you are after. She does not agree with you two people on the five-to-four decision.

But, look—would President Roosevelt, had that decision been against him on the gold clause, for instance, would he have had the right to have added new names to the Supreme Court bench in order possibly to swing it his way? George?

GEORGE MITSCH: Yes, the President could have added new names to the bench because the Constitution states that the President can do this by and with the consent of the Senate. This has been done in our history.

MR. HATCH: You say we have done that thing? Have we? Do you remember the case?

GEORGE MITSCH: It was during President Grant's term. The President appointed two more justices.

MR. HATCH: Can you give the facts?

GEORGE MITSCH: I do not believe that I can.

MR. HATCH: Who can give the facts? Has the situation ever occurred before where the President has appointed additional members to the Court and so changed the verdict?

FRANK FENENGA: Yes, it was done during President Grant's administration. A case went against Grant, by a vote of four-to-three so he added two judges and the decision became five-to-four in his favor.

MR. HATCH: That is an interesting thing. And, had it been the AAA case, how many would President Roosevelt have had to appoint in order to swing it?

THE CLASS: Four.

MR. HATCH: He would have had to appoint four to have gotten his decision there. That is, of course, assuming that after they got to the Supreme Court they would follow thru—but it does not always happen that way. We have had many interesting illustrations of men being appointed because of their liberal or conservative points of view who have failed to register that way when they became members of the Supreme Court.

Just before I came to the stage, one of your friends outside gave me a question for you and I put it down on paper. Here it is, "Why should nine men answer for 128,000,000 people?" Do you get it? Well, what do you say to that one—why should nine men answer for 128,000,000 people? What do you suppose he's got behind that? Watch him!

LORRAYNE PFEIL: I think that the nine men should rule the lives of the 128,000,000. The members of the Supreme Court are appointed for life and, therefore, they do not have to spend half of their time getting votes from people and, therefore, they are not interested in politics as much as men would be if only in there for a definite number of years. If we left it to Congress, where we have a lot of political graft, our country would certainly go on the rocks.

MR. HATCH: Frank, will you answer that?

FRANK FENENGA: Congress instead of the Supreme Court should rule the United States. With nine men in control, we have judicial oligarchy whereas Congress is likely to vote as they think the people want them to vote.

MR. HATCH: Don?

DON BORLINGHAUS: I agree with Frank that Congress should rule the country and not the Supreme Court. Congressmen would vote in order to please the people and get their votes and get back in office, while the Supreme Court will do as *it* pleases and not to really please the people of the United States of America.

MR. HATCH: What do you say, Ken?

KENNETH MOYER: I think Don and Frank apparently forget that we have a Constitution and as long as we have the Constitution, we should abide by it and when Congress goes against the Constitution, the Supreme Court should tell them that they are wrong. Therefore, we should have the Supreme Court, and keep it just as it is.

MR. HATCH: What do you say, Melvin?

MELVIN SCHISLER: I think also that the Supreme Court should remain as it is, with the Supreme Court having power to override legislation of Congress, in order to maintain the check and balance system of our government.

MR. HATCH: What do you say to that one? Watch that closely.

GEORGE MITSCH: Well, the President checks Congress and the Supreme Court checks both Congress and the President, but who checks the Supreme Court? Who checks the Supreme Court as we have it now?

MR. HATCH: Carl?

CARL DUESENBERG: Congress checks the Supreme Court by impeachment when it finds it necessary to do so.

DON BORLINGHAUS: I disagree with Carl. I think the Senate checks the Supreme Court because they try all cases of impeachment which are brought by the House.

MR. HATCH: Frank?

FRANK FENENGA: The Senate and not the Congress has power to try all impeachments.

MR. HATCH: Pauline?

PAULINE LANE: There must be other reasons in order to impeach a judge. You cannot impeach a man merely because he does not think as you do.

MR. HATCH: All right. Ken?

KENNETH MOYER: Congress still has a check on the Supreme Court. Whether a judge thinks the way you do or not, does not enter into it.

MR. HATCH: Is this a sound basis for impeachment?

LORRAYNE PFEIL: The judges of the Supreme Court do not need to be impeached if they only decide on the constitutionality of the law. The only right of impeachment is treason or some high misdemeanor.

MR. HATCH: Now, let us halt with that a moment, and leave it in our thinking. But, have you read anything that is along this line in the

press or anywhere else—have you been reading whether we should have any change in our Supreme Court either as to unanimity of action by the judges or as to possible review of their findings by Congress?

GEORGE MITSCH: I read one of Senator Norris' speeches in which he said: "The people can change the Congress but only God can change the Supreme Court"—and I agree with him.

MR. HATCH: Now, do you remember what the present Chief Justice said the Constitution really was? How many remembered that when we put it on our blackboard the other day?

JEANNETTE PERROT: "The United States Constitution is what the Supreme Court says it is."

MR. HATCH: "The Constitution," said Mr. Hughes when governor of New York, "is what the Supreme Court says it is."

Now, here is an interesting thing. The Supreme Court decided the gold clause case on a five-to-four basis. Now, in all such cases or their reverse, one man alone would have said what the Constitution is. Keep that in the back of your thinking for a while because I want to get on to other phases.

Now, these three—the AAA, the TVA, and the NRA—have been the greatest challenges of all to the so-called New Deal that we are discussing, and in the light of these decisions, does the New Deal deserve a re-deal? I want to ask you this question. I would like to learn just how you feel on this issue.

For instance, are you in sympathy or not with the decision of the Supreme Court in the AAA case? Let us have a little discussion on this case and bolster up what you have to say with facts.

WALTER ROHLPING: The Supreme Court decision was correct since the present Administration by furthering the AAA has not engaged in the general welfare for the country. The AAA is not concerned with general welfare and, therefore, the AAA is constitutionally unsound and the Supreme Court in submitting its decision was right in saying that it was unconstitutional.

MR. HATCH: Can you tell me where you will find in our Constitution the clause which the Supreme Court justices reviewed in passing on the AAA case? Quickly, who will locate it for me? I want the exact clause. Who has it?

JANET HAGEN: Article I Section 8.

MR. HATCH: Always read the Constitution that way. Will you read it, Janet?

JANET HAGEN: "Congress shall have the power to lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States."

MR. HATCH: Now, let us see just what that says. It says Congress has the right to do three things. What are those three things again?

JOHN BECKER: Congress shall have power to lay and collect taxes, to provide for the common defense, to promote the general welfare, and to pay debts.

MR. HATCH: And unquestionably this question swings around what phase?

JOHN BECKER: The general welfare.

MR. HATCH: Now, Walter says that this particular decision is right because the AAA is not concerned with general welfare and, therefore, it is unconstitutional.

MARIE KLINGE: I think the AAA is constitutional because indirectly it benefits the country at large. Without the farmers we could not get along very well if at all. If we help the farmers the country will be benefited indirectly if not directly, because the farmers are the greatest consumers.

MR. HATCH: Who will go after that?

DORIS LAWLER: I think the AAA is class legislation. It is taking money away from the consumer in the form of a processing tax to pay farmers for not raising the so-called basic commodities. For example, if a farmer is paid to reduce his production of cotton and then shifts to corn, nothing is accomplished. In such a case, one farmer is being paid by the government for not raising cotton and is also being paid when he sells the corn. In this way, he is cutting in on the farmer who is not being paid anything by the government, the farmer who is making a living by raising corn.

That is why I think the AAA is class legislation.

MR. HATCH: Grace?

GRACE NIEBUHR: Regardless of what the AAA policy is, the question now is whether it is constitutional. In this light, I believe that the AAA is constitutional in that it does provide for the general welfare. I do not know how any of us could get along without the food provided by the farmer. I do not believe I would be able to milk a cow or plow a field.

I do not believe in the policy of the AAA as it has been worked out but I believe the United States Congress should have the power to regulate the farm industry.

MR. HATCH: You have made your point very clear. Fred?

FRED HAMMER: I believe the AAA is unconstitutional as far as the legal side is concerned. Our Constitution—well, the fundamental parts of the Constitution are the same as they were years ago and today, with different economic needs and social conditions, we are ruling present problems in accordance with the Constitution which was written years ago.

If we are to call the AAA unconstitutional, it is because of our Constitution, which is law, and not because our social needs or economic conditions would guarantee success for helping the average man.

MR. HATCH: Will you read this to them?

(Mr. Hatch handed a slip of paper to Lorryne Pfeil.)

LORRAYNE PFEIL: "Laws and institutions must go hand in hand with the progress of the human mind."

MR. HATCH: Thomas Jefferson said that years ago. What do you think of that?

FRED HAMMER: I agree with Jefferson's statement.

MR. HATCH: All right, you and Thomas Jefferson are thinking alike,

a couple of good Democrats. Who wants to challenge Thomas Jefferson and Fred Hammer at the same time, and take on two good men? Charles?

CHARLES BLAIR: I want to agree with this opinion. The Constitution has not been revised to meet economic conditions in all these years. We are frequently *forced* to interpret its provisions widely because our national government has been *forced* to enter into fields other than those specifically granted.

MR. HATCH: Do you challenge that?

RALPH SIMON: I would like to ask Charles how he would interpret the Constitution so as to fit the AAA. I can see no way in which the Constitution can be interpreted so as to suit the AAA. The numerous points of the AAA are completely contrary to our Constitution. Under the Constitution, the government is given specific power. The power that is not given to Congress, is given to the states. There is no part in the Constitution that gives Congress or the President any control over agriculture. Therefore, it is completely a state problem.

Also our Constitution said in Article I Section 8 that the Congress has power to lay taxes. Under our present theory of what a tax is, a processing tax is not a tax. You are taking the money from processors and giving it to the farmers. That is no tax. In our country we consider a tax as something that is taken from the people and given to the government. This processing tax is not a tax when you take it from the processors and give it to the farmers.

MR. HATCH: That is a good, clean-cut statement. Well, there you are. You have your two statements. Do you want to come back at him, Charles?

CHARLES BLAIR: The Constitution specifically grants Congress the power to tax for the general welfare, and the power to tax includes the power to appropriate. Therefore, the AAA is constitutional as an incident to the power to tax for the general welfare.

I want to quote from Justice Stowe's dissenting opinion in the AAA: "Congress has prescribed *intrastate* railroad rates, by means of its power to regulate *interstate* commerce; it has made and destroyed *intrastate* industries by raising or lowering tariffs. But in the light of this decision, we can only conclude that these actions are valid as an incident to the power to regulate *interstate* commerce, and not valid as an incident to an equally granted power to lay and collect taxes."

MR. HATCH: Now, there you have your issue. Here is a question. Is this a true or false statement? "Did the Supreme Court in this six-to-three decision declare the processing tax unconstitutional?" Is that true?

(A number of hands were raised.)

Is it false?

(A number of hands were raised.)

"The Supreme Court declared the processing tax unconstitutional." How many say it is true?

(A number of hands were raised.)

How many say it is false?

(A number of hands were raised.)

Which are my true ones?

(The hands were raised again.)

Now, you people who had your hands up before, show them where it is a false statement.

JOHN LAMPING: It is false, because they declared the processing taxes should not be appropriated to the farmers—the taxes should go to the government and be used for general welfare. I do not believe it was used for general welfare—and possibly it was not even used for welfare.

MR. HATCH: When the AAA decision came out, I recall a letter which I read, by the president of the New England Textile Manufacturing Association, Mr. George Sloan. He agreed most heartily with the decision as handed down by the Supreme Court and in one of his paragraphs, he referred to it as “vicious class legislation.”

What is your reaction to a statement like that on the part of one of our great industrial leaders? What do you say, Dorothy?

DOROTHY VENVERLOH: If this AAA is called “vicious class legislation”—what, then, is the tariff? This could be called vicious class legislation in favor of the manufacturer. The manufacturer has nothing to say when legislation is passed to help his business but as soon as legislation is passed in favor of someone else, he has too much to say.

MR. HATCH: What do you say, Carl?

CARL DUESENBERG: We must remember that the tariff was instituted for the purpose of protecting home industry. Without the tariff our own industrial concerns would be undersold and ultimately destroyed. Industry employs by far the greatest percent of the population and, therefore, the tariff which protects it is for the general welfare.

MR. HATCH: Dorothy?

DOROTHY VENVERLOH: That is class legislation because it favors your manufacturer. Two of the country's main interests are farming and manufacturing, and they should be treated alike.

CARL DUESENBERG: Farming constitutes less than 25 percent.

DOROTHY VENVERLOH: Where would they be without farming?

CARL DUESENBERG: Where would they be without manufacturing?

MR. HATCH: Guess you have gone about far enough! Can we defend Mr. Sloan or attack him—because he opened himself up when he wrote that! Don?

DON BORLINGHAUS: It is not fair because it keeps the farmers below our city level. I would like to quote this from Mr. Hatch: “If you tore down our cities and left our farms, in due time our cities would spring up as if by magic. Tear down our farms and the grass would grow in the streets of the cities.” Without the farms, our cities and country as a whole would be ruined.

MR. HATCH: Thank you very much for that quotation and for remembering that I used it.

That quotation you used, Don, came from a great speech by William Jennings Bryan at the Democratic Nominating Convention in 1896. I

think you got it also from Bert E. Fenenga, your regular teacher in public speaking, for he is a great admirer of Mr. Bryan's oratory. It is spoken of as the famous "Cross of Gold" speech and the paragraph you quoted runs nearly as you gave it—at least you had the right idea of it.

"Tear down your cities and leave our farms and your cities will spring up as if by magic, but destroy our farms and the grass will grow in the streets of every city in the country."

Now, I want to bring this out. You have brought out your ideas; you have evaluated the evidence in the AAA case. Now, where would you have stood if you had been the Supreme Court? We are enlarging the Supreme Court now from nine to twenty-nine. How many in this group would have voted with the six?

(Eleven students raised their hands.)

And with the three?

(The other students raised their hands.)

CHARLES BLAIR: How would you have voted, Mr. Hatch?

MR. HATCH: Now, you have had your argument and we are going to pass on.

Wait a minute! I said that for this reason. I am ready to tell you how I feel about the AAA case but before I do so, I would like to know how you think I would have voted. I would like to have a show of hands on that. Now, be fair with me. How many of you think that I would have stood with the six in this decision?

(Four students raised their hands.)

And how many think otherwise?

(The other students raised their hands.)

MR. HATCH: Now, I will tell you. I agree with the decision.

I do not know whether you are interested to listen to my reasons or not but I would be only too happy to give them to you and I will do so any time now as far as that is concerned.

By the way, I would like to raise another question, but before I do—we are right in our homeroom now and there is nobody here. Do you think I should stand before you and give you my opinion? You know I am on the Cleveland High School faculty. I am eating out of the public crib. I wonder how you feel about my doing this. What do you say, Dorothy?

DOROTHY PHILLIPS: I think first the facts should be taken into consideration both for and against the question and discussed. Then after we have had the discussion and the students have formed their opinions, I believe that the teacher should tell the way that he would have stood on the question, and in that way sometimes teachers will bring out points that perhaps have been omitted.

MR. HATCH: I know, but suppose I do that and I do not agree with you? How are you going to feel about that? You have stated an opinion and I say that I do not agree—what about that?

DOROTHY PHILLIPS: I think that the students should listen to your point of view. Then, if you have a good argument on your side, they should be willing to take it into consideration.

MR. HATCH: And when you took the examination, which one would you put down on your paper, I wonder?

DOROTHY PHILLIPS: I would put down the one which I thought best in my own opinion, and believe you would respect it.

MR. HATCH: I appreciate that compliment. I hope to be willing to respect your points of view as I should want you to respect mine.

DOROTHY VENVERLOH: Every man has a right to his own opinion.

MR. HATCH: Walter?

WALTER ROHLFING: I think you have a right to your opinions if you do not try to swing us your way. I think some teachers do do that but I do not think that you will do that.

MR. HATCH: Wait a minute, Walter—you brought out a serious charge. You say it is all right "if you do not try to swing us." When I ask you your opinion, I ask you to state it as well as you can. When you ask me to state mine, I shall do the same and in that statement, I may be "swinging" you my way, and you do not think I ought to do that.

WALTER ROHLFING: I do not see where you would be swinging us. I know you could not swing me. My opinion would be just the same.

MR. HATCH: Now, Walter, I want to make a confession. Since I have been working with you the past week, a certain point of view I had when I came to St. Louis, I do not hold now. One of you got up and said something so well that it made me modify a position I had taken. But, "I cannot swing you and you cannot swing me." I wonder if that is the attitude we should take, both of us? Go ahead, Walter.

WALTER ROHLFING: Maybe it is not the attitude we should have but I think you have your ideas and I should listen to them. Whether we want to adopt them or not, I do not know.

MR. HATCH: You said I could not swing you but I confess that you made me shift and change. Does this not work both ways?

WALTER ROHLFING: I will admit that I will consider your ideas.

MR. HATCH: Then I want to ask you, what is the good of all this thing if you come in and take a "cannot-change-me" attitude and I come in and say, "I know so much more than you that you cannot change me"?

WALTER ROHLFING: We get the attitude of the other person into our consideration. This will tend to make us think and maybe give us better ideas.

MR. HATCH: Dorothea is anxious to talk on that.

DOROTHEA COLLINS: The teacher is going to influence us on everything studied or discussed, but we would much prefer to have him take a definite stand so we can form our own ideas. We would much rather have it openly than to have him attempt to make us think one way or another by more subtle means.

MR. HATCH: Dr. Stoddard, give Dorothy a double A on that. Did I not have that well staged? You fellows down there are saying, "You had that one set to go!" Yes, that is my philosophy, Dorothea.

DON BORLINGHAUS: I feel that the teacher should give his opinion after everything is said and done so that it is open to discussion in the class. Then

give both points careful discussion and consideration. He should do this in such a way that he is not trying to pull you over to his side of the subject.

MR. HATCH: Dr. Stoddard tells me that we have about five or six minutes left. Now, quickly, let us jump into the last phase of the question.

"In the light of these decisions of the Supreme Court, do you feel that the New Deal deserves a re-deal?" Come on, now, we are getting into politics. You are going to cast your vote before long. How and where are you going to stand on that one?

LORRAYNE PFEIL: I most certainly think the New Deal is not entitled to a re-deal. It is hard to back this up with reasons because there is so much ground to cover. But, I will take the instance of the AAA and the NRA. The Administration said these would correct the faults in our country. They spent billions of dollars of the taxpayers' money and broke the supreme law of the land in order to put these laws into effect, and did not do what they promised.

MR. HATCH: I take it from what you said that you are not going to support the New Deal.

FRED HAMMER: I am of the opposite opinion because the AAA, I believe, has been the first effort in quite a while for the purpose of advancing our social conditions. I believe that if we are to be hindered or held up by a bunch of laws, written more than one hundred and forty years ago, I do not see in any way that conditions in our country can become better advanced than what they are, if the Court's rulings are to be judged only on their legality.

No great invention or advance in progress jumped up and was concluded in one step. Most of our inventions have been thru need and have been built up. And, for the same reason, a great many people say that the present Administration has spent too much money. I admit they have spent a great deal but I do not believe anyone thought that the Administration would step right in and in one stroke end the depression.

MR. HATCH: May I quote here a statement of the late Oliver Wendell Holmes: "The provisions of the Constitution are not mathematical formulas, having their essence in their forms. They are organic, living institutions. Their significance is vital, not formal. The case before you must be considered in the light of our whole experience and not merely what was said one hundred years ago."

Do you agree with that, Fred?

FRED HAMMER: Yes, I do because our needs are different than then and I believe we should advance with the times, and if our rulings are to be legal instead of rulings that would help economically, we can expect little help from the rulings of the Court.

MR. HATCH: Let us go on the other side.

JOHN LAMPING: I might ask Fred whether AAA is economically sound, even if it is not sound legally.

FRED HAMMER: The AAA was to help the farmer. The farmer is the greatest consumer of our manufactured products. If he has a great deal of

money in his pocket, he can buy the city manufacturer's products and thereby help the city man. This is a cycle and if the farmer, who is at the base of the cycle, is not well off, then the manufacturer is at a standstill. And, I believe that if the farmer, who is a real consumer, is able to get some money in his pocket, he will start the wheels of industry rolling.

MR. HATCH: Now, is there somebody very anxious who has something that just must be said?

KENNETH MOYER: I think it is not a complete cycle because the farmers only compose about 10 percent of them.

MR. HATCH: Should the New Deal then have a re-deal?

PAULINE LANE: I believe the New Deal should have a re-deal with the cards unstacked. By that I mean that the federal government should be given sufficient power to carry out the policies of the New Deal as they were actually planned. The New Deal has been blocked and buffeted by a group of men who were jealous—afraid that the present Administration would succeed by carrying out the New Deal.

The New Deal, as set up, provides for bettering each and every person, whether he be a farmer or industrial worker. The AAA took care of the farmer; the NRA the industrial worker; the CCC the unemployed young man who was striving to get a start in life. So, I contend that if the New Deal had been carried out in full, every person would have been benefited and made happier. The only plausible reason why the New Deal has been unsuccessful is because the national government does not have power to enforce its policies. So, I am for giving the New Deal a re-deal and enough power to carry it out.

MR. HATCH: Thank you, Pauline.

MELVIN SCHISLER: I do not know whether she realizes it but the twelve major policies of the New Deal are the first twelve planks in the Socialist platform so, instead of reelecting the New Deal, why not give the Socialists a chance?

MR. HATCH: I wish we had more time if we are going to get into that. We had that all discussed last night by some other students of government.

FRANK FENENGA: I understand from the poll taken by the Literary Digest that 54 percent of the people of the United States are against our three years' experiment of socialism at a cost of \$24,000,000,000.

MR. HATCH: Twenty-four billion is a lot of money to me and I should get scared, and I am scared. I really am! But, the point that hit me is that you are rather holding that entire sum up against the present Administration. Are they entirely responsible for all the \$24,000,000,000—is that your reaction?

FRANK FENENGA: Yes, it is.

MR. HATCH: Are your facts and figures correct? John?

JOHN LAMPING: The New Deal is not entitled to a re-deal because they promised to balance the budget. How do they expect to balance the budget by spending \$24,000,000,000—more than any other twelve Administrations before have spent! We went thru the Civil War without giving so much money out.

I do not see how we can expect Roosevelt and other New Dealers to get any farther in their next term, if and when they do get in.

MR. HATCH: I would like so much to go on with this. Is there something else that just has to be said before we choke this off?

GEORGE MITSCH: There is no doubt that the New Deal has benefited the country as a whole and the people are happier financially and spiritually. The Declaration of Independence says that this country should be in "pursuit of happiness."

MR. HATCH: I guess then since we have arrived at a discussion of the pursuit of happiness, it is a good time to stop.

We will have to leave it right there. I am sorry that we have to leave it, boys and girls. I know how anxious you are to speak up at this point.

Now, let us bring this lesson to its close. You remember one day I wrote these words on the board but I did not finish them.

(Wrote on the board: "The hope of democracy is . . .")

Now, this is one of the most profound statements I have ever heard and it was made by one of our greatest statesmen—Abraham Lincoln. It is characteristic. I am going to write it down as something I want to leave with you.

(Wrote on the board: "The hope of democracy is that eventually the people will wobble right.")

"The hope of democracy is that eventually the people will wobble right." Have you got that? You are scowling back there. "The hope of democracy is that eventually the people will wobble right."

Have you ever noticed how often Lincoln uses the words "the people"? ". . . the *people* will wobble right."

Democracy does wobble—it goes back upon itself; it gets confused. It sometimes does not seem to know where it is going but its great hope is that eventually it will wobble right. It is my firm belief—and if I did not have this belief, young folks, I would not be standing here before you today—it is my firm belief that the type of thing you and I are doing here in this free discussion, out of which we grow if we are open-minded, will help us to do less wobbling than we otherwise might, and we will get eventually out of this great experiment in democratic government the big hope and ideal Lincoln had. He said once, "I believe my vision and ideal will some day arrive to their full realization as sure as God reigns and school children read." And, I add to Lincoln, if I may, "as sure as God reigns and school children read and think and discuss and evaluate the great problems that confront their own democracy."

And now, I want to close with all of us thinking these words. I want to close with all of us *thinking* these words. I have asked Dorothy Phillips to say them for us. They are old words. You have heard them a thousand times. Please think them with Dorothy.

DOROTHY PHILLIPS: "We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

MR. HATCH: Yesterday, in the leading editorial in the *Post-Dispatch*, a splendid editorial called "The Great Adventure," there was a quotation which came from the large stone panel of this very building, a quotation from one of Missouri's own statesmen known as "the ideal Senator"—Carl Schurz. I have asked Frank to read it.

FRANK FENENGA: "Democratic government will be the more successful the more the public opinion ruling it is enlightened and inspired by full and thoro discussion. The greatest danger threatening democratic institutions comes from influences tending to stifle or demoralize discussion."

MR. HATCH: And so, the lesson is over. *The lesson is over?* Is it?

And, the next assignment? *The next assignment*—is what? Come on, any of you. Is the lesson over? And, what is the next assignment?

DOROTHEA COLLINS: The lesson is *not* over and the next assignment is "*Read and think and talk!*"

MR. HATCH: And you people will carry on those old traditions of this old frontier town. In the past many an adventurer left St. Louis to go out to the far West and the far Southwest and the far North, and here today we are pioneers in another great adventure in freedom of thinking and discussion in the public schools of all our country.

May I close now with the words of Lincoln again, accentuated as Lincoln accentuated them when he gave them at Gettysburg. I want you to get the full significance of this. Coming to the close of that masterly talk to his people, he said: "Let us here highly resolve that this Nation under God shall have a new birth of Freedom, and that Government of the PEOPLE, for the PEOPLE and by the PEOPLE shall not perish from the earth."

EVALUATION FROM THE STANDPOINT OF THE EDUCATOR

LOUIS P. BÉNÉZET, SUPERINTENDENT OF SCHOOLS, MANCHESTER, N. H.

This, to my mind, is not only the high point of this convention; it is the high point of the twenty-five similar conventions that I have attended, and here I am wholly inadequate to meet the situation. I had been asked by some of the publicity agents to give an advance copy of my remarks—an advance copy of an extemporaneous comment on a recitation which had not yet been held. I thought at first that I could do nothing about it, but in a moment of weakness I sat down and wrote out a few preliminary remarks. They do not fit the situation at all, however, and so, with your permission, I shall throw them away and try to discuss what we have seen. By the way, did you see our president sitting here purring like a Cheshire cat during that wonderful demonstration?

In the first place, I am assured that this is simply the mine run of St. Louis high-school seniors. If so, then my hat is way off to this school system. If we had a group of young people like this assembled in the part of the country where I live, in our own New England language we would term it "the top of a deaconed barrel of apples." As I contrast the readiness and fluency with which these young people discussed these controversial

subjects of everyday interest with the total inability to do the same thing that we as high-school students forty years ago would have shown, I am amazed. In the old days if we could remember the words of the book and repeat them verbatim, we were all right. If we ever stopped to think for ourselves, we were lost.

I remember, for example, a certain high-school girl who went to school to me some thirty-five years ago. She was a perfect product of the old-time curriculum. In her last examination before receiving her diploma she was asked to tell why she knew that the North Pole of the earth did not coincide with the north magnetic pole. She was asked to give three reasons but gave only one, considering that it was cogent enough to answer for three. She said that the North Pole of the earth could not coincide with the north magnetic pole because it is impossible for two bodies to occupy the same space at the same time.

Frankly, I have learned something this morning. I knew that in certain crises in English history the King had power to pack the House of Lords with enough new members to swing the decision the other way. But I did not know that a President of the United States ever was able to increase the membership of the Supreme Court by packing it with enough new members to change an important decision.

Again, as I see the enthusiasm that these young people show, and their eagerness to recite, I think of those people who would have us confine our teaching to the old-time classics. I wonder if all these hands would be waving in the air if the class were debating whether a certain verb was a hortatory subjunctive or a subjunctive of ideal certainty; or if the class were debating whether a certain line was a cotangent or a cosecant.

Again, it is refreshing to see that today we have an academic freedom to discuss controversial subjects of this sort. In the past, high-school teachers have not always been allowed to talk of subjects of current interest. Even in the colleges it has not always been permitted. I remember a friend of mine who was an instructor in history in a certain college in central New York state. He was supposed to teach ancient history, but one day in the class when they were talking about some raw scheme that had been put over in the Areopagus, or whatever they called the political assembly, the instructor said, "That is nothing. The same thing was pulled last winter in the New York State Legislature by the traction interests." He proceeded to explain to the class just how it was done. He had forgotten that in his class was seated the son of one of the trustees of the college and that this trustee was the powerful lawyer who represented the traction people. The next day the president called him up and called him in and called him down, and told him that he was teaching ancient history and to please confine the discussions in his class to events which had happened prior to 476 A. D. My friend the instructor was so furious that, brooding over his wrongs, he went to the next banquet of the College Alumni Association and, perhaps having tucked two or three under his belt to fortify his courage, stood up and spilled the whole story. And the next day he was fired.

It is an encouraging sign to see that we now have more freedom than ever in the classroom, for controversial questions are here and they have to be settled and settled right, if the world as we know it is to carry on. It was shortly after the World War that H. G. Wells made the statement that the fate of civilization depended upon a race between education and catastrophe. He was right, as subsequent events have proved. True democracy, the control of government by the will of the people as a whole, can live only where there is a fairly intelligent electorate. Absolutism was overthrown in Russia, but thru the lack of an intelligent middle class it was replaced by another form of despotism. We sometimes think of certain European countries, Germany for example, as having a better system of education than our own. But the German system, while it gave all the children of the nation sufficient training to make them useful servants of the upper class, denied them the kind of education that would have made them intelligent voters. In America one person in three gets some high-school education, but in pre-War Germany only one child in twenty-seven ever went beyond the *Volkschule*.

In Italy it was the same thing—very few citizens worthy of operating a democracy. At the top were the big industrialists and bankers who financed the march on Rome, and at the other end of the line were the ignorant syndicalists who were so benighted as to believe that they could drive out the owners and run the great factories of the Po Valley for their own advantage and profit. The French are much better educated as a mass than are the Germans and the Italians—witness their disarming of Colonel de la Rocque and his *Croix de Feu*—but they are obsessed with the idea that every German loves war and hungers for revenge upon France. They read the newspapers controlled by the powerful *Comite des Forges*, and are sure that their only safety lies in an appeal to arms, and showing an uncompromising front to Germany.

Nearly one hundred and fifty years ago, Mirabeau said of the English people, "They are like a glass of their own ale—a lot of froth at the top, some dregs at the bottom, but plenty of good solid stuff in between." It is true today. There is real material for a democracy in the intelligence and common sense of the British people. Unfortunately, in Russia, Germany, and Italy there were only two choices, both of them bound to result in despotism: the despotism of the proletariat, which was successful in Russia, or the despotism of big business backed up by the veterans of the World War, which won out in Italy and Germany.

We can pass all the laws needed to make a utopia. We can set up iron-clad constitutions protecting the machinery of a democracy, but unless we have an intelligent people to make it function, the result will be despotism of one sort or another. Many of the South and Central American Republics have constitutions modeled after ours, and laws which parallel those of the United States very closely; yet in only one or two of these countries (located in temperate zones) have we seen anything like the operation of a government based upon the will of the people. Everywhere else are dictatorships, despotisms, either military or political.

Coming back to H. G. Wells. When someone, not long ago, referred to his statement about the fate of civilization, he commented sadly that it was still true, but that education had not yet started. In some countries, so-called education is moving backward. Instead of being enlightened, the young people in five or six of the greatest countries of the world are being poisoned with propaganda which it will take years to counteract. It would have been bad enough could education have started at scratch in 1919, but in 1939, twenty years later, the schools of Russia, Germany, Italy, and other countries will have been working for years to prevent their people from hearing the truth or recognizing it when it is heard. Those who direct the destinies of schools, even in the most democratic countries, are not always willing that true education shall have a chance. The delegates from New Zealand and Australia at the Rotary International meeting of 1933 would scarcely believe me when I told them that there is not a school history of the United States which can be used both north and south of the Mason and Dixon line.

I think of a history of the United States written by my dear friend, Lawton Evans of Augusta, whose father was the last Confederate general to surrender. A certain superintendent introduced that book into the schools of Wisconsin. He was fired. The members of the G. A. R. Post did not wish their children to read of the things which General Sherman had done in demonstrating his theory that "war is hell." It is only during the last six years that American history textbooks have dared tell the truth about the beginning of our war with Spain in 1898. Recently I sat by a distinguished member of our group and he was amazed when I told him that Spain had completely surrendered and that McKinley had in his pocket Spain's answer, yielding every single point, when he went before Congress and asked to have war declared.

We must face the truth. We must teach the truth. We have thrown into the laps of these young people problems that we have dodged or have not solved. Praise God they will do a better job than their fathers. In them lies the hope of democracy.

EVALUATION FROM THE STANDPOINT OF THE LAYMAN

RABBI ABBA HILLEL SILVER, ANSEL ROAD TEMPLE, CLEVELAND, OHIO

I have always thought that the principle of free discussion in a classroom was an ideal and desirable principle. I never knew that the principle when applied actually in a classroom at the hands of an inspired teacher could be quite as thrilling as it turned out to be this morning. To watch the play of minds of the young people, the give and take, the eagerness to participate, the basic fairness in the approach on the part of all of the young people, was in itself the most convincing testimony, if testimony were needed, to the soundness of the principle of free discussion in our schools and in our academic institutions.

One of the memorial enterprises of the human mind has, of course, been the pursuit of truth. Ever since the beginning of his reflected life,

man has gone out in quest of truth. He had succeeded only in part, in that he has achieved enough of truth to give him a sense of confidence, but not enough to make him entirely wise.

But this quest for truth, unshackled, fearless, has been man's magnificent adventure upon earth. It has been his cross and his crown and his immortality. One of the proudest possessions in the modern world is just this: the free spirit of inquiry, the autonomy of the human intellect, the subtlety of the human mind. And one of the unfortunate aberrations of our day, one of the tragic consequences when so much of the world's thought has been roiled and become muddy, is that this human intellect is again being made subject to the interest of the party in control of the state.

In this new world where the trend is so definite in the direction of state absolutism and totalitarianism, attempts are being made to make the human intellect subservient to the platform of the group in power. The spirit of free inquiry is being throttled in many parts of the world, and that spirit frequently leads to the concentration camp. Thought is being regimented. Free research, which in its results does not conform to the set pattern of the political program and platform of the party in power, is anathema. Every writer must become a state functionary.

Education in many parts of the world is no longer education but indoctrination. Children are not being taught to think but being trained to obey. Attempts are being made in some parts of the world today to rewrite the accumulated knowledge of mankind, especially in the fields of social sciences, to rewrite them from the point of view of the state of the bureaucracy in power—attempts to rewrite history, economics, law, and science of government.

In Germany there are people today who boast that they have nationalized truth—but they are teaching their young people to think with their blood. In other parts of the world, they are teaching young people to think with their stomachs whereas there is only one way to think and that is to think with the mind. In those parts of the world where education is being distorted, education has ceased to become education and has become propaganda, and a teacher has ceased to be a teacher and has become a pedagogue, and leaders of youth have fast become drill sergeants.

We used to think that ignorance was the greatest menace to civilization, the greatest deterrent to human progress. It is no longer so. Today I believe the greatest deterrent to human progress and the greatest menace are not ignorance and illiteracy but propaganda, which is far more menacing because it is far more cunning and shrewd and purposeful and organized.

There has been developed in our day a complete technic for befuddling the human mind, for undermining human reason with slogans and half truths and three-quarter truths and catchwords and appeals to the emotional animality in the masses in order to make the worst appear the better reason. Wherever democracy has been destroyed in the modern world, it has been destroyed thru this deadly technic of propaganda, especially among the youth of the world.

I believe it was Hitler who said that the germinating power of great change, that is, the force that brings about radical changes in society, is not

so much insight as hysteria! And that is it—hysteria! The purpose of propaganda is to substitute hysteria for education! So that when you do not educate your young people in the social sciences, in the art of government, when you do not educate them in the sense of enlightening them, informing them, making the available knowledge and truth and facts accessible to them and training them in the ways of critical appraisal and critical evaluation, you are not sending them out into the world as the sort of unbiased, impartial people who will be able to make correct decisions on vital questions but you are sending them out to become easy and ready victims of the first high-powered propagandists that will attack them!

In view of this tendency which is developing in all parts of the world, including our own country, toward state concentration, toward an increase in the accession of power by the state, it becomes necessary again to begin a fight for what we called in our Declaration of Independence, the inalienable rights of man.

This battle was fought to a victory one hundred and fifty years and more ago and it was first waged around the issue of religious freedom. When the Virginia Act, which was finally adopted in 1785, was being drafted and the question of religious freedom came up for vital discussion, it was suggested by one of the religious liberals of that day in that convention, and the man was George Mason, that there be included a provision that all men should enjoy the fullest toleration in the exercise of religion. James Madison vigorously opposed the phraseology of that drafted resolution because he said, and wisely said, that when you grant a state the right to tolerate this religion or that religion, you are by implication suggesting that the state has a right either to tolerate or prohibit, whereas the right of religious freedom, the right of a man to worship God, is a natural right belonging to man, over which the state has absolutely no power. The founding fathers of our Republic were wise enough to understand the full force of the argument of Madison, and it was Madison's position which was finally adopted.

In our federal Constitution, the principle of freedom of speech and freedom of the press definitely falls within the same category of belonging to man as his inalienable right and not as a privilege bestowed upon him by the state. The framers of the Constitution were quick to embody this principle, this basic conviction, in the first amendment to the Constitution when they said that Congress shall make no law abridging the freedom of speech or of the press.

Freedom of speech is something beyond the office, the control, the supervision, and the legislation of government. It belongs to the individual himself because he is a human being, because he is a child of God, and not because he happens to belong to a certain political organization of the state.

Now, why do I speak of that at this particular time? Because to me freedom of speech means significant speech in significant places. Freedom of speech means freedom of significant speech in such places where that speech is likely to have social significance—in the pulpit; on the platform; and particularly in the most significant place in a democracy, a classroom.

Therefore, the teacher enjoys that freedom of speech as an inalienable right, not as something granted to him by the state or by a board of education or by a community which pays the taxes. It belongs to the individual teacher as his right.

Why did the founders of our country take the trouble to write these convictions of theirs into the basic law of the land? Because—and this is the essential word which I should like to leave with you—they wanted to protect the individual against the ever-present menace of state encroachment against the possible tyranny of the state. They wanted to safeguard certain provinces, certain areas in the individual's life to be forever his own, without which the individual becomes the tool, the plaything, the subject instead of the master of his state.

Therefore, the battle for academic freedom, which many of you are waging today is in its profoundest sense a battle to preserve the classic traditions of American government and American civilization. Remember, it is not only fascism which destroys academic freedom, whether it be of the Latin or Nordic variety; it is every government which bases its philosophy of totalitarianism, of absolute domination of the individual life in every sphere of activity—that is the deadly foe. Dictatorship such as we have in the Soviet Union has also destroyed academic freedom; and please remember in changing over from capitalist to the socialist form of society, you do not thereby insure the principle of academic freedom. It is only in a climate and in a mood of liberalism, in a society where individual rights are constitutionally guaranteed that you can talk about and experience academic freedom.

Therefore, those of you who are championing academic freedom today are not, in the profound sense, enemies of the free form of government but its staunchest friends and supporters. The intelligent teacher—and we had an opportunity to observe this morning an intelligent teacher at work with his pupils—who teaches a social science is fully aware that his job is not to make converts, not to make party members, and not to incite his students into political or economic action. That was tried abroad, and the youth abroad, many of them still in their intellectual swaddling clothes, half-baked intellectually, were incited and driven into the arena of political action and thought, and made, as you well know, a very sorry mess of it. Hitler and Mussolini capitalized to the “nth” degree young people's natural reactions, favorable reactions to the heroicness of nationalism and racialism and militarism, and the greatest devotees of fascism are the young people of high-school age.

It is not necessary to drive our young people who are still in the stage of learning into definite camps to become devotees and converts and disciples. The wise teacher is interested in opening doors and lifting curtains and informing, not in propaganda. When the wise teacher approaches the problems of the present economic order, he will endeavor to lay bare, to uncover to the eyes of the students in his class, all the deficiencies of the present economic order fairly, frankly, without passion, without bias, but also without any attempt at subterfuge or apologetics; he will make known

to his pupils the price which our present society is called upon to pay for these deficiencies in terms of human suffering, of deprivation, of lost opportunities, of tension, of conflict in our society; and he will draw the attention of his students to the plans and programs which have been suggested as a means of dealing with these difficult problems and he will encourage his students to study these plans as critically, as fairly, as dispassionately as they can and will guide them into the proper ways of critical judgment and appraisal.

Is this a fair thing to ask of a teacher? Is it a necessary thing? If it is fair and if it is necessary, then what is, I ask you, the purpose behind the proposed teachers loyalty oaths? Is it to stop these discussions in the classroom? Is it to turn over these young people to agitators and propagandists outside of the classroom? If so, then it is a dangerously shortsighted policy of fear and despair. What good are oaths of loyalty if they are not accompanied with spontaneity and sincerity? And if there is that spontaneity and sincerity, what need is there for loyalty oaths?

Much of this counsel of suppression, of classroom terrorization, is the counsel of fear, and I, for one, refuse to be stampeded into fear about the future of American democracy. I refuse to believe that American democracy is in danger of either communism or fascism. There is no visible demand on the part of the great masses of the American people for the overthrow of our democratic institutions. The American masses are not inclined to destroy these institutions because they sense, even tho they have not reasoned it out to the last detail, that these institutions have served the advancing needs of American life for generations and have given us values and goods and desirable things to a greater extent than has any other form of government of mankind. They believe that these institutions can be made to continue to function in order to serve the advancing needs of American life.

There may be a greater menace, tho not as great as some people would lead you to think, than that which has been called the American fascism. The menace therein lies in this: that as a general principle, it is not radical ideals which have overthrown democracies but orthodox ideals which have outlived their usefulness and refused to die.

America is going to move forward. It always has. It must move forward. But, it is not written in the book that it must move forward along the lines or the ruts already defined by Moscow or Rome or Berlin. America has a tradition of its own. It has a national genius of its own, a political science of its own. It has its own way of doing things. It has pioneered in the past. It may pioneer in the future. It may well be that it is going to be the destiny of America to find the synthesis between individualism and collectivism, retaining that which is wholesome and desirable in the old dispensation (and there has been and there is much that is wholesome and desirable in the old dispensation) and adding to that what the new trend toward a collectivistic civilization will give to it of value and worth.

It is not written in the book of destiny that America must leap from what we choose to call rugged individualism to what I choose to call

rugged communism. We may work out our own salvation. The Slavic model of Moscow may have much to teach us and we may learn much from it. But, on the other hand, we ought to remember that in establishing communism in Russia, they did not have to run counter to a tradition of one hundred and fifty years and more of personal liberty, of free participation in government, of basic inalienable rights. That form of dictatorship established there did not run counter and did not do violence to any essential feature in their national culture whereas in our culture, fashioned by generations of living, personal liberty, individual rights, free participation in government, inalienable rights, which are of the very warp and woof of our living and thinking, when we come to form our approach to a collectivistic society, we may want to make these vital traditions of free American life essential features of the pattern of the new economic order.

If we make accessible to the young unfolding minds of our rising generation the sources of knowledge, of facts, of truth; if we allow teacher and pupil in the classroom to discuss informally but in a spirit of deepest earnestness and consecration these vital things affecting the American political, economic, and social life; if we make the American tradition dear and precious to these young people by allowing them intelligently to use and exercise that tradition during the formative years of their lives in the schoolroom—this is the hope of democracy!

GENERAL SESSION

WEDNESDAY EVENING, FEBRUARY 26, 1936

PHYSICAL EDUCATION BECOMES A FUNDAMENTAL

CARL L. SCHRADER, STATE SUPERVISOR OF PHYSICAL EDUCATION,
BOSTON, MASS.

The purpose of this address is not so much to plead for recognition of physical education, as to clarify on the one hand its meaning and purpose, and on the other, and perhaps mainly, to point out the erroneous conceptions and fallacies under which physical education in many places is still permitted to operate. That the blame for this latter condition must be shared by school administrators as well as by the exponents of this particular field, is obvious. On the one hand we have the narrow and uneducational and unsafe concept of excessive interscholastic competition, and on the other an array of high sounding objectives to which the practise carried on bears no semblance.

Just as it was not the purpose of forward-looking educators when bringing art and music into the school program, to create other Michelangelos and Van Dykes or Beethovens, so was physical education not intended to create a lot of Babe Ruths or Tildens. The fact that we may, and as a matter of fact do, discern genius in any of these mentioned cultural fields does not alter the original underlying purpose, which I believe to be an

opportunity for an apprenticeship upon which intelligent choice and habit may be built.

It is safe to say that those who conceive physical education as a way of living more fully and sanely are primarily interested in putting education into play and into athletics rather than in putting play and athletics into education. Physical education so conceived, that is, recognizing in the activities merely the tools thru which to obtain desirable educational results, must of necessity accept biologically basic facts and pedagogically and socially sound practises.

Physical education is primarily concerned with the building of organic vigor and power, and with the mastering of neuromuscular skills. But it also makes valuable contributions to health, to character, and to the worthy use of leisure. The primary objectives, namely organic power and neuromuscular skills, intelligently accepted and with the teaching and administration intelligently carried on, will make the contributions toward health, character, and the worthy use of leisure an inevitable and accompanying result.

To think of physical education merely in terms of health would mean to center attention upon a corrective, rehabilitatory, therapeutic, hospitalized procedure of a bygone age rather than upon the developmental, preventive aspect of modern physical education. One reason often advanced for stressing the health objective and even changing the name of physical education to health education, is that it is easier to obtain funds from the public to maintain such a program.

Expediency, however, should not deter us from enlightening the public as to the deeper meaning of physical education. This expediency becomes particularly distressing when health education on the one hand attempts to teach as facts matters upon which the medical profession is still divided, and then, on the other hand, encourages and tolerates practises which the medical profession as a body recognizes as detrimental to health and proper development.

We who are engaged in teaching or are administering teaching are entrusted primarily with helping the child to grow. That is our function. This growth is a many-sided process, but having accepted the oneness of the human being, growth must be stimulated in all these directions. Just as we have recognized the mentally retarded, and have found and are applying means of helping them to grow, so must we recognize the physically and socially retarded and use intelligence to help these to grow. One may think that because the physical lacks are so obvious as compared with the mental shortcomings that here at least we are doing our best. The fact that we are not is undoubtedly due to this very obviousness, which is misleading. Only when we recognize that physical growth goes on in segments instead of uniformly do we realize that outward appearance is no guide for functional vigor, or activity achievement a safe device to determine organic power. We are thinking of the growing boy or girl whom we have in our schools, and not mature college men and women.

In the field of competitive athletics we still too often mistake bigness for organic power, when in reality the husky looking freshman entering

high school may be a far greater risk in competitive sport than the smaller and leaner type. Biology teaches us that frequently, in rapid growth in height and breadth, the vital organs have not kept pace with this growth, and these organs are therefore less well conditioned to stand the great strain which some games and sports demand, particularly in competition. To drive or even to encourage boys and girls in this connection to maximum performance is dangerous, and surely a gross violation of any health program. The fact that such physically, and probably also pubescent, precocious youth do not experience a breakdown while in school or within a few years after leaving school is no proof that they have not been harmed. Only too often do organic weaknesses, traceable to early extravagances, manifest themselves later in life. Growing youth needs much of its energy for growing, and while intelligently guided activity, even to the extent of great exertion, stimulates this growth, exhaustion is positively destructive and inhibitive to this growing process. The element of fatigue is an important factor and the ability to recognize its warning and heed it is a fundamental requisite of the teacher entrusted with the physical education program.

This is not intended to be a tirade aimed at competitive sports, but rather a plea for more sport, that is, more participants in sport. If we could be certain that the administrators in education, that is the superintendents and principals of schools, recognize physical education, of which athletics is a part, as a means of achieving certain educational ends rather than looked upon the *outcome* of a game or competition as *the* end, we might boast of the greatest youth movement the world has known. The educational ends here referred to are enhanced by the contribution which physical education rightly conceived and intelligently carried out makes. The obtaining of these ends in the main is the building of habits, either health or character habits. Neither of these two can be considered subjects to be passed, nor can they be achieved thru either lecture or textbook. Experience is the best teacher, and if we are correct in the assumption that habit is the result of frequently repeated acts, then we have reason to assume that many imbedded habits will function later after definite leadership and supervision have ceased.

This intelligent leadership in habit formation is an obligation of every teacher, but teacher preparation as yet leaves much to be hoped for in this direction. Subject teaching is still the dominant note, in spite of the accepted slogan that we must teach the child. We profess one thing and practise another. It is not the knowledge of health facts that fixes right living habits upon us; nor does the mere knowledge of the Ten Commandments or the saluting of the flag make us the good citizen. It is the repetition of practises that makes our behaviors habit. An activity program, therefore, full of real life situations, is most promising toward these desired ends. We recognize the advantage of activity in that it can be directed. We can set right the individual who is wrong, and keep right the one who is right, because we see him do the wrong or the right thing. We do not know what he thinks. We like or dislike each other because of what we do, not because of what we think. Hence we may well define character as a manifestation of deeds.

Goethe expresses this thought in *Faust*, "Talents are nurtured best in solitude, but character on life's tempestuous seas."

The play world in which youth lives contains these storms in all variations. Activity has been well called one of the great hungers of life. Biologically this is of significance because activity means building of organic power.

No other field in education is so rich in variety of activity as is physical education. Classed with music as an art it shares with music the significance of engaging the whole of man in its practise. The human body is the greatest medium for outward expression, and commands the greatest variety of vehicles thru which to do it. Who has not been thrilled as spectator by the marvelous and beautiful performance of the skater, dancer, skier, jumper, or player? Even illustrations give us that thrill. But this spectator thrill is as nothing compared with the thrill of the performer—a feeling that cannot be described but must be lived, must be experienced. Here is living, for moments at least, in ecstasy. The whole being throbs in this glow of achievement. This throbbing of life exists in all degrees and levels of efficiency and in a thousandfold variety of activities, and may well be termed conditioning of the inner man. To stimulate ambition toward these experiences surely is worthy of a place in education, and surely is helping youth to grow. It is a growth not merely in knowing, but in doing; not merely in health, but in total personality. "What I am, I have become; what I'm going to be, I am becoming."

In this button-pressing age, with only a remnant of the joy of achievement left in industry, the new freedom that comes with increased leisure must make up for this loss by means of the various cultural fields of hobbies. A teacher asked her boys in class what, if they were of an inventive mind, they would like to invent. One boy wanted to invent something where you press the button and you would be all dressed in the morning; another to press a button and all your school work would be done; a third, the real product of our age, would invent something that would press the button. There remains, then, but the hobby, no matter in what field, whether it is a game to be played, or a thing to be made, or music to be rendered, that may save man from a drab existence while he looks only to commercialized recreation for relief. Only self-effort and discipline will lead to the mastery of any hobby. No button pressing will do this.

These desirable outcomes do not just happen, but can only be the result of intelligent leadership. That this leadership must be based upon more than mere technics should go without saying, yet the fact remains, that less care is exercised in the selection of teachers in this field than perhaps in any other. In selecting teachers or supervisors of physical education, the choice too frequently falls upon the man who is an all-American this or that, or one who has successfully placed this or that town on the athletic map, but who has no professional qualifications whatsoever and consequently is entirely out of touch with educational objectives.

I cannot refrain from calling your attention to the outline of physical education in junior and senior high schools published in the Sixth Year-book of your Department. It deals in detail with teacher preparation,

teacher load, time allotment, program content, health teaching, health service, and competition. There is little we would change from that outline, unless it were to stress still further the need for definite instruction for all, and less of the overpublicized championship type of program. We would also urge definite testing and measuring on the basis of test-teach-test, rather than a test for classification purposes only.

We can measure achievement in this procedure. How accurately? Well, perhaps as accurately as we measure a good many other achievements. It does not follow that the teaching of activities must therefore become pedantic, but it does mean that the teacher of physical education must teach and not merely entertain—a fault much too common and not peculiar to physical education alone. The criticism which has been made that physical education is still arms and legs and good intentions, is undoubtedly based on having seen at work entertainers rather than teachers.

If it should appear that this dissertation deals solely with junior and senior high schools, may I suggest that the errors in this particular school division are perhaps of greater moment than the omissions in the elementary schools. I refer to practises that are educationally unsound: interscholastic schedules too long, particularly in basketball; unbalanced matching of teams; lack of proper medical supervision; playing of night games; traveling long distances to determine phantom championships; and above all, interference in these supposedly school functions by non-school groups. A real representative intraschool mass program cannot thrive where both space and the time of the teacher are monopolized by the few, usually an aristocracy of brawn.

Hence the need for shorter varsity schedules. The spirit of sportsmanship and fair play is not fostered by matching a David against a Goliath. A principal permitting a light team from a small school to battle, with no hope for even scoring, against an admittedly strong and heavy team from a large school and merely for a share in the gate receipts, has much to answer for.

Medical supervision at games for the mere purpose of patching up the injured player so he may go on with the game is futile and unprofessional. The same fellow suffering the same injury in the ordinary hazards of life, and treated by the same physican, would be treated far differently, and would receive advice for great precaution so as to avoid further complication. We need sports physicians who alone may determine what players shall compete and when, who will function not only at games but who will recognize fatigue thruout the training and eliminate the boys accordingly.

While the evils in girls athletics have as yet not advanced to the level of those of the boys, there is ample evidence of overdoing to the detriment of the girl. Evidence brought out recently of increasing tendencies to tuberculosis in high schools, particularly among girls, has brought from the medical profession a word of caution to watch carefully the growing girl in her effort to shine athletically. The Women's Division of the National Amateur Athletic Federation, made up of professionally trained teachers of physical education, presents a platform for a vigorous yet safe play life for girls, which school administrators might well recognize as a

guide. There is no sport, barring those demanding bodily contact, that the girl cannot, under proper leadership, follow with safety. We recognize and discern less difference today between the sexes, than we do between individuals within either sex.

The art of dancing, like some of our games, once the prerogative of the private school and college, has become firmly imbedded in our public school program. It is a field in which woman naturally excels, yet it is not closed to men. There cannot be any arbitrary classification or selection of activities. Tastes in and for expression vary widely; hence individual inclination should be gratified. The classification of sports into major and minor sports is a most arbitrary one, particularly when it is based on the spectator interest instead of that of the performer. A major sport or hobby is that in which the individual pursuing it finds the greatest stimulation and satisfaction. For one it may be swimming; for another, dancing; for still another, wrestling; and for another, tennis. Each represents a desire for expressing an inner urge, and who is to dictate what this shall be? It is the teacher's task to help toward a better expression thru an improved technic.

This brings us to the fundamentals which always lead out from kindergarten and elementary school. The play world elsewhere referred to becomes of greater significance in these preschool and elementary-school years. To kindle and keep alive imagination must be one of the means of helping the child to grow. We must recognize that the mental experience in early childhood is objective experience. Everything seen, felt, or touched is actively shaped by the child—is experienced with more senses than it is by the adult. Objects are *actually* experienced. The same object in a brief period of time may be a soldier, a tree, or an animal. The caught child *becomes* the mouse—the chasing boy the cat.

This should suggest that even at this age we are not merely dealing with exercises, but with a specific age need for growth that does not involve muscle only. Teaching materials here are close at hand. Strange as it may seem, the oldest games for this age level are the most popular and loved ones, due no doubt to the fact that tho the games are old, the children are always new. Program content and leadership, then, is of very great importance at this stage of life, and omission or aimless operation of these is unpardonable.

Much as has been achieved in physical education as a whole, the elementary-school concept of physical education is still a very vague one, not only in rural districts, but in many town and city systems. The notion that aimless and isolated body movements, carried on between desks, is physical education, still prevails. Better if need be, curtail the high-school program and equipment in order to answer for the needs in our elementary schools, than to carry on this present mere skeleton, void of flesh and of life blood.

It requires no argument that the contribution by physical education to worthy use of leisure is a very definite one. Play in its broadest meaning always has been and always will be an important factor in the leisure of a people. Like all other leisure-time activities this too requires an appren-

ticeship for all, so that all may share actively instead of being mere spectators. Leisure may be defined to be "that time when we do as we please," and an individual or a home, a community, state, or nation may be judged by what it pleases to do in its leisure time. Leisure time can be an asset or it can be a liability. It is no longer the prerogative of the aristocracy, but is now the right of the masses. The youth of the aristocracy always were trained in the cultural things, and could use leisure constructively. Education is definitely confronted with the task of equipping all youth with skills and urges for constructive use of leisure. The youth movement all over the world can be interpreted only as the fulfilment of the great need created by regimentation in industry, a condition with which education has not kept sufficiently abreast.

May not the longer school day make possible this training in apprenticeship? Our time container has remained the same for years, and into it we have poured and poured so that the cup runneth over. We have the shortest school day, the shortest school week, and the shortest school year of any of the civilized countries of the world. The longer school day may well represent the work day of the child, leaving no work to be done at home. Such a day, with its alternation of work and play, should be a full but a happy day for youth, and would permit sharing with clear conscience in the evening program of the home.

Such a change would require courage, but it required courage on your part to usher into the program such cultural things as we are discussing. Is not the time ripe to make clear to parents and teachers that the value of these arts in education having been established, a liberal allotment of time must be found to treat these arts constructively, for the purpose for which they are intended? Present conditions in the world today demand an education that will make safe the individual, to himself and to society, an education that will make sure of earning a living as well as living a life, an education that will not turn out non-symmetrical people leading but fractional lives. Art in its widest sense, that of participation as well as appreciation, opens up unlimited possibilities to new ambitions.

May we be guided by wisdom in producing in our schools a generation less hampered and handicapped by inventions, and capable of capitalizing freedom so that it may be an asset instead of a liability.

MUSIC INVADES THE PUBLIC SCHOOL CURRICULUM

HOWARD HANSON, DIRECTOR, EASTMAN SCHOOL OF MUSIC, UNIVERSITY OF
ROCHESTER, ROCHESTER, N. Y.

It has often been stated that the invasion of one country by the military forces of another has frequently resulted in ultimate changes which have affected the invader as profoundly as the invaded. In discussing the subject, "Music Invades the Public School Curriculum," I am constrained to remark at the outset that if music has indeed had, as I believe, an important effect upon our whole conception of education, it is no less true that the effect upon music of lifting it from out of the purely professional

setting in which it had for so long existed in this country and placing it in direct contact with thousands of young minds has been even more significant.

It has been said that to plead the cause of music in education is "to knock at an open door." True as this may be, it is never harmful to review the merits of a subject which today is occupying to a greater or lesser degree the attention of many thousands of young students in our primary and secondary schools, and to attempt again to clarify end-goals and objectives. Whereas fifty years ago the study of music in the public schools was frowned upon as an unessential frill on the garment of education, today millions of dollars are being spent in musical education of the non-professional type and countless hours are being spent by student and instructor on the theory that musical education, even tho entirely removed from any vocational aim, is of great benefit to the student. Is this expenditure of time, energy, and money justified? Does music, in truth, contribute to the fulness of living in such a way as to make its invasion of the curriculum justifiable? And if it does indeed justify its position in the curriculum, are we approaching the subject in the most efficient manner?

Music, if properly taught—and the "if" is a most important condition—accomplishes a variety of things, according to the branch of music studied, the direction of that instruction, and the aptitude of the individual student concerned. Let us make an arbitrary division of our student body into four parts: (1) the "unmusical" student who displays neither aptitude for music nor interest in it; (2) the student of average or below average musical capacity, who, nevertheless, is not without interest; (3) the student of average or above average musical capacity who has, perhaps, some aptitude for individual performance and an interest in the art; and (4) the student of superior musical talents. I am fully cognizant of the fact that it is difficult, perhaps, in a large school system to indulge in this type of group-thinking, but I hope that you will bear with me while I discuss the subject, not in terms of the mass of students but in terms of the groups into which they automatically divide themselves.

Group one in my opinion, based both upon my own observation and upon the evidence of teachers in the field, is a very small one. The number of students totally devoid both of aptitude and interest in music is, I am convinced, not large. For those few students who, in the judgment of the teacher, definitely exhibit neither aptitude nor interest I should recommend no music instruction whatsoever, provided, of course, that the tendency of the small boy to appear disinterested in any of the arts because he considers it effeminate is not mistaken for honest indifference! If any instruction in music is given to this group it should, in my opinion, be confined to assembly singing of tunes which the student knows or which he can learn by rote, and to the type of listening courses usually grouped under the head of "music appreciation." To attempt to force this type of student into the arduous work of mastering the technic of sight-singing—a technic far more difficult than is generally recognized by the educator—is, in the first place, to attempt the impossible, to embark upon a mission which cannot possibly succeed and, in the second place, to institute a course

of instruction which, doing the youngster no good, can only serve to make the poor unfortunate loathe music with a generous, wholehearted, and wholly justifiable loathing. Furthermore, the insistence upon a technical training in a subject for which the student is wholly unqualified will so condition him in the future that he may, in all likelihood, fail ever to acquire an appreciation of music which otherwise might develop.

We come now to the second group—the large mass of students with average or even below average musical capacities, but with some interest in the subject. This interest will vary, of course, from the passive interest of the student who does not actively dislike music to the active interest of the highly appreciative student; it does not, according to my observation, correlate in any very definite way with the amount of what we call “musical talent.” The student with small musical capacity may be capable of securing an enormous amount of enjoyment from the experience of music even tho he may never attain any proficiency as a performer. Indeed some of our greatest music-lovers belong to this group and it is, in my opinion, a vicious theory, that only technically gifted persons can enjoy music. One of the men from whom I learned more than any other man was the late George Eastman, the man who gave so richly of his wealth for the endowment of music. I know of no man who gained such rich spiritual experience from music, and I assure you, as he assured me many times, that he knew absolutely nothing about it. That is what I call genuine appreciation.

To this type the study of music can be of enormous advantage even tho the participation, for the most part, be passive rather than active. Mass singing in this group should, I am convinced, be approached as a musical experience rather than as a technical problem. The material used should be drawn from the greatest melodies of all musical literature both of the past and the present. Large use should be made of folk-song material, for after all, folk-song literature represents a group of songs of the various peoples of the world, tested by time and passed on to us as the indigenous expression of the basic emotions of men and women.

For the student, the learning of these songs should be undertaken in the spirit of an emotional as well as a musical experience. The student should gain from that experience, first, the joy of group participation, the happiness of team-work in the effort to realize in cooperation with his comrades the spiritual and esthetic beauties of a great song. In the hands of an able teacher the group is learning not only social cooperation of the highest type but is undergoing subconsciously an emotional and spiritual development. Indeed it is not improbable that this education of the emotions, this increase of sensitiveness to beauty, may not be the outstanding aim in music education.

In speaking of “emotional and spiritual development” I have used the adverb, “subconsciously,” with definite purpose. Certainly no experienced and gifted teacher would approach his class with the bland statement, “Now, children, you are about to have a lofty spiritual and emotional experience.” Rather he would indicate to the class something of the meaning of the words; perhaps, if possible, the circumstances in which the

music came into being and then inspire them to do the best job possible of singing it. The music should and will, if it is the right type of music, do the rest.

I am fully aware that there must be some technical procedure involved in the teaching of the song, but I must admit that I am not so much concerned about the exact method of that procedure. Time was when I could become very excited over the matter of whether or not the student should be taught by the "fixed" or "movable do" or by some other system of sight-reading. Now I am inclined to leave this to the decision of the expert teachers concerned and shall not, myself, be particularly annoyed if the solution turns out to be rote-singing for the mass of students. Of one thing, however, I feel sure, that whatever technic is used, it must always be considered the means and not the end.

I am not advocating slipshod methods of instruction. I am simply insisting upon the fact that the job of the music instructor, so far as a large part of his students is concerned, is to attempt to teach cooperation within a group, to develop emotional and spiritual sensitiveness, and to introduce the students into the experiences of an art which can mean great joy to them thruout their adult as well as their student lives. The education of the emotions is perhaps more difficult than the education of the reasoning powers, and a teacher who can do the piece of work described above will be making a contribution the value of which is indescribable.

I recall a visit made to a classroom of young students near the Christmas season. The class was singing Christmas carols, not a picked group but the class as a whole. They sang among others that beautiful German Christmas song, "Holy Night." They sang it accurately but their singing was more than accurate. It was filled with a spiritual and emotional feeling of all that this song has meant to millions of Christians. No sermon could have been as complete. No moralizing upon the Christmas season and its meaning could have been half so significant. For these children were themselves undergoing in their singing a spiritual development no less significant because it was not understood.

Another field of musical instruction from which the group under consideration can profit concerns those aspects of music history and music literature grouped together under the term "music appreciation." This branch of educational endeavor needs no particular justification, inasmuch as it is in reality a department of the well-accredited field of history. If it is of importance to know something about the history of political and economic developments of the world in which we live, it must be a self-evident corollary that the history of developments in literature and the arts is also of value. Indeed it has always seemed to me that the study of history itself would greatly benefit by the broadest possible definition. For the history of a country is not merely the history of its wars. Perhaps the world would be better off if less time were devoted to the study of conflicts and more time spent upon the consideration of the contributions of peace, and among these contributions literature and the arts would hold an important place.

In connection with the development of young children the type of music appreciation which has little to do with history but which consists primarily in the stimulation of the listening faculty is of real importance. All of us, from our experience as adults, will admit that aural concentration is one of the most difficult of all types of concentration. Focusing and holding the mental attention upon the words of a speaker delivering an address constitute a real task for most people, and the power of complete mental concentration is the attribute of a highly intelligent person.

Such concentration in music is even more difficult due to the fact that tone suggests no material image. Even such elementary procedures as simple musical memory tests constitute a real challenge to one's powers of aural concentration. In the development of the child, music can be used as one of the most potent means of developing this important technic—the technic of concentrated listening.

I wish to speak particularly, however, of the older children in relation to this subject which we have termed "music appreciation." If I have been somewhat insistent perhaps upon what might be termed a less technical approach to the matter of music reading and group-singing, I may seem inconsistent when I complain of the juvenility of certain courses given to older students—juvenile, that is, in comparison with the status of other courses in the same school grade. In taking this point of view, however, I believe there is no fundamental inconsistency. The adequate development of the technic of sight-reading of music involves several important musical capacities, such as pitch discrimination and tonal memory, capacities which might be of a low order or even almost wholly absent in some students. The study of music history on the other hand is essentially no different from any other division of historical investigation. Certainly there can be no good reason for asking in the study of the history of music any less mental maturity than is demanded in any similar subject. Yet I have seen courses in music appreciation and music history taught in a manner hopelessly juvenile in comparison with courses in history, literature, and science at the same level. Why, when discussing music, a mature teacher should indulge in anecdotes of doubtful authenticity and bathe the entire subject in a wash of sentimentality, I have never been able to understand. The history of music is quite as capable of intelligent discussion as is any other field of the history of the undertakings of man. Music bears the same relation to its period as does every form of human activity. Its serious consideration in the college as well as the high school would bring advantages both to the study of music and the study of history.

We come now to the members of the important third group whom we have classified as students of average or above average musical capacity having an interest in active participation in music. For these students the type of instruction suggested in connection with the students of our group two is valid but hardly goes far enough. I realize that it is difficult in the complex set-up of modern education to afford extensive personal supervision, even to worthwhile talents. On the other hand we will agree, I am sure, with the theory that the best type of education is that which, to the greatest possible degree, allows the development of each child to

the extent of his basic capacities. It is not then, perhaps, too much to hope that ways may be eventually found to segregate certain students on the basis of superior musical capacity, and allow them the benefits of the more technical form of training from which they can profit. I am not recommending that the elementary schools and high schools be turned into music schools. I am merely suggesting that the basic technic of music reading, for example, which is frequently given on a wholesale scale to a large group of students, many of whom cannot profit by that instruction, be confined to the smaller group of students for whom the work would be both pleasant and beneficial. These are the students who are capable of musical development. They are the future members of our bands and our orchestras, of our glee clubs and our choruses. With proper opportunities these students can become valuable musical additions to the adult communities of the future tho none of them may ever make a sound in a professional capacity.

In speaking of the fourth group, the students of superior musical talent, I may seem to be again inconsistent. Curiously enough I am not particularly ardent in the cause of the vocational music high school, or for the super-developed department of music which gives every possible type of technical instruction from harmony to counterpoint. The unusually talented music student needs the same general educational background as does his less musically gifted brother. I am almost constrained to say that he needs more, for this type of student is bound to be sensitive and will probably be introverted and even antisocial. Everything that can be done to keep his feet on the ground, even tho his head is in the clouds, will be to his everlasting benefit. In the case of such a student the school can, in my opinion, do its best work by allowing him a reasonable amount of time, in terms of credit, for the study of music and the practise of his instrument; and then to insist, however sympathetically, that the remainder of his time must be devoted to those courses of study which will best develop him as an all-round social person.

This is, in fact, a middle ground between the course pursued in my day as a high-school student and that pursued in certain advanced schools of the present day. Twenty-five years ago it was not customary for the public schools to allow time for a musically talented boy or girl to develop those talents. Such a child realizing, better than did his mentors, the imperative necessity of developing a technic while the muscles and the mind were plastic, was forced to crowd this development into the hours outside of school when he should have been playing with his small friends. The toll this method has taken in overwrought young nerves and sometimes in irreparable permanent damage will never be known.

Today, on the other hand, I find in some cases the tendency, conceived I must admit in all sympathy, to allow the talented student to ride fast and free in the direction of the bent of his own abilities without a guiding check-rein. The important musician of the future will be the man of broad general background, social understanding, sound judgment, keen intellect, and a high sense of personal ethics. The best time to develop this attitude, and the best time to destroy the falsely romantic

ideal of the long-haired, self-centered, egoistic, and irresponsible musician, is from the first moment that he is submitted to educational guidance. I heard sometime ago of a foreign conductor in this country who was directing an orchestra. He had great difficulty speaking the English language, and as a result had an interpreter who explained his wishes to the orchestra. The man was a very temperamental individual and in the middle of rehearsal began talking to them. He referred to them as "*porca bestia*"—beasts and pigs. He became more and more excited, and expounded in fluent Italian. Finally, he took his baton between his teeth, broke the baton, and staggered back against the conductor's stand in a perfect agony of temper. The members of the orchestra regarded each other with fear and trepidation. Then the interpreter stepped forward and said, with his soft voice, "The maestro says please play a little softer." My sympathy is entirely with the interpreter with the soft voice who gets them to do what they should when the conductor cannot, with all his temperament—which, after all, is "temper" with a foreign ending.

I have talked to you for a long time and I have not discussed those very important special groups in musical education, the bands and orchestras, choruses, glee clubs, and musical-dramatic performances which form so important a part of the activity of so many of our school-music departments. Needless to say, I am in hearty sympathy with all of them, for they are, in a very real sense the fruit of the tree, the blossom on the vine, the evidence of the significant life of the whole musical development of the public schools of the United States—a development which is without parallel in any other country in the civilized world.

The student who is fortunate enough to take a personal part in the activity of one of these organizations is gaining an advantage which is incalculable. The boy in an orchestra, for example, is taking part in team-work of the most exacting type. He is subjecting himself to leadership in order to perfect his organization and to create something beautiful and worthwhile. He is learning poise and accuracy. He is developing self-confidence and assurance; and while he is undergoing this development he is also taking a personal part in a significant esthetic experience.

While he is taking part in these thrilling performances the student must be constantly reminded that his artistic creed should be always "Not art for art's sake but art for life's sake," for music is but a part of life to be used for its enrichment and for its greater fulfilment. With this philosophy to guide him I believe that we may safely leave our young musician to a future which will, I am sure, constantly unfold before his eyes and his ears greater riches of beauty and glory than our old world has yet dreamed of.

In beginning this talk, I recalled to your mind the fact that history has frequently proved that the effect of the invasion of a new country has often been greater upon the invader than upon the country invaded. I can hardly close this discussion without presenting briefly the opposite side of the subject. If the effect of music upon the public school curriculum has been great—and I believe that the potency of the invasion has

been sufficiently marked to carry over influences even outside of the immediate effect of music—then it is equally true that the effect upon music itself has been enormous. We have seen a great art which on the whole has been preserved as the special property of the talented or privileged few, thrown open to a large mass of school children in the form of a democratic music education. The results have been as profound as you might have expected them to be. The school children have taught us several things. In the first place they have taught us that the greatest joy is the joy of doing, that the old attitude so long prevalent in America of professionalizing the arts by importing the artists is neither necessary nor altogether advisable. In the early history of our country there was the beginning of what seems now to have been a genuine movement toward amateur music. In the pioneer industrial development of the post-Civil War period, whatever was left of that beginning apparently vanished. When the wealth possessors of that age began to think in terms of artistic development for the fruitful use of leisure, the attitude apparently was "We need an art. The problem is simple. We shall buy an art." By the power of barter and trade it was indeed possible to bring into being what seemed a true artistic development, culminating at the beginning of the twentieth century in great orchestras and at least one opera house. We are beginning to see now that the development was, tho perhaps necessary at the time, essentially a hollow structure. It was not until the public schools taught us that it was possible for Beethoven symphonies to be played not only by professionals but by American boys and girls playing for their own development and for their own enjoyment, that music in this country established under its gigantic superstructure a real foundation. The story is so old now, even tho the period since the beginning of this development is short in terms of years, that some of us must consciously think back to the day when we heard for the first time one of the early results of this program. I shall never forget the first time that I had the opportunity in Chicago of conducting a performance of the National High School Orchestra, composed of students brought together from all parts of the country. The impact of that performance on the professional musicians was nothing short of overwhelming, because we realized not only the latent music possibilities in American youth, but the tremendous possibilities of a truly democratic art.

In the second place, the American public school has taught us that musical talent is no respecter of race, creed, or color. We have been made to realize, beyond a doubt, that the Atlantic Ocean has no sterilizing effect upon musical talent and that the boy or girl born in this country may be as greatly talented as any product of the Old World, a realization which has robbed America of its curious inferiority complex in respect to the arts with a speed and efficacy which could not have been accomplished by a battalion of college professors lecturing for twenty-four hours a day for the period of a century.

In the third place, these musical children of ours have brought to music a freshness of viewpoint, a catholicity of taste, and a refreshing honesty.

They like music for its own sake, because it does something to them and for them without bias or prejudice. The snobbishness which has so long affected the professional concert hall and which has been more successful than any other influence in postponing a vigorous creative movement in this country, is refreshingly absent. Great art cannot come from the product of the effete concert hall which measures music in accordance with the self-conscious recognition of the names on the right-hand side of the program, which idolizes the celebrity rather than the music performed, and exalts personality above art, but it springs rather from the simple elements of honesty, sincerity, and a love of beauty. These qualities, I am convinced, our youngsters have in a quantity exceeding that possessed by us of the older generation, pouring into the ocean of art the rich themes proceeding from the channels of many and rich racial sources. I firmly believe that these young people will in the future lead us to an art such as these United States, and, indeed the countries of the whole world, have never known.

THE IMMEDIATE VALUES OF ART EDUCATION

JOHN L. TILDSLEY, ASSISTANT SUPERINTENDENT OF SCHOOLS,
NEW YORK, N. Y.

If I were to tell the boys and girls of the high schools of New York City that I, their superintendent, had gone to school for eighteen years and had never given a single hour to the study of art, they certainly would question my intelligence and wonder what barbarous land was responsible for my rearing. Thru the medium of marbles, baseball, cricket, and all the rest, I acquired an exceedingly accurate eye, but to this day I have never acquired adequately the seeing eye which opens the outer world with all its wonders to the inner man, the seeing eye which may become the priceless possession of every boy however little or great his learning capacity, who has been reared in the modern public school, elementary or secondary. (I refuse to concede the term "modern" to any school, public or private, which has refused or neglected to recognize in its educative processes the vital significance of the awareness of beauty in the growing of boys and girls to their appointed stature.)

It is a far cry from the schools of my youth with their lack, not merely of training in art, but of any effort to open the eyes of boys and girls to the magical universe of beauty which enveloped them. It is more than a far cry, it is a miracle of educational progress to such a scene as I witnessed a few years ago in our Textile High School: Petrocelli, the son of a very poor Italian family, making a design for silk, based on a motif taken from the remains of the Mayan civilization which he had found in the Natural History Museum and in the Metropolitan Art Museum, a design so good that one of our famous silk manufacturers paid this sixteen-year-old \$100 for it.

I asked this boy, who was utterly without financial resources, "What do you plan to do when you have been graduated from Textile?"

He replied, "I expect to enter the Academy of Design."

"And after that?"

"I have to go to the Beaux Arts."

That boy thru his art work had developed a power of imagery, of organization, a technical skill in design, an awareness of beauty; but above all, he came to be a citizen of a transformed world, transformed because of the confidence he had earned in his own judgment of what was beautiful and in his ability to overcome all difficulties that might lie before him. I do not know whether he reached Paris but a few weeks ago when I asked his former principal about him, he picked up the current issue of a very popular magazine, showed me "Petrocelli" on the lower corner of the cover and said, "He received \$500 for that."

Of course the Petrocellis are the exceptions but in the high schools of New York, as commonly thruout the nation, we have thousands of boys and girls with an awareness of the beauty of a carefully wrought design and many hundreds capable of making such a design. Every boy and every girl who enters our high schools is exposed to the study of the appreciation of art for at least four periods weekly for a year. It has taken us in America a long time to shake off the influence of the dame schools of the English novel and the resulting belief that art like embroidery is a ladylike pastime for the daughters of the gentry but something alien to robust boys who are being equipped for the arena of life.

Is it not amazing that not only in our own country but also in England, which has until recently set us our model, the more closely the education of the lower schools has been directed to the preparation of boys and girls for entrance upon the so-called liberal education of the college, to that extent has awareness of beauty in its varied forms been neglected in the growing of these supposedly fortunate youths in the elementary and secondary schools, and, to put a capstone on our monumental blundering, it has been neglected in the college of liberal arts itself?

I discovered from the announcements of a famous, very old preparatory school of New England that only within the past four years has it discovered the desirability of introducing its boys to beauty in the representative arts. I asked the principal of another of our oldest, deservedly famous, and really best fitting schools what it was doing for the appreciation of art among its students. His complacent answer came instantly, "We are doing a lot; we give them lectures on architecture, painting, and sculpture." That is a step, but it is again a far cry to Petrocelli with his Mayan design and his recent cover drawing for the *New Yorker*, for, as John Dewey expresses it in his *Art as Experience*, "How is it possible to develop appreciation in boys and girls without some external embodiment of the appreciation aroused either in the form of a description of a scene or a sunset or of a painting of it?"

How inconsistent we supposedly educated men are. After seven years' study of the language and literature of the Greeks, possibly the most beauty loving of all races, I would have thought it an unworthy expenditure of time to have taken a course in art. Why have we Americans so commonly felt that art is something for women? When I think of the Acropolis, of

the temples of Egypt, of Chartres, of Michelangelo, Leonardo da Vinci, Albrecht, Durer, and even of that scamp Benevenuto who would hold his own among the New York gangsters of the present, of Paul Revere, and of a recent center rush of a winning Harvard football team and captain of its hockey team, now a curator of art of a famous museum, I wonder why we still, a little shakily it is true, hold that art is a frill, a luxury for prosperity, a derelict in times of adversity, but at all times something for gentle souls. That view is reported to have cost Ford some seventy or eighty million dollars and the temporary loss of his supremacy in the car industry—the view that efficiency of operation would atone for the complete absence of beauty in the T-Model.

As I view the chapels of the University of Chicago and of Princeton, the Woolworth Building, Radio City, the Empire State Building, the George Washington Bridge, the streamlined car, the clothing of men and of some women, native designed silks, stained glass windows, pottery, household utensils, automatic machines, all American products, all things of beauty—I am amazed that, with the service of beauty so neglected in the education of most of the men who hold high places in the industries which produce these beautiful products, America is where it is today. It would seem that to make almost anything really effective, really useful, its makers in their very devotion to pure utility and reduced costs arising from lightness and simplicity of construction are led on, possibly unconsciously, to apply the guiding principles of art which the race has evolved thru its creative experiences of the ages past. Proportion, balance, harmony, rhythm, emphasis are principles no less of utility, of efficiency of production, of management, whether of industry or of the state, than they are of beauty. It would not be difficult to prove that the very depression amid which we are laboring was due to the violation of these principles. It might be wise for those elder statesmen who propose to write the platform on which they hope to win against the New Deal to remember that just as these principles when violated make for bad art and their long continued non-observance for universal bad taste, so also in the field of human relations, their violation and non-observance make for a tottering society and the prevalence of bad citizens.

I was born and lived my early years in one of the worst, if not the very worst period of taste in American life—the period of basques, bangs, and bustles, of mansard roofs, and houses painted with colors that fought each other for supremacy. It was the age of Hudson River bracketed of which Edith Wharton writes. Someone invented the fretsaw. So American builders must use it and even the makers of picture frames. But their products harmonized with our basques, bustles, bangs, the samplers, and “what nots” of those days.

But we have emerged, or at least are emerging, from that age. I wish I could believe the schools were chiefly responsible for the revolution in taste during the past fifty years. They could have been, but who was to teach the instructors? Think of the colossal waste, of the literally billions of dollars worse than wasted on houses, furniture, chromos, dishes, ornaments, decorations, any one of which has survived only to reveal to his-

torians our needless degeneration. I say needless degeneration, for why should any people which has once had the light ever again sit in darkness unless their land has been laid waste and their culture wiped out by an Attila the Hun or a "March to the Sea"?

Motor with me from New York to Maine thru Litchfield, Farmington, Newburyport, Wiscasset, Thomaston, and Castine and delight your souls and rest your eyes as you view those houses of white pine, perfect in proportion and in line, and realize that for one hundred fifty years they have brought joy not to succeeding inheritors alone, but to generation after generation of neighbors and passers-by. More effectively than books or even schools and teachers have they taught the growing boys and girls that things of beauty are truly a joy forever and the abiding, never shrinking treasure of any community. Or travel with me thru Maine or Massachusetts and pass by a hundred farm or village houses until suddenly your eye is arrested by a simple house, white with green blinds or yellow with cream white trim, one story only, but again perfect in its proportions, and discover that it was built early in the last century. You will of necessity ask yourself why the eye for beauty was seemingly more common a century or more ago than with the generation since. How could a man with such a model before him build the house on either side?

All these houses, that of the captain in the China trade, that of the farmer of those rugged acres, were planned and built by craftsmen working with one of the finest materials—white pine, often three feet wide—with which an artisan was ever blessed. But go with me now to eastern Pennsylvania and view those houses of stone and of brick, plain, simple, everlasting, just like the men for whom they were built, those Friends of the eighteenth century with their broad white collars, their plain, straight-lined clothes of exquisite texture whether for men or women, clothes as beautiful as the lives of those who wore them. These houses, these clothes, were artisan not factory built. These artisans, artists as Dewey would call them, having no white pine used the native stone and clay, and from these universal materials built houses no less beautiful than their New England fellows, because they too had eyes trained to beauty of line and relation of parts, that quality of proportion, imperative in all the circumstances of life.

John Dewey in his *Art as Experience* tells us, "The intelligent mechanic engaged in his job, interested in doing it well and finding satisfaction in his handiwork, caring for his materials and tools is artistically engaged." Even in my own boyhood days almost every craftsman I knew had this feeling for his materials, this love for his tools, this pride in his product. My house in Maine was built some forty years ago. Its lines are bad but the lover of his craft, the plain carpenter who built the mantel, carved on the uprights with delicacy of touch scallop shells such as are found on all the shores. Almost every man on our island builds boats with beauty of line, not because he is consciously seeking to create beauty but because he is striving for the utility of speed, of smoothness of motion thru the waves. Almost every woman makes hooked or braided rugs of her own design using as her inspiration the gorgeous flowers which Maine fogs bring forth.

In this Machine Age of city dwellers, have we not, men and women alike, in being freed from the economic necessity of making our own houses, furniture, utensils, clothing, rugs, bread, pies, and even of cooking our food, lost something of most vital necessity in the satisfying growth and life experience of human beings who feel, at least should feel, an obligation to realize themselves? Just how under present conditions, except for the few, is the city-born boy or girl to experience that most heartening of all experiences, the looking upon something he has made and the realizing that it is good, that something deep within himself has emerged and taken form that all may see and that may be pronounced good by his peers?

Some ten years ago I was asked to speak upon the theme, "Should America Have a Distinct National Kultur?" I began by saying that upon the dome of the capitol in Boston may be seen as the emblem of Massachusetts a gilded codfish and that I would replace it with a jack-knife as a truer representation historically of the genius of Massachusetts. For I view the genius not merely of Massachusetts but of New England and of America itself thru the ages past as essentially one of creativeness, a creativeness arising out of the necessity of constantly overcoming difficulties with little equipment other than a certain degree of ingenuity.

I seem to have wandered from my theme which is the awareness of beauty. As the principal of a high school for boys, I was often skeptical as I saw the teachers setting boys to designing bookmarks or paper cutters or tiles. These did not seem to me to have the desirable sex appeal. Three or four generations ago their ancestors without the inspiration of a teacher would have found vent for their creativeness in making bows and arrows, gun stocks, bats, boats, kites, even tools. Creativeness is still found in our boys and girls; it needs but the opportunity for expression, materials, tools, a place, and an understanding teacher. I saw recently as the product of a member of the hobby class at De Witt Clinton High School, an eighteenth century coach, complete in the minutest part, a miniature of the coach in which Louis XVI might have ridden—decorated, gilded, and all with exquisite craftsmanship. I cannot help but believe that that Italian boy developed in the making of that coach to a higher degree the qualities of accuracy, thoroughness, the urge to do his best, imaginativeness, constructiveness, self-reliance, a faith in his own value to himself and to society, than he could have gained thru the study of a foreign language, mathematics, or even science. In addition he had gained an understanding of and feeling for wood, leather, silks, brocades, oils, paints, varnishes, colors, and gold leaf as materials for the arts and crafts of life. Beyond question he had gained mastery of many skills, respect for craftsmanship as such, and a vastly increased appreciation of beauty of line, of color, of composition.

Forty years ago we introduced manual training as a phase of secondary education. We went further and established vocational, industrial, trade schools, but in this very process we have omitted from the education of the great mass of pupils this experience with materials of construction, this outgo of the urge for expression which is found in varying degrees in every one of us. It is a grave question whether this lack in the educational experience of the majority of the boys and girls in the schools of this country

may not be responsible in large measure for the want of balance and touch with reality that is increasingly prevalent among them.

And therefore I return to my theme. Is this awareness of beauty, and the resulting tho not inevitable growth of good taste as a permanent possession and dominating force in the life of a man or woman, one of the minor ends of education, one of the fads and frills which may be dispensed with when financial stress arises, or is it one of the major ends of education than which there is none more vital to effectiveness and richness of living?

Consider the transformation of life, individual and civic, that would come to pass if our schools from the kindergarten on thru college should set awareness of beauty, the growth of fine taste, as the sun of the educational universe. Every branch of industry, our commerce, our merchandising, the clothes we wear, the houses we live in, our streets, our public buildings, the very appearance of our cities, the health of our people, their speech, their manners, their very appearance, the lasting happiness and well-being of every man and woman, their relations with each other—all would be different. The issues are so great that I raise the questions, Is such a complete transformation of education and so ultimately of society the responsibility of the comparatively few teachers of art, or is it the responsibility first of the principal then of every teacher in every school and going even further, is it not primarily the responsibility of boards of education in the buildings they erect and in the facilities they furnish for furthering or obstructing this awareness of beauty?

I have indicated that the board of education should further this awareness of beauty by furnishing opportunity from the earliest years on for craft work. Our teachers in despair in not being able to arouse and sustain the interest of some boys and girls in book learning are beginning to furnish activity programs for these slow learners in the lower grades of the elementary schools. The activity program of the reorganized elementary-school curriculum of New York City calls for from four to five hours weekly of arts and crafts. I am most hopeful that this program will evolve types of craft work that will prove effective instruments for the development of these boys and girls, and when they have proved the value of craft work for these slow pupils, I trust they will give this work to every pupil, but demand a higher degree of accomplishment as his learning capacity is greater. The child is naturally creative. Every one of us at some time in his life has loved to make mud pies. A running brook is a temptation even now to build a dam. Possibly the restlessness of city boys that leads them to join gangs and commit crimes is the outcome of the want of opportunity for creative acts in our school and in our street life. May not juvenile delinquency be merely undirected creativeness?

We have discovered in New York City that clay modeling not only awakens to life an unsuspected creativeness in almost every boy and girl who gives himself to it but it has a remarkably soothing and healing influence which rests a troubled spirit. I have seen a class of boys, every one of whom had been a failure in his studies and a trouble-maker, enter a room, with the teacher, Mrs. Brady, talking to me in the corridor, and

each of them go directly to his table and with the greatest intensity proceed to work upon his lump of clay or partially completed figure of man or beast or vase. Fantastic as it may seem, as creativeness goes out from the ends of the fingers to the clay, gradually molding the shapeless mass into a thing of beauty which the world has never seen before, relaxation and transforming rest come to the frayed nerves and to the disturbed and disturbing spirit. A boy came to this class, expelled from a private school, the despair of his father. He proceeded to make trouble in the new school. By some good fortune he was placed in this class where it was immediately discovered that he had an amazing creative touch. I saw a head of a Nubian boy which he had molded, distinctly Negro, but with a most spiritual quality, a head such as I had seen in the Cairo Museum and worthy to be placed in our Metropolitan Museum. With attention thus directed to him, it was discovered he could write as well as he could mold. The boy was transformed into one of the most helpful boys in the school. His father and he are now friends. He is studying in the Academy of Design. If we could find other teachers such as our Mrs. Brady, I would give clay modeling to every child in the early years of the primary school, and to such as had the magic touch and the glowing imagination, I would offer work in plastic art all the way to the latest year of the high-school course.

We boys often used to complain of chores, for they interfered with the more serious business of baseball or hare and hounds, but I sometimes believe the passing of chores with the town-bred boy has left a serious gap in his education which of all school subjects the fads and frills of art and music alone are competent to fill. When students in Germany, we used to visit the yearly fairs and buy for a few pennies the earthenware dishes, bits of pottery, figures of carved wood made by the men and boys of the countryside, the occupations of long winter evenings. I saw in the *Sunday Times* recently the picture of a woman of Bali pounding the rice while the man was carving an ivory tusk for a musical instrument. These men of Germany and of Bali were carrying on the age-long traditions of the race that when the arduous chase and the strenuous toil of tilling the soil is over it is the man who turns in his lighter hours to the making of something of beauty, an enduring monument of his imagination and of his skill.

So we in America must turn back the clock if we are to be a physically and mentally healthy race. We are under the spell of automatic machinery. We want to feed things into a hopper and by a receptive process have them come out a finished product. Even the six-year-old child these days is to be fed into the educational hopper and after twelve years, without any serious effort on his part or on the part of his parents, is to come out with a high-school diploma and with the delusion that he is educated. And state economic councils and taxpayers associations are hoping that moving pictures and the radio will soon bring about that paradise of their wistful thinking, the school without teachers. What a saving! The final triumph of progress.

Of all school subjects, it would seem that art is best adapted to bring home to us the utter futility of attempting to apply the methods of large scale industry to the education of boys and girls. The recognition of beauty comes only thru the individual; the creation of beauty is the work of one.

Even where it seems to be a joint product, behind the joint action is the idea of one man, for without this there could not arise that unity, that proportion, that harmony which is of the essence of beauty. Effective art education of necessity deals only with individuals. Its method is of necessity a project method. The boy chooses his project and finishes it or he does not. There is no room for doubt. The quality of the product is apparent to all. The boy deceives neither the teacher nor himself. He is encouraged to arrive at and state an esthetic judgment which is his own. He thus gains respect for himself and in one field at least remains an individual. Possibly at the present time, therefore, no more vital function does art education discharge in the high school than this recognition of the right of the student to individual growth and the application of the universal method of the coming educational day, the project method and the individual judgment of his personal project.

Unless I misread the symptoms of many pupils who enter high schools, their elementary training has consisted of a series of several hundred stunts. They have been taught ways of accomplishing things—not the essential nature of things, not the nature of their relation to other things. They do not know what a fraction is but they have been taught a particular way to add fractions when arranged in a certain order. The elementary teacher believing there is no such thing as a general training resolves education into a large number of specific trainings, a specific training for each operation to be performed. The method therefore is the recognition of types, the imitation of models. General principles hardly exist. The boy learns nothing for all time. He does not know there are things one should carry thru life as having enduring value in themselves. He comes to the high school with the attitude that education consists in gaining credits for admission to college or for entrance to a profession or as conducing to success in a vocation. He does not conceive of education in terms of his own growth. Everything is but a means to an end. Each experience today is of value only as it is a vestibule to something tomorrow. Nothing is complete or worthwhile in itself.

This boy enters an art class. The teacher shows him a picture. It is sufficient for the teacher that the boy gains any pleasure from it. The boy is asked to gaze at a sunset. It is an experience complete in itself if he but gets a thrill however slight. That sunset is forever gone save in his recollection. He cannot be examined on it. He cannot gain credits for the experience. All that is left is an expansion of himself, a desire for more, a greater responsiveness to the presence of not merely that manifestation of beauty but of other like manifestations. He immediately walks larger in a world that forever grows larger since the appetite for beauty is never sated—exposure to one glowing sunset makes him but more eager for the next.

My five-year-old stood at the window one November day clapping his hands and crying out joyfully, "All this beautiful snow coming down for me and my sled." The addition "and my sled" ruined the experience of beauty. The snow like most subjects the boy studies in school was to him a means to an end, sliding downhill, a deferred value.

I saw this same five-year-old standing on the rocky shore of Lake Champlain. His hands were moving as before. He said nothing. It was sufficient to be thrilled by the sight and sound of the crashing, foaming waves. That was a pure appreciation of beauty, an experience, complete, satisfying. Thirty years later any summer is wasted which does not find him thirteen hundred miles from his home in Chicago for even one day gazing from a boat over the granite-rimmed, spruce-clad islands of Penobscot Bay to the sun setting in glory on the Camden Hills, twenty miles away. Such elements in education have no deferred values. Their values are here now and thru all the years to come. One of our chairmen maintains that in a course in the appreciation of art there should be no examinations. I believe she is right. The examination becomes an end, a basis for promotion, whereas the immediate end you will all agree should be growth in emotional response to the presence of beauty. The ultimate end should be the growth in the response of all that a man is in the presence of beauty.

Could our art teachers but expose even a city boy to sufficient manifestations of beauty that boy would, I believe, gradually grow to the stature of realizing that beauty is completely satisfying in itself, however brief the manifestation and is not to be valued because it is to be used in any way. Life experiences are to be lived, enjoyed now and here. As his teacher shows the boy that great art never dies, that Phidias in far away Athens of twenty-three hundred years ago was dominated by the same principles which he himself has just employed in the design he is making, he does come to realize the worth of great fundamental principles of relationship—that there are some things to be gained as a life-long possession and passed on to generations to come. I do not remember as a boy seeing a sunset, or a starry sky, or the shapes of trees. All because no one opened my eyes. The beautiful was there; I saw it not. Few of us saw anything beautiful in an elevated railroad in a fog until Pennell revealed it in his etchings. Why should any of us go thru life as in a prison cell when all around us on every hand there is beauty even amid ugliness to the seeing eye, whether it be the crowded street, the rolling prairie, the mountains, or the sea?

Art education in the schools does not mean merely lettering, free-hand drawing, sketching, design, painting, analysis of color. It means all that, but it means so much more, a feeling for, an awareness of, some understanding of what not only art but also beauty itself has given in richness of living, in exaltation to the race thruout the ages past. How can schoolboards any longer consider art and music as minor subjects to be retained if one can afford them when in this age of rush and change, often of discouragement and fear, the teachers of art, as no one else, recall to us that beauty is eternal; that since time began the finer souls have found fulness of satisfaction in simplicity, harmony, balance, moderation; that the great principles which dominate men are everlasting verities worthy of a home within every child they teach; that beauty is forever present; that from its constant draughts come expansion of soul and richness of life which are the true ends of education?

I have spoken only of the immediate cultural values of art in the elementary school and the secondary school. The elective courses in our high

schools lead the way not only to a high degree of cultural development but to numerous vocations. The most encouraging sign of the times is that some of our best colleges are now accepting three units of art on a par with three units of foreign language, mathematics, or science. These colleges, not all of them for women but some which shine in hockey and football, as Princeton and Harvard, are offering cultural courses in art. Art is no longer a minor in education. It is beginning to take in American schools and colleges the place it has always held in the life of man beyond the school, whether the man be savage or sage.

SECRETARY'S MINUTES

St. Louis Convention

February 22

The sixty-sixth annual meeting of the Department of Superintendence was held in the Municipal Auditorium, St. Louis, Mo. Registration and exhibits opened Saturday, February 22, 1936. The exhibit was the largest and best organized since the depression began. It represented long and careful planning on the part of those participating. In the great area on the ground floor of the Municipal Auditorium nearly two hundred and fifty different firms and organizations were represented. A feature of special value was the exhibit of administrative procedure of the St. Louis public schools, which was arranged in the form of thirty-two panels placed along the inner walls of the Exhibit Hall.

February 23

The opening Vesper Service was held in the Opera House of the Municipal Auditorium on Sunday afternoon, February 23. At the opening of this session, Superintendent Henry J. Gerling of St. Louis presented a gavel to President A. J. Stoddard. It was made from wood taken from the stair rail of the St. Louis residence once occupied by Eugene Field. Following the address by President Glenn Frank of the University of Wisconsin, an Honorary Life Membership in the Department of Superintendence was presented to Herbert S. Weet in recognition of his distinguished service as a superintendent of schools and of his devotion to the ideals of public education.

The first part of the Sunday evening program was furnished by a combined chorus of five hundred Negro voices from church and school choirs of St. Louis. The vast audience was thrilled as it heard splendid renditions of heart songs of long ago, Negro spirituals, and songs by modern composers.

"America Speaks" was the title of the second part of the Sunday evening program. It was presented from the stage by stars of the National Broadcasting Company. Dramatization, songs, public opinion, and religion were brought to the audience with the same procedure as is followed in the broadcasting stations.

February 24

At the Monday morning session, Honorable Bernard F. Dickmann, Mayor of St. Louis, in well-chosen words, brought greetings to the con-

vention. United States Commissioner of Education J. W. Studebaker presented a personal letter from President Franklin D. Roosevelt.

On Monday afternoon, under the direction of nine division chairmen, thirty-six group meetings were held. At each of these meetings, two important issues were debated.

February 25

Nominations for officers were as follows: For president, William J. Bogan, superintendent of schools, Chicago, Ill., Carroll R. Reed, superintendent of schools, Minneapolis, Minn., and A. L. Threlkeld, superintendent of schools, Denver, Colo.; for second vicepresident, Jesse H. Mason, superintendent of schools, Canton, Ohio, and J. W. Ramsey, superintendent of schools, Fort Smith, Ark.; for member of the Executive Committee for four years, Merle J. Abbett, superintendent of schools, Fort Wayne, Ind., J. C. Cochran, superintendent of schools, San Antonio, Texas, and W. Howard Pillsbury, superintendent of schools, Schenectady, N. Y.

The Department of Superintendence met in executive session Tuesday afternoon. Superintendent Paul C. Stetson of Indianapolis, Indiana, chairman of the Committee on a Longer Planned Program for the Department of Superintendence, presented the report of that committee. He raised certain issues for discussion and immediate action. On behalf of the Committee, he also presented proposals for amendments to the Constitution and Bylaws of the Department of Superintendence for action a year hence.

The Executive Committee of the Department of Superintendence presented a statement and resolution concerning the termination of the work of Payson Smith as Commissioner of Education in Massachusetts. The statement was approved and the resolution adopted by a rising vote.

Superintendent W. Howard Pillsbury of Schenectady, N. Y., presented the report of the Committee on Resolutions. After a few minor amendments, the report was adopted.

February 26

Wednesday, February 26, had been designated by President A. J. Stoddard as Missouri Day. Programs of special interest to teachers had been planned. In the afternoon, thirty-nine directed group discussions considered live issues in the field of education at all levels, from preschool and kindergarten to teacher training and adult education.

February 27

A fine attendance marked both the morning and afternoon sessions on the closing day of the convention. "Next Steps in Educational Progress" was the morning theme. A public forum conducted by United States Commissioner of Education J. W. Studebaker was the afternoon feature. A past president's key similar to those awarded to other former presidents of the Department of Superintendence was presented to President A. J. Stoddard. After the Board of Tellers had reported, the newly elected officers were introduced and the convention adjourned.

S. D. SHANKLAND,
Executive Secretary.

REPORT OF THE BOARD OF TELLERS

ST. LOUIS CONVENTION

February 26, 1936

To the President, Executive Committee, and Members of the Department of Superintendence:

We hereby certify that the election of officers of the Department of Superintendence of the National Education Association was held this day and conducted in accordance with the provisions of the Constitution and Bylaws.

The following received a majority of the votes cast and were elected:

President for one year:

A. L. Threlkeld, superintendent of schools, Denver, Colo.

Second vicepresident for one year:

Jesse H. Mason, superintendent of schools, Canton, Ohio.

Member of the Executive Committee for four years:

J. C. Cochran, superintendent of schools, San Antonio, Texas.

The retiring president, A. J. Stoddard, superintendent of schools, Providence, Rhode Island, by provision of the Constitution automatically becomes first vicepresident for the ensuing year.

Respectfully submitted,

EVERETT W. IRELAND, *Chairman*,
IRA S. BRINSER,
JOHN W. THALMAN,
HARVEY O. HUTCHINSON,
JOHN BRANIGAN.

RESOLUTIONS

REPORT OF THE COMMITTEE ON RESOLUTIONS

Adopted February 25, 1936

Education is a primary function of the state and was recognized as such by the founders of our country. This principle is the foundation of our democratic ideals and institutions. For the effective realization of the objectives of public education, for the preservation of our American standards of freedom thru equality of individual opportunity, the national Department of Superintendence endorses the following resolutions:

I. The Program

We urge for the schools of the several states a minimum educational program which shall include:

1. A full day's schooling for a full term of 180 days for all children between the ages of five and eighteen in a well-equipped modern school building.

2. A complete program of education for every child including:

a. Well-organized elementary-grade instruction beginning with the kindergarten.

- b. Secondary education broad enough to satisfy the educational needs of pupils of varying types and interests.
 - c. Continuation schools for children who, because of circumstances beyond their control, are compelled to seek employment.
 - d. Special training for both gifted and handicapped children.
 - e. Adequate health service for all children.
3. A compulsory school attendance law which does not discriminate against rural children and which protects children from labor unsuitable to their age, experience, and physical development.
4. A modern curriculum extending from the kindergarten thru the secondary school adequate to furnish to pupils an understanding of the world in which they live and to enable them to participate as useful members of society.
5. Teachers with a minimum of four years of professional preparation beyond high school; supervisors and administrators with a minimum of five years of professional preparation in addition to successful teaching experience.
6. For all teachers so trained a legal minimum salary of not less than \$100 per month, with a reasonable degree of security and legal tenure conditioned on professional improvement and a sound retirement system for all educational employees.
7. A well-defined legal status for the superintendent of schools.

II. The Curriculum

1. Public education is a social device. As such, it is most efficient when it promotes the ends which have inspired the type of social existence in which the school is placed. In America the intention has been to guarantee life, liberty, and the pursuit of happiness to the masses thru a democratic form of government. Public education must, therefore, reconsecrate itself to the task of maintaining democratic ideals in the midst of social and economic adjustment.

2. The public school can help make democracy safe for the world. We recognize that the special privilege, ignorance, and selfishness within our gates are enemies even more menacing than any that may be threatening from without. We urge, therefore, that the instructional program should aid pupils to a clear recognition of these enemies of democracy in order that those who will soon participate in society may the more fully attack its problems in a spirit of intelligent patriotism.

3. We recognize that many of the most critical problems facing the American people today are economic in nature. We also recognize that the American people are economically confused and that we are in imminent danger of making serious mistakes from which it will be difficult for the country to recover. We believe, therefore, that the time has come when the schools of the United States should seriously attack the problem of introducing economic understandings and experiences suitable to children of every age level as an integral part of our curriculum, applying to the prob-

lem those technics of curriculum construction and method which have been so successful with other materials of instruction.

4. We recognize the interrelated functions and responsibilities of all educative agencies—the press, the radio, the theater, and the church—as well as the schools in the full achievement of a democratic life in our country. But we call attention to the problem created by the fact that conditions of social change not fully recognized in the curriculums of our schools are often the occasion for organized social pressure which seeks to commit schools to the observance of special days and weeks, and the insistence on the introduction of special curriculums. Such sporadic measures tend to disintegrate an already overcrowded and overcompartmented curriculum involving education in propaganda methods and dictating the nature and content of the curriculum in ways which are subversive to the general good.

While not unmindful of such facts as the appalling increase in fatalities due to motor accidents, amounting to over 100 percent in the ages of fifteen to nineteen, we maintain that the development of sound social attitudes and understandings on the part of adults as well as adolescents and children on such problems as public safety, traffic and accident control, law enforcement, and drunkenness can only result from action based on sound long-term social and educational planning and administration.

III. Adult Education

The growing needs of the adult population for such education as will fit them for their social, economic, and civic responsibilities should be frankly faced by those responsible for the administration of our public school system, and we therefore recommend:

1. That adult education be recognized as a function of the public school system.

2. That local communities be encouraged to make increasingly liberal provision for forums and similar services thru state and federal support.

3. That adult education programs be kept functional and dynamic as needs may arise and carefully guarded from undue formalization.

4. That the public schools should seek opportunities for cooperation with and functioning thru such existing community and state agencies as are already making worthwhile contributions to adult education.

5. That the public school should provide a program which will recognize the needs of youth between the approximate ages of eighteen and twenty-five.

IV. Research

Since research has been, and will continue to be, the most valuable tool we have in education, there should be increased facilities for well-related city, county, state, and national service.

1. Research service in public school systems should be strengthened and extended to include smaller communities and rural areas as well as cities.

2. Due emphasis should be placed upon administrative research. We recommend research to determine a uniform system of child accounting.

3. Due emphasis should also be placed on laboratory studies of learning but the exploratory function of pioneer studies and basic experiments should

be recognized as more vital and essential in a period of educational reconstruction than refined standardization of currently accepted practises and levels of achievement. This may well be the special function of special commissions and departments of education in universities. However, wherever opportunity presents itself, field experiments should also be set up in public schools. In this connection we recognize the significance of constructive studies toward the development of functional curriculums for the American secondary school.

4. A "consumers" service should be evolved for the users of research, e. g., teachers and administrators, to the end that reports may be more effectively interpreted into new practises and for insuring that the findings of educational research reach the general public in understandable form.

5. So long as research is conducted independently in the various states and local communities it is inevitable that there should be a very considerable waste due to overlapping. We would again urge that the personnel of the federal Office of Education be materially increased in order that it may more largely coordinate and initiate the research service demanded by changing social conditions.

V. Small Schools

We commend the increasingly large number of agencies that are devoting themselves to the solution of the problems of the small school. Wherever feasible, uneconomically small units should be eliminated. Many districts, however, cannot be consolidated and even when consolidation is effected in our more sparsely settled areas, the enlarged units thus formed usually have small enrolments. Recent figures indicate that more than 90 percent of our school systems in the United States are in communities with populations of less than 2500. It is evidently necessary, therefore, that administrative, supervisory, and instructional technics be developed which are suited particularly to the smaller schools of the nation.

We urge, in view of this situation, that the Department of Superintendence devote a yearbook to the organization and administration of smaller schools and that more attention be given to the problems and opportunities of such schools in the planning of the programs of this Department.

VI. Financing Education

We believe that the financing of such a program as is embodied in these resolutions demands:

1. The development of a broader tax base which will secure the needed revenue and equalize the financial burdens and obligations among the respective sources of wealth and the determination of such a broader tax base thru the appointment of expert non-political tax commissions.

2. Larger units of taxation and educational administration, with the consequent reduction of overlapping in governmental functions.

3. An equitable system of state aid based upon the principle of taxing the wealth of the state wherever it may be located for the support of the education of the children of the state wherever they may be found.

4. A system of federal aid similarly based upon the principle of equality of educational opportunity for all the children of the United States. Such aid should be administered by the state departments of education of the several states on a scientific equalization basis but entirely divorced from federal control.

5. Determined opposition to national groups which advocate fixing the limit of free public education at the elementary-school level, and to leagues and alliances which are trying to emasculate the public school program to protect wealth from taxation.

VII. Freedom from Politics

1. The Department of Superintendence deplors the fact that in the expenditure of federal moneys in the name of education, laymen in Washington have arrogated to themselves the determination of educational needs and procedures. This Department maintains that the term "emergency education" is an unfortunate hybrid which does not justify the violation of the professional standards and sound administrative policies.

2. We also regret that in the distribution of federal funds for unemployed teachers and youth, the already existing needs of states and communities were not recognized, and that regularly constituted educational authorities were in the main ignored.

3. In the development of the educational function, each state, thru its legislature, has found it necessary to delegate certain duties and powers to the local community. The board of education is the representative both of the people and of the state and is responsible to both. No intermediary municipal authority should be permitted to stand between either the people and the board of education or between the board of education and the state. This means fiscal independence for all schoolboards.

4. Since it is essential for the successful functioning of a democracy that the citizens be well informed upon the vital issues of the day and since it is a primary purpose of our schools to train students to take their places in a democratic society, we are heartily in favor of that sort of academic freedom (a) which permits the teacher the complete liberty of political conduct and thought to which he is entitled as an American citizen, and (b) which at the same time obligates the teacher to present all available facts in controversial issues so that a realistic and accurate picture of American life and problems may be presented to the students, without forcing upon them the personal opinion or bias of any individual or group. Thus only can students learn to reach conclusions thru critical thinking untrammelled by pressure or propaganda. We pledge the full strength of our organization to uphold every effort for the maintenance of the principle of academic freedom as thus defined.

5. We insist that public education should be free from partisan politics. The administration of schools, the development of school policies, the selection of teachers, and enactment of educational legislation should be determined solely by their contribution to the common welfare and only upon the advice of competent educational leadership.

VIII. Appreciation

1. We wish to express our deep appreciation to President Stoddard and to the persons who have assisted him so efficiently in providing the very well-arranged and highly inspiring program of this convention.

2. We also desire to express to the residents of the splendid city of St. Louis our very sincere thanks for the kindly hospitality extended so cordially during our meetings here.

3. We commend the press and radio of America for the space and the time that have been afforded public education during the past year. We also commend the local press for the sound editorial comment and liberal amount of column space devoted to this convention. Public education is a public responsibility. The white light of publicity has a purifying effect on public business; the thoughtful articles appearing in our periodicals have aided in securing dignified consideration for the problems of the school.

4. Lastly, we pledge ourselves anew to the great work in which we are engaged. We resolve once again and with even greater sincerity and steadfastness of purpose, to make the public schools of America a sound foundation for the pursuit of happiness, general prosperity, and social security for all its citizens.

W. HOWARD PILLSBURY, *Chairman*

FRANCIS L. BAILEY

FRED G. BISHOP

J. C. COCHRAN

JOHN H. DYER

L. W. FEIK

S. MONROE GRAVES

WILLIAM C. GRIGGS

F. E. HENZLIK

JOHN C. LINDSEY

DAVID J. MALCOLM

CLYDE B. MOORE

JESSE R. OVERTURF

SUE M. POWERS

THEODORE SAAM

F. L. SCHLAGLE

GORDON G. SINGLETON

CHARLES L. SPAIN

LAURA ZIRBES

STATEMENT AND RESOLUTION SUBMITTED BY THE EXECUTIVE COMMITTEE
OF THE DEPARTMENT OF SUPERINTENDENCE

Adopted February 25, 1936

Statement

On December 18, 1935, the work of Payson Smith as commissioner of education in Massachusetts was terminated, after nineteen years of distinguished service. The facts in connection with this action against Dr. Smith and the appointment of his successor, as well as subsequent developments in the whole Massachusetts Department of Education, have been submitted voluntarily to the executive secretary of the Department of Superintendence by citizens both within and without the profession in Massachusetts. These facts have been documented and constitute a matter of record at the headquarters office of the Department of Superintendence. This record is open to inspection by any interested member of the Department. Numer-

ous requests have been received, both from Massachusetts and various other parts of the country, that some appropriate action be taken by the Department of Superintendence to call attention generally to the educational implications of this event in Massachusetts.

There have been other instances of the political removal from office of educational administrators. The facts in connection with this case in Massachusetts are such that it is difficult to realize that this event could have happened here in America, and especially in Massachusetts, with its brilliant educational traditions, enriched by distinguished leaders such as Horace Mann and Charles W. Eliot. We are confident that the citizens of the great Commonwealth of Massachusetts which in the past has contributed so much to the cause of education, will not allow this action to be forgotten or condoned. We recognize fully the sovereignty of the people of Massachusetts in dealing with their own problems in their own way.

It is the disease itself, of which this case in Massachusetts is one of the symptoms, that concerns the profession generally, as represented by the Department of Superintendence.

Resolution

Therefore, Be It Resolved, That the Department of Superintendence here assembled in St. Louis, Mo., February 25, 1936, condemn, as contrary to the principles upon which the public schools of America were founded, any removal or appointment of a teacher, administrator, or any other employee of these schools, on the basis of or in any manner because of political or partisan considerations; and further, that this statement be construed as applying to educational positions nationally, in the various states, and in the local school systems; and further, that we condemn not only those without our profession who would desecrate the high purposes for which our schools were founded and are maintained, but even more do we denounce those within our own ranks, as being more culpable than any others and unworthy of membership in our profession, who aid and abet partisan political acts affecting the schools or who themselves resort to political manipulation to secure positions in the schools.

*DEPARTMENT OF
SUPERVISORS AND DIRECTORS OF
INSTRUCTION*

HISTORICAL NOTE

THE DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION *in its inception was an independent society called the National Conference on Educational Method, organized at Atlantic City in February 1921. The first number of its publication, the JOURNAL OF EDUCATIONAL METHOD, was published in September of the same year. At the Boston meeting, in February 1928, the name of the society was changed to the National Conference of Supervisors and Directors of Instruction, and the Executive Committee was instructed to prepare a petition asking for acceptance as a department by the National Education Association. This petition was acted upon favorably at the Minneapolis meeting of the N. E. A. in July 1929 and a regular department was thus created. The Department publishes a yearbook and a journal, now called EDUCATIONAL METHOD. Meetings are held twice a year, in connection with the conventions of the N. E. A. and of the Department of Superintendence.*

The officers for the year 1936-37 are: PRESIDENT, Rudolph D. Lindquist, Director, The University School, Columbus, Ohio; FIRST VICE-PRESIDENT, Mary Browning, Supervisor of Primary Grades, Board of Education, Louisville, Ky.; SECOND VICEPRESIDENT, Robert H. Lane, Assistant Superintendent of Schools, Los Angeles, Calif.; SECRETARY-TREASURER, James F. Hoscic, Professor Emeritus, Teachers College, Columbia University, New York, N. Y.; HEADQUARTERS SECRETARY, Mary F. Hazell, 1201 Sixteenth Street, N. W., Washington, D. C.; EXECUTIVE COMMITTEE: Mildred English, Director of Training School, Georgia State College for Women, Milledgeville, Ga. (term expires 1937); Ernest Horn, Professor of Education, State University of Iowa, Iowa City, Iowa (term expires 1937); Paul T. Rankin, Supervising Director of Curriculum and Research, Board of Education, Detroit, Mich. (term expires 1938).

Facts relating to the establishment of this Department and the record of its meetings may be found in earlier volumes of PROCEEDINGS as follows:

1928:831-832	1931:801-824	1934:673-692
1929:803-825	1932:679-693	1935:627-644
1930:773-800	1933:681-695	

THE CURRICULUM IN ENGLISH AS EXPERIENCE

W. WILBUR HATFIELD, EDITOR, *The English Journal*, CHICAGO NORMAL COLLEGE, CHICAGO, ILL.

THE AIM OF EDUCATION, as of all our rational activities, is human happiness. The first business of education is to develop each pupil into a happy individual; and its second task is to make the pupil a useful citizen, for the sake of the happiness of other individuals. (The great error of the fascists and the communists is not the subordination of the individual to the group but the failure to subordinate the organization of society to the good of the individual.)

How shall we develop happy individuals who are at the same time useful citizens contributing to the happiness of others? How do we develop a swimmer—by *telling* him how to swim or by *giving him experience* in swimming? Would we attempt to make a golf player by teaching descriptions of the links, the clubs, and the ball, giving catechetical instruction in the rules of the game and the principles of avoiding hooks and slices? Or do we give the son a ball and clubs suited to his size and tell him to come out with us on a quiet afternoon and try? The same common sense applies to education in more serious things. Give the youngsters experience in doing the things happy individuals and useful citizens do, with a moderate amount of advice, and even demonstration, when it is most needed.

What common activities, then, do happy individuals and useful citizens have? Those involving language seem to be such things as conversing, discussing, telling stories, writing letters, reading newspapers and magazines, reading descriptions and explanations which will assist them in their vocational or avocational activities, reading stories, plays, and poems for pleasure, watching photoplays (more rarely stage drama), and listening to radio broadcasts. The list is not exhaustive, but it illustrates what we mean by life patterns or situations in language as contrasted with the now obsolescent practise on such isolated elements of skill as narrowing the subject, choosing the right details, making the verbs agree with their subjects, punctuating non-restrictive clauses, phrasing properly in oral reading, getting the main point of a paragraph, and noting the music of a great poem. In life these elements of skill do not appear alone, but always as parts of larger activity patterns, and therefore they can be practically mastered only as parts of these same larger patterns.

It follows that the construction of a curriculum in English is merely a matter of listing and organizing the usual language activities of ideal individuals, arranging them in an order suited to the developing capacities of the pupils, and adding to each activity such new elements of skill as the pupils can profitably attempt to use in connection with it.

THE PROGRAM IN THE INDIVIDUAL SCHOOL

LOU L. LA BRANT, PROFESSOR OF ENGLISH EDUCATION, OHIO STATE
UNIVERSITY, COLUMBUS, OHIO

The Ohio State University School is a new school in which the upper grades, seven thru twelve, are operating for only the fourth year. The school was organized for the purpose of developing an educational program which would not be content with transmitting information and developing skills, but would have as its ideal product young people who are actively engaged in the business of understanding their world and taking responsibility in it. It was our belief that life in school should be living rather than preparation for living; or, conversely, that preparation for living is achieved in its best sense only thru abundant living.

The problems of communication which occur, whether in speech, in writing, or in reading, become the materials of the English course. Not least among these is the problem of finding how other people think and feel, how the individual's own personal life compares to the personal lives of others who have lived or are living. There must needs be a time and a place for the consideration of these and other language problems. This time on the schedule is marked "English."

The language program at Ohio State University School gets under way just as language gets under way at home. The child learns his first word by hearing it and needing to use it. Before he comes to school he learns 2500 words thus and uses them skilfully in sentences which include all the basic structures of the English language. In our school we permit him to continue. He goes on trips, he works in the shop, he has an experience with paints, he sings, dances, rests, and eats. New words are necessary. But that is not all. He finds that in a room with twenty or thirty others, names and numbers and places are easily confused. The teacher writes them on the board. That seems convenient. He remembers which sign means *John* and which *Mary*. The child also finds this convenient and remembers them himself. Lunch orders, very simple ones, of course, names of objects seen on trips—these are steps in reading. The teacher reads aloud. There are pleasant books with pictures and a name or line at the bottom. He finds what these mean. Someone tells a sentence about the horse on the farm visited. That is written on the board. One remembers the words in his own sentence. Reading readiness has grown into reading, which soon—usually during the first year—enables the child to read simple stories for himself. In his leisure hour, he begins to read stories which take him all over the world, into distant lands and all manner of civilizations.

In the junior high-school level, where longer books are read, there are days for book discussions, and simple conversation about different types. At this level "types" does not refer to literary types, but to stories about the sea, stories about girls, stories of adventure on land, etc. Poetry is reorganized, but the novel or even narrative as such is not often mentioned. In the eighth or ninth grades, there may be need for special help with adult forms.

As children grow older, in the seventh or eighth grades, the quantity of leisure reading done at home quite exceeds that in school. More and more our occasional discussions, therefore, come to concern this home reading. We do not believe in so-called homework in mathematics or science, but reading takes a different place, for it is leisure occupation for both old and young. Consequently our children are urged to make the reading of pleasant books a part of their evening and week-end experience. When, perhaps in the ninth grade, the bulk of this reading demands considerable time for discussion, and particular problems in reading adult literature occur, time—perhaps two hours per week—is set aside for this discussion. Note, however, that, altho this appears much like the literature class, and frequently concerns itself with types and forms, the reading has never been taken from its place as a leisure occupation. Tool reading—reading for specific purposes, skimming, finding information in the library, using indexes, encyclopedias, reader's guide and other reference materials—all these are taught when they are used. This means that on the three days when the class is working with social science or science, the English teacher is busy too, suggesting and helping. To the teacher this means teaching tool reading; to the child, the teacher is a skilled person who shows him how to do work easily and accurately. Reports are written, discussions planned, outlines considered by groups working with this English teacher, who cooperates with others in what we call core or unified studies classes. As the projects in the various areas—and English is one of them—become more complex, the time for special areas becomes longer, and the core or unified periods shorter. We always preserve a time, however, when English teachers can be free to work in other classes, and when children may meet the English teacher for a conference on the writing and speaking programs of the various subjects.

By maintaining our principle that reading is a natural and not an artificial procedure in modern society, we have kept the reading for the study of literature to the leisure-hour level. In the classes where reading is discussed, many approaches are made. Plays, novels, poetry, essays, and biographies are discussed as types and forms, and their qualities are considered. This never means, however, that there is a prearranged order of curriculum and that assigned readings are made. From time to time, each class considers with the teacher just what its particular problems in reading are. It is not unusual to find a group who will insist on studying poetry or essays for the reason that they still find this type difficult.

The work in mathematics for the twelfth grade is built around the problem of the nature of proof. Students reading magazines are applying these same principles and pointing out their reactions to articles which are built on false assumptions. English or mathematics? I do not know, nor do I care.

Discussion of the cinema is a regular part of the work in drama. Pupils record, along with readings, plays, and lectures attended, radio programs of special importance. Radio broadcasts are criticized for significant factors, not only in the English, but in the mathematics and social science classes.

I believe the thing we are doing is honest—honest to us and honest to the children. We as teachers are becoming human beings with time to read,

with great need to read and to write and to think; we are finding in our children others who are human beings, with need to read and to write and to think. We are doing it together. Teachers are learning as much as the pupils. Probably that accounts for our enthusiasm.

INSTRUCTIONAL LEADERSHIP AND SOCIAL CHANGE

E. VERN SAYERS, PROFESSOR OF EDUCATION, UNIVERSITY OF HAWAII,
HONOLULU, T. H.

The quest for a working relation of education to social change has resulted thus far in defining three fairly distinct types of proposals. A brief examination of these alternatives will serve to present the problem that confronts those in charge of instruction.

First, there is the policy which aims primarily at conserving certain "eternal values" that are presumed to be imbedded in traditional institutions and customs. Those who are thus concerned believe the essential function of the school to be that of preserving the social patterns which constitute the heritage of our American civilization. Two closely allied outlooks submit this same general proposal of school policy. One is the outlook which denies essential social change; the other is the outlook which, admitting change, sees it more as a threat than as a promise.

A *second* proposal of policy is an essentially different attitude from either of those mentioned. A sensitiveness to the defects of social life and to the needlessness of the suffering resulting from these defects has led certain people to project an ideal new social structure planned on changed and more humane principles. The proposal is made that we replace our various present institutions and other social arrangements by the structure thus planned in advance. To this end the schools are asked to teach. This policy accepts any curriculum and any method which promise to contribute to the building of the projected order.

A *third* proposal is like that just described and yet different from it. This proposal is that in the matter of social change, we, like the modern scientist, do not seek to bend the process to preferred results, but seek instead values within the process itself, in the quality of its method. The schools are accordingly asked to seek to make this method, namely, reflective experimental study, the method of social change. They are asked to have "faith in intelligence," and, forsaking fixed allegiance to social structures, old or new, to set up the liberation and nurture of this quality in method as the goal of professional endeavor.

When their respective basic philosophies are examined, these three proposals of educational policy, which I may conveniently refer to as the conservative, social-idealist, and experimentalist, respectively, are related to each other in peculiar ways. Take first, for example, the most basic outlook on social change. Both the policies of the conservative and of the social-idealist carry within them the assumption that there is after all no fundamental change in the world. Such social change as we may observe is evidence only of man's deviation from the true, or of his floundering in an attempt to get

into a proper working relation with an underlying plan which does not itself change. In contrast with this static outlook, the view of the experimentalist accepts change as inherent in the world.

Note, second, a difference in outlook upon morals. The emphasis upon particular patterns which are assumed to embody values held to be basic and prior in importance to all others, is associated with a particular conception of the nature of good and desirable conduct. Prior known patterns, established or projected, provide the standards of behavior, and conformity is the essential nature of morality. Moral codes are the consistent devices of this outlook. The experimental outlook on morals, in contrast with this, carries no fixed patterns of conduct over into a confronting situation, either from the past or from a projected ideal future. The standard of goodness of an act is its appropriateness, its artistic fit, in the presence of unique demands. Flexibility is a characteristic attribute of moral action.

A third important contrast in fundamental outlook, which throws conservative and social-idealist together in another respect, is in the view held regarding the essential nature of the thing we call democracy, and hence in the view regarding what is at stake when democracy is threatened. Implicit in the educational policies proffered by conservative and social-idealist alike is the assumption that social structures are the matters of critical concern. Democracy is thus entrusted to certain institutional forms. The conservative finds these to be existing traditional forms; the social-idealist finds these in ideal forms yet to be established.

Note again the view of the experimentalist, which holds that what we cherish under the label of democracy is the quality of reflection as method of social change. Growth of mind, or thinking, in other words, in what men do, is the end sought as well as the method employed. Faith in democracy is thus equivalent to faith in intelligence.

To bring these very general matters closer home to the question of the relation of instruction to social change, let us note an issue which of late has demanded a good deal of attention, the issue, namely, of indoctrination. It is a significant fact that this issue arises when we are questioning the function of the schools in a democracy. The controversy over indoctrination throws new light on the usual character of instruction in the schools. With the exception of a few, there is a great majority of school people who look with alarm upon the advocacy of either cooperative reflection or indoctrination as a method of the school. But note that this great number who verbally oppose the advocacy of indoctrination are not in reality opposing indoctrination as a method of teaching. What they oppose is change in the social order which the social-idealists wish to obtain by indoctrination. It is *change* which the traditional point of view distrusts.

The task of those in charge of instruction in the schools of a democratic community should be clearly distinguished from the task of such officials in communities autocratically governed. In America, control of instruction in the schools must proceed on a working principle, and in the interest of social values, agreeable to the method and ideals of democracy. The essential problem is not, as in an autocracy, the maintenance or the building of prede-

terminated institutional beliefs and practises. It is, in contrast with this, the problem of the development of democratic method, or, in other words, co-operative reflection in the continuous reconstruction of social patterns in the interest of the present general welfare.

A PROGRAM OF ACTION

PAUL T. RANKIN, SUPERVISING DIRECTOR OF CURRICULUM AND RESEARCH,
PUBLIC SCHOOLS, DETROIT, MICH.

The practical school man or woman in a position of educational leadership has to be part philosopher and part executive. On account of the pressure of work, the danger is that the instructional leader will be so anxious to have action, to get something done, that he may neglect thinking thru the problems involved. My plea today is for a reasonable minimum of time devoted to thoughtful consideration of the nature and process of instructional leadership.

The booklet on *Leadership of Instruction*, prepared last fall by a commission of this Department, is an attempt to array some of the issues in this field that need to be thought thru periodically by all persons who are concerned with instruction and curriculum. The commission believes that supervisors and principals will find this thirty-two-page pamphlet helpful in this connection.

Now, in what ways can the reports be used most effectively? The logical answer is that the principles presented there should be read and discussed by various groups of school people. The most obvious use is as a point of departure in professional conferences held by superintendents of schools with their principals and supervisors. Such conferences in many school systems are all too likely to degenerate into discussions of administrative details. Yet all of us realize that the school exists in the last analysis for purposes of instruction. It is, therefore, highly appropriate that the superintendent should use occasional meetings with his staff to face realistically the issues involved in instructional leadership.

A second appropriate use is in regional conferences of persons in positions of educational leadership. Every state has its state education association and numerous regional groups within the state of superintendents or principals or supervisors. Such groups may well devote at least one meeting annually to the consideration of the principles of leadership. One advantage that such meetings have over conferences held in local school systems is that there will be a wider range of viewpoints represented in the group.

A third use is in group conferences by principals or supervisors with teachers. Such conferences are particularly important where the cooperative concept of instructional supervision is accepted. After all, the supervisory process is a two-sided thing; it includes both the one who does the supervising and the ones who are supervised. Is it not proper that the general policies concerning such relationships should be considered at least occasionally in conferences which include both groups? Further, organizations of teachers should be encouraged to give consideration to the problems of supervision and should be given an opportunity to present their views.

In the light of the experience at several conferences, some suggestions may be offered for subsequent conferences that I hope many of you will organize in your own regions. First, provide for a large amount of participation by the persons present. Second, provide for the representation of varying points of view. Third, if but a single meeting is to be devoted to the subject, it may be well to secure in advance some preferential vote as to the principles in the report that are of greatest interest and concern to those who will attend. Fourth, if a series of several meetings can be planned, it may be well to organize them around the five major heads about which the twenty-four principles of the report are grouped. These five major heads are as follows:

1. The Changing Characteristics of American Society
2. The Nature and Function of the School
3. The Nature and Function of Instructional Leadership
4. Activities thru Which Leadership Operates
5. Organization and Development of Leadership.

In conclusion, may I urge that you who are in positions of responsibility will do what you can to stimulate cooperative consideration of basic policies of instructional leadership. The Department had the report on leadership prepared because of the belief that instruction is the primary function of the school and that it, therefore, merits the best thought of the educational leader. Every one of us school people, busy tho we may be, should take time occasionally to get a perspective of our job in influencing the instructional process. Will you not take some responsibility for getting leadership in instruction discussed by professional school men and women in your community and region?

TEACHERS AND GUIDANCE

JEAN BETZNER, PROFESSOR OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y.

As our programs of education are being overhauled and in many instances radically changed, the demands upon the teachers who are in the most crucial situation in the whole program are almost overwhelming. How to build curriculums in terms of the community and individual needs with their essential sociological surveys, how to build wholesome and vigorous community school relationships, how to cooperate with members of one's own professional group and with other educational professions in building more inclusive educational programs, how to assist in changing intelligently and efficiently the whole autocratic educational régime to a democratically conceived and conducted program in keeping with our ideals, how to maintain one's own personal integrity at the same time—all of these and many more are problems which teachers are facing and are attempting to solve with difficulty, confusion, and discouragement.

Some might look with dismay at this necessarily brief analysis of the situation in which teachers find themselves. Others have found and will continue

to find in these conditions the best soil for the development and growth of guidance—guidance that is sought, cherished, and found indispensable.

For a long time we have been concerned with the individual child, his needs and abilities. We have found thru experience that education worked better when it attempted to serve the child's needs and when it released his powers. We have found that time was wasted and harm done when we based our education on average needs or on needs that had been reduced to generalizations. We have found in our attempts to help children that giving advice and information when they were not needed was useless and at times destructive; that when rewards and punishments stimulated the acquisition of unneeded and hence unused skills, those skills did not function. Leaders of adults who have been successful in helping them grow in their personal, professional, and social lives have found that the way individuals learn when they are immature is the way they learn when they are mature. It would seem, then, that one of the directions for the best development of guidance is toward studying, understanding, and caring for the needs of individual teachers and for those quite different needs of groups of teachers.

As teachers have studied the needs of children, we have been urging among others four quite generally accepted facts about them. It would seem profitable to us to remind ourselves of these as we analyze and plan our procedures with respect to teachers' needs.

Needs are specific—They emerge as the individual reacts in his environment. We would grant readily that there are some fairly common fundamental needs, such as health, happiness, work, companionship, and devotion to objects of allegiance, but the degree of each and the interrelations of one need to another in different times and places cannot be predetermined or generalized. With respect to this item, that needs are specific and must be dealt with specifically, one uses the opportunity for the development of true guidance based on sincere, intimate relationships, mutual understanding, and respect with the essential utilization of specialized abilities.

Needs are changing—This fact suggests the necessity for continuity in leadership. It implies flexibility in the program of leadership to meet unexpected and unusual demands as well as anticipated and carefully planned assistance. It suggests that the program of supervision cannot be made in advance, but may vary greatly from day to day, and from year to year. This challenges the versatility and adaptive abilities of guidance and opens the door for increased specialization to meet the challenge of new and undreamed-of demands.

Needs are often unconscious and become conscious only as the individual's experiences are broadened or deepened—Guidance finds itself faced with responsibility for expanding the individual's environment and for making it possible for each one to engage in deep and engrossing concerns as he comes in contact with others equally intent. Guidance finds too, that objective and sincere relationships are indispensable in the delicate and complex undertaking of bringing unrealized needs into consciousness. In this is found a challenge for the development of the most needed and difficult technic involved in human relationships.

Needs are disclosed as individuals act in normal as well as in crucial situations—When teachers are engaged in carrying out purposes which are significant to them in school and out, guidance has its opportunity to become acquainted with the powers and limitations of these individuals. When individuals are concerned in facing situations, analyzing them, planning ways and means of modifying them, getting the plans into action, evaluating their development, the necessities of the work disclose the real weakness or strength of each. It is in cooperative enterprises that the variety and significance of individual and group needs are disclosed and the opportunity for assistance in meeting them is given. In meeting the ever-present problem of discovering and caring for human wants, guidance finds its own reward. It finds itself challenged, significant, and necessary.

Where supervisors and directors of instruction base their programs on the needs of teachers, interesting and illuminating things occur. Regulations and dictatorial methods disappear along with time clocks. Professional integrity flourishes. Stimulation of effort thru the medium of rewards and promotions seems wasted. We find teachers carrying more than their share of the teaching load because others need relief, disregarding clock hours for something that needs to be done. We find groups of teachers growing in professional alertness and responsibility as they call more insistently on specialization and seek more earnestly for leadership.

PANEL DISCUSSIONS

ST. LOUIS, MISSOURI, FEBRUARY 1936

The program of the Department of Supervisors and Directors of Instruction at St. Louis included eight group meetings for panel discussion. Provision was made for summarizing the contributions of the participants and the high points of certain of the discussions are reported here.

Group I

Chairman: Hollis L. Caswell, George Peabody College for Teachers, Nashville, Tenn.

Topic: Curriculum Development as Supervision.

Curriculum development is the heart of the supervisory program.—C. W. Knudsen, George Peabody College for Teachers, Nashville, Tenn.

There are various levels in teaching as there are in the learning process. The teacher who has acquired principles by which to judge his own technics and procedures has no need of inspectorial supervision to say "yes" or "no" in criticism of his work. It is to the building of such principles, the establishment of a point of view upon which the teacher's activities are based, that curriculum study makes its contribution to supervision.—Ethel Mabie, Director of Curriculum, Public Schools, Madison, Wis.

We now define curriculum as the sum total of experiences. Hence teachers must study psychology, also social fact and theory. Study the learner—*how*; the fact of social need—*what*. Curriculum revision of the modern type consists in trying to get teachers to work in terms of the child and the situation.—Harold Hand, Stanford University, Calif.

The curriculum program in Virginia has helped in the development of a well-rounded supervisory program. It has provided a complete related view of all the problems of instruction. It has provided teacher and supervisor a common ground of agreement from which to approach their work. Teacher participation has helped the teacher catch the vision of the whole program. The teachers were stimulated and encouraged.—Elsie A. Davis, County Supervisor, Fairfax, Va.

The mere fact that a person holds a position of superintendent, or principal, or general supervisor, or research specialist is no guarantee of qualifications of leadership in curriculum building. The presumption of possession of such qualification is stronger in the case of the curriculum specialist or general supervisor than others. The determination of responsibility for curriculum-making should be in terms of qualifications, assigned functions, and freedom from other duties to permit carrying the work. Sometimes it can be done best by the superintendent, sometimes by a key teacher selected for that work, in which case the person really becomes a supervisor. School systems should be free to allocate this responsibility to the personnel most able to carry it.—A. R. Mead, University of Florida, Gainesville, Fla.

Principals and teachers should be active and responsible persons for the curriculum program. The supervisor's function is that of guiding, stimulating, evaluating.—A. C. Flora, Superintendent of Schools, Columbia, S. C.

We must give better preparation in the special subjects. If we continue successfully along this line to the point where the regular elementary teacher handles subjectmatter in these fields with as great facility as he displays in handling other subjectmatter, these subjects will cease to be considered special.

The successful special subject supervisor today is the person who is competent beyond the narrow confines of his special subject field. He is not so much a supervisor as an expert guide, adviser, and helper of teachers and pupils with problems relating to the special field, and which have arisen in connection with the larger and more comprehensive problems of the classroom group.—A. F. Myers, New York University, New York, N. Y.

The trend in curriculum development toward unified educational programs implies for special supervisors that: first, they be servants rather than masters, and stand at call ready to assist in forwarding school activities; second, they make their requirements sufficiently flexible so that these may be achieved thru a unified program; third, they have a broader knowledge of the entire educational program; fourth, they be more sympathetic with other supervisors and understand their work better; fifth, they become more interested in the total development of children rather than in the effect which their special subjects produce upon pupils; and sixth, they be inspired by and learn from other supervisors and teachers.—W. E. Sheffer, Superintendent of Schools, Manhattan, Kans.

In a continuous curriculum program, supervisory officers should meet such needs as these:

1. Make available materials needed by teachers and children in carrying on the work

2. Encourage teachers to experiment, and to undertake new procedures
 3. Bring in experts for consultation or for an inspirational address at the time this is most needed
 4. Help teachers keep in touch with others engaged in the same type of work and bring the best they are doing to the group
 5. Help locate problems; find ways to overcome difficulties
 6. Help teachers study children in relation to their nature and needs and plan curriculum materials and experiences to meet them
 7. Study the resources of the community and sources of materials
 8. Encourage teachers when they need it; help them believe in themselves; see that teachers work where they can make best contribution to the program
 9. Help in planning experiences in terms of a particular situation and group
 10. Help in recording results obtained; in evaluating results
 11. Encourage teachers to report experimental work; to write for publication.
- Mildred English, Georgia State College for Women, Milledgeville, Ga.

Group V

Chairman: Arthur H. Moehlman, Ohio State University, Columbus, Ohio.

Topic: The Improvement of Social Studies Teaching.

The improvement of social studies teaching is primarily dependent upon more adequate training for social studies teachers in the United States. Social studies teachers should be more familiar than they generally are with the social sciences themselves. In respect to the professional training of teachers looking toward the improvement of their work, there should be provision in their own programs for work in educational psychology and measurement, in the general structure and functioning of the elementary and secondary schools, in comparative education and the history of education, and in the philosophy of education. These four elements in the educational program should be strengthened by work in practise teaching, work in the special methods of teaching the subject concerned, and consideration of the curriculum in the special field.—Howard E. Wilson, Harvard University, Cambridge, Mass.

There are five methods of improving the teaching of the social studies which I wish to offer at this time:

1. The use of a screw-driver—to loosen the desks and make provision for individual differences easier
2. Recognition of the fact that every problem of society is a present and future problem of society
3. Have every teacher of the social studies know what has been taught and what is to be taught in this field by those who precede and follow his work
4. Have every teacher know as much about the community in which the pupils live as does the average pupil
5. Have the teaching load light enough to enable the teacher to devote an average of ten minutes per month to each pupil individually.

—A. C. Krey, University of Minnesota, Minneapolis, Minn.

Modern curriculum technics may be grouped in a number of categories synonymous with the essential steps, or stages, of curriculum construction. It is rather generally agreed that the following steps must be included:

1. *Orientation*—The general frame of reference or platform for the entire educational program and for the aspect of the program involved (social studies)

2. *Planning*—Determining, delineating, and understanding the basic plan or plans for the entire educational program and for the aspect of the program involved (social studies)

3. *Production*—Preparing tentative suggestive written materials to assist the individual teacher with his decisions relative to what experiences are to be had; how, when, and where these experiences are to be had; and how they are to be evaluated

4. *Try-out*—Utilizing the tentative suggestive written materials in actual classroom situations

5. *Review*—Securing critical review of the plan and the materials by others—laymen, teachers, and specialists

6. *Revision*—Rewriting the tentative suggestive materials in the light of the trials, the reviews, and growth since the earlier effort

7. *Installation and use*—Planning and executing a program leading to growth in understanding of principles, the plan, the materials, and their use

8. *Perpetual repetition and continuation of all previous steps*—These steps are not mutually exclusive and involve no particular sequence. No step is ever completed; instead, the experiencing of the steps is cumulative.

—J. C. Parker, Director of Curriculum, Research, and Guidance, Fort Worth, Texas.

Granting that teaching is a dynamic process—not a series of more or less unrelated acts—in which mental interaction and responses of teachers and pupils change with the varying roles played in the classroom situation, serious needs in both supervision and methods in social studies instruction include:

1. A new orientation in terms of the changing educational scene

2. The displacement of more or less rigid and mechanical procedures by functional approaches

3. A new orientation of functional relationships between content and method

4. The development of special methods and technics in the social studies consonant with the approximation of the values and objectives claimed for these subjects

5. The release of teachers from the deadening round of clerical duties imposed upon them in order that their energies may be focused on instruction and study

6. The release of social studies supervisors from a heavy burden of routine administrative and clerical duties so that they may use their time and energies to assume a greater measure of leadership in instruction among the teachers in their field

7. The rethinking of conventional plans of organization and administration of schools in terms of a functional approach to method, with increased facilities for better instruction in terms of classroom libraries, general libraries, and other equipment.

—W. G. Kimmel, Managing Editor, *The Social Studies*, Columbia University, New York, N. Y.

In planning a comprehensive appraisal program it will be helpful to list the major objectives which are being emphasized for the particular class in question. Then, in connection with each of these objectives, the teacher will list the opportunities which he will have for collecting evidence of this type of behavior. In many modern schools learning situations are provided which are sufficiently lifelike so that they give an opportunity for the teacher to learn something of the pupil's attitudes, something of his work habits and study skills, something of the information which he has acquired, something of his skill in interpreting data, something of his concern for the well-being of

other pupils, something of his habits of working cooperatively with other people.—Ralph W. Tyler, Ohio State University, Columbus, Ohio.

The teacher, as well as the school administrator, is naturally conscious of a moral obligation to the parent, the taxpayer. In a nationwide system of schools supported by the public, the content of the curriculum and the actual subjectmatter of courses of study must obviously be determined by the public will. This is a problem of especially vital significance in the social studies field today. We need not be misled, on the one hand, by a fearful din about "indoctrination" or "propaganda," shouted from the columns of any particular chain of newspapers; nor, on the other hand, need we make it our purpose to further the interests of any group's pet program of "reform."

But there is another difficulty less easily dismissed. Knowing as we do that the improvement of social studies teaching can only follow extensive curriculum revision, we are all concerned with what the nature of that revision is likely to be. The publisher must follow certain leads, anticipate certain trends. He is often the middleman between the trained curriculum-maker and the teaching body as a whole. In that sometimes uncomfortable position he faces two real dangers: suppose that the experts cannot agree; or suppose, worse yet, that neither teachers nor taxpayers will swallow the medicine that the doctors prescribe for them.—Richard M. Pearson, Editor, Secondary Department, Harper and Brothers, New York, N. Y.

The improvement of social studies teaching seems to demand the maintenance of a constructive tension or balance between the interests of youth and the demands of the surrounding culture. The extremes of child-centered programs or of formal curriculums both have great shortcomings. How may we attack this problem of balance?

The curriculum may well be characterized by an emphasis on balance. The surrounding culture may be studied as a unit of human activities taking place in a landscape, a unity with roots in the past and moving into the future. The basic human activities have been summarized as follows: production of goods and services; creation of ideas, forms, colors, and tones; consumption of goods and services; communication of ideas from person to person; transportation of materials by muscle and power; exchange of goods by barter or use of money; recreation of body and mind by worthwhile leisure activities; education of young and old; government to reduce conflicts and encourage cooperation; reproduction of self and maintenance of health.—Arthur H. Moehlman, Editor, *Our Times*, Assistant Professor of Social Science Education, Ohio State University, Columbus, Ohio.

Group IV

Chairman: H. H. Ryan, Principal, University High School, University of Wisconsin, Madison, Wis.

Topic: Supervision in Secondary Education.

Panel Members: A. S. Barr, Professor of Education, University of Wisconsin; William A. Gore, Superintendent of Schools, Hempstead, N. Y.; Worth McClure, Superintendent of Schools, Seattle, Wash.; Sidney V.

Rowland, Superintendent of Schools, Wayne, Pa.; Frank L. Wiley, Superintendent of Schools, Cleveland Heights, Ohio.

Summary of the discussion prepared by Dena Lange.

The thought uppermost in the minds of those who took part in this discussion was the need of cooperation and understanding between the supervisor and the teacher. The chairman opened the meeting with the question: "Has a fifteen-minute supervisory visit to a secondary-school class any possibilities for the improvement of instruction?"

Mr. Barr answered in the affirmative, but added two limitations: the first concerned the number of fifteen-minute visits; the second, the evaluating of the supervisor's observation. During a short supervisory period it is difficult to determine whether the particular teacher-pupil activities observed are the appropriate ones, and it is difficult, too, to separate evaluation from improvement and to know whether the program is effective before further improvement can be sought.

Mr. Rowland emphasized the necessity of developing a spirit of cooperation between the supervisor and the teacher in planning together. He also pointed out that from the statistical side, the length of the supervisory period varies. It is necessary to know the stage that the activity has reached at the time of supervision, as well as to know whether the activity is a brief one or one lasting over a long period of time.

To a question from the audience, "Can successful evaluation be carried on during a fifteen-minute period?" Mr. Barr replied that tho the supervisor's estimate would be a guess, yet it would in all probability be a fairly accurate one. Many of the activities observed would be difficult to evaluate.

Mr. Gore stated that the real purpose of supervision should be to improve instruction. High schools of today are organized so as not to permit of much time for supervision, for the principal's job is a big one. He maintained that a teacher should know more about his special subject than the principal, whose field is general. The real need in supervision is a sympathetic understanding between administrator and teacher.

Mr. Wiley raised the question as to how the broader things could be supervised on an inspectorial visit, and noted that supervision should be organized to command the respect of the teachers.

Mr. McClure stated that a principal is a specialist in boys and girls. And since the day of judging results of subjectmatter is past, our chief aim should be a consideration of such things as utilization of the child's experiences, differentiation of subjectmatter, participation of all members of the class, and use of materials.

The second question was, "How can teachers be encouraged to bring problems of instruction to the supervisory officer?"

Several problems presented themselves. As to the question of time that the principal has to devote to supervision, Mr. Wiley asserted that a principal should be given several able assistants to take care of the detail work so that he might have more time for other duties.

Mr. McClure discussed the problem of rating teachers. Since supervision is an instructional problem, it should be definitely separated from tenure and

pay. Frequent meetings should be held as a clearing-house for teachers' problems and curriculum reconstruction.

Mr. Rowland felt the necessity of getting the teacher's attention away from himself and supervision, and centered upon curriculum reconstruction. A teacher should be given a share in evaluation.

Mr. Ryan then introduced the third question, "How can the supervisor help the teacher develop the breadth of competence called for by the modern integrated curriculum?"

The need for a unified course was conceded. Mr. Gore introduced the idea of the need of a homeroom in which a teacher might acquire a breadth of competence. Both Mr. Barr and Mr. Rowland emphasized integration thru the problems arising from participating in the whole field.

If a teacher has a homeroom, asserted Mr. Barr, and works out the problems of his group in many fields, he will have a more sympathetic outlook toward other subjects and will become more interested in a unified course because of this participation.

A FORWARD LOOK AT SUPERVISION IN THE NEW EDUCATION

THOMAS H. GENTLE, FORMER TEACHER, MONMOUTH, ORE.

The progressive school, which best names the most modern objectification of the new education, is a new kind of educational endeavor, well visioned and worthy. It is not a reconstructed traditional school. It is based upon principles of child nature and nurture, long known but sparingly and grudgingly used in the older systems of education. When fully realized, this latest example of directed learning will exhibit little that the old-timer calls "keepin' school."

Four duties which the supervisor of the future may be expected to perform are as follows:

1. To arouse and maintain a deep and active community interest in the new education.
2. To provide the proper atmosphere and equipment for the new education.
3. To diagnose and treat problem pupils and to keep a sufficient record of all such cases.
4. To select, evaluate, and provide abundant materials, activities, undertakings, projects, etc., for promoting the normal growth of the pupils of the school.

At its present stage the progressive school is both novel and unique. Its growth is sporadic and partial, which is greatly in its favor for it thus bids fair to escape the ignominy of being denominated as a fad or as soft pedagogy, epithets which the ancient and jealous pedagogs have always hurled at every new refinement of school technic.

SECRETARY'S MINUTES

St. Louis, Missouri

February 24-26, 1936

The Department of Supervisors and Directors of Instruction began as the National Conference on Educational Method. This was organized in Atlantic City in February 1921. Hence the annual meeting in St. Louis this year was the fifteenth birthday of the society, counting from its inception. Transformation into a department of the National Education Association took place in July 1928.

The program at St. Louis consisted of two general sessions, eight panel discussion groups, and a luncheon. Since the yearbook for this year deals with English, the first general meeting considered the problem of developing the program of activity in the language arts. The National Council of Teachers of English is co-operating and, therefore, W. Wilbur Hatfield, chairman of the Council Committee on the Curriculum in English, was called upon for the opening address. He gave a clear exposition of the concept of English as experience, analyzed the objectives in terms of actual life needs, and contended for the use of dynamic situations rather than merely formal drills. Lou LaBrant, of Ohio State University, then described somewhat in detail the program in the University School. Dr. Bair, Miss Bader, and Mr. Ryan criticized the proposals of the yearbook committee, for the most part favorably, and Miss Smith brought out the relation of the program to actual conditions in the country.

The theme of the second general session was "Responsibility for Leadership in Education." Dr. Sayers, of the University of Hawaii, favored active participation by educators in shaping social policies. Secretary Givens of the National Education Association, by means of concrete examples drawn from his own observation, portrayed supervision as truly an art, the art of human relations. Dean Melby, of Northwestern University, sees no need of differentiating the training of leaders of group leaders from that of group leaders (teachers) themselves. At most he would have a single seminar dealing with problems peculiar to supervision. (His address appeared in full in the April issue of *Educational Method*.) Dr. Rankin closed this program with a series of suggestions as to the utilization of the Department report on *Leadership in Instruction*.

Business Meetings

The Board of Directors and Executive Committee met on February 23 at the Hotel Statler. The following were present: Directors Browning, Caswell, English, Hahn, Hosic, Kibbe, Lindquist, O'Donnell, Power, Rankin, and Underwood; also Miss Bush, chairman of the Promotion Committee.

The Board approved the minutes of the Atlantic City meeting as printed in *Educational Method* for April 1935. The treasurer's report, with a comparative statement covering two years and a forecast of the future, was also approved. Miss Bush reported on the activities of the Promotion Committee and Dr. Power gave an account of a regional conference held in New York City, February 1.

Policy as to yearbooks was discussed at some length. Dr. Rankin submitted an outline for a yearbook on curriculum issues, one chapter of which might be distributed as a separate pamphlet. It was voted to suggest to the Executive Committee the advisability of undertaking for 1937 a yearbook such as that proposed by Dr. Rankin, with the cooperation, if possible, of the Society for Curriculum Study; also for 1938 the yearbook on science previously projected; and for 1939 a yearbook on the problem of adapting the curriculum to the nature of children—this last contingent upon the securing of a subvention. A committee consisting of Directors Rankin, English, and Lindquist was appointed to cooperate with a like committee from the Society for Curriculum Study. A suggestion from Mr. Underwood that the membership of the Department participate more fully in the making of yearbooks was well received.

It was voted that regional conferences should be encouraged and that the Promotion Committee be asked to aid in this.

The present officers were asked to continue until certain pending readjustments in relation to the National Education Association have been effected. The Executive Committee will fill any vacancies that may occur.

This committee, at its meetings on Sunday and Wednesday, took up matters of detail as to yearbooks, but reached no final decisions pending the results of the negotiations mentioned above. It received an overture from the Society of Directors of Supervised Teaching for amalgamation, presented by Alonzo F. Myers of New York University. Dr. Myers also proposed a yearbook on "Induction into Teaching." The Executive Committee favored the provision of section meetings for this group as asked, and voted to defer additional action until more facts as to the situation are at hand.

Mrs. Elsie A. Davis, supervisor of elementary education for Fairfax County, Virginia, was approved as the representative of the state branch of supervisors of Virginia, with a seat on the Board of Directors.

The Promotion Committee met at breakfast on Tuesday morning. There were also several conferences of the committee on the current yearbook, under the guidance of the chairman, Marquis E. Shattuck, of Detroit.

At the close of the general meeting on Wednesday, the resignation of Elizabeth Hall, now of South Ryegate, Vermont, from the Board of Directors was accepted. Leonard Power, formerly assistant superintendent of schools in Tulsa, Oklahoma, was elected to fill the unexpired term of Miss Hall. The terms of Directors Gerson, Horn, Kibbe, Lane, and Lindquist having expired, the following were chosen to fill these places: Prudence Cutright, assistant superintendent of schools, Minneapolis, Minnesota; Helen Heffernan, state director of elementary education, Sacramento, California; Rudolph D. Lindquist, director of the University School, Columbus, Ohio; William T. Melchior, professor of education, Syracuse University; Lucille Nicol, assistant superintendent of schools, New York City.

*DEPARTMENT OF
SUPERVISORS AND TEACHERS OF
HOME ECONOMICS*

HISTORICAL NOTE

AT THE ATLANTA MEETING of the Association in 1929 the necessary petition for the formulation of a Department of Supervisors and Teachers of Home Economics was presented to the Representative Assembly and to the Executive Committee. This petition was presented by the National Conference of Supervisors and Teachers of Home Economics. In 1930 at the Columbus, Ohio, meeting the Department was created by formal vote. The former home economics organization has had a history rich in accomplishments. Its good work will continue as a department of the Association.

The officers of the Department for the year 1936-37 are: PRESIDENT, Freda Winning, New York University, New York, N. Y.; VICEPRESIDENT, Mrs. Dorothea Finch Marlow, Shaker Heights High School, Shaker Heights, Ohio; SECRETARY, Mrs. Erma B. Christie, Supervisor of Home Economics, 103 Central High School Building, Muncie, Ind.; TREASURER, Clara Lee Cone, 1041 West Peachtree Street, Atlanta, Ga.

Facts relating to the establishment of this Department and the record of its meetings may be found in earlier volumes of PROCEEDINGS as follows:

1931:825-844 1932:695-712 1933:697-708 1934:693-704 1935:645-658

THE EFFECTS UPON FAMILY LIFE OF CERTAIN FRUSTRATIONS OF YOUTH

FRED J. KELLY, CHIEF, DIVISION OF HIGHER EDUCATION, UNITED STATES
OFFICE OF EDUCATION, WASHINGTON, D. C.

STRONG FAMILY LIFE will be reflected in the progress of the nation and no nation can progress far on a weakening family life. Strong family life is characterized by:

1. *Harmony*—the values of the home are nullified if frequent clashes occur between the parents and the children
2. *Health*—physical and mental
3. *Children*—with birth dates suitably spaced
4. *Economic security*—necessary for building a strong family life.

The outstanding frustrations which young people of this generation are experiencing are vividly described in a trial held in the high-school auditorium in East Orange, New Jersey. Society was put on trial on charges brought by youth. It was held as a regular court case with a judge, lawyers, jury, and witnesses. The most important counts were as follows:

1. Society allows youths to be employed at starvation wages
2. Society makes inadequate provisions whereby young people can make enduring friendships and choose wisely a mate
3. Prolonged unemployment and low wages prevent establishing a home
4. Society allows pitfalls for youth to continue, such as obscene literature, saloons, and gambling devices
5. Society allows inadequate use of leisure-time facilities such as public buildings, schools, churches, and playgrounds.

The vivid testimony of the witnesses lasted three evenings. It revealed many evidences of society's neglect of youth. A verdict of guilty against society was returned by the jury, and society was placed on probation for one year. At the end of that time a report is to be made as to what has been done to remedy these faults.

The effects that these frustrations are bound to have on family life is obvious. Unemployment falls heavily on youth. It is practically impossible to get a job even if one is wanted. If men are hired former employees are given the first chance. Ambition is lost and the spirit is broken. The places we live in do not provide for wholesome entertainment of one's friends. Great numbers of broken homes contribute to the juvenile court cases. The stage is not set for happy courtship. The postponing of marriage too long after the normal urge to mate is probably the most keenly felt frustration.

These are all a challenge to the home economics teachers. The intelligent mother is the strongest ally. By the process of education, attitudes can be changed. It is necessary to restudy values, to see which things must come first. Enlist the support of social leaders, ministers, P. T. A.'s, teachers, and the interest of the youths themselves, for they are all vitally concerned.

HOME ECONOMICS AND PARENT EDUCATION

ALICE SOWERS, SPECIALIST IN PARENT EDUCATION, NATIONAL CONGRESS OF PARENTS AND TEACHERS, WASHINGTON, D. C.

There have been many changes in home economics during the past few years. Some of the changes are as follows:

1. *The conception of the meaning of home economics*—The objectives have been changed from the learning of skills to the developing of attitudes and appreciations for richer, fuller living.

2. *The place of home economics in the educational program*—It has now become a dignified recognized course in both high schools and colleges. It is growing in popularity for men and boys.

3. *The subjectmatter included in a home economics course*—The change in subjectmatter is due to changes in living. The home is reflected in the new home economics.

4. *The methods of teaching home economics*—Home projects and home management are now included in the laboratory method, showing that home economics has proceeded along the lines of all progressive education.

Parent education, one of the newer phases of education, is closely related to home economics. Parent education draws upon much of the subjectmatter found in home economics literature such as that pertaining to child care and family relationships.

There are many similarities in the two programs, mainly the common aim of education at school and training at home for successful living. The slogan "live and let live" might very aptly be changed to "live and help live." To live successfully one must have good health, fine character, the ability to earn a living, intelligent citizenship, social consciousness, and a balanced life. The successful person will be the man or woman who has had day-by-day practise in living successfully. It is necessary to practise these traits to live successfully.

Parent education aims to help parents be the best possible teachers in surroundings which influence boys and girls in their impressionable years. It is the home economics teacher's job to provide experiences at school and to help provide experiences at home thru which children may live successfully.

THE PLACE OF HOME ECONOMICS IN THE EDUCATIONAL PROGRAM TODAY

AGNES SAMUELSON, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, DES MOINES, IOWA; AND PRESIDENT, NATIONAL EDUCATION ASSOCIATION

I am always ready to testify on behalf of home economics in the educational program. While not prepared to speak to you on the technical aspects of your field, I am more than willing to defend your place in the sun, if you need spokesmen. And you have needed interpreters in this critical period when every publicly supported program has been under scrutiny and appraisal. But when you have a program such as yours which reaches right down into the life as it does and meets actual life needs, it is a pleasure to help interpret it. It requires no imagination or flight of words to describe it. One can

understand the importance of learning how to select household furnishings, make over garments, use cosmetics properly, manage tea-room service, take care of sprained ankles or mumps, choose children's toys and books, teach children to eat what they should, organize the family budget, plan meals for invalids, understand the relationships necessary to successful family life and the obligation of the successful family to its members and to society. All of this is pretty definite and easy to understand. Values are obvious. There is nothing fantastic or nebulous about them.

You might be interested in a few reactions from my administrative experience with your program. Perhaps they had best be called comments or observations that come to me as I come in contact with the work you are doing. I think of two things. The one is the change in subjectmatter; the other is the change in procedure.

The development in subjectmatter from the mechanics of household to the training for successful family life is conspicuous. When we first visited domestic science classes we saw egg a la goldenrod and chafing-dish concoctions. Now we see the class plan and carry out a meal at which the board of education or the parent-teacher association is entertained. The prospective homemakers plan the menu, purchase the food, prepare it, arrange the table, entertain the guests, and do it with all the grace and charm of polished expertness. Then they display at the exhibits samplers showing all of the stitches they might sometimes need to make, showing how they make garments, and how they learn to apply the principles of color and art to their own personal appearance and to the home. I have seen the turn toward the practical as domestic science and art have become home economics.

Then I have noticed how the subjectmatter has expanded to include homemaking. The problems of budget making, wise spending of the family dollar, care and training of children, and family relationships have come into the program. Their values cannot be questioned. I once heard a prominent school superintendent say as he held his first-born in his arms that he would have given all he knew about Xerxes for some information about the care of and training of that precious bit of humanity.

If the home is the fundamental unit of our civilization, if it is the "nearest Paradise because out of it comes the children, the freshest from the hand of God," in the words of the White House Conference on Child Health and Protection, if our ideal of what constitutes a successful family advances with civilization, then you are moving in the right direction. It is and you are. Much more might be said on this subject but this is the heart of it all.

The other development is the changing procedure. From the subjective and emotional you have acquired the scientific and objective attitude. You are constantly at work enriching your content and improving your procedures. You have criteria by which you evaluate outcomes. You are doing much for the consumer and not too soon. You have recognized the values of parent and adult education and not too soon. That is some of the best work you are doing. Thru research you are discovering new solutions.

If Dorothy Canfield Fisher was quoted correctly on the radio recently that the dining-room table is the most powerful institution in the world,

then the homemaking program has no small place in the world. It is certain that that place goes far beyond the physical side of life. It reaches into everything that affects human welfare. It includes the boy's education for his part in home life, nutrition of the populace, relation of the economic situation and home economics, the enormous problems of family and human relations, living conditions, youth, and so on and on.

The challenge before you is clear. Enlarge the work at both ends for early childhood and for adult life. Improve your subjectmatter in terms of changing life needs. Define your practise in the light of new discoveries. Prepare for parenthood. Build character and citizenship. Interest yourselves in the conservation of human resources. Look to the possibilities of leisure time now that women need no longer be Cinderellas puttering around in the ashes. They have been emancipated by labor-saving machinery. Bring your contribution to the development of all that enriches life and makes it more beautiful and worthwhile. Continue to improve your program and do not worry about your place in the educational program. It is indispensable as long as you continue to move in the right direction.

TRAINING THE YOUNG CONSUMER—PLANNING THE HOUSE IN RELATION TO ITS FUNCTION

MAUD WILSON, HOME ECONOMIST, OREGON STATE AGRICULTURAL EXPERIMENT STATION, OREGON STATE COLLEGE, CORVALLIS, ORE.

I am well aware of the difficulties encountered in attempting to train the young consumer to evaluate housing facilities. There is usually no opportunity to crystallize and deepen the effect of teachings by applying them to immediate practise. Furthermore the teacher has the responsibility for establishing standards for the house and its equipment without producing discontent with home surroundings and conflict at home.

Students should be led to an appreciation of the investment in the house and its furnishings in relation to family income. They should learn to associate standards for the house and its equipment with goals for home life. They should be led to a realization that while fashions in houses and equipment are constantly changing, standards of beauty and utility change little. They should be made cost-conscious, for with the average person utility must always be the major consideration.

In making plans for houses, rooms, or parts of rooms, or in arranging demonstration rooms or houses, the initial step is the preparation of a list of uses the area is expected to serve. This requires a consideration of variations among families as to housing needs. It is a worthwhile piece of work for students to perfect descriptions of the living habits and housing needs of representative families in the community, basing their statements upon observations of life in their own family and those of their friends. Such descriptions might have real value as source material.

The matter of variations in houses to suit climatic conditions should come in for its share of attention. There are too many houses dotting the landscape that look as if they were away from home.

A single project may serve to illustrate various attributes of a specific household utility. One possibility would be to have students design a piece of furniture, have it made, and sell it. Thru this experience they become conscious of what goes into the creation of a utility.

USE OF PROBLEMS IN DEVELOPING JUDGMENT IN SELECTION OF HOUSE FURNISHINGS

MABLE RUSSELL, ASSISTANT PROFESSOR, HOME ECONOMICS, IOWA STATE
COLLEGE, AMES, IOWA

Developing judgment in selection simply means developing or improving one's taste. It means becoming more discriminating in choosing anything from a kitchen knife to a new house. We as teachers are faced with the task of developing judgment or good taste in our pupils. We know that they cannot develop good taste without contact with things that are good in design and color; they cannot develop judgment in selection without first establishing standards as a basis for judgment; and they cannot have good judgment without experience in making selections. The use of problems in teaching provides a method of establishing principles and affords opportunities for exercising judgment in selection. Problems that are designed to establish standards of judgment should be problems that will lead the pupils to some specific generalizations. The teacher may start with the question of proportion and thru problems develop the principle which the pupils may state in some such way as this: "A shape is more interesting when the length is about one and one-half times the width." Additional problems are presented to the class that the pupils may retain the principle and also be able to apply it in new situations. Various principles of proportion, balance, rhythm, emphasis, harmony, and color should be developed and established with numerous judgment problems before creative problems are presented to the class.

The problem of furnishing a room calls for many decisions based on design principles. Making curtains, selecting furniture, arranging furniture and accessories are problems in balance, proportion, dominance or emphasis, and structural harmony.

Color theory may be successfully taught by the use of problems. Color study offers many interesting and stimulating problems. If we can develop in our pupils confidence in their own judgment and standards of selection, how much more satisfaction and contentment they will find in their homes and how much simpler life will be for them in the years to come.

THE TEACHING OF BUYMANSHIP

MRS. DORA S. LEWIS, FEDERAL AGENT IN HOME ECONOMICS EDUCATION FOR
THE PACIFIC REGION, UNITED STATES OFFICE OF EDUCATION,
WASHINGTON, D. C.

Studies and observations show that young people not only buy for themselves, but do much of the shopping for their families. Home economists have taken account of this in planning their educational programs by finding ways of making these buying experiences constructive learning experiences to help youth develop the abilities needed for progressively improving the return they get on the investment they make.

Objectives in the home economics program in this field include: helping youth to recognize that money has value only as it represents satisfactions in living that may be purchased with it and that the most important factor in intelligent spending is choosing for purchase things that contribute the most to progress toward consciously selected goals; and giving youth opportunities to consider comparative satisfaction that purchases may bring before making decisions about spending so that they learn to see money as a means of achieving worthwhile purposes rather than as an end in itself. Specific buying problems within the personal experience of youth are studied intensively and give ample opportunity for developing critical thinking and judgment about the spending of money.

Successful teachers are resourceful about finding ways of providing practise in buying thru capitalizing on school buying and thru gaining the co-operation of parents for giving pupils opportunities for making independent decisions in personal and family buying as soon as they are prepared to make them. These teachers build on the previous experiences of their pupils and keep in touch with home situations and buying facilities in their communities. Progress from consideration of personal buying problems to interest in and intelligence about family financial problems and later to the study of community, state, and national movements in the interest of the consumer is provided for in teaching plans.

Much excellent teaching of buying is done in regular units of the home economics course when actual problems of selection confront the class, but teaching buying on the commodity basis only is inadequate for needed help in understanding the more general considerations which apply to all buying, such as legislation, standardization, buying and selling practises with their effects on price, and the opportunities consumers have for participation in movements that aim to improve conditions for the consumer.

An important consideration, then, for home economics is to broaden the scope of the consumer education program so that in every phase of it the implications for improvement in living for individuals and families are realized. This can be achieved only thru thoro teacher preparation in the field of family economics and a real desire on the part of teachers to understand the social and economic problems of the pupils and the families they reach. Then their educational programs can be planned to give assistance in solving the problems that are most significant.

*Panel Discussion*EDUCATION FOR HOME AND FAMILY LIFE IS
ESSENTIAL IN MODERN EDUCATIONORVILLE C. PRATT, SUPERINTENDENT OF SCHOOLS, SPOKANE, WASH., *Leader**Participants:*

L. M. Dimmitt, State High School Supervisor, Olympia, Wash.

Helen Mickelson, High School Teacher, Kennewick, Wash.

Mrs. Ruth Forest, Teacher Trainer, Oregon State Agricultural College, Corvallis, Ore.

Frances Swain, Supervisor, Chicago, Ill.

Mrs. Vera Brandon, Professor of Household Administration, Oregon State Agricultural College, Corvallis, Ore.

Bertha Kohlhausen, State Supervisor of Home Economics, Salem, Ore.

The following questions were used to guide the discussion:

1. What can education do for the individual?
2. How does education for home and family life contribute to the general aims of education?
3. How might education for home and family life be included in the education of girls? What changes are needed to modify this education for boys?
4. How can teachers of homemaking insure a fundamental program in line with changing home and community conditions?
5. How can home economics be individualized?
6. To what extent can education for home and family life coordinate the various high-school curriculums?

In answer to the first question, Mrs. Brandon suggested that education must result in right attitudes as well as knowledge and that students can be made to bring attitudes to the right point in classes. She cited research by Dr. Ackerley and Dr. Butler of the University of Iowa to prove this point.

Mr. Dimmitt quoted Mr. Roosevelt's thought that education must begin at its root, the family, for true democracy. Mr. Dimmitt thinks that education should prepare the individual for family life which means that we must have boys as well as girls in home economics classes, or that much which we know as home economics today should be integrated with other subjects, as social science, chemistry, physics, etc.

Mr. Pratt said that science has not yet taught us how to get along with people, that attitudes, ideals, and points of view direct the life of the individual and should be taught in school. Thus far home economics is the only subject concerned with such understandings.

Mr. Pratt, speaking on the second question, suggested that education today is an immediate thing, that we want good citizens now in home and neighborhood and school. He suggested that home economics is working for good home living now.

Miss Swain remarked that for good family life boys and men as well as girls and women must have right attitudes, and questioned how we can interest more boys and men in home economics as a definite part of the educational program.

Mr. Dimmitt felt that if skills were eliminated more boys and men would be interested in economics and social relationship phases.

Mrs. Brandon raised the question of men teaching some phases of home economics in order to help boys and men to see the need for home cooperation.

Answering the third question, Miss Mickelson said that education for homemaking was as old as the earliest home. It has now passed from home to school, and for that reason a well-integrated course in home economics should be a requirement for all students (as it is in the state of Washington). This may mean cooperation of all faculty members in presenting such units as family and social relationships; the selection, purchase, and care of clothing; adequate nutrition, and food marketing and preparation; the development of the physical, emotional, and social natures of young children; and the house, its equipment and management.

Mr. Dimmitt replied to the fourth question by asking what could be done to develop a different attitude toward home economics instruction.

Miss Kohlhausen suggested that the public and administrators be informed of our real goals.

Mrs. Forest remarked that with emphasis shifted to homemaking from skills, classes for boys had arisen almost spontaneously thruout the country.

In response to the fifth question, Mrs. Forest claimed that home economics begins with the individual and that the problems for class consideration are problems of the individual that are common to the group. Boys and girls are better separated during some units of the course because of difference in preparation and background. They need to arrive at the same point in their thinking but by different routes.

Miss Mickelson believes that the situation is a better experience for living if boys and girls are combined in classes. They can understand differences in viewpoints and attitudes better.

Mr. Dimmitt's observation as high-school supervisor for the state is that individualized instruction is progressing faster in home economics than in any other subject because of discussion of living rather than packing in information.

Mrs. Brandon, answering the sixth question, suggested goals guided by a growing philosophy of what everyday problems of living can contribute to the real development of the individual. We must become active in relationships between school and home and learn from parents of the problems that pupils are facing.

Miss Mickelson suggested that teachers must survey needs and know the economic, social, and emotional backgrounds of pupils and then base classroom activities on home undertakings. The pupils' needs rather than any one subject can integrate the high-school curriculums if only they are taken as a basis for instruction.

Mrs. Brandon said that education must not be a crutch on which to lean, but must stimulate growth in ability to solve one's own problems in the present and progressively so in the future.

Mr. Pratt remarked in conclusion that the discussion had been enlightening to him and that more executives should listen to similar ones.

PRESIDENT'S REPORT

MRS. LEILA BUNCE SMITH, 424 WEST PEACHTREE STREET, ATLANTA, GA.

Upon my assumption of the office of president of this Department it was my desire to be of the greatest service possible. In this my concluding message, it pleases me to tell about the splendid accomplishments of the Department during my administration which I attribute to the cooperation of the officers, heads of committees, and members, rather than to any contribution that I was able to make.

In the period covered by my administration the membership enrolment has increased in a gratifying manner. The finances of the Department have improved so considerably that now we have a balance of over \$700 in the treasury.

I consider as more substantial than the accomplishments mentioned above the enthusiasm that pervades the minds and hearts of our entire membership. Perhaps this spirit of enthusiasm has been stimulated more by the issuance of newsletters, bibliographies, and by the plans we have made for a yearbook than by any other activity or series of activities of the Department.

The treasurer's report shows that every officer and committee chairman donated all clerical work and made a charge only for postage, stationery, and telegrams. The continuance of this policy is urged upon future administrations if the publication of the yearbook is to be a reality and the Department put on a secure financial basis.

It is to be hoped that those now members of the Department and future accessions to its membership will strive to increase the scope of its influence. Its value is undisputed because the work it has done in enlisting the sympathy and cooperation of superintendents and other school officers speaks for itself.

*DEPARTMENT OF
TEACHERS COLLEGES*

HISTORICAL NOTE

THE DEPARTMENT OF TEACHERS COLLEGES *takes the place of the Department of Normal Schools, which was formed at the Cleveland meeting, August 19, 1870, by a reorganization of the American Normal School Association which had been organized in 1858. See PROCEEDINGS, 1870:176; 1906: 524. In 1924 it was voted to appoint a committee to discuss the possibility of combining with the American Association of Teachers Colleges. See PROCEEDINGS, 1924:614. In 1925 the combination was effected. It was arranged that the National Education Association take over the publications of the American Association of Teachers Colleges, including its yearbook, in 1926.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Eugene Fair, President, Northeast Missouri State Teachers College, Kirksville, Mo.; VICEPRESIDENT, Charles H. Fisher, President, Washington State Normal School, Bellingham, Wash.; SECRETARY-TREASURER, Charles W. Hunt, Principal, State Normal School, Oneonta, N. Y.; EXECUTIVE COMMITTEE: Norman W. Cameron, Superintendent, Cecil County Schools, Elkton, Md. (term expires 1937); L. A. Pittenger, President, Ball State Teachers College, Muncie, Ind. (term expires 1938); E. J. Ashbaugh, Dean, School of Education, Miami University, Oxford, Ohio (term expires 1939).

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1870: 1- 88	1887:465-508	1901:635-645	1913: 523- 552	1925:863
1873:164-199	1888:463-512	1902:529-643	1914: 497- 564	1926:839-947
1874:214-254	1889:555-609	1903:539-593	1915: 763- 813	1927:873-950
1875:138-153	1890:715-755	1904:567-591	1916: 441- 460	1928:833-948
1876:157-211	1891:709-740	1905:517-555	1917: 383- 416	1929:827-936
1877:139-174	1892:407-433	1906:707-711	1918: 209- 234	1930:801-910
1879:113-135	1894:819-870	1907:739-758	1919: 221- 257	1931:845-945
1880:176-192	1895:672-717	1908:703-738	1920: 237- 262	1932:713-785
1881:199-218	1896:642-665	1909:547-596	1921: 515	1933:709-777
1882:173-180	1897:709-735	1910:563-593	1922:1063-1084	1934:705-776
1884:236-258	1898:728-756	1911:695-707	1923: 737- 743	1935:659-718
1885:223-247	1899:835-903	1912:809-896	1924: 613- 635	
1886:387-420	1900:480-490			

PRESIDENT'S REPORT AND RECOMMENDATIONS

H. A. SPRAGUE, PRESIDENT, STATE TEACHERS COLLEGE, MONTCLAIR, N. J.

Report on Association's Work during the Year

COMMITTEES have met as follows: Executive Committee, February 23, 1935, Atlantic City, N. J.; Standards Committee, November 24, 1935, Trenton, N. J.; Accrediting Committee, December 21 and 22, 1935, Buffalo, N. Y.; Accrediting Committee, February 19, 1936, St. Louis, Mo.; Accrediting Committee, February 20, 1936, St. Louis, Mo.; joint meeting of the Standards, Accrediting, and Executive Committees, February 20, 1936, St. Louis, Mo.; and the final meeting of the Executive Committee, February 22, 1936, St. Louis, Mo. The joint meeting of the committees was attended by George F. Zook, president, American Council on Education, Joy E. Morgan, representing the National Education Association, and Walter P. Morgan, president, State Teachers College, Macomb, Ill.

Special committees which met and reported were: Committee on Teachers College Libraries; Committee on Professional Ethics; Committee on Graduate Work in Teachers Colleges; Committee on Elections; delegates to the American Council on Education; special committee meeting with the Standards Committee of the American Council on Education; and a special committee meeting with the Membership Committee of the American Association of University Women.

Brief Study of Policies

A few questions were prepared during the fall of 1935 relative to matters of policy of the American Association of Teachers Colleges. These were sent to the membership of the Association, from whom 142 replies were received. The questionnaire was not comprehensive in scope, but covered current or surface problems which seem to be of general interest. The questions and answers are reported at this time because they cover some matters of vital importance and give the Association an opportunity to judge the interests and attitudes of its membership toward these problems.

In order to conserve space, the discussion of the answers to individual questions and the interpretations of answers to individual questions or groups of questions will be brief.

Summary of Opinion

A summary of opinion as revealed in answer to questions in regard to the policies of the American Association of Teachers Colleges is shown in the tables which appear in the following pages. These tables take up the various questions included in the questionnaire and show the distribution of answers.

The total number of replies—142.

TABLE I—RESPONSES CONCERNING INCREASES IN MEMBERSHIP AND DUES

Item	Number			Percent		
	Yes	No	Unan- swered	Yes	No	Unan- swered
1. Should the A.A.T.C. increase its mem- bership?.....	104	14	24	74	9	17
2. Should colleges of education of state supported universities be invited to membership?.....	104	26	12	74	18	8
3. Should membership be limited to pub- licly supported institutions?.....	43	89	10	30	63	7
4. Should all institutions devoted to the preparation of public school teachers be considered for membership?.....	100	28	14	70	20	10
5. Should private institutions devoted to the preparation of teachers for de- nominational schools be considered for membership?.....	59	60	23	42	42	16
6. Should there be individual member- ships as well as institutional mem- berships?.....	19	103	20	13	73	14
7. Should institutional membership dues be increased?.....	58	69	15	40	48	11

8. Should membership be increased 25%, 50%, 100%, or more?

TABLE II

Item 8	Yes	No	Unan- swered	Indicating degree of increase			
				Indefinite	25%	50%	100%
Number.....	74	5	63	32	26	8	8
Percent.....	52	4	44	23	18	6	6

9. Should fees be increased 50%, 100%, 200%, 400%, or more?

TABLE III

Item 9	Yes	No	Unan- swered	Indicating degree of increase				
				Indefinite	50%	100%	200%	400%
Number.....	52	18	72	15	24	8	3	2
Percent.....	37	13	50	11	17	6	2	1

The answers to questions 1 to 6 indicated that the American Association of Teachers Colleges is in favor of including in its membership institutions which may rightfully belong to an association devoted to preparation for teaching as a profession. Comments relative to increasing the membership of the Association did not indicate an interest in size, but rather an interest in defining, establishing, and unifying the profession of teaching.

While answers to questions relative to membership dues indicated that dues should not be increased, yet there were repeated expressions relative to the amount and types of services which might be undertaken.

TABLE IV—PROPOSED SERVICES OR ACTIVITIES

Item	Number			Percent		
	Yes	No	Unan- swered	Yes	No	Unan- swered
10. With increased funds should the asso- ciation support an association mag- azine or periodical?.....	56	55	31	39	39	22
11. Should the association embark upon a program of cooperative research?	96	27	19	68	19	13
12. Should greater uniformity in record and report forms be promoted?....	94	25	23	66	18	16
13. Should data from A.A.T.C. annual reports be tabulated for circulation to members?.....	120	11	11	84	8	8
14. Is there a need for comparative data covering such matters as size of classes, teacher load, per capita cost, etc.?.....	107	16	19	76	11	13
15. Should the association maintain a sufficient office force for collection, tabulation, and distribution of co- operative data?.....	103	18	21	72	13	15

16. What type of data would be of greatest service to you?

TABLE V

Types	Frequency
Budgets.....	6
Comparative costs.....	31
Curriculum.....	18
Enrolment tendencies.....	10
Extracurriculum activities.....	5
Faculty.....	7
Guidance.....	6
Health, physical education.....	3
Instruction and teacher training.....	20
Libraries.....	3
Organization.....	6
Records and testing.....	4
Size of classes.....	24
Standards.....	12
Students.....	8
Teacher load.....	26
Trends and policies.....	9
Miscellaneous.....	3
Total.....	201
Individuals naming types of data.....	87

The answers to the above questions signify that the membership is in favor of rendering a more comprehensive program of professional service. Suggestions were made relative to handbooks, publicity, and bibliography. If such services were to be undertaken, additional dues would be required, and a special or standing committee should be made responsible for selecting, promoting, and unifying the projects to be undertaken.

The replies to the questions in Table VI indicate a definite interest in revised standards and more frequent inspections.

Comments relative to standards indicate an interest in qualitative elements; however, it is suggested that quantitative elements be retained as minimum standards, and that qualitative elements suggest desirable goals.

The interest in high standards and thoro inspections cannot be questioned. At the same time emphasis is placed upon institutional autonomy and the stabilization of membership.

TABLE VI—RESPONSES CONCERNING ACCREDITING AND STANDARDS

Item	Number			Percent		
	Yes	No	Unan- swered	Yes	No	Unan- swered
17. Should the A.A.T.C. be more closely affiliated with other accrediting agencies in higher education?.....	96	24	22	68	17	15
18. Should our standards be revised?....	106	6	30	75	4	21
19. Should they be more qualitative?....	108	9	25	76	6	18
20. Should they be patterned after the new standards of the North Central Association?.....	58	33	51	41	23	36
21. Should the system of accrediting be limited to paper reports only?....	16	108	18	11	76	13
22. Should inspection be made at regular intervals, i.e., every three or five years?.....	113	15	14	79	11	10
23. Should we be able to afford frequent inspection?.....	105	4	33	74	3	23

TABLE VII—RELATIONSHIP WITH STATE AND FEDERAL AGENCIES

Item	Number			Percent		
	Yes	No	Unan- swered	Yes	No	Unan- swered
24. Should the A.A.T.C. find ways to co-operate more closely with the federal Office of Higher Education?...	100	7	35	70	5	25
25. Should the A.A.T.C. find ways of co-operating more closely with state departments of education?.....	112	5	25	79	4	17
26. Should the A.A.T.C. be more influential in establishing state certification standards?.....	112	14	16	79	10	11

The above replies indicate clearly that the professional association of teachers colleges should work in cooperation with the agencies that are responsible for the success of the nation's schools. It would seem that these relationships should be promoted if we are to protect the interests of the nation's children and develop and maintain teaching as a profession.

TABLE VIII—RELATIONSHIP WITH SPECIAL PROFESSIONAL AGENCIES

Item	Number			Percent		
	Yes	No	Unan- swered	Yes	No	Unan- swered
27. Should we in our February program provide for such groups as Municipal Teachers College Presidents, Deans of Colleges of Education, College Teachers of Education, Supervisors of Student Teaching, Social and Health Directors, and Research Directors?.....	61	46	35	43	32	25
28. Shall we have one joint meeting, perhaps a Saturday morning session, with the National Society of College Teachers of Education, Educational Research Association, Association of Municipal Teachers Colleges, or Supervisors of Student Teaching?.....	96	18	28	68	13	19

The answers to the two questions in the above section seem to indicate that the American Association of Teachers Colleges, which is the only professional accrediting association organized for the purpose of establishing and promoting teaching as a profession, should work in close cooperation with the other agencies which are definitely interested in the education of teachers.

A review of the above 28 questions and their answers, classified under the headings of membership, dues, proposed services, standards, accrediting, relation to state and federal agencies and to special professional agencies indicates several problems which should be studied with thoroness. As to the work of the Association during the year 1935-36, the data have served only as a basis for suggesting a few problems for immediate consideration. Brief studies have been made which touch upon: (1) teacher preparation in colleges or departments of colleges which are members of non-professional and professional associations, (2) membership fees for various accrediting associations, (3) research studies in progress or completed during the year, (4) characteristics of the standards of non-professional accrediting associations, (5) characteristics of standards of professional accrediting associations, (6) accreditment practises in the various regional and national associations, and (7) graduate standards.

Membership in Professional and Non-Professional Associations

A brief survey of the accrediting associations in the field of higher education shows twenty associations which have developed standards and which

are accrediting or classifying colleges within their fields of membership. Seven of these associations promote the standards and unify the work of liberal arts colleges. Three of the seven accredit on a national basis. The other four provide liberal arts standards and accredit on a distinctly regional basis. One regional agency has adopted the policy of leaving the matter of accrediting to such a strong national agency as the Association of American Colleges and Universities. There are thirteen accrediting associations which are national in scope and which serve special professional interests, such as the American Association of Medical Colleges, Law, Engineering, Dentistry, Music, and Library Work. Institutional membership in these professional associations cannot well overlap, and, for the most part, the professional colleges cannot extend their membership to national or regional associations of liberal arts colleges.

The state, municipal, or incorporated private institutions, or the independent units of colleges and universities which are devoted primarily to the preparation of teachers, constitute the natural membership of a professional association for the promotion of teaching, and should be working in cooperation for the purpose of defining and establishing the place and importance of teaching as a profession.

The Biennial Survey of Education for 1930-32 shows that the number of students graduating from curriculums preparatory to teaching from universities and colleges totaled 33,188, and the number of students graduating from teachers colleges and four-year normal schools totaled 33,679. In other words approximately half of the 66,867 students prepared for teaching were graduates of professional curriculums in colleges and universities which are not members of the professional association interested primarily in the preparation of teachers. Approximately 75 percent of the teachers in the public high schools of the United States have been prepared by colleges which are members of only non-professional accrediting associations. This situation does not suggest any degree of disloyalty to teaching as a profession. It does suggest a lack of organization and unity among our various teacher preparing agencies.

It would seem that the American Association of Teachers Colleges, which is the only association devoted exclusively to the promotion of teaching as a profession should be classified as one of the thirteen professional accrediting associations, and, as in the case of all other professional accrediting associations, it should include in its membership those colleges or departments of colleges and universities which are devoted to education as a professional service. This would indicate that the American Association of Teachers Colleges does not exist primarily for the teachers colleges, but, over and above all other considerations, it should exist for the profession which it represents. The colleges of education which are members of non-professional associations, and the teachers colleges which are members of the professional association, may have many reasons, traditional or otherwise, for not supporting this theory. However, in consideration of the welfare of the profession of teaching and the boys and girls in the nation's schools, it is an issue which, sooner or later, should receive careful consideration.

To add to the present confusion regarding teaching as a profession it should be noted that in certain states a teacher can qualify for the profession of teaching only by being a graduate of an institution which belongs to a non-professional association. In turn such practises or traditions have tended to force professional teacher preparation institutions to become members of non-professional accrediting associations in order to place their products into professional service.

Membership Dues and Publications

A study of the institutional membership dues of the various professional accrediting associations shows a range from \$20 to \$50 and an average fee of \$32.50. In the non-professional associations the institutional dues range from \$7.50 to \$50, and the average is \$29.72. The New England Association makes no inspections. All others require initial inspections and reinspections when it is deemed necessary. The Southern Association makes inspections every three or five years. The costs of inspections from the various associations range from \$50 to \$150. The average inspection fee is \$80. The types and amount of service rendered by the various associations have a direct bearing upon institutional dues required. Three of the non-professional associations publish quarterly magazines and include the annual proceedings in an issue of the magazine. Five publish proceedings in a separate volume; two publish committee reports; three, special reports; and three, handbooks of standards and accrediting.

Research Studies in Progress or Completed

Several types of professional service have been undertaken or considered by the Association. These include the annual program, research studies, preparation of comparative data, the preparation of bibliographies, provision for surveys, and publication of magazine, annual proceedings, standards, handbook, and directory. It would undoubtedly be thru a well-integrated program of professional service that the Association might justify an increase in dues.

Secretary Hunt has made a comprehensive study of books and magazine articles written by teachers college staff members. The results of this study are most impressive. An accounting of the research studies conducted by teachers colleges was undertaken a few months ago. Eighteen teachers colleges furnished information relative to 116 research studies. An analysis of these studies showed that the great majority were produced by individuals, that they were professional in character and institutional in scope. However, 27 represented the work of committees, 32 were academic or scientific, and, as to scope, 6 concerned the local community, 12 the state, and 36 were regional or national studies. The subjects for the research studies were classified under 20 headings. However, the majority fell under the following headings: administration—10, psychology—26, curriculum—12, health—11, science—20, social studies—12. It is interesting to note that 18 teachers colleges were conducting 26 independent studies in the field of psychology, and 20 independent studies in the field

of science. The classification of the 116 studies was compared with the classification of the 194 theses written by teachers college staff members and reported in the *Journal of Research*. There was marked similarity in the percentages under each classification. However, both, of course, showed duplications, wide gaps, and a need of direction and unification. It might be estimated that from 500 to 600 research studies were carried on by the teachers colleges during the year 1935-36. It would seem that we should have a classified record of these studies in order that the intensive and laborious work connected with research may be made progressive and developmental, and, furthermore, that a special or standing committee should be delegated to provide a *program* of studies and such organized procedures as would produce well-integrated and increasingly meaningful results.

Standards of and Accrediting Practise in the Professional Associations

Colleges and schools are being classified or accredited at the present time in at least thirteen professional fields: architecture (altho the standards of 1924 were declared no longer operative in 1931, applications are considered on individual merit), business, dentistry, *education*, engineering, journalism, law, library science, medicine, music, optometry, osteopathy and pharmacy. In at least ten fields standards have been formulated.

In a few instances where there is more than one organization within the profession, responsibility has been divided, delegated, or mutually assumed. The Association of Dental Schools admits as members those institutions classified "A" or "B" by the Dental Educational Council of America. The American Bar Association accredits law schools and the Association of American Law Schools administers standards for institutional membership. National societies of engineers have recently cooperated in providing an "Engineers Council for Professional Development" whose duties include an effort to define professional standards in engineering. The American Medical Association acts thru the Council on Medical Education and Hospitals.

The standards, where established, are to a great extent similar in outline in that they treat of requirements in reference to definition, admission, graduation, curriculum, faculty, library, and laboratory. All specify a well-trained and experienced faculty and sufficient laboratory and library facilities. In all other respects the content is applicable only to the individual professions. The American Bar Association, Medical Association, American Association of Schools and Departments of Journalism, and the American Library Association require at least two full years of academic work in an approved institution. Beginning September 1936 one year of college work is required before entrance into recognized optometry schools. The Association of Collegiate Schools of Business, American Association of Teachers Colleges, National Association of Music Schools, and American Association of Colleges of Pharmacy require graduation, or equivalent, from an approved secondary school. The Association of Boards of Examiners in Optometry requires the completion of two years' work for graduation; the Bar

Association, three years; the Medical Association, four years; the Associations of Business Schools, Pharmacy, Journalism, Music, and Library specify the amount of academic work required in four-year curriculums.

Some organizations include a consideration of factors which others omit. Records and published announcements are stressed by the Medical, Law, Pharmacy, Optometry, and Music Associations. The Bar Association requires a code of ethics.

The standards are distinctive in that they apply to the particular profession. The outstanding features are found in the admission, curriculum, and practise facilities requirements.

The Medical Association specifies English, theoretical and practical courses in physics and biology, general and organic chemistry in the pre-medical course; the Optometry Association sets up a list of required or accepted subjects; the Music Association also specifies certain entrance electives and in addition a knowledge of elementary theory and a degree of proficiency in at least one field of applied music.

The Association of Collegiate Schools of Business states that at least 40 percent of the work must be taken in commercial or economics subjects, including a portion in business finance, accounting, business law, marketing, and statistics, and at least 40 percent in subjects other than economics and commerce. The Journalism Association requires instruction in practise in reporting, copy reading, editorial writing, special articles, history and ethics of journalism, and law of the press. The Medical Association designates a percentage range that shall be devoted to anatomy, physiology, biochemistry, pathology, pharmacology, hygiene and sanitation, general medicine, general surgery, obstetrics and gynecology. The Association of Pharmacy requires 50 percent of the work to be of a professional nature and to include the pharmaceutical chemistries, strictly pharmacy and business subjects, pharmacognosy, pharmacology, drug analysis, and biological assay. The Optometry Association states as definite and specifically applicable requirements as do the preceding associations. The Music Association requires applied music, theoretical courses, and academic courses for each major subject or department.

The Association of Schools of Journalism requires copy reading, copy writing, regular news assignments, and reporting under constant and individual supervision. The Optometry Association requires facilities for intensive laboratory work and actual clinical practise to a minimum of 100 hours. The Medical Association requires the most extensive facilities for practise or training: a general hospital providing bedside and ward clinics, hospital facilities for children's diseases, contagious diseases, nervous and mental diseases, and a dispensary or out-patient department.

The American Association of Teachers Colleges does not set up prerequisites in the secondary field. Neither does it set up college curriculum requirements in the fields of professional cultural background, professional subjectmatter materials, or professional theories and psychology. It does require student teaching under prescribed conditions. In general the standards of the Association bear a greater similarity to those of the non-professional colleges than to those of the professional colleges.

Comparison of the Standards of Non-Professional Associations with Those of the American Association of Teachers Colleges

This study is concerned with the presentation of standards in such form that comparisons may be readily made and certain features and practises may be reviewed. It may also be helpful in pointing out recent revisions and new practises.

The organizations represented are: American Association of Teachers Colleges, American Council on Education, Association of American Universities, Middle States Association of Colleges and Secondary Schools, New England Association of Colleges and Secondary Schools, Northwest Association of Colleges and Higher Schools, Southern Association of Colleges and Secondary Schools, and the North Central Association of Colleges and Secondary Schools.

Altho the American Council on Education is not an accrediting agency it has formulated standards which have been accepted and used by the Middle States and Northwest Associations for accrediting purposes. The New England Association uses its standards not for accrediting but for determining association membership.

1. *Definition*—The American Association of Teachers Colleges, by definition, limits accreditation to institutions or independent units of universities or colleges which provide a curriculum devoted exclusively to the preparation of teachers. Altho it limits its activities to the single profession, its standards in many respects parallel those set up by the several associations which have become accrediting agencies for the non-professional institutions.

2. *Admission*—In respect to the admission of students the American Association of Teachers Colleges is in agreement with the other standardizing agencies if "15 units of secondary work or the equivalent" is interpreted as "satisfactory completion of a four-year course." The Association requires "evidence of selective admission" where other agencies specify that credits "accepted for admission should be definitely correlated with the curriculum to which the student is admitted." The Association of American Universities states that "it is desirable that qualitative requirements should be imposed, that the content of the entrance requirements should be such as to prepare students to enter work above the secondary level," and that "in admitting students for advanced standing the college should enforce the same entrance requirements and the same standards for acceptable work."

The North Central Association presupposes the completion of a secondary-school curriculum, or secondary courses so integrated with the curriculum of the institution as to guarantee the educational progress of students beyond the usual secondary-school offering and states that "an institution should admit only those students whose educational interests are *in harmony* with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted."

3. *Graduation*—The American Association of Teachers Colleges requires, as do others, the completion of the same number of semester hours for

graduation. It does not stipulate a qualitative requirement as other agencies do, and includes the statements: (1) not more than one-fourth of any curriculum may be taken by correspondence or in extension, and (2) no degree or certificate or diploma shall be issued to a student who has not spent a minimum of one year (thirty semester hours) in residence work.

The Association of American Universities qualifies the 120 semester-hour requirement by this explanation, "a program of studies providing for the full equivalent of this requirement but not directly measurable in terms of these quantitative units may be found acceptable, providing that its completion represents training fully equivalent to that called for or the fulfillment of such quantitative requirements."

The North Central Association makes no reference to graduation requirements: "an approved institution is not barred from offering curriculums terminating at the end of one, two, or three years if they are taught at the level of collegiate instruction."

4. *Faculty*—The American Association of Teachers Colleges makes no reference to the size of the faculty in terms of number of students or number of departments; other accrediting agencies say that the size of faculty should bear a definite relation to the type of institution, the number of students, and the number of courses. Neither does the Association include a statement similar to those found in other standards in reference to the ratio which the number of persons of professional rank with sound training, scholarly achievement, etc., bears to the total number on the teaching staff.

With the exception of the North Central Association which, in its policies, states that "an institution should have a competent faculty organized for effective service," all associations recommend the same qualification for faculty members: two years of graduate study in the respective fields of teaching for instructors of professorial rank, and a doctor's degree or equivalent for heads of departments.

5. *Faculty load*—Most of the associations establish this standard: "teaching schedules exceeding sixteen hours per week per instructor, or classes of more than thirty students, should be interpreted as endangering educational efficiency." The American Association of Teachers Colleges specifies only the portion "sixteen periods per week." However, it adds, "one and one-half class periods in shop, laboratory, or physical education will be equivalent to one recitation period."

The Association of American Universities substitutes "excessively large classes" for "classes of more than thirty."

The North Central Association makes no statement in reference to this item except that "under satisfactory working conditions consideration will be given to . . . instructional load."

6. *Training school and student teaching*—This standard, on account of its nature, has no parallel in the standards set up for non-professional schools.

7. *The organization of the curriculum*—The American Association of Teachers Colleges is the only organization which specifies sequential or prerequisite courses in the organization of the curriculum. Others place emphasis upon the character of the curriculum but do not set up a separate standard for its consideration.

The North Central Association states: "the organization of the curriculum should be such as will best serve students of the type whose admission is implied by the declared purposes of the institution."

8. *Student health and living conditions*—The American Association of Teachers Colleges is the only agency which sets up standards relating to student health. The North Central Association considers this item in its policies relating to Student Personnel Service and Physical Plant.

9. *Library, laboratory, and shop equipment*—The American Association of Teachers Colleges treats the library requirements in more detail than any other organization, requires a greater number of volumes, and specifies the percentage allowed for duplicates. All associations, with the exception of the North Central, definitely require annual appropriations.

Neither the Association of American Universities nor the North Central specifies any minimum number of volumes: the former describes an acceptable library as "live, adequate, well distributed, and professionally administered"; the latter, "reading facilities needed to make the educational program effective," and evidence of appropriate use.

All associations are in general agreement that institutions should provide laboratory and shop equipment for efficient instructional purposes.

10. *Buildings and grounds*—Other accrediting organizations consider "Buildings and Grounds" under different captions: There is no material difference in the content of the several standards.

11. *Financial support*—The American Association of Teachers Colleges sets up the standard: "if state or municipal, there should be an annual appropriation sufficient to meet the standards; if privately incorporated, the institution should have a minimum annual income of \$50,000; if not tax supported, it shall possess a productive endowment of \$500,000." The American Council on Education, the Middle States, and the Northwest Associations specify \$50,000 annually of which \$25,000 is to be derived from stable sources. The New England Association states that the annual income should be at least \$100,000 including tuition fees, but exclusive of other student charges, and that the income from endowment, or other sources exclusive of student fees, should be at least \$75,000.

The Association of American Universities states that annual income should be sufficient to support fully the program which the college offers and that in general, at least one-half should be derived from stable sources. The North Central states that the institution should provide evidence of financial resources adequate for and effectively applied to the support of its program. Both the North Central and the Association of American Universities make provision for the capitalization of contributed services.

Each accrediting association administers the standards which govern membership, accrediting, and classification by an appointed committee or commission. All associations require inspection of an institution before accreditation may be made, and publish lists of membership and of accredited institutions. The Association of Teachers Colleges requires reports annually, the Southern Association triennially, and the North Central periodically upon selected phases.

The American Association of Teachers Colleges permits accreditation altho certain standards are not fully met; the Association of American Universities "does not treat its standards as definite rules to be applied in an exact fashion," and the North Central Association judges an institution for accreditation "upon the basis of the total pattern it presents as an institution of higher education."

Other agencies set up a standard entitled "Educational Standards." The American Association of Teachers Colleges includes the substance of this standard under "Membership, Accrediting, and Classification" by stating "the character of the curriculum, efficiency of instruction, the standard for granting degrees, and the general tone of the teachers college shall be factors in determining eligibility for accrediting."

The North Central Association takes consideration of student personnel service, intercollegiate athletics, institutional study of its problems, and provides for a continuing revision of policy and procedure in its "policies" that are not specifically referred to in the standards of the American Association of Teachers Colleges.

The separate standards set up by the Northwest Association of Secondary and Higher Schools and the American Council on Education for accrediting teacher-training institutions and those of the American Association of Teachers Colleges bear a close resemblance. The comparison, therefore, will be brief.

Those of the American Association of Teachers Colleges are more inclusive in that they set up a selective admission program, specify the amount of extension and correspondence credit allowed and residence work required, more specific reference to "Training School and Student Teaching" and "Library," and include provision for the consideration of "Student Health and Living Conditions."

The standards of this Association make no reference, as the others do, to enrolment or the ratio between number of faculty members and number of students, or that the financial status of an institution should be judged in relation to its educational program.

Two organizations during the period 1933-34 have made significant changes in their regulations governing accreditation. The North Central will observe the following bases of accrediting:

An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement of policy, it is recognized that wide variations will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristics may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

The Association of American Universities in an introductory statement of the "Memorandum of Procedure" states:

The committee does not treat its standards as definite rules and specifications to be applied in an exact and mechanical fashion. It does not suppose that the status of an institution can be satisfactorily determined by finding that it has met these standards

one by one until all have been met. On the other hand, the committee does not regard the standards as arbitrary. The standards state minimum limits in certain important factors, limits which are far surpassed by the colleges which would be universally recognized as strong colleges.

These revised standards emphasize quality rather than quantity, attempt to evaluate how well an institution does its work rather than how much it does, encourage individuality rather than conformity.

The American Association of Universities in its revision uses the term "criteria" but does not wholly eliminate "standards." Quantitative elements have been omitted in some instances; there is no statement concerning the size of the institution in terms of number of students and departments, and no reference is made to financial status or the library as measured in dollars or volumes. Where quantitative requirements are retained they are stated in practically the same terms as were the old standards. However, the present criteria are accompanied by statements which permit a more liberal interpretation of the requirements.

The North Central Association in its "Statement of Policy" wholly eliminates any reference to quantitative measurement. On the other hand, the schedules which are required of both present and prospective members of the Association require much evidence that is entirely objective.

The following are specific examples of how these standards have been modified:

Membership: Not to be determined by meeting standards one by one, but based upon the character of the institution as a whole (North Central) or determined by standards or rules applied in a mechanical fashion (Association of American Universities).

Admission requirements: Not to be met by years spent or credits earned in a secondary school, but determined by quality or previous achievement that will enable the student to enter upon work above the secondary level (A. A. U.), or by the character of the institution and by the abilities, interests, and previous preparation (N. C.).

Graduation: Not necessarily 120 semester hours, but may be an equivalent not directly measurable in quantitative units (A. A. U.).

Preparation of faculty members: Not necessarily measured by degree or semester hours of graduate work; competence as a scholar and as a teacher will be considered as the essential characteristics (A. A. U.). The kind of education or experience in educational work, scholarship as evidenced by scholarly publications, and contact with learned societies will be the consideration in determining faculty competence (N. C.).

Faculty load: Not necessarily sixteen hours or thirty students, but no excessively large classes (A. A. U.) or by consideration of instructional load under satisfactory working conditions (N. C.).

Library: Not one of any given number of volumes and a specified annual appropriation, but one which is live, adequate, and professionally administered (A. A. U.) with reading facilities needed to make the educational program effective (N. C.).

Financial support: Not measured by annual appropriation or amount of endowment, but by adequacy in relation to the educative program.

There are certain practises and actions which concern standards and accreditment that should be noted.

Due to the fact that teacher training is professional in nature, the Association of American Universities has not accredited teachers colleges. On the other hand, certain regional agencies which had established separate standards for teachers colleges have discontinued making any distinction between colleges of arts and sciences and teacher-training colleges. The North Central Association in 1928 began the transfer of teachers colleges which met the regular college standards to the college and university list. The Southern Association soon followed this example. An increasing number of both state departments of education and state universities have turned from the separate listing of colleges of arts and sciences and teacher-training institutions to a combined list.

The accredited institutions of the American Association of Teachers Colleges have been added by the American Council on Education to its list of accredited institutions and for representation in the yearbook.

Within the individual states since 1930, three developments may be noted: the tendency for state universities and state departments of education to use the standards and lists of the regional and national accrediting agencies has increased; the practise of treating individual cases upon their merits has decreased; and at least one state university and five state departments of education have formulated new standards and one state department has made revisions.

In the May 1935 meeting of the American Council on Education, the Committee on Standards suggested that the Council discontinue the publication of the standards adopted in 1923. The Committee on Standards considered the list of requirements too antiquated. At the same time that this action was taken, the Committee on Standards expressed a deep interest in the development of the new standards recently prepared by the North Central Association of Colleges and Secondary Schools.

Graduate Work in State Teachers Colleges

During the past two years an increasing number of teachers colleges have offered graduate work. Administrators interested in graduate work met under the leadership of President W. A. Brandenburg of Pittsburg, Kansas, on Saturday evening after the regular meetings of the Association, in order to conduct an unofficial discussion of standards and practises.

It is now recommended that the Association recognize the important work of this group and sponsor and authorize the work of its committee. Furthermore, it is recommended that the Association thru its standing Committee on Standards set up standards and accreditment procedures for graduate work in teachers colleges.

The meetings of the standing committees and special committees as noted in the early part of this report, together with conferences, special studies, and correspondence, made it possible to formulate an agenda for the joint meeting of the committees held on Thursday, February 20, at St. Louis. This agenda included the following:

1. Discussion of standards led by Dr. Dearborn, chairman of the Committee on Standards. Subjects for discussion included:
 - a. Quantitative elements
 - b. Qualitative elements
 - c. Distinctly professional elements
 - d. Minimum standards and desirable goals
 - e. Preparing new standards
 - f. Financing of a study of standards
 - g. Standards for graduate work.
2. Discussion of accrediting led by Harry W. Rockwell, chairman of the Committee on Accrediting. Subjects for discussion included:
 - a. Present accrediting procedures
 - b. Reinspections and reports
 - c. Provisional membership
 - d. Accreditation requirements of February 1938
 - e. Stabilization of membership.
3. Discussion of professional services to be rendered by the Association:
 - a. The annual program
 - b. Promotion of research
 - c. Preparation of comparative data
 - d. Preparation of bibliographies
 - e. Provision for surveys
 - f. Publications
 - g. Publicity.
4. Discussion of the annual budget led by Charles W. Hunt, secretary-treasurer. Subjects discussed:
 - a. A minimum program of service
 - b. Costs of such service
 - c. Financial limitations
 - d. Sources of revenue.
5. Discussion of membership fees.
6. Discussion of procedures necessary to carry out program of services recommended:
 - a. Recommendations relative to the establishment of a committee on professional service
 - b. Increase in office staff
 - c. Relation of committee to the central office.
7. Discussion of the demand for standards to direct graduate work:
 - a. Supplementary or temporary committee on graduate standards
 - b. Relation to Committee on Standards.
8. Discussion of the problem of membership:
 - a. Present scope of membership
 - b. Place and function of the American Association of Teachers Colleges among the other associations which accredit professional colleges.
9. Relation of the American Association to the National Education Association and other national agencies.
10. Discussion relative to political interference with teacher education.
11. Steps preparatory to the celebration of the hundredth anniversary of the first state-supported normal school in the United States.

The reports, recommendations, and resolutions presented during the business meeting and reported in these proceedings, summarize adequately the discussions of the committees acting individually and jointly.

RAISING THE LEVEL OF THE EDUCATION OF TEACHERS

CHARLES H. JUDD, HEAD, DEPARTMENT OF EDUCATION, UNIVERSITY OF
CHICAGO, CHICAGO, ILL.

The report of the National Survey of the Education of Teachers emphasizes the necessity of increasing the amount of education of the teachers of the United States and also urges that this education become more highly professional in character. Everyone who is interested in the progress of the schools of this country must be impressed by the findings and recommendations in the six significant volumes prepared by Professor E. S. Evenden and his staff. To what is presented in these volumes I shall attempt to add two lines of thought to which I believe teachers colleges and departments of education in colleges and universities should give careful consideration.

I am compelled by my observation of teachers to deplore the fact that such education as is now administered in teacher-training institutions does not stimulate those who attend these institutions to independent intellectual activity of a vigorous type in their professional careers. I am well aware that there is general recognition of the necessity of in-service education of teachers. I point out, however, that in-service education does not under ordinary circumstances contribute to independent intellectual activity any more than does the conventional education of prospective teachers.

The deficiency in education to which reference is here made is by no means peculiar to the institutions which are devoted to preparing students for admission to the teaching profession. I deem it to be one of the general defects of education in this country that it fails to cultivate independence and initiative on the part of students. Another way of making the same statement is to say that our educational institutions overteach students. Courses in liberal arts colleges as well as courses in teachers colleges are conducted in such a way that the students are dominated in their intellectual lives by assignments and requirements dictated by their instructors. The elementary schools and the high schools prescribe every step which the pupils are to take. Not only is the content of learning thus determined, but the form in which the pupils recite and the behavior which they may exhibit at every hour of the school day are matters of strict convention. When pupils who have been regimented thruout their careers in the lower schools reach college, they continue to follow slavishly the dictates of their teachers. In fact, students in college demand minute and constant guidance from their instructors, thus exhibiting a dependence which is quite parasitic.

In some of the professions other than teaching practitioners are compelled by the very nature of their professional activities to cultivate a certain degree of independence. The physician is alone in his treatment of cases and must assume grave responsibilities, which cannot be escaped by referring them to any remote authority. The lawyer arguing a case before a court must exercise keen independent analysis of the case if he is to be successful.

With the teacher the situation is very different. The teacher is confronted only with immature minds. It is fairly easy under classroom conditions to

escape the necessity of exercising one's mind in any way except to reproduce materials long ago stored in memory. Not only so, but the teacher is dominated by prescriptions handed down from superior officers, while the physician and the lawyer operate without orders. The curriculum of the school is prescribed by the superintendent; the textbook, which is in the hands of both pupils and teacher, defines the order of topics to be studied and presents enough illustrative examples to enable the class to carry the discussion forward. If added to the circumstances which surround the teacher in the classroom there is an attitude of complacency derived from earlier training, which was itself dictated in form and content from some remote source, it will be readily seen that stimulation to independent thinking and acting is almost totally lacking.

The general difficulty with American education, which is here pointed out as especially menacing to teacher preparation, can be corrected only by the adoption of new methods of instruction in the whole educational system. Pupils in the lower schools and students in college must be put on their own responsibility to a much greater degree than they now are.

Some of the external devices by which independence can be cultivated are easy to describe. Class attendance on the part of college students is now very commonly enforced by a species of policing which is truly ridiculous. Time is wasted in calling class rolls and in carefully checking the particular number of absences which students are permitted to have without serious consequences. Why not face about squarely and tell students that class exercises are opportunities, not penal exactions? If the student gets out of a class exercise something which arouses his mind, well and good; if not, let him read in the library or in his room. In any case, let the instructors in an institution of higher education be free from the petty task of acting as nurse to dependent, immature, and irresponsible infants.

Rigid assignment of the pages to be covered in becoming acquainted with a topic is a sign of incompetency on the part of both instructor and students. True study follows the arousal of intellectual curiosity, and intellectual curiosity is a purely personal attitude. Until a student has a desire to understand and know, there will be no real learning. As the situation now stands in many schools, curiosity is wholly artificial or even a sheer pretense. It is easy to see why a teacher who has graduated from an institution which has always prescribed every intellectual move that is made, is unable to search for new ideas. Rigid assignments in college mean dependence and utter lack of initiative after graduation. Repetitious recitations are stultifying rather than educative. A student who merely gives back in recitation what has been given to him tends to narrow his mind rather than expand his powers. Mere memory is sure to lead to formalism and fixity. Much of the reciting required in schools and colleges is not only not educative but petrifying.

It is the duty of a teacher-training institution even more than of a liberal arts college to avoid inadequate methods of instruction. I have heard departments of education criticized on the ground that members of these departments are poor teachers. I am frank to say that, in my judgment, there is frequently justice in this criticism. I do not agree that teachers of educa-

tion courses should be required to be geniuses while teachers of Latin and chemistry may with impunity commit all the blunders known to our profession, but I am sure that a teacher of teachers should be an example to the profession. Therefore, I conclude, as I began, with the statement that it is the obligation of teachers colleges and departments of education to take the lead in devising and exhibiting good methods of instruction.

Teachers ought to be so educated that they will keep themselves intellectually alive. I look forward to the time when teachers will know that they have been only partly prepared by the courses that they have taken and will know that graduation merely marks the beginning of independent study. I look forward to the time when every teacher will feel under obligation to discover new and interesting material not recorded in any textbook appropriate to every class which he or she teaches. The great difficulty with schools today is that teachers are distributors of conventionalized knowledge, not independent stimulators of young minds.

I said earlier that I would present two lines of thought. I am not sure that the second line which I wish to discuss is independent of the first. Briefly put, my second thesis is that institutions for the education of teachers tend to require too many so-called "professional courses." State plans of certification of teachers are equally guilty in setting up professional requirements which are extravagant and, I believe, indefensible.

I am sure that what I have just said will be thought unwise by many of my colleagues in teacher-training institutions. If I mistake not, Professor Evenden will be opposed to my views. I might conciliate my opponents to some degree by making the general comment that I think all teachers in colleges, both liberal and professional, ought to become interested and expert in methods of teaching, but I am afraid that even this comment will not bring to my position unanimous support.

I must say that, so far as my experience goes, there is no possibility of administering with profit twenty or more semester hours of professional courses in education to teachers-in-preparation. In fact, I have to make the same statement about eighteen semester hours or sixteen. I should myself be satisfied with twelve. For the training of teachers, I believe that institutions should depend more than they now do on the departments which are usually classified as non-professional.

The analogy of the medical school or the law school is often appealed to by those who believe, contrary to the judgment which I have expressed, that preparation for teaching should be assigned to a special professional institution or branch of an institution. I point out that both the medical schools and the law schools are increasingly depending on academic departments for much of the intellectual substance which they require students to possess. Furthermore, law and medicine have peculiar subjectmatters not taught in liberal arts courses, while teachers must always derive from academic departments the materials which they are to teach. The whole body of knowledge with which academic departments deal is germane to teaching.

Support for the position which I am defending can be found, I think, in the history of teacher education in this country.

From the earliest beginnings of teacher preparation in the United States there has been a sharp line drawn between liberal education and professional education of teachers. It never entered the thoughts of the members of the faculties of the New England colleges in 1839, when the first normal school was organized, to have a share in the discussions that led to the establishment of professional institutions for the training of teachers. The colleges were vitally concerned with the other professions but were concerned only incidentally and quite indirectly with the teaching profession. Most of those who taught in institutions above the common school in the early days were looking toward a life career other than teaching. Those who were teaching in the common schools either were of the same type as teachers in the higher schools, mere transients in what was thought of as an occupation rather than a profession, or were persons who never aspired to attendance at college.

When the first public normal schools were established, the separation between colleges and institutions for the preparation of teachers was crystallized into a fixed pattern, which persists even down to the present day. When universities and colleges organized departments or schools for the preparation of teachers, the traditions of separatism of normal education dominated the situation. One may say with all truth that the original attitude of the colleges that they were not concerned with teacher preparation has been perpetuated and in recent times in many institutions even emphasized. It is not regarded by departments of mathematics or departments of physics or history as their function to prepare teachers for their duties. Teaching is thought of by academic people either as a transient occupation or as a profession for which one is endowed by nature, into which one enters because of personal tastes, and in which one is able to succeed without any special preparation.

Members of departments or schools of education and of the faculties of teachers colleges deplore the attitude of members of academic departments and have conscientiously tried in the interests of improved education to meet the situation by redoubling their efforts to supply teachers-in-preparation with the courses which they need. Indeed, it may be said that those who promote the professional training of teachers have devoted themselves so energetically to their tasks that they have consumed far too much of the time and energy of prospective teachers in pursuing courses in education or so-called "professionalized courses" in subjectmatter lines.

The proposal which I have to offer in the interests of a higher level of education of teachers cuts across all these traditions and established practices. The time has come when all departments must be drawn into sympathetic cooperation in the education of teachers.

In order to make concrete the program which I advocate, let me refer to the history and present method of teacher preparation at the University of Chicago. Twenty-six years ago this institution had a separate school of education. The School of Education included in its organization an undergraduate college with departments of history, English, mathematics, art.

home economics, and the rest. The College of Education had its own entrance requirements and its own requirements for the baccalaureate degree.

The faculty of the School of Education was convinced that this traditional form of organization was wrong and began gradually to do away with the College of Education. The departments of art and home economics were transferred to the academic division of the University on the ground that art and home economics should be offered to all students, not merely to those who are preparing to teach.

Students who presented themselves for registration in the College of Education because they were intending to teach academic subjects were advised to register in the liberal arts college and to get their subjectmatter courses there, coming back to the courses in education merely to fill in minor sequences. By this process of referring students to academic courses, the attendance on the College of Education was reduced to the vanishing point, and finally the College was abolished. The Department of Education and its laboratory schools are all that remain of the separate organization.

The next step was more difficult to accomplish but was finally taken by the Senate of the University. A University committee on the preparation of teachers was created with a chairman who has no connection with the Department of Education and a membership made up of representatives of all the departments in the University which are in any way related to teaching. This University committee has charge of the students who formerly were registered in the College of Education and of many others who in the early days of separatism did not take courses in education.

The Department of Education cooperates with the University committee by giving certain undergraduate courses in education, but it is no longer responsible for subjectmatter courses or for special-methods courses. These are provided by the academic departments.

Since the peculiar functions of a separate school of education were thus absorbed by a University committee, the School of Education as a division of the University was abolished. This action left only the Department of Education, which is now included within the Division of the Social Sciences.

It is not especially in place to comment here at length on the advantages of this arrangement for the Department of Education. As a matter of fact, the department is now on exactly the same footing with respect to graduate work as any other department in the University. It is not necessary to adopt special designations for the advanced degrees in education because the Graduate School persecutes or otherwise discriminates against graduate students in education. Freed from the necessity of consuming much of their energy in the administration of vocational training of prospective teachers, members of the department can devote themselves to a large extent to scientific studies in their field. The department has gained much by acquiring its present status within the University.

The reference to the Chicago organization is introduced for the purpose of giving concreteness to the contention that the preparation of teachers will never be of the highest level until something similar to that organiza-

tion becomes general. If students of French are told by their French teachers that education courses are of no value and if teachers of education tell their students that members of the French department are wholly ignorant about the problems of teaching, there will result a downfall of the academic structure which is the fate of all houses divided against themselves. It is hardly necessary to reenforce this assertion by reference to the bitter antipathies which frequently arise between academic departments and departments of education.

More serious than mere antipathies between departments are the losses which result from lack of interdepartmental cooperation. I take it that no one will contend seriously that all the good suggestions about organizing instruction in French or physics can be generated by a single member of the faculty of a school of education or by the whole faculty of a school of education. If the whole department of French or the whole department of physics can by any device be induced to take an interest in the preparation of teachers and if, in addition, the department of education can contribute without controversy to improved school administration and instruction, the gain will obviously be great.

I have been asked by members of the faculties of other institutions whether the present plan of organization in the University of Chicago is not likely to be wrecked by the indifference of the academic departments or by what is perhaps still worse, their erratic views. My answer to this question is twofold. In the first place, I see no indications that the plan involves hazards as great as those which were encountered under the earlier system. In the second place, I am convinced that in the future all departments in all institutions will cultivate a broader knowledge about educational problems and procedures. As grounds for this conviction, I cite the report on the reorganization of secondary-school mathematics made by a committee of the Mathematical Association of America, the report of the Classical Investigation, and the report of the Modern Foreign Language Study. It would be preposterous for members of departments of education to say that these reports are irrelevant or indicative of lack of interest in teaching. The fact is that the academic world is moving rapidly in the direction of a keen general interest in the better solution of teaching problems. Indeed, some years ago a committee was organized by the American Association of University Professors for the specific purpose of preparing a report on teaching. It seems to me that all who are interested in the problems of instruction should rejoice in these facts and should encourage academic departments to go even further than they have gone up to this time.

Even more significant than the appointment of the committee of the American Association of University Professors and the publication of its report is the appearance of a recent book by Dean Fernandus Payne, of Indiana University, addressed to teachers. Dean Payne has long been one of the bitterest critics of departments of education. He was a member of the committee of the American Association of University Professors and could not refrain from venting his spleen against education on every possible occasion. The book which he has written is a real contribution to

educational literature. To be sure, it contains some of the typical slurs which Dean Payne delights in casting at those of us in education with whom he has had to associate. Furthermore, it is not clear how far the good qualities of his book are due to his collaborator. The main point is that here is a book which could not have been written ten years ago. Dean Payne has been educated by his own attacks on education, and in his mellowing old age he is gradually becoming eligible for membership in the fraternity of those who give professional courses in education. One can hope that in due time all who have attacked education in the past will become authors of books on teaching.

It has long been my personal creed that the best way to secure cooperation among discordant factors in society is to throw responsibility for reform squarely on those who have been most disturbing, most menacing to the peace of the group. Even if it is necessary for the cause to suffer for a time by the drastic measures which have to be taken in order to bring the rebels into camp, the end is worth the trouble. I am quite sure that the members of academic departments can be interested in the problems of teaching and in the training of teachers. I do not believe that university organization should be such as to interfere with the cultivation of this interest.

It may seem to some of you that I have consumed too much of the time of a joint session discussing the problems of departments of education. It is my judgment that the same principle applies to separate teachers colleges that applies to educational divisions of universities and liberal arts colleges.

Certainly the time is at hand when the teachers colleges of the country will have to make radical changes in their curriculums because of the extension of the period of residence of students to four years. The question which will have to be answered is whether the professional courses or the general academic courses are to receive major emphasis. If this is true that the education courses in universities and liberal arts colleges should be condensed so as to cover the ground in a limited number of hours, the same possibilities of economical and more effective organization of education courses exist in teachers colleges. The extended curriculum of teachers colleges ought to open the opportunity to prospective teachers of broadening their intellectual horizons. Students in teachers colleges should take courses in science and literature not merely with a view to retailing later in schools what they have learned in college but for the purpose of acquiring the attitude toward all subjects which comes from a comprehensive education.

The idea that an elementary-school teacher can be prepared for his or her own work merely by reviewing spelling, arithmetic, and geography is fortunately outmoded. The elementary-school teacher has just as much need of the modern point of view which is supplied by science and just as much need of a sound critical understanding of literature as has the high-school teacher.

Nor is the necessity for organizing scholarly departments in academic subjects in teachers colleges to be thought of as arising solely as a result of the demands of the extended curriculum. The scholarly ideals and standards of teachers colleges are in need of improvement, and improvement will

come most surely if there is developed within each institution a community of scholars. Varied interests within the faculty are essential to the highest development of the intellectual life of a college or school of any grade. The teachers colleges of this country will miss the best opportunity for public service if they try to spin out so-called "professional courses" and do not emphasize general education.

The contention which I am presenting becomes an argument with regard to a topic which was not assigned to me by the chairman of this meeting. I was not asked to discuss the curriculum of teachers colleges. I shall take the liberty, however, of making two comments which issue from what I have said. First, I am persuaded that the contents of courses in education are in need of immediate and drastic revision. Second, it is time for those who are interested in education as a professional subject to stop complaining because members of other academic departments criticize them. The policy of separatism, which is traditional and has far too often been favored by those responsible for the preparation of teachers, is fatal. No one ought to be more eager to avoid separatism than those who are preparing teachers to give instruction in subjectmatters which lie outside the department of education.

THE RELATIONSHIP OF GENERAL AND OF PROFESSIONAL EDUCATION IN THE PREPARATION OF TEACHERS

W. E. PEIK, PROFESSOR OF EDUCATION, UNIVERSITY OF MINNESOTA,
MINNEAPOLIS, MINN.

The issues—There are four areas in the pattern of a teacher's preparation: (1) a broad area called general education which begins formally in the first grade; (2) a more extended area of concentration in teaching fields; (3) a general technical orientation in the theory and science of education; (4) skill and final art in teaching.

General education can hardly be called professional education. Its objectives for the individual are social and cultural. It is the education of all for non-vocational life and should not be conditioned by professional aims. Advanced concentration for the teacher in his fields is both general and professional education. It is general to the extent that concentration, often called a major in a segment of knowledge, to appreciate the depth of all knowledge, has been a principle of a liberal education; it is professional education to the extent that some content for it should be selected consciously to relate directly to future teaching needs. The third area is general orientation in education and educational psychology and it is distinctly professional; the fourth is specialized professional training which emphasizes not so much the receptive, theoretic side as the creative, productive practical side of skill in teaching.

The scholarly master teacher must be the ideal in the preparation of every teacher. He should possess: (1) a high standard of competency in each of the four areas and (2) an ultimate integration of all his educational resources for teaching. Whatever plan of education will best attain scholarship, culture and professional competency for the largest number of teachers is the one to be adopted. The diffusion of the third and fourth professional areas thru the first and second at college level, which is called the professionalized treatment of content, may be the best plan; but it may also be that the professionalization of teaching fields in intensive, specialized parallel courses while and after general education, specialization, and orientation in general education are practically completed, may be best. It may be that neither will prove to be the only best instructional menu for the teacher and that differences in effectiveness cannot be proved or observed. In that case we can argue about it *ad infinitum*; at present there is no conclusive evidence that any particular plan of teacher preparation is superior.

Now it is my own belief that the four aims of a teacher's education, general culture, scholarship, professional orientation, and professional skill, are not best done by the diffusion plan. It is not a commonly used present plan; in fact few institutions have seriously tried it out and those which have, have at least published no conclusive evaluation studies yet. The burden of proof must remain upon the innovators. At the same time we must admit that teaching is not as professional and competent as it should be now. However, I do not believe that the plan used most is so much at fault as the selection of students, the shortness of the period of training, and the lack of intensity and thoroness in the professional aspects of the teacher's preparation. I believe that separate, in part parallel, but separate treatment of these aspects of preparation should characterize the development of the first three areas and that thru development of the fourth they can all be brought together, adequately. In addition to the psychological soundness of this method of attack I believe there are many related administrative, curriculum, and practical considerations that lend advantage to this plan.

To the observer of current higher education trends and of teacher education in particular, this problem of the relationship of general and professional education calls also for the consideration of such related problems as: the current effort to redefine secondary, higher, general, and professional education; the innovations that are being made in reflection of recent thinking on the effectiveness of higher education; the rapid expansion of teachers colleges; the large part of teacher education done in colleges and universities; the increasing division of undergraduate education into an upper and a lower division; the widespread establishment of broad courses which cut across departments for better general education; the attempts to functionalize education thru the elimination of deadwood from the curriculum; the attempts to secure closer integration with contemporary life; the incorporation of the junior college into the secondary school; the articulation of this junior college with professional curriculums of the senior college—all these trends have relationship to this problem.

The general education of the teacher—In the traditional set-up of the liberal arts college, general and specialized education have paralleled one another during the entire four-year period. In the old normal schools, general and professional education have paralleled one another during two years. The newer junior-senior college plan calls for general education to end formally with the junior college for those who will continue with higher education. Advanced and professional education is made the distinctive function of the senior college. The acceptance of these differentiations of function is spreading, as is also the concept that general education is the distinctive function of the secondary school, and that therefore junior college education is secondary in nature.

It seems inevitable and logical to me that in the course of some time, the process of the last century to pass content from the college to the high school will culminate in the absorption of junior college content by secondary education. While this is happening—rapidly here, slowly there, and not at all somewhere—and for a long time afterwards, the junior colleges of all higher institutions, private and public, will really function as regional preparatory schools to higher education which should mean advanced or specialized education and vocational education for the learned technical and professional vocations, including teaching.

With all this happening now, I can see no reason why, in four- and five-year curriculums for the education of teachers, the junior college level should receive any professional treatment, or why professional courses should be introduced there. I believe the trend toward an improved, non-professional, general education should be promoted by teacher-training institutions as it is being promoted by the other learned professions.

For the teachers college, adoption of the non-professionalized junior college will also supply the practical advantages of more support, better teacher selection, academic strength, and extension of service. There are now too many teachers colleges in most states. But there is little likelihood that established teachers colleges will be much reduced in number. This situation will doom many institutions to remain weak. One way to attain volume of student body, with ultimate selection for teacher training, an increase of faculty for more specialization, an increase of state, regional, and local attention and consequent support, is for this state institution for some time to supply a local and regional junior college in a complete state system of higher education. With all professional and advanced courses assigned to the senior college and graduate divisions, professional training curriculums of upper levels can then articulate better with the junior college work of all other types of public and private junior colleges which have been increasing steadily until there are nearly as many as universities and colleges.

Such an organization will place each teachers college in a position to select prospective teachers as the result of observed scholarship, personality, and character during a period of two years. Nothing is more needed than that. No better method of vigorous selection for teacher preparation can be devised than that without shrinking total enrolment, increasing unit costs, and curtailing specialization in many teachers colleges.

I do not think that the junior college operating at the lower level of instruction need overshadow the teacher-training function of the upper level. Both can be given all the due they need, as are each of a community of professional colleges at our universities now. Under present conditions of oversupply of certificated teachers and too many institutions there is no potency in single purpose institutions. Personally I would not hesitate ultimately, also to add a senior college for cultural purposes and even professional training for public service. All other professions are small enough to be taken care of in state universities. There is strength in the multiple purpose institution. I should not hesitate, ultimately, not now, to designate many teachers colleges as state colleges. We would thereby strengthen their resources for teacher education.

The functionalization of general education—The general education of the teacher needs to be functionalized, not professionalized, in content and in method, that is, focused upon social needs, contemporary life problems, and the cultural needs of students. The survey revealed that over one-fourth of the high-school and college work of teachers in best institutions is spent on mathematics and short exposures to one or two languages. At the same time a majority of students did not contact art, music, geography, sociology, economics, political science, speech, or philosophy, respectively, in any formal way. There was not time and there was not selection for relative value. Most all of this is vital content in the general education of teachers. There is also need for more knowledge in such overlooked areas as dietetics, preventive medicine, simple law and legal procedure, or mental hygiene. In all of this, however, I see no special reorganization needed for the teacher which does not also apply to the general college student. It is improved general education and the teacher will himself promote general education at a lower level later.

There is need also for the functionalization of the method of instruction. The teacher must have less of spoon feeding and more self-propelling scholarly activity—more emphasis upon acquiring and less upon receiving his education. He must be habituated to be more productive, original, and creative in scholarship. This cannot be done when instruction is afflicted with blindness to other than subjectmatter objectives. An encouraging effort is evident in several hundred of higher institutions which are experimenting with honors plans, tutorial plans, seminars, writing projects, the abolition of credits as criteria for competency, and the substitution of comprehensive examinations.

Again there is nothing in functionalizing the method of college instruction for the teacher that does not apply equally to any one. More important is the ultimate selection of prospective teachers on the basis of a higher level of achievement in such instruction.

Specialization in teaching fields—The patterns of specialization for elementary, secondary, undergraduate, and graduate school teaching change, respectively, while the pattern of general education need not.

One obvious variable in the pattern is the amount of specialization on the subjectmatter of the teaching fields. The number of teaching fields decreases

as one ascends the educational ladder, while the amount of specialization increases. Elementary teaching draws widely and unexpectedly upon all areas of learning. For the elementary teacher, however, the available technical content in child psychology and in the teaching of the many fields is greater in volume than is the corresponding content for any other level. For him this area might supply the field for concentration. He needs no concentration in any one teaching field more than any other. The high-school teacher's preparation becomes more specialized; yet he does not teach it in one area of a subject like physics as does the university specialist, or in one subject like physics, as might the college teacher, or in one broad field like science; but the National Survey revealed that two-thirds of them teach in two of about fifteen broad fields such as science, social studies, or English.

The concept that a liberal education calls for concentration in one segment of knowledge in order to appreciate the extent of all knowledge and to pursue a subject of personal interest, has misled higher education to require the prospective high-school teacher to specialize in a narrow subject department and has caused it to overlook the broader professional specialization that is needed for secondary teaching. According to studies made, the teacher of English for example gives instruction in literature, in composition, in speech, in dramatics, and often supervises publications. His major of specialization should not be limited, as it often is, to one of these but should include all of them.

Thus one principle of professional preparation requires adequate parallel preparation at the college level in broad teaching fields. The new orientation courses of the junior college, and we hope ultimately of the high-school education, should help much to supply the broad base for the senior college specialization, but it is my belief that advanced courses which support secondary teaching areas should also be taken at the level of the senior college as well.

Two such broad fields must be built up. This will call for a five-year period of preparation for the secondary teacher if general education and professional education are not to be curtailed. It need not be graduate in level. Adequate emphasis upon the general and professional education of the elementary teacher will call for at least four years of preparation. Again such broad fields of specialization are probably also best for the general student. It is encouraging that many colleges, universities, and teachers colleges are adopting the broadened field of specialization in place of the narrow major plan as a plan of advanced education.

Altho the selection of content for specialization should be professionalized, in part, by relating it to the job, I do not believe that the treatment of that content should be professionalized at the time of its acquisition. It should be mastered first.

For most institutions, particularly liberal arts colleges and universities, but also for teachers colleges, the plan of diffused professional treatment is attended with administrative difficulties and inherent instructional weaknesses. May I call your attention to a few of them:

1. Introduction here and there of the theories and practises of education will destroy the unity of courses. Thus, to teach how to build a good examination, instructors will have to stop the course progress to study principles of good test construction, which is in itself a big order. This is true of the observation of teaching in the training school.

2. Instructors who professionalize content should themselves have had public school teaching experience at the levels and in the subjects for which they purport to prepare teachers. They should also have had preparation in the theories and practises of education. In colleges and universities only 42 percent of the academic instructors have had experience at the secondary level. About one-half of them have had experience. Only 32 percent have had educational psychology and only 38 percent of them have had a course in educational methods. It is obvious that such persons are not qualified to apply professionalized treatment to their courses. Teachers college percentages were better; yet surprisingly, only 45 percent of all instructors have had elementary-school experience; only 65 percent have had secondary-school experience; 25 percent have had no course in educational psychology; and 20 percent have had no course in educational methods. However, the situation is much better and it is up to the teachers college to give the plan of professional treatment its fair tryout and evaluation. I doubt if it can ever work in colleges and universities. Personally I do not think that it needs to. There are other ways.

Another serious difficulty arises, in allotting responsibility for the elements of professional education among instructors in such a way that duplication is avoided, that important elements are not omitted, and that students using elective privileges will cover the essentials. Otherwise, important content will be treated very accidentally and incidentally. It will be missed by groups of students. There may be an educational atmosphere or flavor in the courses, but there cannot be thoroughness by pursuing too many aims at one time. This is exactly what has been reported to me by some who have tried the plan.

Again several types of teachers with different purposes will usually meet in any given course, let us say Shakespeare. Some are majoring, some are minoring, some are secondary, some are elementary, some are just electing, some come to study for general culture or personal interest; others are intending to teach it. The kindergartner and the English major are mixed in this course. To separate them is uneconomical in most schools; to make each one wait while every other group gets its appropriate professional training is also undesirable.

I believe a more defensible plan is concentrated, intensive professionalization of the respective teaching field for each appropriate group in specialized courses directed only by those who are proficient in the subjectmatter, oriented in the theory and practises of educating, and supported by successful experience. There never will be enough of such instructors to man all the subject courses, under the professional treatment plan, even in a small fraction of the 150 teachers colleges alone, without considering 585 arts colleges and 105 universities where diffused professionalization would become hopeless. Graduate schools however must be encouraged to prepare such people or we shall not even be able to man satisfactorily the special courses for the professional treatment of teaching fields.

Intensive professionalization should take place after competency in a field has been attained and after general courses in education and educational

psychology have been mastered. Students are then maturer, they can be selected, they are grouped by fields and levels, they are more motivated. Observation, participation, practise teaching, and what have been miscalled special methods courses, I believe should be unified and closely integrated to produce such professionalization courses of considerably greater length and intensity than is usually found. Here training has its place. Certain additional related courses may be professionalized in special areas particularly of the special subjects. The emphasis to these specialized professional courses must be intensified to get away from the "hit and miss," "exposure-absorption," "non-training" sort of thing that is taking place without attaining competency as an outcome. Even our academic associates in the arts colleges, who are believed to oppose courses in education much more than they really do, have voted a median of nine semester hours to the observation and practise teaching phases of such training alone. Two, three, or five credit courses are too inadequate.

These professionalization courses should include a long list of topics which we have no time to mention here. They may be found in Volume III of the Survey Report.

The general courses in the theory and science of education—The general mastery of education and educational psychology which should precede these specialized courses should also be obtained in separate courses. We need to have teachers master the important principles better than they have, intellectually first, and then as an art. I can see no hope for this diffused professionalization any more than I would teach Shakespeare by such a plan. It is timely that their content needs to be identified more clearly thru the cooperative research of most competent groups; we rely too much upon the accidents of selection and treatment of individual, often specialized, authors or teachers. Important areas are constantly undertaught or omitted. The references are scattered so that bibliographies are getting upsetting. A physician who was watching his daughter get her professional courses in secondary education by wading thru interminable bibliographies of too busy instructors pointed out to me that in the fundamental courses for medicine such content is brought together in very comprehensive form for easier access to the student. The identification of significant content would be a fine project for a number of yearbooks if seriously undertaken by groups of outstanding experts who have not become detached from related fields because of the height of their specialization. The resulting content would impress those who have no faith in educational courses, or who believe the content such that it can be mastered by a "scatteration" method.

Summary—In this discussion I have advocated the following proposals relative to the relationship of general to professional education.

1. That the junior college plan be adopted in teacher educating institutions and that it be devoted solely to general, non-professional education.

2. That the content of general education be functionalized but not professionalized for teaching alone. It needs to be related to social needs and contemporary problems.

3. That advanced subjectmatter education and technical training in education be concentrated in the senior college and the graduate school. That at least two years be devoted to it.

4. That specialization for high-school teaching be broad; and that its content be selected in part to parallel the actual teaching areas of the secondary school; that mastery of this content be undertaken before professionalization of it is begun.

5. That there be two such fields of specialization to meet the actual need of secondary schools.

6. That the education of secondary teachers, if adequately done, will call for five years beyond high school. At least four is a minimum for elementary education.

7. That professionalization of the teaching fields in specialized intensive courses is needed rather than treatment thruout the subjectmatter courses.

8. That the emphasis upon this type of course be increased. That it be pursued after subjectmatter competency is established and after introductory general courses in education are completed.

9. That all professional elements in the general theory and practise of education will be better done in separate courses; that the comprehensiveness and thoroness of treatment of such courses needs emphasis.

10. I have pointed out the possible value of having national committees of experts work on yearbooks to pull together for the professions the type of content which may now be taught in order to do away with incomplete training that still occurs on professional content and to emphasize the necessity of thoroging professional training.

PROFESSIONAL ELEMENTS IN THE EDUCATION OF TEACHERS

E. S. EVENDEN, PROFESSOR OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y.

The wording of this assigned topic contains a very comforting assumption, viz., that there are professional elements in the education of teachers. If this is assumed it is not unreasonable to suppose that teaching is, in some respects at least, a profession and that it has areas of special knowledge and service which are distinctly and peculiarly characteristic of teaching as distinguished from other professions. This need not and does not imply that all of the work of the teacher is unique, merely that some of his professional activities may be so considered. To argue that any well-educated man is by virtue of that fact a physician, or a lawyer, or a minister, or an engineer would be considered ridiculous. Few are so uninformed about the requirements of those professions that they would want to swallow the prescriptions of, or accept legal advice from, or seek religious guidance under, or build a bridge to specifications drawn by a man without professional preparation in those fields even tho it were known that he was a graduate of one of the best colleges in the country. There are, on the other

hand, few who would raise any question about sending their children to such a man as a teacher even tho he had given no more attention to preparing for teaching than to the other professions. The two most obvious reasons for this difference in attitude are that the results of mistakes in the prescriptions, legal advice, or calculations on the bridge are so much more tangible than mistakes in teaching, and that more of the information of the well-educated man is used by and is useful to the teacher than it is to the doctor, lawyer, minister, or engineer.

While both of these reasons are valid so far as they go, they do not tell the whole story. Not all doctors' mistakes are fatal, nor does every incorrect calculation in the specifications for a bridge mean that it falls when people are on it. The error may make it stronger than necessary and may merely waste money. On the other hand, some mistakes by teachers may even be fatal. And so far as the second reason is concerned, it is not the information which is common to the well-educated man and the teacher that is of concern here but that which is not common to both.

Many of the discussions of the professional elements in the education of a teacher arise because of the inadequate length of the pre-service period of preparation. If there were time enough available to provide the amount of general education commonly held to be desirable among professional people (at least a college education) and then time enough to provide the distinctly professional preparation considered necessary by specialists in the education of teachers there would be *no* debate about the professional treatment of subjectmatter for teachers any more than there is in the preparation of doctors or lawyers. The difficulties arise because the average teacher in this country must be given *both* his general education and his professional education in a period of less than four years—a period too short for the general education alone so that any time taken from general education to be used for such distinctly professional things as psychology, child development, or practise teaching is considered by the subjectmatter teachers as making a bad matter worse.

Until the time arrives when in the United States the professional education of teachers is put upon a post-general-education basis similar to the other learned professions there seem to be only two ways to handle the problem of providing both a general collegiate education and a professional education during the undergraduate period. These ways may be named the "Division Method" and the "Blend Method."

The "Division Method" is the one most frequently followed. It means that a certain proportion of the curriculum time is "set aside" for the professional elements. These proportions are usually expressed in terms of semester hours, for example, fifteen semester hours for psychology, education, and practise teaching. The range is from almost none to more than fifty. In the "Division Method" the plan for each group is, of course, to get as much time as possible and do as much in that time as possible—realizing that the period is too short under any conditions.

The professional elements in the education of a teacher under the "Division Method" will not be discussed in this paper as they are quite generally

presented in formal courses in educational psychology, classroom management, tests and measurements, special methods, practise teaching, philosophy of education, and similar units—the total pattern varying in terms of the number of semester hours available for this phase of the teacher's preparation. The content of such courses, while far from standardized, is familiar enough to warrant omitting further elaboration.

The second or "Blend Method" is the plan in which many of the professional elements are incorporated in the subjectmatter courses and the amount of time devoted to the specific professional courses correspondingly reduced. This method assumes a professionally homogeneous student body and faculty, which in many institutions is an assumption contrary to fact. Advocates of the "Blend Method" or the professional-treatment-of-subject-matter method believe that this method under favorable conditions will reduce the time devoted to courses in education and methods, increase the time available for the mastery of more subjectmatter, and increase the effectiveness of the professional preparation of teachers. Unfortunately these claims cannot be supported by scientific evidence, but on the other hand, neither can they be refuted by such evidence. They have been deduced logically and have been partially demonstrated in practical situations. The arguments for this method of handling most of the professional elements in the education of teachers have been presented upon various occasions. For the purpose of this presentation attention will be given to a description of the professional elements with illustrative examples rather than to supporting arguments.

As was outlined in the final and summary volume of the National Survey of the Education of Teachers, the distinctly professional elements in the education of a teacher may be considered under seven headings.¹

1. Professional orientation—This should disclose to the prospective teacher the place of education in society, its relationship to other professions, and the opportunities for service in the principal fields of educational work. This orientation must necessarily be given as early as possible because of its value in making the final choice of the professional curriculum to be followed.

For the sake of economy in time this element should be organized and presented as a separate course with an instructor held responsible for the course even tho he may and probably should have other members of the staff participate in it. This orientation element should provide opportunities to observe teaching situations in different fields and at different age levels because in addition to assisting students in the choice of the curriculum to be followed it should provide a mind-set or point of view which is favorable to teaching and which is useful for subsequent professional references in other courses.

2. Essential professional tools—Those professional skills and concepts which are required by all teachers and which are frequently used in other courses for teachers should be included in professional "service" courses and given as early in the curriculum as possible.

¹ See: National Survey of the Education of Teachers—Volume VI, *Summary and Interpretation*. (Evenden, E. S.) U. S. Office of Education Bulletin, 1933, No. 10.

This course should include those simpler concepts of educational statistics and measurements which the average teacher should understand in order to read the professional literature in his field and to study his own problems. Illustrations of these core concepts are the more common methods of measuring central tendencies; the simpler measures of the spread of a distribution; the values and limitations of the normal surface of frequency curve; the simpler measures of reliability; the difficulties of obtaining reliable and valid measures of educational achievements and of intelligence; and the difficulties of constructing and scoring various kinds of tests.

Again, for the sake of economy of time, these concepts and skills which are common to the professional phases of the work of all subjectmatter fields should be taught in a separately organized course no longer than is needed for the core material. Each teacher of a subjectmatter course will then know that his students have had that general background in educational statistics and he can then be held responsible for utilizing that statistical material in connection with the experiments or tests or measures in his specific subject. If each subject field were held responsible for applying this material in its own field there would be no need for separate courses in tests and measurements for the public school teachers. Who should know the diagnostic value and limitations of the various tests in arithmetic better than the teacher of mathematics?

3. A sympathetic understanding of the physical, mental, and social characteristics of the children or adults to be taught.

As was true with the first two professional elements listed, certain basic facts dealing with the physical, mental, and social development and characteristics of the groups to be taught can with profit be organized into a course and if given early in the curriculum it will serve as a common background for understanding the teaching problems which arise in these fields. Such a course should represent a reorganization of the more detailed material now generally found in such courses as general psychology, educational psychology, child development, psychology of adolescence, psychology of atypical children, school problems in social adjustments and similar courses, taking from each of these the material belonging in the common core of generalizations for this professional element. Such a common core would be entirely inadequate to supply this professional element in the teacher's equipment if it were not built upon, illustrated, and amplified by practically all of the teachers in the institution. Teachers and supervisors in the courses in education and in the training school obviously have opportunities for this utilization. While not so obvious, it is more essential that the amplification be found in connection with the work of the teachers in the other subjectmatter fields. In such fields the teacher would find ample opportunity to refer to learning difficulties, methods of stimulating interest, and ways of establishing relationships to individual and social adjustments which would be useful in his field.

4. The essential teaching methods and technics appropriate to the subject or grade which the teacher is preparing to teach.

This professional element may be presented in a variety of ways which were discussed in considerable detail in the summary volume of the National Survey of the Education of Teachers. Whether the material of this element is given in separate courses dealing with special methods and teaching technics or whether these elements are "blended" with the work of the subjectmatter teacher will not be discussed here in detail. The contents of special methods courses dealing with such topics as types of teaching, illustrative lessons, the art of questioning in that field, and other similar topics are rather generally understood. The method of handling this material by means of the professional treatment of subjectmatter will be illustrated later in this paper.

5. A knowledge of the organization and management of class instruction in the type of school in which the teacher expects to be placed.

Such problems as preparation for the first day's work, the keeping of school records, the handling of classroom discipline, the giving and scoring of examinations, the relationship of the school to the parent-teacher association, and similar topics are necessary elements in the teacher's equipment which, if not gathered together in a course, would in all probability be neglected or else partially included in several courses because they are not any more specifically the responsibility of one field than another. This unit of professional preparation will be found in most curriculums under such headings as classroom organization, class management, problems of group instruction, and similar titles. While it is obvious that most of this material can be most economically presented as a separate course, there are, nevertheless, numerous opportunities for subjectmatter teachers who are aware of the problems treated in this course to make specific and helpful contributions to this professional element; for example, a teacher in the field of English teaching the work of a certain poet could comment upon the fact that certain of the poems make excellent material for opening or general exercises in the intermediate grades.

6. Opportunities for acquiring a "safety minimum of teaching skill" thru observation, participation, and actual practise under supervision. This should be given late enough in the curriculum to enable the student to practise with as much of his entire equipment as possible.

This unit, of course, calls for adequate opportunities for observation of master teachers and practise under competent supervisors. While most students of this field will agree that this is undoubtedly the most important of the seven professional elements they will also agree that its value depends very largely upon how effectively the other professional elements have been acquired and also how thoroly and broadly the subjectmatter to be taught has been mastered. This professional unit as much as any of the others depends upon the wholehearted cooperation of the entire group. Too frequently it has been left to the critic teachers and supervisors as their especial responsibility. All of the teachers of specific courses in education and all of the subjectmatter teachers whose students are doing practise teaching in their

fields should assume their share of responsibility for guiding and directing the student as he acquires this safety minimum of teaching skill.

7. Equipment of the individual teacher with an integrated (working) philosophy of education and teaching and the contributions which he may be expected to make in his field of work. This course should naturally come during the term or semester just before graduation.

This element can best be done in a short, separately organized course taught either by one person or cooperatively by two or three. The primary purpose of such a course would be to assist each individual in his integration of the professional units which he has acquired in connection with his total educational experience. This integration should be made by each student within himself, as well as with regard to his relationship to the larger educational and social purposes of teaching. While one or more instructors will guide the development of these working philosophies, the integral parts should be drawn from the work of every instructor in the institution.

This hastily presented survey of the seven larger professional elements in a teacher's equipment gives an overview of the distinctively professional elements which should characterize the work of an institution primarily concerned with the preparation of teachers. The remainder of the paper will be devoted to an amplification of the "Blend Method" or the professional treatment of subjectmatter method of providing specifically for the fourth professional element in the list of seven and for providing the supplementary contributions to the other elements which are to be made by all instructors. The presentation of this material will be made under three headings:

1. The qualifications of the teachers of professionally treated courses
2. The desired modifications in the content of such courses
3. The relationship of this professionally treated content to the development of initial teaching skills on the part of prospective teachers.

Since the emphasis thruout this discussion should be upon the acquisition of an adequate amount of subjectmatter in the several fields, the first characteristic of teachers of such courses is that they themselves have this scholarly mastery of their teaching fields, a mastery equal in every respect to that required of teachers in similar positions in other institutions of equal rank. In addition to this knowledge of their subject, they should also have acquired the professional point of view and the professional equipment discussed under the seven headings in the preceding part of this paper. In other words, they should know the relationship of education to society and of their subject to education. They should have a command of the simpler concepts of educational research and statistics, of educational psychology, and of educational measurements, and be able to apply them in their own field. They should be aware of the interests and abilities of children of different ages in relationship to their subject. They should have a sympathetic understanding of the difficulties of group instruction, be able to assist the novice teachers over the first difficulties in teaching their subject in different grade levels and at the same time have the ability to stimulate experienced teachers to study and investigation. They should have worked out a philosophy of education

to a point which makes them able to cooperate in furthering the larger educational policies of the institution and yet to criticize them sympathetically. This philosophy should also serve to check the aims and objectives of their own field with the contributions which that field may be expected to make toward the betterment of society. These teachers should be fully informed on recent scientific studies in their field, and in the teaching of their subjects. They should know the sources of supplementary teaching materials and the dangers and limitations connected with the use of such materials. They should be thoroly conversant with all diagnostic instruments and remedial measures in their field. They should be aware of the possibilities for correlation or integration of the work of their subject with the work of other subjects in the curriculums for teachers, and last but by all odds the most important, they should either from personal experience or extensive and continuing observation be sensitive to the problems which confront beginning and experienced teachers in teaching their subject. Without this last equipment they can render but limited service in assisting with the work of the training school or with the follow-up of recent graduates at work in the area served by the institution. Quite obviously this calls for a set of experiences and a number of elements of training which must be thought of as additional requirements over and above the all-essential scholarly command of the field. It means, in other words, that such teachers of professionally presented subjectmatter courses have to be not merely as well prepared as teachers of the same fields in liberal arts colleges and universities but that they should have the additional preparation just described which would require a more extended period to obtain.

Assuming teachers with the kind of background just described, the second element implied in the "Blend Method" concerns the content of such courses. At the beginning let it be understood that the content of such courses should be primarily complete, scholarly subjectmatter, of a degree of difficulty to challenge the best work of students of college maturity and in no instance a review course dealing with the content of subjects previously studied in either the elementary or secondary school.

In the second place, wherever the logical content of a course is in excess of what can be given in the time allowed, the material selected should be in terms of the units which would be of more interest to teachers. In a choice between two novels for a course in modern novels, either of which would make a satisfactory contribution to the course, the one of the two which might be of more interest to high-school boys and girls or which would give the students in the class a better understanding of social conditions in a part of a country or of the adjustment problems of adolescents would be the story chosen for a course for teachers. Naturally such selections cannot be intelligently made by teachers who do not have the additional background just listed as desirable for the teachers of such courses.

In the third place, the content of such courses can be made professional in a number of ways which take no additional time from the presentation of subjectmatter. In the hands of a teacher with the above-described sensitiveness to teaching problems, methods may be occasionally illustrated which

could be copied by the students in presenting similar topics in their own schools. Questions can be asked which call for an analysis of the material presented from a teacher's point of view and which at the same time accomplish the thought-provoking results that would be obtained by the more traditional type of questions. This result may also be obtained by assignments which will force the student to think of the material which has been presented in terms of its place in the school curriculum or in terms of its appropriateness for use in the grade levels in which he is preparing to teach or in terms of probable teaching difficulties when presented to younger groups. Two illustrations of the ways in which these professionally colored questions may be used will show how they provide for professional growth without at the same time taking any time away from the presentation of much-needed subjectmatter which would not be taken by the usual non-professional questions. These illustrations were submitted by graduate students in response to a request to show how this one phase of professional treatment might be handled in their fields of special interest.

English—American Literature—Booth Tarkington's "Seventeen"

Academic Questions (copied from a text)

1. Make a list of the principal characters putting them in the order of their importance.
2. The first incident is William's errand. Make a list of all the other incidents in the book.
3. Do you think this book would make a good moving picture?

Professional Questions

1. Which of the characters in the story has the greatest influence upon William's life and his sense of values?
2. Values become evident in conflicts. William's first conflict is waged between his boyish desire for gallons of ice cream and his desire for social approval. How did he solve this conflict? What other important conflicts arose in his life and how were they solved?
3. What values has this book for a teacher's better understanding of the character conflicts of adolescent boys?

Discussion of Lettering on Posters

Academic Questions

1. Rank these posters (A, B, C) according to excellence in lettering. State why 2 is better than 3; 1 better than 2.
2. Compare your own poster with these and criticize your own lettering.
3. What reasons are there for or against the use of Roman letters such as Miss X has used?

Professional Questions

1. Select the best, the poorest and 3 intermediate steps with respect to the quality of lettering in these posters so as to make a tentative rating scale.
2. Here are children's posters from grade 7 and grade 5. Can they be rated on the scale made from your posters? Give the reasons for your answer.
3. Miss X has appropriately used Roman letters. Would you encourage children to use that style? Why?

In the fourth place many professional elements related to the content of a course may be handed to students at appropriate times in the form of mimeographed descriptions, sample lesson plans, suggestions for an educational exhibit, and desirable sources of supplementary material. These, of course, take almost no time if made self-explanatory and if given in connection with related material will be intelligently read and kept for future reference and use just as certainly as they would be if valuable class time were taken to develop this material in a so-called methods unit.

In the fifth place, occasional demonstrations on typical units of subject-matter discussed beforehand with the class and planned cooperatively by the subjectmatter teacher and the demonstration teacher in the training school will serve as the medium for introducing and vitalizing many of the applied professional elements related to the work of the course.

In addition to teachers with the professional characteristics listed and courses with content selected and treated in the manner just described, the "Blend Method" of presenting subjectmatter courses requires teachers who will assume responsibility for following their students into and thru the practise-teaching period with enough care to make sure that their subject-matter and professional contributions to the prospective teacher's equipment are definite, adequate in amount, and practical in nature. This means that subjectmatter teachers must first of all be asked to approve the subjectmatter equipment of all student teachers before they are given an assignment to teach a subject in any grade of the training school. After giving their approval subjectmatter teachers should be expected at least to share with the critic teachers the responsibility for the supervision of the student teacher's initial work and to be available for conferences whenever any student teacher has difficulty because of subjectmatter equipment or its professional handling. Teachers of professionally presented subjectmatter courses should also be expected to visit systematically a certain percentage of their recent graduates in order that they may obtain a continuing first-hand check on the effectiveness of their professional work. In addition to this they should be expected to undertake certain responsibilities for the in-service stimulation of the more mature and experienced teachers in the area served by the institution.

In conclusion, the point of view which has been presented can be summed up in one challenging question which has at least proved to be disturbing when submitted to faculty members of institutions educating teachers. In what ways would the teaching of your subject differ if instead of teaching prospective teachers you were employed to teach the same subject in one of the best liberal arts colleges or in one of the best law schools of the country? If your answer to this is that there would be few if any differences, there is strong probability that there are few, if any, professional elements included in the teaching of your courses.

CURRICULUM PROVISION FOR SEQUENCE AND PROFESSIONAL INTEGRATION

DOAK S. CAMPBELL, PROFESSOR, GEORGE PEABODY COLLEGE FOR TEACHERS,
NASHVILLE, TENN.

The problem indicated by the title of this paper has been brought strongly into focus during recent years. The findings and recommendations of the National Survey of the Education of Teachers, and the committee reports and discussions that have been inspired by the survey report have served to stimulate interest and, in some instances, to modify procedures. Since the survey report is based largely on data secured for the year 1930-31 it is conceivable that some changes might be observed in teacher-educating institutions with respect to some of the recommendations. It is our purpose to present such evidences as are available to indicate progress and, where possible, descriptions of methods employed by institutions to revise the curriculum with regard to the problems under discussion.

No attempt is made in this paper to discuss a philosophy or point of view concerning the education of teachers. Recognition of varying points of view among institutions as well as among faculty members within a given institution is made at the outset. The following statements indicate that such differing points of view are reflected in practise: "There have also emerged at least two distinct points of view for the treatment of curricular materials in teacher-preparing institutions. The one calls for pre-service mastery of subjectmatter apart from the professional aspects of the subject; the other holds that constant application of professionalizing elements can best be managed in close conjunction with many of the needed subjectmatter courses in the field of specialization."¹

By various means, including analysis of catalogs, analysis of transcripts of graduates, and personal visitation, the survey committee endeavored to discover the extent to which the curriculum has been revised, especially with respect to provision for more adequate integration. One conclusion is stated as follows: "An attempt to discover the extent of professionalization in representative courses leads to the conclusion that there is little professional treatment of subjectmatter in these courses. . . .

"The visits to the selected institutions did not result in the impression that there was a wide acceptance of the theory of professional treatment of subjectmatter. . . . The outstanding medium of professionalization is clearly the training school."²

The materials presented in this paper have been secured (1) by analysis of the current catalogs of thirty teachers colleges representing twenty-eight states, and (2) by direct correspondence with deans, directors of teacher training, and other faculty members in a number of institutions whose catalogs indicate an attempt to develop curriculums in which provision is made for sequence and professional integration.

¹ *National Survey of the Education of Teachers*, Vol. III, p. 46.

² *Ibid.*, p. 46.

The limitations of this procedure are recognized. Analysis of catalogs involves interpretation not only of what is included but also of what has been omitted. Such analysis must be made by means of specific questions that may be used as guides. Answers to such questions are derived from direct statements or from inferences drawn from certain practises indicated in the catalog and may be interpreted to bear on the problem. The questions used as guides in the analysis are as follows:

1. Does the catalog contain specific statement of point of view or philosophy of teacher education?
2. Does the catalog contain specific statement regarding professional integration?
3. Is academic specialization as such permitted without reference to professional integration?
4. Is the curriculum designed to serve a dual purpose?
5. Are differentiated curriculums outlined?
6. Are quantitative requirements in major and minor fields and in professional subjects uniform?
7. Is there a "core curriculum"? On what basis is it organized?
8. Are special methods courses provided in the various academic fields? Who teaches them?

The results of the analysis with respect to each of these questions are discussed briefly.

1. *Statement of philosophy or point of view regarding teacher education.* It is not assumed that the absence of a statement of philosophy or policy from the catalog of a teacher-educating institution is evidence that the institution has no philosophy or policy. Conversely, we must not assume that the presence of such statements constitutes prima facie evidence that the stated policy or philosophy operates effectively in shaping the curriculum of the institution. The presence of such a statement would tend to show, however, that those responsible for the institution's catalog are conscious of the need for a statement of philosophy or policy as a means of giving direction to the institution's program.

Only six of the catalogs include any sort of statement of the institution's philosophy, point of view, or basic purpose. In the other twenty-four we are left to interpret the point of view by means of what may be inferred from the organization of the curriculum of the institution. Most of the catalogs limit their statements to brief excerpts from the law creating the institution.

2. *Catalog contains specific statement regarding professional integration.* Only five catalogs contain specific statements regarding sequence or professional integration. All but one of these fall in the group that includes a statement of philosophy in its catalog. These statements, while different in detail and form, indicate that the institutions recognize the desirability of reflecting this point of view in the organization of the whole curriculum.

3. *Is academic specialization as such permitted?* By inference we may determine not only whether an institution recognizes the problem under consideration, but also its method of attempting to solve it. One index is found in the curriculum organization for specialization. One may reasonably infer that, if an institution's whole curriculum is organized around academic specialization as such, with no differentiation with respect to the

professional aspects of the curriculum, the institution is making little conscious attempt toward professional integration. The analysis shows that academic specialization along more or less traditional lines is provided in all but three of the institutions. One other institution permits specialization in academic fields along traditional lines but limits it to a certain extent in accord with its statement of functions and principles. That institution sets forth specific requirements in each major field and includes professionalized courses in each field of specialization.

4. *Is the curriculum designed to serve a dual purpose?* Closely related to the previous question is that of singularity of purpose. One of the acute problems in teacher-educating institutions grows out of the fact that the same courses and the same general plan of curriculum organization are made to serve a variety of purposes such as teacher education, liberal education, specific preparation for other professions, and preparation for academic specialization as such. The analysis shows that in only twelve institutions is the curriculum designed for the single purpose of educating teachers. The organization of sequences in both the academic and professional fields and the descriptions of courses of the other eighteen institutions indicate that the organization and treatment of subjectmatter are not influenced by the professional objective. One institution (30) states that its single purpose is to train teachers. However, on the page immediately following we read that the institution is "well equipped to offer courses leading to the study of medicine, law, commerce, engineering, and liberal arts." The organization and description of courses in this institution show little evidence of conscious attempt toward professional integration.

5 and 6. *Are differentiated curriculums outlined, and are quantitative requirements in major and minor fields and in professional subjects uniform?* Whether an institution outlines curriculums designed specifically for the education of teachers for given types of positions may also reflect its attitude and practise regarding professional integration. All but three of the institutions outline differentiated curriculums in their catalogs. However, when we look further we may be left in doubt as to whether this necessarily contributes to integration. The analysis shows also that of the twenty-seven that present so-called differentiated curriculums, fourteen have a uniform quantitative requirement as to majors and minors and merely differentiate by stating fields in which majors and minors are to be taken. Thirteen do not make uniform requirements but work out in detail the requirements for each type of teaching position.

7. *Is there a "core curriculum"? How is it organized?* A further evidence of effort toward integration may be found in the development of what is usually designated a "core curriculum." While there seems to be some confusion in the use of this term, there appears to be general agreement as to its purpose. Nine of the institutions include some kind of "core curriculum" in their catalogs. These appear under three general types: (1) a core curriculum for general education on the junior college level designed largely after certain well-known practises involving larger divisions of subjectmatter; (2) a core curriculum providing for essential sequence in

major fields and at the same time for transverse relation with other major fields; and (3) a professional core in which a definite sequence is established in direct relation to the technical aspects of teaching. In each institution where a professional core is outlined, the number of courses in education has been greatly reduced. One such core curriculum provides a "professional sequence" of courses which extends thruout the whole four years. The titles for each year are:

1. The Evaluation of the Elementary School in (the State) and in the United States
2. Modern Elementary-School Problems
3. Teaching Profession and Practise
4. (a) Comparative Education
(b) Principles of Education

These four courses supplant nineteen specialized courses in education included in the former required curriculum (19). The description of these courses gives evidence of analysis of the professional elements in teacher education and of the reorganization of these elements in the course in sequential order.

8. *Are special methods courses provided in the various academic fields? Who teaches them?* Another indication of professional integration may be found in the manner in which special methods courses are organized and taught. In twenty of the catalogs examined subjectmatter teachers teach the special methods courses. In nine these courses are taught by critic teachers or teachers of education. In one catalog this point could not be determined. One school is so organized that there are no teachers in the practise school other than regular members of the college faculty. Teachers responsible for a given branch of subjectmatter in the college are also responsible for that same branch in the practise school. However, in that institution it is difficult to find in the course descriptions any indication of professionalization. For example, the courses in mathematics are not described differently from regular courses in mathematics in a liberal arts college. In another institution, certain professionalized courses are presented for the various subject fields (22). For example, a course entitled "Mathematical Analysis" is a practical unified course extending thru five semesters. A professionalized subjectmatter course designed to acquaint the student with materials and methods in junior and senior high-school mathematics is taught by a professor of mathematics on the regular college staff.

Apparently, some schools find it possible to get such courses taught by certain faculty members but not by others. In one institution for example (15) special methods courses are taught by regular teachers of academic subjects in all fields except science which is taught by the science teacher in the high school.

While this analysis of catalogs gives little indication of the procedures employed in the various institutions, it does indicate that there is some attempt to revise the curriculum so as to make provision for sequence and professional integration. Furthermore, because in a number of instances such terms as "new curriculum," "transitional curriculum" appear, we may

conclude that there has been considerable thought on the problem since the National Survey was made.

Attention is called to one recent catalog which represents a departure from the traditional practise in many respects. The curriculum is developed around "persistent problems of life as a core curriculum." The scope and sequence of the work are determined not in terms of major culture areas commonly included in subjectmatter divisions, but "major problem areas." Fundamental problems are suggested which have peculiar significance to the student as an individual, as a citizen, and as a teacher in a particular type of situation. This organization is in close conformity with certain recent reorganization of the curriculum for the elementary and secondary schools in which the curriculum organization thruout the entire school is determined on the basis of social function.

We turn now to a discussion of the results of inquiries directed to representatives of ten selected teachers colleges. The nature of the replies desired was indicated by the following questions which were explained in considerable detail:

1. What evidence is there that consistent attempt is being made by your faculty to professionalize subjectmatter?
2. Is there evidence that academic teachers organize and present their materials so that they have special application to the education of teachers?
3. What relation do your academic and education teachers have to the practise school?
4. Have you developed a "core curriculum" or similar type of organization? If so, please give a detailed description of it.

The following excerpts from the replies received are presented in the order in which the above questions appear.

1. (a) ". . . in most cases there is very little conscious effort in the academic departments of this institution to professionalize subjectmatter. . . . The supervisors in the Training Department teach the methods courses." (15)

2. (a) "The academic teachers teach the courses from a purely academic standpoint with little or no indication they are teaching teachers." (15)

(b) "We believe that the content of a considerable number of courses has been selected with reference to special preparation of teachers." These courses, however, do not show that the regular academic courses have been modified or replaced. They are "Art Fundamentals," "Home Economics for Elementary Schools," "Science for Elementary Teachers," etc. The reply states further: "In other courses, both for elementary school and high school, the manner of presentation is such, it is hoped, as will be useful to the intending teacher." (14)

3. (a) ". . . the number of special methods courses has been materially reduced. These courses are taught by members of the Training School staff, each of whom with few exceptions teaches a college course. Professionalization of subjectmatter is discussed repeatedly at faculty meetings. . . ." (22)

4. (a) "There is a 'core curriculum' in professional subjects required of all teachers. These courses are given in sequential order." (26)

It is not possible in the compass of this discussion to present a detailed description of the procedures employed by these institutions in attacking the problems under consideration. From the replies received two observations may be made which appear to be of significance.

1. Attack on the problem jointly by teachers of academic subjects and teachers of education gives promise of professional integration that could scarcely be accomplished by other means.

2. Determination of sequence in terms of the requirements of the curriculum in the schools for which teachers are being educated indicates a basis for curriculum development that should go far toward producing a curriculum of teacher education that will function.

ESTIMATING AND CONTROLLING SUPPLY OF AND DEMAND FOR TEACHERS

L. A. PITTENGER, PRESIDENT, BALL STATE TEACHERS COLLEGE,
MUNCIE, IND.

Problem Deep Seated

As civilizations with their specializations evolve, opportunities for youth and amateurs decrease. The United States might well have profited from the experience of older civilizations, but in its youth it took little heed until adverse social and economic conditions compelled an acknowledgment of the problem.

Teacher supply and demand is a part of the general social development of our country. Raymond Walters, University of Cincinnati, in *The Educational Record*, volume 16, October, 1935, pages 402-32, writing on the subject, "Should the Number of Professional Students Be Restricted?" emphasizes the growth of numbers of persons engaged in law, medicine, engineering, and college and university teaching.

The number of persons engaged in the practise of law in the United States increased 31 percent from 1920 to 1930, while the population increase was 16 percent. We had in 1930 one lawyer for every 762 persons. Canada had one lawyer for every 1319 persons, and Sweden had one for every 16,450 persons.

In 1933 there were 156,440 licensed physicians in the United States—one for every 780 persons as compared with one for every 1490 persons in England, one for 1690 in France, and one for 2890 in Sweden.

In 1930 there were 226,248 male persons engaged in technical engineering in the United States, an increase of 50 percent over 1920—one engineer for every 425 persons. The number of persons engaged in normal, college, and university teaching in 1930 had increased 67 percent over the number in 1920.

This article gives data to show that the surplus of professionally trained men and women threatens to destroy the professions they seek to serve. Plasterers faced the same situation years ago and limited the number of apprentices. Farmers have realized for years that their overproduction was a menace to their business and finally succeeded in having Congress enact a law to reduce production.

If governmental economists can justify their attempt to determine the amounts of wheat, corn, cotton, hogs, and cattle needed for future domestic and export uses, can we not just as reasonably attempt to estimate the number of teachers needed annually, select those high-school graduates who promise most for the teaching profession, and educate a sufficient number of them to meet the estimated needs?

Limiting the Subject and Obstacles Incurred in the Field of Demands

Much has been written on teacher supply and demand, but little has been done about it. On our specific subject of *estimating* and *controlling* the supply of and demand for teachers still less has been done.

We confine ourselves strictly, first, to the key words of this subject, "estimating" and "controlling," as actually practised; second, to a review of the difficulties involved in estimating and controlling teacher supply and demand; and third, to a consideration of a plan of estimating and controlling teacher supply and demand that the states might well adopt.

To ascertain as nearly as possible the actual practise of the states in estimating and controlling their supply of and demand for teachers we addressed, to forty-eight state departments, two direct inquiries: "Do you make annual estimates of teachers needed in your state?" and "Do you control your supply in any way?"

Of these forty-eight state departments, forty replied in a manner easily interpreted. Except in the northeastern section of the United States and a very few scattered states the answers to both questions were "no." To be exact, thirty are in a negative. The general situation was well described by one state superintendent as "Every fellow for himself and the devil take the hindmost." Another reply characterized the method in his state as a "dog eat dog" affair.

One judgment is apparent. When a state has a monopoly or a near-monopoly on the education of teachers, it can estimate and control supply of and demand for teachers; but the states that have state and non-state institutions doing teacher education are experiencing serious complications. These latter states are doing very little in the matter of estimating and controlling teacher supply and demand, and they challenge our subject unconditionally.

Another situation almost as apparent is that from every quarter come indications that school people know what should be done about teacher supply and demand, but the obstacles are so great that few see how to proceed.

What are some of these major obstacles?

Nowhere do we find in our state laws any comprehensive definition of a teacher that the various communities in a state and the states in general accept. How much preparation a teacher should have has been determined in our legislatures by methods of compromise. Educators talk and write in the technical language of the research scholars for fellow scholars and teachers. Not very much of this material reaches the average citizen in an under-

standable manner. As a member of legislative committees the average citizen's idea of a teacher goes back to his own school days.

To these men and women we go for the adoption of our definitions of a teacher. They are honest in their views, and they mean to do well by the schools; but their knowledge and their experience both are concerned with a school quite different from the schools their children now attend. If we could have a definition of a teacher, free from the political bickerings that all too often determine the final form of enactments, and free, also, from the personal prejudices that persist about our schools and their teachers, we would have a splendid beginning in the solution of our teacher supply and demand problem. Until we have a legal definition that establishes teaching as a real profession, we shall keep on temporizing, hoping to make some small gains while certain members in our legislatures are napping.

Demand does not stand still long enough to be analyzed and determined very satisfactorily in short periods of time. When general economic conditions are good, curriculum offerings are expanded and more teachers are employed. In times of depression courses are eliminated, classes enlarged, and fewer teachers are required. To estimate demand we shall be expected to forecast future periods of prosperity and depression. When once teachers gain this clairvoyance there will be more remuneration for them in other fields. Estimating demands will have to be determined by a study of data accumulated over a period of five years or more if estimates are to be trusted.

General population growth and shifting occupations affect demands for teachers. Communities boom for a period and then shrink to mere ghosts of themselves. With inventive genius running riot and our people ready to accept any daring business venture, we must expect an uncertain demand for teachers. Our population is so mobile that school enrolments can easily be shifted. Mass pressure for introduction of courses on safety, patriotism, or what not does influence the demand for teachers.

Just what motion pictures with television may do to our demand for teachers is a guess that not many would care to make now. It is not beyond imagination to believe that mechanization will influence our schools in the future more than it has in the past and very probably will affect demands for teachers.

Deaths, marriages, migrations, and many other factors will require accurate registrations, giving individual professional histories of all teachers each year, if demands for teachers are to be estimated with any very great accuracy.

Factors Affecting the Supply of Teachers

Many factors affect the supply of teachers. In good times more and widely distributed opportunities divert young people from the field of teaching. In hard times the teaching profession serves as a haven of economic security. Raising of standards tends to decrease the supply of teachers and makes it more difficult for poor boys and girls to secure the required preparation.

Marriage causes many retirements, some voluntary and some otherwise. Deaths and the hazards of time take their toll. The minimum salary adopted by a state is a deciding factor in the minds of many young people. Tenure

and retirement laws appeal to the people who prefer a low salary with security of service. Many teachers continue longer in service in order to qualify for annuities.

The standards of teacher-education institutions affect the supply of teachers. Low and loosely administered standards tempt many students who wish to use teaching as a springboard to a more lucrative position. The student's likes and dislikes for major subjects determine the supply and especially the distribution of supply. Just now federal aid for students is playing its part in affecting the supply of teachers.

To estimate the available supply of teachers at a given time, therefore, is truly most difficult. In a group of teachers legally qualified there will be many who actually cannot fulfil the requirements of requests for teachers for the following reasons:

1. Some holding valid licenses may not desire to teach because they are now employed in positions economically more satisfactory.

2. Some are legally licensed to teach but because of previous failure are classified as incompetents.

3. Many married women hold their teaching licenses as economic insurance policies.

4. Many hold highly specialized licenses that reduce their availability. The more highly specialized the legal requirements are, the greater must be the surplus from which replacements and new teachers are to be drawn; and necessarily unemployments increase accordingly. Here is where special permits with inadequate training play havoc with our certification systems.

5. The "home products" employment movement so generally practised the last few years has made impossible the placement of many applicants fully prepared and available.

6. Many students in liberal arts colleges do not decide until their senior year to engage in teaching. This makes guidance in the matter of majors impossible and jumbles any effort to determine the number of students preparing to teach.

7. A number of students in teacher-education institutions under careful guidance change their objectives before graduation.

How Estimate and Control?

The most direct method to establish a program of estimating and controlling supply of and demand for teachers is to have the legislatures of the various states enact mandatory laws making possible such a procedure. It is evident that the children of the states would profit by such laws, the teaching profession might become a more respected profession, and the states would not squander capital and operating funds in the production of surplus teachers.

What are some of the sections that should be incorporated in such an enactment? First, in all probability, the state should assume the complete responsibility for the education of its own teachers. This is especially true if the state pays a part or all of a statewide minimum salary scale.

In most of our states this item would meet with tremendous opposition from many non-state schools that could not survive if teacher education were denied them. They argue that they save the state money by training teachers for the public schools and receive nothing in appropriations for their services. The poorer the colleges, seemingly, the stronger their political

pressure. They are the colleges that give latent Lincolns their chance in the world; and who among legislators are there to deny this chance for progress to the underprivileged?

Because teaching is no job for amateurs a second section in this law should define a teacher. There is no unanimity of judgment on this subject among the legislators of our various states. Any attempt to raise standards and increase the time and expense involved in teacher preparation meets with the objection that such legislation eliminates the sons and daughters of the poor and awards the profession of teaching to the children of parents who can afford to spend the extra money.

A third section should establish a state department with ample authority and power to administer a certification law without fear or favor and require an annual registration of teachers that would keep the records of all available teachers up to date in every particular. If our state departments could be brought up to a par with city school administrations, or preferably higher, our problem of estimating and controlling teacher supply and demand would be nearly, if not wholly, solved.

This direct legislative method will never be realized until the mass of our people are willing to think of teaching as a profession and not as a stepping stone to something more remunerative. It is regrettably true that the opportunities for young folk to rise from the lower economic levels to the higher are all but vanished, but it is just as true that the children in our schoolrooms ought not to continue to pay the price they have for unprofessional and incompetent teaching.

Since there is little hope of such legislation in states that need it most, let us turn to a more voluntary and cooperative proposal.

Proposed Plan for Estimating and Controlling

Basing our judgment on the type of educational administration in our own state and on information received from state departments and teacher-education institutions well distributed over the United States, we wish to present now a proposed plan of estimating and controlling supply of and demand for teachers. Actual experience in administering teacher education in a teachers college and on a state board of education makes us aware of all the difficulties discussed previously, but we have felt, over a period of fifteen years, that there is a way to manage this problem if wisdom, tact, and ample courage are brought to bear on it.

Our plan is a cooperative one including the state department, the state board of education, institutions preparing teachers, high-school principals and teachers, and employers of teachers.

The state department and state board of education in our state, as in many other states, have the power to administer the certification laws, set standards of teacher education, and accredit institutions of higher learning for teacher education. The first item in our proposition is that these agencies extend the requirements of teacher preparation to a minimum of four years, thereby giving high-school boys and girls more time to mature before entering the profession. That the public schools have served as well as they have,

considering the immaturity of so many of their teachers, is one of the inexplicable mysteries of education.

In the second place, these agencies should either eliminate life licenses or, if that is impossible, require additional preparation for validation of these licenses at stated short periods. The latter suggestion has the advantage of recognizing the teacher's length of service and at the same time assuring to the public school teachers who are alert and progressive.

A third item in our proposal would have these agencies require an annual registration of every teacher or would-be teacher with the history of each teacher kept up to the minute. This requirement would go beyond our second suggestion and give the state basic facts sufficient to make an estimating and controlling program workable. We have adopted this program for motorists and nurses; why not try it with teachers?

The state department and state board should accredit only such institutions to educate teachers as are able to do the work well. When institutions, organized for other purposes and not equipped for educating teachers, use teacher education as a means of enlarging enrolments and financing themselves, they should be denied the right to present a teacher education program on the ground that their students and the children of the state are thereby denied their full rights.

All institutions presenting teacher education, whether private, denominational, or state, should adopt the policy of quality rather than quantity. Our own institutions of teacher preparation have committed the crime of stressing large enrolments instead of emphasizing personnel work and sane guidance. Budget makers use numbers to gage amounts of appropriations, local supporters talk in terms of numbers, and administrators succumb to the siren call of financial need. Here is the place where wisdom, tact, and an abundance of courage are necessary. Teacher preparation can never fulfil its purpose until our colleges are dedicated to the theory of determining quality thru a careful personnel study and recommending candidates for teaching on the basis of scientifically ascertained facts.

Teacher personnel work should begin not later than the high-school period. Students applying for entrance to teacher education should be accompanied by records that give the college faculty a clear understanding of the newcomers. Colleges and high schools should cooperate to the end that the students unfit for teaching may find their way into types of service for which they have aptitudes, and that the fit may realize to the fullest on their abilities.

Last but not least, employers of teachers should be educated to appreciate the importance of high-grade professional teachers and their responsibilities to the children in their schools. Too often politicians use children as pawns in their political chess games. Unless officials rise above petty personalities and political preferments, quality standards and excellent education processes come to naught. The success of estimating and controlling supply of and demand for teachers depends more on the ethics of the employers than one might generally suspect. A wisely directed educational program at this point might well assure the success of whatever program of estimating and controlling teacher supply and demand may be adopted.

TEACHER PREPARATION FROM THE POINT OF VIEW OF AN EMPLOYING OFFICER

A. L. THRELKELD, SUPERINTENDENT OF SCHOOLS, DENVER, COLO.

Scholarship

Perhaps it could not be said that every great scholar is a great teacher, but I believe it can be said that every great teacher is a great scholar. A person who would teach mathematics must be a mathematician. If he would teach science, he must be a scientist. If he would teach history, he must be a historian. If he would teach music, he must be a musician. Only thus can he command that degree of respect which is a prerequisite to effective teaching. There is something about the teacher who really knows, which goes a long way in itself as effective method in teaching.

This is not to confuse scholarship with mere specialized knowledge. Genuine scholarship is characterized by ever-increasing intellectual interests and breadth of view. And a teacher who is not characterized by intellectual interests is a tragic incongruity. Do we have many such? There are various simple observations one can make in one's own community which bear upon this question. Some great physicist comes to the community to lecture on cosmic rays. Do only physics teachers attend? If so, this is too bad. All teachers should be interested in what is developing in science. They will be if they possess real scholarship in their several fields. In this day of extreme, narrow, superficial specialization in much of our economic life, it is of vital importance that teachers possess that degree of scholarship which brings life together and gives it meaning. Since the program of education in our country is such a comprehensive one, calling for the services of approximately a million teachers drawn from homes existing in a heterogeneous population of varying degrees of culture, it is not to be expected that a large percentage of these teachers at this stage of our history can be drawn from homes which in themselves reflect the broad and deep cultural background which I have here emphasized as something of primary value in teachers. In the main, most of us in the profession of education in our country come from the homes of the butcher, the baker, and the candlestick maker. Very few of the million members of our profession were reared in homes that maintained libraries. All of this is easily understood, perhaps even excusable up to now, in the light of our peculiar history. Sociologically, we are a young civilization. But the fact remains that there is in this picture a woful lack of genuine scholarship on the part of our profession when the million members to whom I have referred are considered collectively, and this fact presents a tremendous challenge to the institutions of teacher training. The objective which I think these institutions should put above every other one, especially at this particular stage of our history, is that of scholarship.

Professional Training

I would not have what I have said about scholarship make the impression that I think that special attention to professional training as such

should be dropped from the program of teacher preparation. Not at all. I believe there is a greater place for professional training on the part of teachers than we have realized. But I think it should not be expressed in terms of reaction against an emphasis upon scholarship but rather it should be expressed as a part of our conception of scholarship. I have the impression that our early emphasis upon the professional training of teachers was something of a reaction against a type of academic mind that was coming from our liberal arts colleges, so called. Too many teachers seemed to have only a book knowledge of subjectmatter. They could not inspire. They had made no special study of how to present their subjects in an interesting way, and since they were not real scholars in these subjects themselves they could not reflect from themselves that interest which begets interest. They were deadening in their effect on young people. A special study should be made of how to question, how to conduct discussions, how to make assignments, how to diagnose teaching difficulties, apply remedial technics, how to guide, how to test and measure, and so on thru a vast field of absolutely essential training in technics. But these are the minutiae of the teacher's professional equipment, and they should be so regarded. Such minutiae, I repeat, are absolutely essential, but the tail should not wag the dog. As more fundamental, I believe we want the following results from the professional training of teachers:

1. An emphasis upon an understanding of the social scene to the end of directing education intelligently. The contributions of the sociologist, the political scientist, the economist, the historian, if each of these is the kind of person who makes his subject talk in terms of our present problems, are to the point here. Social intelligence is absolutely essential if a teacher is to know what he is about. It is only from such intelligence, as I see it, that the teacher can derive constructive motive for teaching. He must be intelligent about the social trends that characterize the era in which he is teaching. He must see the bearing of these upon his duties. He must be something of a social psychologist if he is to engineer groups of boys and girls constructively. And in case he is an administrator, he must from such knowledge derive much of his guidance in dealing with the problems of public relationships.

2. An emphasis upon a study of the nature of the individual. Biology obviously is of fundamental importance here. Teachers should be acquainted with the results of the research that is being carried on in the biologic field which is of special help in understanding the pupil as an organism. I think no one can read from such research as that which is reflected in Jennings' *Biological Basis of Human Nature* without being constructively influenced in his attitude toward pupils as individuals. A teacher cannot be familiar with the research that has been conducted and is being conducted in the field of the endocrine glands without being constructively affected in this respect. The biologist has a contribution to make to the training of teachers.

Psychology, sometimes I fear represented too narrowly in the person of the educational psychologist, has long been recognized as directly to the point in developing an understanding of the individual. I have not here attempted to make an unfavorable remark about the educational psychologist who is also a psychologist. I have no objection to the term "educational psychologist" any more than I would have to the term "educational biologist," just so in each case the real contribution that the science involved has to make to teaching is actually made available.

It may seem illogical in this connection to mention the field of mental hygiene as one from which a definite contribution should come to teachers' understanding of pupils, inasmuch as the field of mental hygiene may seem to belong to psychology. No doubt it does, theoretically; but in practise it seems it is the psychiatrist who is leading the way in the field of mental hygiene. It is my conviction that teacher training should include the contribution of the psychiatrist. He has a point of view to contribute concerning discipline in the schools, concerning the development of personality, concerning the whole attitude of teacher toward pupil, and the other way around, which I think is of fundamental importance. In many instances it is revolutionary when placed right up against the typical classroom situation, but revolutionary, I think, in the wholesome sense of the word. One needs only to refer to the traits that the traditions of the classroom put at the top of the list in point of desirability on the part of pupils and the traits which the psychiatrist puts at the top to note the contrast between the two points of view.¹ I venture that hardly any of us will disagree in any sweeping manner with the position of the psychiatrist in this contrast. I think that the point of view of the psychiatrist is essential to an understanding of the individual and that it should, therefore, be included in the program of teacher training.

Of a more general character are the following qualities which characterize the professionalized teacher: (1) an awareness of the various special professional services that are available to teachers, (2) a knowledge of how to use them, and (3) a disposition to use them. I refer to such special services as are available from departments of research, medical and nurse service, social service, curriculum revision, administration, supervision, and the like. While not every small school system has these departments immediately available, the services which they represent are available from some source to practically every teacher in the country, at least to some degree. All these services, no matter how organized, are for the purpose of assisting in the teaching process, and their value is determined solely by the extent to which they really do help in this process. Administration is for the purpose of creating and maintaining the most favorable possible situation for the teacher. The supervisor of instruction is for the purpose of assisting the teacher in solving the problems of instruction. Research is a technic by which all who are dealing with the problem of instruction are to receive the most reliable type of guidance that we know how to provide. Medical and nurse service is for the purpose of furnishing the teacher with a pupil who is in physical condition to learn and of promoting regularity of attendance thru the prevention of epidemics, and the like. The attendance department, staffed by social service workers and visiting teachers, is for the purpose of straightening out economic difficulties and various forms of maladjustments in the home, so the pupil may come to school in a proper attitude for learning. The curriculum revision department is for the purpose of furnishing the teacher with the most usable kinds of materials for instruction. All these, properly conceived of, are teacher helps, but they cannot be forced on the teacher.

¹ See Wickman's *Children's Behavior and Teachers' Attitudes*—Chapter VII.

Their potential value is realizable only in the case of the teacher who sees what they are for and proceeds actively to make use of them. I maintain that the ideal situation is one in which the teacher is the active agent in the functioning of these departments. I do not mean these departments should exercise no leadership and should not go ahead in any way on their own initiative, but I mean that the teacher should be the active agent in the application of what these departments have to offer to the teaching process. The teacher should be the field practitioner of education who, thru his own initiative and scientific attitude, draws upon these agencies for the special helps which they can offer in much the same way as that in which the well-trained, modern, scientific practitioner of medicine draws upon his research laboratories and other special agencies of help. To the old reactionary type of teachers these departments are just so many nuisances that exist for the purpose of putting extra loads on teachers, requiring extra reports, and that sort of thing. And often, I admit, we administrators cause them to function in this way too much. We have a great responsibility here, I know; but the purpose of my paper is to discuss the training of teachers. I believe teachers should be educated to see the essential place of these agencies in successful teaching. The teacher should be the source of demand for the kind of service which these departments, when properly organized and set up, have to offer. I like to think of a teacher as being the center of the teaching situation, with these various departments, administration included, immediately available to him. Then I like to think of him as being the kind of teacher who in one instance makes use of the research department; in another, the supervisor; in another, the attendance department; in another, the medical and nurse service; in another, all such services combined. In the practical situation of the moment, which is one of congestion, hurry, cramming, and inadequate personnel, a situation which forces much mere insect activity, I admit this is something of a dream. I admit too that upon us administrators rests much of the responsibility for reforming the situation. But I think we should all work toward such an end, and this means that the teacher-training institution should, as I have just said, educate teachers to see the place of these services in the total scheme of teaching, and to be anxious to make use of such services. This is a result not hard to accomplish with young people. I realize that many of the young teachers who are coming to us now from the modern programs of teacher training do, to a much greater extent than has ever existed before, have this point of view, and that they are immediately discouraged by the practical situation in which they find themselves in their first teaching jobs. But eventually I believe we shall work this out.

Another important characteristic of the professionally-minded teacher I should like to refer to here by stating the negative side of it. I think a teacher who applies for a position by the well-known technic of getting influential citizens to bring pressure to bear upon the superintendent and the schoolboard in his behalf is not the professional type of teacher. It is not likely that a teacher who gets a position by that method will become professional after he gets the position. The belief that exists on the part of many that this is the only way by which a position can be obtained and

the necessity the individual feels for the getting of a position may seem to justify the sort of unethical practise I have just referred to; but to reason this way does not help the situation very much. Then, too, such reasoning is frequently based on ignorance of the facts. Even in a school system in which appointments are made strictly on a merit basis, the applicants who do not get positions give vent to their feeling of disappointment by saying to all their friends, "You have to have political pull to get a job in that school system." A person who does not get a job seemingly wants some kind of excuse with which to satisfy himself, and too often he gets it by simply saying that he did not have the necessary pull. When hundreds, even thousands, of disappointed applicants are saying this, it naturally creates an unfavorable atmosphere for the development of professional ideals. This matter of professional procedure in the securing of appointments is only one aspect of the whole problem of professional attitude; but I think it is one of great importance, one to which I think teacher-training institutions could give more time.

Then, more definite ethical concepts should be worked out with regard to the proper relationship of teacher to pupil, of teacher to parent, of teacher to community, of teachers to one another, of all members of the profession to one another. This is a large field which I can only mention but which obviously is of fundamental importance. It is my impression that in recent years this field in the training of teachers has been neglected, that a generation ago, before there was so much available in the way of technical materials in the training of teachers, it received more attention than it has been getting in recent years. I cannot prove this, I have made no attempt to verify this statement by research. It is, as I have said, just an impression I have as I look back.

Personality

In all of this I have said nothing specifically about personality as a requirement for successful teaching, but naturally everything I have talked about enters into personality in some way. However, I believe the personality of a teacher calls for some special study. No doubt I could have begun my discussion by putting personality first, for it is a prerequisite to everything else. And there are some things that can be done about it.

Good health is related to good personality. Teacher-training institutions and employing officials should emphasize the importance of health on the part of teachers. I believe personally that very rigid health requirements should be placed upon all who would enter the profession of education, with the possible exception of those who are to work in research laboratories, or something of that kind. But those who are to enter directly into the teaching of boys and girls, all who have to deal with parents and the public directly, should be in the best of health, for only such people can maintain the poise, the cheerfulness, the optimism, the general qualities of agreeableness and winsomeness which are necessary. I would not have the same health requirements made of those who enter the teaching profession that are made of those who are taken into the army and the navy, but I would

have them of equal severity. They would simply be of a different type, worked out by proper health experts.

How teachers dress is of importance in terms of personality. I do not have in mind here any thought that we should try to infringe upon the personal liberty of the teacher in the matter of dress. I am not thinking of censorship from the point of view of morality or anything of that kind, because I think that is not necessary, in general, among people who are sufficiently educated to qualify for teaching. I am simply referring to an individual's capacity to dress in a way that is reasonably attractive to the pupils who have to look at him all day long. His dress should be appropriate to his personality and should reflect at least some appreciation of the esthetic. To say the least, teachers should dress cleanly and neatly and should make every effort to dress attractively.

A teacher should develop a pleasing voice and know how to use it. Some people by the way they use their voices immediately make the impression that they are anything but cultured individuals. The voice is very important, and happily, in most instances, it can be made over, if necessary.

And last but not least in the realm of personality is a careful use of the mother tongue. It is most distressing to note the extent to which people in the profession of education make errors in the use of English. I do not believe in any diseased state of mind on this subject, a state of mind that causes one to place the form before the spirit, or anything of that kind. I agree with a statement I heard not long ago that any civilization that has come to the point where it measures an individual primarily by the extent to which he uses correct form in his speech is in its decadence. Virile civilizations never do that. On the other hand, it does not follow that unnecessary misuse of the mother tongue is a virtue. The teacher who says, "Each pupil will open their books," can hardly excuse himself by saying he is just trying to be virile in the use of English. In general, the proper use of English is the most economical and the most effective use one can make of it, and certainly such use is to be prized highly on the part of teachers. I think we should begin by tolerating nobody on a teachers college faculty who does not use good English; and then we should incidentally, and not accidentally, along with the rest of the teacher-training program, emphasize the importance of writing and speaking accurately. It will not hurt if everyone has the habit of studying his use of his mother tongue thruout all his life.

Conclusion

In conclusion, may I say I have designedly dealt only with objectives in the preparation of teachers. I have not considered it my function to discuss the ways and means of accomplishing these objectives. Whether we shall accomplish them in separate teacher-training institutions, special schools of education in universities, departments of education in universities, or by separate professional courses, by the professionalizing of regular academic courses, or by both of these ways, are issues for the solution of which those who are engaged professionally in the training of teachers are primarily responsible.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES LIST OF ACCREDITED INSTITUTIONS—1936-37

Longest curriculum which has been approved indicated in number of years before each institution. The Association does not attempt to accredit graduate work.

The Roman numerals refer to Standards not fully met by the institution.

<i>Location</i>	<i>Institution</i>	<i>President</i>
ALABAMA		
Florence	4/State Teachers College.....	H. J. Willingham
Jacksonville	4/State Teachers College.....	C. W. Daugette
Livingston	4/State Teachers College.....	G. W. Brock
Troy	4/State Teachers College.....	E. M. Shackelford
ARIZONA		
Flagstaff	4/Arizona State Teachers College...	T. J. Tormey
Tempe	4/Arizona State Teachers College, V.	Grady Gammage
ARKANSAS		
Arkadelphia ...	4/Henderson State Teachers College..	J. P. Womack
Conway	4/Arkansas State Teachers College...	H. L. McAlister
CALIFORNIA		
Fresno	4/Fresno State College.....	Frank W. Thomas
San Diego.....	4/San Diego State College, VIII.....	Edward L. Hardy
San Francisco...	4/San Francisco State College, IV....	A. C. Roberts
Santa Barbara..	4/Santa Barbara State College.....	C. L. Phelps
COLORADO		
Greeley	4/Colorado State College of Education	George W. Frasier
Gunnison	4/Western State College.....	C. C. Casey
DISTRICT OF COLUMBIA		
Washington	4/Miner Teachers College.....	E. A. Clark
Washington	4/Wilson Teachers College.....	E. C. Higbie
GEORGIA		
Collegeboro	4/South Georgia Teachers College, IX	Marvin S. Pittman
Milledgeville ..	4/Georgia State College for Women, IV	Guy H. Wells
ILLINOIS		
Carbondale	4/Southern Illinois State Normal Uni- versity	Roscoe Pulliam
Charleston	4/Eastern Illinois State Teachers Col- lege	Robert G. Buzzard
Chicago	3/Chicago Normal College, IV.....	Butler Laughlin
DeKalb	4/Northern Illinois State Teachers College	Karl L. Adams
Macomb	4/Western Illinois State Teachers College VI	W. P. Morgan
Normal	4/Illinois State Normal University...	R. W. Fairchild
INDIANA		
Indianapolis ...	4/College of Education, Butler Uni- versity	W. L. Richardson, Dean
Muncie	4/Ball State Teachers College.....	L. A. Pittenger
Terre Haute....	4/Indiana State Teachers College....	Ralph N. Tirey

<i>Location</i>	<i>Institution</i>	<i>President</i>
IOWA		
Cedar Falls4/	Iowa State Teachers College.....	O. R. Latham
KANSAS		
Emporia4/	Kansas State Teachers College....	Thomas W. Butcher
Hays4/	Fort Hays Kansas State College...	C. E. Rarick
Pittsburg4/	Kansas State Teachers College....	W. A. Brandenburg
Wichita4/	College of Education, University of Wichita	Leslie B. Sipple, Dean
KENTUCKY		
Bowling Green..4/	Bowling Green College of Com- merce, XI.....	J. L. Harman
Bowling Green..4/	Western Kentucky State Teachers College	H. H. Cherry
Morehead4/	Morehead State Teachers College..	Harvey A. Babb
Murray4/	Murray State Teachers College....	James H. Richmond
Richmond4/	Eastern Kentucky State Teachers College	H. L. Donovan
LOUISIANA		
Lafayette4/	College of Education, Southwestern Louisiana Institute.....	W. S. Dearmont, Dean
*Natchitoches ...4/	Louisiana State Normal College....	A. A. Fredericks
MARYLAND		
Towson3/	State Teachers College, IV.....	Lida Lee Tall
MICHIGAN		
Detroit4/	Teachers College, Wayne University	W. E. Lessenger, Dean
Kalamazoo4/	Western State Teachers College....	D. B. Waldo
Marquette4/	Northern State Teachers College...	W. H. Pearce
Mt. Pleasant....4/	Central State Teachers College....	E. C. Warriner
Ypsilanti4/	Michigan State Normal College....	J. M. Munson
MINNESOTA		
Bemidji4/	State Teachers College, IX.....	M. W. Deputy
Duluth4/	State Teachers College.....	E. W. Bohannon
Mankato4/	State Teachers College.....	Frank D. McElroy
Moorhead4/	State Teachers College.....	R. B. MacLean
St. Cloud.....4/	State Teachers College.....	Geo. A. Selke
Winona4/	State Teachers College.....	G. E. Maxwell
MISSISSIPPI		
Cleveland4/	Delta State Teachers College.....	W. M. Kethley
Hattiesburg4/	State Teachers College.....	J. B. George
MISSOURI		
Cape Girardeau 4/	Southeast Missouri State Teachers College	W. W. Parker
Kansas City....4/	Teachers College of Kansas City..	G. W. Diemer
Kirksville4/	Northeast Missouri State Teachers College	Eugene Fair
Maryville4/	Northwest Missouri State Teachers College	Uel W. Lamkin
St. Louis4/	Harris Teachers College.....	C. G. Vannest, Principal

* Subject to reinspection.

<i>Location</i>	<i>Institution</i>	<i>President</i>
St. Louis	4/Stowe Teachers College, IV.....	Ruth M. Harris, Chairman in Charge
Springfield	4/Southwest Missouri State Teachers College	Roy Ellis
Warrensburg ..	4/Central Missouri State Teachers College, VIII.....	E. L. Hendricks
MONTANA		
Dillon	4/Montana State Normal College....	Sheldon E. Davis
NEBRASKA		
Chadron	4/Nebraska State Normal College....	Robert I. Elliott
Kearney	4/Nebraska State Teachers College..	George E. Martin
Peru	4/Nebraska State Teachers College..	W. R. Pate
Wayne	4/Nebraska State Teachers College, VIII	J. T. Anderson
NEW HAMPSHIRE		
Keene	4/State Normal School, IV.....	Wallace E. Mason
Plymouth	4/State Normal School.....	Ernest L. Silver
NEW JERSEY		
Jersey City.....	3/State Normal School.....	Roy L. Shaffer, Principal
Newark	4/State Normal School.....	M. Ernest Townsend, Principal
Trenton	4/State Teachers College, IV.....	Roscoe L. West
Upper Montclair.	4/State Teachers College.....	H. A. Sprague
NEW MEXICO		
Las Vegas.....	4/New Mexico Normal University, VI, IX	H. C. Gossard
Silver City	4/New Mexico State Teachers College	Hoyt C. Graham
NEW YORK		
Albany	4/State College for Teachers.....	A. R. Brubacher
Buffalo	4/State Teachers College.....	Harry W. Rockwell
Fredonia	3/State Normal School.....	L. R. Gregory, Principal
Geneseo	3/State Normal School.....	James B. Welles, Principal
New Paltz.....	3/State Normal School, VIII.....	L. H. van den Berg, Principal
New York.....	4/School of Education, College of the City of New York.....	Paul Klapper, Dean
Oneonta	3/State Normal School, IV.....	Charles W. Hunt, Principal
Oswego	3/State Normal School, IV, VI.....	R. W. Swetman, Principal
Potsdam	3/State Normal School, IV.....	R. T. Congdon, Principal
NORTH CAROLINA		
Asheville	4/Asheville Normal and Teachers Col- lege	John E. Calfee
Cullowhee	4/Western Carolina Teachers College, IX	H. T. Hunter
Greenville	4/East Carolina Teachers College..	Leon R. Meadows

<i>Location</i>	<i>Institution</i>	<i>President</i>
NORTH DAKOTA		
Dickinson	4/State Teachers College.....	C. L. Kjerstad
Ellendale	4/State Normal and Industrial School	R. M. Black
Mayville	4/State Teachers College.....	C. C. Swain
Minot	4/State Teachers College.....	G. A. McFarland
Valley City.....	4/State Teachers College.....	C. E. Allen
OHIO		
Athens	4/College of Education, Ohio Univer- sity	T. C. McCracken, Dean
Bowling Green .4/	Bowling Green State University...	H. B. Williams
Cleveland	4/School of Education, Western Re- serve University.....	H. N. Irwin, Dean
Cleveland	3/Sisters College, VII, IX.....	John R. Hagan, Director
Kent	4/Kent State University.....	J. O. Engleman
Oxford	4/School of Education, Miami Univer- sity	E. J. Ashbaugh, Dean
*Wilmington ...4/	Wilmington College, XI.....	Walter L. Collins
OKLAHOMA		
Ada	4/East Central State Teachers College	A. Linscheid
Alva	4/Northwestern State Teachers Col- lege, VI, VIII.....	E. E. Brown
Durant	4/Southeastern State Teachers College, VI, VIII.....	Kate Galt Zaneis
Edmond	4/Central State Teachers College.....	John O. Moseley
Tahlequah	4/Northeastern State Teachers College	J. M. Hackler, Acting
Weatherford ...4/	Southwestern State Teachers College	W. W. Isle
OREGON		
La Grande.....2/	Eastern Oregon Normal School, V, IX	H. E. Inlow
Monmouth	2/Oregon Normal School, IV.....	J. A. Churchill
PENNSYLVANIA		
Bloomsburg4/	State Teachers College, V.....	Francis B. Haas
California	4/State Teachers College.....	Robert M. Steele
Clarion	4/State Teachers College.....	G. C. L. Riemer
East Stroudsburg 4/	State Teachers College.....	T. T. Allen
Edinboro	4/State Teachers College, IX.....	Carmon Ross
Indiana	4/State Teachers College.....	C. R. Foster
Kutztown	4/State Teachers College.....	Q. A. W. Rohrbach
Lock Haven....4/	State Teachers College.....	Dallas W. Armstrong
Mansfield	4/State Teachers College.....	W. R. Straughn
Millersville4/	State Teachers College.....	Landis Tanger
Shippensburg ...4/	State Teachers College.....	A. L. Rowland
Slippery Rock...4/	State Teachers College.....	Charles S. Miller
West Chester...4/	State Teachers College.....	Charles S. Swope
SOUTH DAKOTA		
Aberdeen	4/Northern State Teachers College..	C. G. Lawrence
Madison	2/Eastern State Normal School, IV...	V. A. Lowry
Spearfish	2/State Normal School.....	E. C. Woodburn
Springfield	2/Southern State Normal School.....	W. A. Thompson

* Subject to reinspection.

<i>Location</i>	<i>Institution</i>	<i>President</i>
TENNESSEE		
Johnson City....4/	State Teachers College.....	C. C. Sherrod
Memphis4/	State Teachers College.....	J. W. Brister
Murfreesboro ..4/	State Teachers College.....	P. A. Lyon
Nashville4/	Tennessee Agricultural & Industrial State Teachers College.....	W. J. Hale
TEXAS		
Alpine4/	Sul Ross State Teachers College...	H. W. Morelock
Canyon4/	West Texas State Teachers College	J. A. Hill
Commerce4/	East Texas State Teachers College.	S. H. Whitley
Denton4/	North Texas State Teachers College	W. J. McConnell
Huntsville4/	Sam Houston State Teachers College	H. F. Estill
Nacogdoches ...4/	Stephen F. Austin State Teachers College, VIII.....	A. W. Birdwell
San Marcos4/	Southwest Texas State Teachers College, VIII.....	C. E. Evans
UTAH		
Salt Lake City..4/	School of Education, University of Utah	Milton Bennion, Dean
VIRGINIA		
East Radford...4/	State Teachers College.....	J. P. McConnell
Farmville4/	State Teachers College.....	J. L. Jarman
Fredericksburg .4/	State Teachers College.....	M. L. Combs
Harrisonburg ..4/	State Teachers College.....	S. P. Duke
WASHINGTON		
Bellingham4/	State Normal School, IV.....	C. H. Fisher
Cheney4/	State Normal School.....	R. T. Hargreaves
Ellensburg4/	State Normal School, IV.....	R. E. McConnell
WEST VIRGINIA		
Athens4/	Concord State Teachers College....	J. F. Marsh
Fairmont4/	Fairmont State Teachers College...	Joseph Rosier
Huntington4/	Marshall College, IV.....	J. E. Allen
Shepherdstown .4/	Shepherd State Teachers College...	W. H. S. White
WISCONSIN		
Eau Claire.....4/	State Teachers College.....	H. A. Schofield
La Crosse.....4/	State Teachers College.....	G. M. Snodgrass
Menomonie4/	The Stout Institute, IV.....	B. E. Nelson
Milwaukee4/	State Teachers College, IV.....	Frank E. Baker
Oshkosh4/	State Teachers College, IV, VIII...	Forrest R. Polk
Platteville4/	State Teachers College, IV.....	A. M. Royce
River Falls....4/	State Teachers College.....	J. H. Ames
Stevens Point...4/	Central State Teachers College, IV.	F. S. Hyer
Superior4/	State Teachers College, IV, VIII...	J. D. Hill
Whitewater4/	State Teachers College, IV, VIII...	C. M. Yoder

DEPARTMENT OF
VISUAL INSTRUCTION

HISTORICAL NOTE

THE DEPARTMENT OF VISUAL INSTRUCTION was organized at the Oakland-San Francisco meeting in July 1923.

The officers of the Department for the year 1936-37 are: PRESIDENT, Nelson L. Greene, Editor, EDUCATIONAL SCREEN, 64 East Lake Street, Chicago, Ill.; FIRST VICEPRESIDENT, Wilber Emmert, Director, Visual Education, State Teachers College, Indiana, Pa.; SECOND VICEPRESIDENT, Annette Glick, Director of Visual Education, Board of Education, Los Angeles, Calif.; SECRETARY-TREASURER, E. C. Waggoner, 64 East Lake Street, Chicago, Ill.; EXECUTIVE COMMITTEE: Daniel C. Knowlton, Professor of History, New York University, New York, N. Y. (term expires 1937); John A. Hollinger, Director of Nature Study and Visualization, Board of Education, Pittsburgh, Pa. (term expires 1937); William H. Dudley, Director, Dudley Visual Education Service, 746 South Wabash Avenue, Chicago, Ill. (term expires 1938); Mrs. Grace Fisher Ramsey, Assistant Curator of Education, American Museum of Natural History, 77th Street and Central Park West, New York, N. Y. (term expires 1939); Robert F. Collier, Jr., South High School, Denver, Colo. (term expires 1940); Cline M. Koon, Senior Specialist, Radio and Visual Education, United States Office of Education, Washington, D. C. (term expires 1941).

This Department meets once each year, in July. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1923: 85-A	1928:949-970	1932:787-800
1924:963-985	1929:937-944	1933:779-795
1925:864-871	1930:911-930	1934:777-788
1926:949-963	1931:947-963	1935:719-726
1927:951-970		

NOTE: The entire collection of addresses at the St. Louis meeting of the Department of Visual Instruction of the National Education Association was printed in *The Educational Screen* for March and April 1936. No meetings of the Department were held in Portland.—Excerpt from letter, dated October 1, 1936, from Nelson L. Greene, president of the Department.

DEPARTMENT OF
VOCATIONAL EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF VOCATIONAL EDUCATION *was organized as the industrial section at Minneapolis, Minnesota, 1875. See PROCEEDINGS, 1875: 100. The name was changed in 1890 to the Department of Industrial and Manual Training. See PROCEEDINGS, 1890: 758. In 1899 the name was changed to the Department of Manual Training. See PROCEEDINGS, 1899: 556. In 1914 the name was changed to the Department of Vocational Training and Practical Arts. Since 1919 it has been known as the Department of Vocational Education. This Department cooperates with the National Vocational Guidance Association and with the National Society for Vocational Education.*

The officers of the Department for the year 1936-37 are: PRESIDENT, Frederick G. Leasure, City Director for Vocational Education, School Administration Building, Portland, Ore.; SECRETARY, Albert S. Siepert, Bradley Institute, Peoria, Ill.

Facts relating to the establishment of this Department and the record of meetings are to be found in earlier volumes of PROCEEDINGS as follows:

1914:565-624	1922:1465-1483	1929:945-972
1915:815-846	1923:1025-1043	1930:931-954
1916:461-516	1924: 987-1015	1931:965-994
1917:431-473	1925: 872- 912	1932:801-815
1918:249-269	1926: 964- 996	1933:797-806
1919:271-279	1927: 971-1006	1934:789-798
1920:269-270	1928: 971-1003	1935:727-734
1921:851-858		

VOCATIONAL EDUCATION AS A FACTOR IN CRIME PREVENTION

HOWARD L. BRIGGS, DIRECTOR OF VOCATIONAL EDUCATION, GOVERNOR'S COMMISSION FOR THE STUDY OF EDUCATION IN PENAL INSTITUTIONS FOR YOUTH, WALLKILL, N. Y.

THE HEADLINES of our press are filled with wailing and lament relative to the high cost of government and the need for a balanced budget, and yet we continue to pay out billions of dollars each year as our contribution to crime. The annual cost has been estimated to be as high as eighteen billion dollars each year.

For centuries mankind has vainly searched for a sovereign panacea which would relieve the world of the burdensome costs of crime. Cure-alls of every description have been proposed and tried. The gamut has run from the Sadistic orgies of the torture chamber to the futile verbal barrages of the Pollyannas, but crime goes on and society pays and pays and pays.

There are over two hundred thousand men and women in our prisons and twice that number "wanted." Most of these offenders against our laws are young people. Four out of ten are between fifteen and twenty-five years of age and the largest single group is between nineteen and twenty years of age. They are the product of our schools. We have failed to give this group of young people that training and background which will enable them to live in harmony with the ideals of society. We have made a ghastly failure and most certainly a costly one.

The Commission for the Study of Education in Penal Institutions for Youth was appointed by Governor Lehman of New York in an earnest attempt to counteract this waste. Chairman N. L. Engelhardt and his commission are attempting the social and economic rehabilitation of youthful prison inmates thru research coupled with a program of social and vocational education and guidance.

After studying the problem thru first-hand contact with prison inmates I am convinced that rehabilitation is possible for a large group of our prison population. But, if rehabilitation is possible, what about prevention? What are our schools doing about it? What percentage of that two hundred thousand potential prisoners now in school can be salvaged?

Are we giving them that education which will develop social concepts of integrity and responsibility and are we preparing them to earn a satisfactory livelihood, one that will make crime unnecessary? Youthful delinquency usually begins in those marginal slum areas where human wants are not satisfied. Pilfering coal from the yards leads to breaking into box cars for food, into "jackrolling" and gangs, and into those vocational training institutions for crime, frequently known as reform schools.

Many surveys have proved successfully that juvenile delinquency is more prevalent in areas where the economic situation is unsatisfactory. The eco-

conomic factor is evident to varying degrees in a large percentage of crimes. Vocational education may not prevent crime, but it tends to alleviate one important factor contributing to crime.

VOCATIONAL EDUCATION IN TOWN AND RURAL HIGH SCHOOLS

P. C. LAPHAM, SUPERINTENDENT OF SCHOOLS, CHARLES CITY, IOWA

The true teacher in our town and rural vocational departments is a missionary of a fuller life. The teacher in the vocational agriculture department in rural and town communities is striving to give to the thousands of farm youth who enrol in this department not only scientific training in efficient farm management but a vision of the type of service that should be rendered to the farm community in which the youth live. The Future Farmers of America, an organization which is an outgrowth of the vocational agriculture department, stands out as one of the finest organizations of youth in America today. It is developing leadership among the boys who will be the leading farmers of tomorrow.

The adult evening classes attended by large groups of farmers thruout our agricultural communities are bringing the farmers of today into closer comradeship as they study scientific farming and wholesome community cooperation.

In our industrial departments we find youth working under production conditions. They look upon their projects not as the result of the work of a machine but as a craftsman's product in which they take that same pride that the craftsman of old took in his handmade products. The youth of our industrial departments become instilled with ideals of true dependability, thoroness, and thrift. Here again we find our adult evening school department in which adults are gaining that same craftsmanship point of view which the youth in the day school classes attain.

Vocational departments in our town and rural schools are attempting to give to the succeeding generation, farm and industrial leadership with high ideals based upon careful training and upon fundamentals of our democratic life.

CURRENT PROBLEMS IN VOCATIONAL EDUCATION IN AGRICULTURE

RAY FIFE, STATE DEPARTMENT OF EDUCATION, COLUMBUS, OHIO

A scarcity of trained vocational agriculture teachers is one of the most pressing problems of vocational agriculture in many states. This scarcity accompanies a widespread demand on the part of rural communities for vocational agriculture courses in the public schools.

The many agricultural phases of the New Deal have meant constant and complex problems in curriculum adjustment for vocational agriculture workers. Agricultural Adjustment, Soil Conservation, Rural Rehabilita-

tion, Emergency Education, Rural Electrification, Farm Credit, and various phases of Producer and Consumer Cooperation have presented themselves for almost immediate organization for instruction. The alphabet which the farmer and his sons have needed and wanted to learn could not be found in any of McGuffey's readers. Vocational agriculture teachers have been called upon, not only to understand the agricultural phases of the new alphabet, but to teach such understanding to others.

Vocational agriculture has assumed its share of responsibility for providing educational, recreational, and social programs for out-of-school farm youth. Many thousands of farm youth sixteen to twenty-five years of age are enrolled in courses in vocational agriculture and related subjects.

CURRENT PROBLEMS IN INDUSTRIAL EDUCATION

ARTHUR B. MAYS, PROFESSOR OF INDUSTRIAL EDUCATION, UNIVERSITY OF ILLINOIS, URBANA, ILL.

Charles F. Kettering, vicepresident of General Motors Corporation, recently said: "Man is going to come into his own during the next generation or two. Not things for man but man himself will engage the attention of scientists." This is but another way of saying that the day of the social sciences has arrived and if it be true, education is soon to become a major interest of the best thought of the new age. Because of the significance of industry as a conditioning factor in modern life, industrial education as a part of the total field of education must become increasingly a center of social concern. Some of the major problems of trade education are:

1. More recognition must be given to the rapid substitution of machine processes for hand processes in all departments of production. The skills most needed in modern industry are analytical and adjustive in character rather than creative.
2. A growing need for more effective instruction in scientific and technical facts is apparent.
3. The problem of the wise selection of those who are given industrial training is yet to be solved. It should be available only to those who are reasonably sure of their vocational choice and who possess at least minimum qualifications for successful work.
4. Much more attention should be given to the development of economic and social intelligence among industrial workers.
5. Training programs need to be much more closely related to employment demands.

The problems at present seemingly demanding most urgent attention in industrial arts or the non-vocational types of industrial education are:

1. The enrichment of course content in order that a more adequate understanding may be acquired of the industrial factors of modern life which intimately affect boys and girls.
2. Provision for a much wider variety of industrial experiences. Notice, for example, the amazing degree of substitution in industrial products of plastics and glass for wood and metal.
3. More effective coordination of industrial arts activities with other phases of general education.

4. More effective use of physical facilities and better methods in teaching large classes. Enrolments and size of classes are increasing at a tremendous rate and probably will continue to do so for several years to come.

The general situation in American education and American industry today points very definitely toward the greatest opportunity for growth and service that this field of education has ever faced.

THE IMPORTANCE OF VOCATIONAL AGRICULTURE, AS A SERVICE TO RURAL YOUTH

PAUL ASTLEFORD, 1934 STAR FUTURE FARMER OF AMERICA, NEWBERG, ORE.

Years ago, we find that to learn a trade it was necessary to become an apprentice, thereby entering a servitude for a definite length of time until a trade was mastered. Under our present system of education, farm youth, who heretofore have never had the advantage of any type of training other than that given by parents, are now in four short years of vocational agriculture given an entirely new outlook on farm life and community leadership. Vocational agriculture has given farming a new impetus in practically every community where it has been taught. Rural youth in contact with scientific training soon realize the vast opportunity before them and are rapidly making the best of this chance to do something constructive for themselves.

The practical side of vocational agriculture is very important. It is necessary to learn by doing. Experience is a dear but sure teacher, and experience assisted by carefully considered scientific information can only be an improvement over the old trial-and-error method. The social advantage of vocational agriculture must not be overlooked. Farm youth must work with, be able to meet, and be able to live satisfactorily with other people. The recreational advantages to rural boys thru the Future Farmers of America are doing a real service to farm life in developing friendly neighbors and energetic leaders.

In summarizing the points suggested, vocational agriculture replaces an unsatisfactory apprentice system and shows rural youth new methods and improved practises in a practical way. Home projects are providing necessary experience and practise, and the social life of rural youth has been greatly built up thru the organization of the Future Farmers of America.

WHAT EMPLOYERS EXPECT OF VOCATIONAL EDUCATION UNDER PRESENTDAY CONDITIONS

H. R. KREITZER, PRESIDENT, COLUMBIA BRICK WORKS, PORTLAND, ORE.

Who are the employers of today and what kind of employers are they?

In vocational education we think principally of employers in four groups—manufacturers and processors of goods, distributors and merchandisers of goods, transporters of goods, and those engaged in building construction—each of which may be divided into many classifications. So it is that there

is an extremely wide range of employers with a correspondingly wide range in their points of view and in their social and economic attitudes toward their employees. This presents what I consider the primary problem in vocational education—to study the needs and characteristics of employment in the various communities with an open and agile mind and with vision and understanding.

When I received the invitation to address you on the subject assigned, I felt that I needed help and consequently wrote to a number of employers representing the various groups which I have mentioned asking them what they individually expected of vocational education in their industry. From these answers and my own observations I have formed some conclusions as to what we, the composite employers of America, expect from vocational education today.

1. We want an indenture method consistent with modern industrial practises.
2. We expect supplementary and corollary classroom work.
3. We expect you to develop a consciousness of craftsmanship in the apprentice.
4. We expect you to help us to employ apprentices profitably.
5. We expect a program of adult education.
6. We expect the cooperation of labor.
7. We expect the cooperation of our public school system.
8. We expect you to function as a clearing-house.
9. We expect you to educate us as to the opportunities, possibilities, and the necessity of vocational education.
10. We expect foundation training in health and character building and in general preparation for life.

Undoubtedly these general requirements that I have mentioned are fundamental and cannot be safely overlooked by *any* public educational agency. These are the things that we expect of vocational education, with full realization that the biggest part of the job of the development of a finished craftsman remains with us.

OPPORTUNITIES AND RESPONSIBILITIES IN VOCATIONAL EDUCATION

C. A. HOWARD, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
SALEM, ORE.

The age at which young people will enter employment has been permanently advanced. No longer will students of high-school age be able to leave school in large numbers and find remunerative jobs. This places upon the school a larger responsibility than ever before so far as vocational education is concerned. The school cannot undertake to train for a large variety of vocations but there are some things it must undertake to do:

First, it must earnestly develop a guidance program in which at least a tentative choice of vocation shall have an important place so that boys and girls will not go on into their twenties in vocational aimlessness.

Second, there must be ample provision for work in shops and laboratories for the acquiring of general technics and points of view of vocational value.

Third, vocational and general education must be coordinated. The vocational director must have not a specialized, but a general philosophy of education.

Fourth, there must be conscious training for democratic citizenship for all groups. A good citizen takes pride in his vocation as his opportunity to serve a social need. He stands for the interests of his group and he needs to know the history of the progressive advance of the worker, thru organization, to a higher standard of living and to a position of increasing dignity and recognition, but he recognizes that there must be cooperation among groups. Non-cooperation, carried to the extreme, means disintegration of the industrial and political structure. The only alternative to voluntary cooperation is dictatorship in one form or another.

*WORLD FEDERATION OF EDUCATION
ASSOCIATIONS*

HISTORICAL NOTE

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS *was the outgrowth of a World Conference on Education which was called by the Committee on Foreign Relations of the National Education Association to meet at San Francisco in July 1923. The first biennial meeting of the World Federation of Education Associations was held in Edinburgh, Scotland, in July 1925. The second biennial conference was held in Toronto, Canada, in August 1927. The third conference was held in Geneva, Switzerland, August 1929; the fourth conference took place in August 1931, at Denver, Colorado; the fifth conference took place in August 1933, in Dublin, Ireland; and the sixth conference took place in August 1935, at Oxford, England.*

The officers for the years 1935-37 are: PRESIDENT, Paul Monroe, Teachers College, Columbia University, New York, N. Y.; SECRETARY-GENERAL, Uel W. Lamkin, President, Northwest Missouri State Teachers College, Maryville, Mo.

Facts relating to the establishment of the World Federation of Education Associations and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1921:176-182	1925:913-927	1929:975-988
1922:312-317	1926: 996-1003	1931:985-994
1923:106, 402-424	1927:1007-1016	1933:807-814
1924:272-274	1928:1005-1012	1935:735-742

ASSOCIATIONAL RECORDS
AND
INFORMATION

Associational Records and Information

1857—1870

THE NATIONAL TEACHERS ASSOCIATION

Organized August 26, 1857, at Philadelphia, Pennsylvania.

PURPOSE—*To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.*

The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the "National Educational Association."

1870—1907

NATIONAL EDUCATIONAL ASSOCIATION

Incorporated under the laws of the District of Columbia, February 24, 1886, under the name, "National Education Association," which was changed to "National Educational Association," by certificate filed November 6, 1886.

1907—

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Incorporated under a special act of Congress, approved June 30, 1906, to succeed the "National Educational Association." The charter was accepted and bylaws were adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

ACT OF INCORPORATION

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

SECTION 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia, viz.:

Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews, of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm, of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of	List of Incorporators
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Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarman, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

SEC. 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, the Library Department; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

SEC. 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

SEC. 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income and all per-

sonal property and funds of the corporation held, used, or invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; *provided*, However, that this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further*, That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

**Property to be
Tax-Exempt**

SEC. 5. That the membership of the said corporation shall consist of three classes of members—viz., active, associate, and corresponding—whose qualifications, terms of membership, rights, and obligations shall be prescribed by the bylaws of the corporation.

Members

SEC. 6. That the officers of the said corporation shall be a President, twelve Vicepresidents, a Secretary, a Treasurer, a Board of Directors, an Executive Committee, and a Board of Trustees.

Officers

The Board of Directors shall consist of the President, the First Vicepresident, the Secretary, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district, to be elected by the active members for the term of one year, or until their successors are chosen, and of all Life Directors of the National Educational Association. The United States Commissioner of Education, and all former Presidents of the said Association now living, and all future Presidents of the Association hereby incorporated, at the close of their respective terms of office, shall be members of the Board of Directors for life. The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the corporation, excepting those herein intrusted to the Board of Trustees; and shall possess such other powers as shall be conferred upon them by the bylaws of the corporation.

**Board of
Directors**

The Executive Committee shall consist of five members, as follows: the President of the Association, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, and a member of the Association, to be chosen annually by the Board of Directors, to serve one year. The said committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said board.

**Executive
Committee**

The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the President of the Association, who shall be a member *ex officio* during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the board shall forfeit his membership.

**Board of
Trustees**

SEC. 7. That the invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund and shall be in

Permanent Fund

charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the active members of the Association present at any annual meeting, upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors, and after printed notice of the proposed expenditure has been mailed to all active members of the Association. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order. It shall also be the duty of the Board

Duties of Trustees

of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year.

Election of Secretary

The Board of Trustees shall elect the Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

SEC. 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *provided*, That the meeting of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined by the Board of Directors, or otherwise in accordance with the bylaws.

Membership Obligations

SEC. 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and

Acceptance of This Charter

that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created. *Provided*, That a verified certificate executed by the presiding officer and secretary of

such annual meeting, showing the acceptance of the charter granted by this act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and, *provided further*, That in the event of the failure of the Association to accept the charter granted by this act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

SEC. 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities, and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this act.

**Rights of
Creditors**

SEC. 11. That Congress may from time to time alter, repeal, or modify this act of incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

**Amendments
to Charter**

SEC. 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

**Creation of
Representative
Assembly**

Sections 1-11 were passed by Congress and approved by the President, June 30, 1906. They were accepted and adopted as the constitution of the National Education Association of the United States by the active members of the National Educational Association in annual session at Los Angeles, California, July 10, 1907.

Section 12 was passed by Congress and approved by the President of the United States, May 13, 1920, as an amendment to the original act of incorporation. It was accepted and adopted as an amendment to the constitution of the National Education Association of the United States by the active members thereof in annual session at Salt Lake City, Utah, July 9, 1920.

BYLAWS AS AMENDED AT THE ANNUAL BUSINESS MEETING OF THE REPRESENTATIVE ASSEMBLY,
PORTLAND, OREGON, JULY 1936

ARTICLE I—MEMBERSHIP

Wherever the word "State" appears in these bylaws it will be understood that State, Territory, or District of the United States is meant.

Membership Defined SECTION 1. The membership of the National Education Association of the United States shall consist of three classes: Active, Associate, and Corresponding, whose qualifications, rights, and obligations shall be as hereinafter prescribed.

SEC. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

Obligations and Privileges SEC. 3. The annual dues of an active member shall be \$2, which shall entitle him to attend all meetings of the Association and its several Departments; to receive the *Journal* free and on application, to secure all publications of the Association at a price fixed by the Executive Committee, which shall be the approximate cost. By the payment of annual dues of \$5 an active member shall receive in addition to the *Journal*, without application or other condition, the volume of *Proceedings* and all other regular publications of the Association, including reports of committees and all special bulletins and announcements when issued.

Life Members and Life Directors SEC. 4. All Life Members and Life Directors shall have all the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Associate Members SEC. 5. Associate members of the Association shall be persons who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges, except the right to vote, to serve as a delegate in the Representative Assembly, and to hold office.

Corresponding Members SEC. 6. Eminent educators not residing in America may be elected by the Board of Directors as corresponding members. The number of corresponding members shall not at any time exceed fifty. They shall pay no dues and may receive free the publications of the Association.

Membership Year SEC. 7. The membership year shall be from September 1 to August 31. All membership dues paid during the membership year shall be credited to that year unless otherwise requested.

Payment of Dues SEC. 8. The annual dues of members shall be sent to the Executive Secretary on or before November 1. An active member failing to pay his dues as herein provided shall forfeit the privileges of membership and after being in arrears one half year be dropped from the list of members.

SEC. 9. The Executive Secretary of the Association shall furnish each member of the Association a Membership Card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the charter and bylaws of the Association.

**Membership
Card**

SEC. 10. The right to vote, to serve as a delegate in the Representative Assembly, and to hold office in the Association or in any Department thereof, shall be limited to active members whose dues are paid. The right to vote and to hold office in the Council shall be limited to members of the Council whose dues are paid.

Right to Vote

SEC. 11. The Representative Assembly shall be composed of the President, Twelve Vicepresidents, the Executive Secretary, and Treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various affiliated state and local associations as provided in the bylaws.

**Representative
Assembly**

ARTICLE II—OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

SECTION 1. (a) The officers of said corporation shall be a President, Twelve Vicepresidents, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, and a Board of Trustees. (See Act of Incorporation, section 6, first paragraph.)

**Officers,
Directors,
Trustees,**

(b) The Board of Directors shall consist of the President, the First Vicepresident, the Executive Secretary, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by the active members for the term of one year or until their successors are chosen, and of all Life Directors of the National Educational Association. (See Act of Incorporation, section 6, second paragraph.)

and Committees

(c) The Executive Committee shall consist of five members as follows: The President of the Association, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, and a member of the Association to be chosen annually by the Board of Directors to serve one year. (See Act of Incorporation, section 6, third paragraph, first sentence.)

(d) The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years and the President of the Association who shall be a member ex officio during his term of office. (See Act of Incorporation, section 6, fourth paragraph, first sentence.)

(e) The election of officers and transaction of business at the annual business meeting shall be by a Representative Assembly composed of delegates apportioned, elected, and governed as hereinafter provided.

SEC. 2. At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: President, Vicepresident, and Treasurer. Candidates for said offices shall be nominated from the floor upon roll call of the states. On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States shall nominate one person for member of the Board of Directors and the name of such person shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. Any person to qualify to serve as Director shall have been an active member with dues paid in the National Education Association and in a State, or District, or Territory, and a Local Association, if organized, for a five-year period immediately preceding the election. Only delegates who are active members of the N. E. A. and whose dues have been paid in a State, or District,

**Election of
Officers and
Qualifications
of Directors**

or Territory, and a Local Association, if organized, respectively, shall have the right to vote for such directors. On the fourth day of the annual meeting officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 a. m. to 6 p. m., at such place or places as the President of the Association shall designate. The candidates for President, Treasurer, member of Board of Directors from each state, territory, or district, respectively, and the eleven candidates for the office of Vicepresident receiving the highest number of votes shall be declared elected. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided. The Executive Secretary and the Treasurer shall enter upon their duties at a date which shall be determined by the Board of Trustees and which shall not be later than the first of October and shall continue in office during the term for which they are separately chosen and until their successors are duly elected.

SEC. 3. The State Teachers Association or Educational Association of a state, territory, or district, may become affiliated with the National Education Association and shall be designated an Affiliated State Association. Each Affiliated State Association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated State Association shall be \$10. Said Association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all special bulletins and announcements when issued.

SEC. 4. A Local Educational Association or Teachers Organization within a state, territory, or district, may affiliate with the National Education Association and shall be designated an Affiliated Local Association. Each Affiliated Local Association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated Local Association shall be \$10, except that the fee of Affiliated Local Associations of less than two hundred N. E. A. members shall be \$5, which shall entitle said Association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all bulletins and announcements when issued.

SEC. 5. Each Affiliated Association, both state and local, shall be furnished a certificate of membership and shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such Affiliated Association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The Executive Secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the State and Local Affiliated Associations as will promote the welfare of all and advance the interests of the teaching profession.

SEC. 6. Each Affiliated State Association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its

members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated State Delegates.

SEC. 7. Each Affiliated Local Association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated Local Delegates.

SEC. 8. Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a State or Local Affiliated Association. An active member shall be permitted to vote for the election of delegates in but one Affiliated Local Association. For determining the apportionment of delegates, an active member may be counted in two Affiliated Associations, and no more; and that one of these shall be the State Association.

SEC. 9. The President, the Twelve Vicepresidents, the Executive Secretary, and Treasurer of the National Education Association, and the United States Commissioner of Education, shall be ex-officio delegates to the Representative Assembly.

SEC. 10. Delegates shall file their credentials with the Executive Secretary of the Association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The Executive Secretary shall turn over such credentials to the Credentials Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the Representative Assembly shall be open to the active members of the Association who shall be privileged to address the Assembly on subjects pertaining to the Association. The Representative Assembly shall adopt rules of procedure which shall not conflict with the charter and bylaws of the Association. It shall recommend an equitable plan for paying the expenses of delegates to the annual business meeting of the Association.

ARTICLE III—DUTIES OF OFFICERS

SECTION 1. The President shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation and these bylaws, and in addition such duties as usually devolve upon the Chief Executive of such an Association. In the absence of the President, the ranking Vicepresident, who is present, shall preside and in the absence of the President and all Vicepresidents a Chairman pro tempore shall be elected under the direction of the Executive Secretary of the Association. The President shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the President of the Council and the heads of the several Departments and to make such recommendations in regard to the program of the Council and the several Departments as will, in his opinion, promote the interest of the annual meeting. The President shall be a member ex officio of the Board of Trustees and Chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills ap-

State Delegates

**Local
Delegates**

**Selection of
Delegates**

**Ex-Officio
Delegates**

**Delegates;
Credentials;
Voting;
Freedom of
Floor**

**Duties of the
President**

proved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as President, he shall become First Vicepresident for the ensuing year.

SEC. 2. The Executive Secretary shall keep a full and accurate record of the proceedings of the general meetings of the Association and all meetings of the Board of Directors and of the Executive Committee, shall conduct the business of the Association as provided in the Act of Incorporation and these bylaws and, in all matters not definitely prescribed therein, shall be under the direction of the Board of Directors or of the Executive Committee acting for the Board of Directors, and, in the absence of instructions from the Board of Directors or the Executive Committee, shall be under the direction of the President. He shall receive or collect all moneys due the Association and pay the same each month to the Treasurer. He shall countersign all bills approved for payment by the Board of Directors, or by the Executive Committee acting under the authority of the Board of Directors or by the President acting under authority of the Board of Directors or of the Executive Committee. The Executive Secretary shall have his records present at all meetings of the Association, of the Board of Directors, and of the Executive Committee. He shall keep a list of members and shall revise said list annually. He shall be Secretary of the Board of Directors. He shall be the custodian of all the property of the Association not in charge of the Treasurer and the Board of Trustees. He shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. He shall submit his annual report to the Executive Committee not later than fifteen days before the annual meeting of the Association, which report shall be transmitted to the Board of Directors at its annual meeting. At the expiration of his term of office, he shall transfer to his successor all money, books, and other property in his possession belonging to the Association. The Executive Secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or of the Executive Committee acting under the general instruction of the Board of Directors.

SEC. 3. The Treasurer shall perform the duties prescribed by the Act of Incorporation and these bylaws. He shall receive from the Executive Secretary and, under the direction of the Board of Trustees, shall hold in safekeeping all moneys paid to the Association; shall pay the same only upon the order of the Board of Trustees; shall notify the President of the Association and the Chairman of the Board of Trustees whenever the surplus funds in his possession exceed \$500; shall keep an exact account of his receipts and expenditures with vouchers for the latter, and said accounts, ending on the thirty-first day of May each year, he shall render to the Executive Committee not later than ten days before the annual meeting of the Association, and when approved by said Committee, these accounts shall be transmitted by this Committee to the Board of Directors at its meeting held in connection with the annual meeting of the Association and a copy of the report shall be transmitted to the Representative Assembly for its information. The Treasurer shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association.

SEC. 4. (a) The Board of Directors shall have power to fill all vacancies in their own body and shall have in charge the general interests of the corporation, excepting those entrusted to the Board of Trustees. (See paragraph (e) of this section.)

(b) At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one Trustee for the term of four years. All vacancies occurring in said Board of Trustees,

whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a Trustee from two successive annual meetings of the Board shall forfeit his membership. Only members who have the qualifications required of Directors shall be elected Trustees. (See Act of Incorporation, section 6, fourth paragraph, last two sentences.)

(c) The Board of Directors shall take such action with respect to the Permanent Fund of the Association, its accretions and income, as is authorized by the Act of Incorporation or these bylaws. (See Act of Incorporation, section 7, first paragraph, part of second sentence.)

(d) The Board of Directors may determine what office or offices of the Association may be maintained in the United States other than its principal place of business in Washington, D. C., and where the meetings of the corporation, its officers, committees, and departments may be held, and what business other than provided by the Act of Incorporation and these bylaws may be transacted at such office or offices and meetings. (See Act of Incorporation, section 8.)

(e) The Board of Directors shall have such powers and perform such duties as are prescribed by the Act of Incorporation and by these bylaws; shall elect corresponding members as prescribed in Section 6 of Article I of these bylaws; shall elect members of the National Council of Education as provided in Section 3 of Article IV of these bylaws. The Board of Directors shall approve all bills incurred by itself or by the Executive Committee, or the President or the Executive Secretary acting under the authority of the Board of Directors; shall appropriate from the current funds of the year the amounts of money ordered by the Representative Assembly at the annual business meeting of the same for the work of all special committees of research and investigation authorized and provided for at the annual business meeting, and for all other needs of the Association; shall make a full report of the financial condition of the Association including the reports of the Executive Secretary, the Treasurer, and the Board of Trustees to the Representative Assembly at its annual business meeting, and shall do all in its power to make the Association a useful and honorable institution.

Duties of the Board of Directors

(f) The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year, whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have authority to secure the support of the Auditing Committee in preparing this budget.

(g) The Board of Directors shall meet in connection with the annual meeting of the Representative Assembly, and may meet in connection with the annual meeting of the Department of Superintendence and at such other times and places as may be determined by the President or requested in writing by a majority of the elective members of the Board of Directors.

SEC. 5. (a) The Executive Committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board. (See Act of Incorporation, section 6, third paragraph, last sentence.)

(b) The Executive Committee may recommend to the Representative Assembly at the annual business meeting the appointment of special committees for investigation or research, the subjects for which may have been suggested by the National Council or by the active members of the National Education Association or by any of its Departments; it shall recommend the amount of money to be appropriated for such investigations.

Duties of Executive Committee

When such special committees are provided for and duly authorized by the Representative Assembly and appropriations for them have been authorized by the Board of Directors, the Executive Committee shall, under the instructions of the Board of Directors, have general supervision of them. The Executive Committee shall receive and consider all reports made by the special committees and shall print these reports and present them, together with the

reports of the Executive Secretary, the Treasurer, and the Board of Trustees, and the recommendations of the Executive Committee thereon, to the Board of Directors, which shall transmit the same with recommendations to the Representative Assembly at its annual business meeting. All such special committees shall be appointed by the President of the Association.

(c) The Executive Committee shall fill all vacancies occurring in the body of officers of the Association, except as otherwise provided for in the Act of Incorporation or in these bylaws.

SEC. 6. (a) The Board of Trustees shall have such powers and perform such duties as are prescribed by the Act of Incorporation; shall require of the Executive Secretary and Treasurer bonds in such amounts as may be determined by said Board

Further Duties of Trustees

for the faithful performance of their duties; shall make a full report of the finances of the Association to the Executive Committee not later than ten days prior to the annual meeting of the Association, which report shall be transmitted by the Executive Committee to the Board of Directors at the first regular meeting of the Board held in connection with the annual meeting of the Association. It shall annually choose its own chairman and secretary.

(b) The Board of Trustees shall have charge of the Permanent Fund and shall provide for the safekeeping and investing of such Fund and of all other funds which the corporation may receive by donation, bequest, or devise. It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Executive Secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year. (See Act of Incorporation, section 7.)

(c) The Board of Trustees shall elect the Executive Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years. (See Act of Incorporation, section 7.)

ARTICLE IV—THE NATIONAL COUNCIL OF EDUCATION

Function of National Council

SECTION 1. The National Council of Education shall discuss educational questions of public and professional interest; propose to the Executive Committee, from time to time, suitable subjects for investigation and research; have a report made at its annual meeting on "Educational Progress during the Past Year"; and in other ways use its best efforts to further the objects of the Association and to promote the cause of education in general.

Membership

SEC. 2. The National Council of Education shall consist of not less than 120, nor more than 200, members to be selected as provided by its bylaws.

Time of Meeting

SEC. 3. The annual meeting of the Council shall be held during the week of the annual meeting of the Association.

SEC. 4. The absence of a regular member from two successive annual meetings of the Council shall be considered equivalent to his resignation of membership. Persons whose regular membership in the Council has expired shall be denomi-

Loss of Membership

nated honorary members of the Council during the time of their active membership in the Association with the privilege of attending the regular sessions of the Council and participating in its discussions. A member who discontinues or forfeits his active membership in the Association forfeits his membership in the Council.

SEC. 5. The officers of the Council shall consist of a President, a Vicepresident, a Secretary, and such standing committees as may be prescribed by its bylaws, all of whom shall be regular members of the Council. The Secretary of the Council shall, in addition to performing the duties pertaining to his office, furnish the Executive Secretary of the Association a copy of the proceedings of the Council for publication.

**Council
Officers**

SEC. 6. The National Council of Education is hereby authorized to adopt bylaws for its government not inconsistent with the act of incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by the Board of Directors of the Association before they shall become operative.

**Bylaws and
Powers of
Council**

SEC. 7. The powers and duties of the Council may be changed or the Council abolished upon a two-thirds vote of the Representative Assembly taken at the annual meeting of the Association; *provided*, That notice of the proposed action has been given at the preceding annual business meeting of the Association.

ARTICLE V—DEPARTMENTS

SECTION 1. The following Departments are now (1936) in existence, to wit: The Departments, first, of Superintendence; second, of Vocational Education; third, of Kindergarten-Primary Education; fourth, of Music Education; fifth, of Secondary Education; sixth, of Business Education; seventh, of School Health and Physical Education; eighth, of Science Instruction; ninth, of Rural Education; tenth, of Classroom Teachers; eleventh, of Deans of Women; twelfth, of Adult Education; thirteenth, of Elementary School Principals; fourteenth, of Visual Instruction; fifteenth, of Social Studies; sixteenth, of Teachers Colleges; seventeenth, of Lip Reading; eighteenth, of Secondary School Principals; nineteenth, of Supervisors and Directors of Instruction; twentieth, of Educational Research; twenty-first, of Special Education; twenty-second, of Supervisors and Teachers of Home Economics; twenty-third, of Administrative Women in Education; twenty-fourth, of Art Education. There is also the National Council of Education.

SEC. 2. Each Department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the Department; *provided*, Active members of the Association, and no others shall be eligible to such Department membership; and *provided also*, That all active members of the Association shall be permitted to attend the professional programs and discussions of any Department.

**Members of
Departments**

SEC. 3. Each Department shall hold an annual meeting at the time and place of the meeting of the Association except as otherwise provided in these bylaws or as directed by the Board of Directors, or by the Executive Committee acting under the general instructions of the Board of Directors.

**Department
Meetings**

SEC. 4. The object of the meetings of the Departments shall be the discussion of questions pertaining to their respective fields of educational work. The programs of these meetings shall be prepared by the respective presidents under the general direction of the President of the Association. Each Department shall be limited to two sessions, with formal programs, unless otherwise ordered by the President of the Association, except that a third session of business or informal round table conference may be held at the discretion of the Department officers.

**Object of
Department
Meetings**

SEC. 5. The officers of each Department shall consist of a President, a Vice-president, a Secretary, and such other officers as may be deemed necessary by the Department, who shall be elected at the last formal session of the Department to serve for the term of office specified in the regulations of the Department and until their successors are duly elected; and who shall at the time of their election, be active members of the Association. Each Department shall provide for the creation of an Executive Committee, and assign to it any duties consistent with the purposes of the Department and the Act of Incorporation and bylaws of the Association. In case there is a vacancy in the office of President of any Department, it shall be filled by appointment made by the Executive Committee of the Department. Any other Departmental vacancy shall be filled by appointment made by the President of the Department.

SEC. 6. The Secretary of each Department shall, in addition to performing the duties usually pertaining to his office, furnish to the Executive Secretary of the Association a copy of the proceedings of the meetings of the Department for publication. No Department shall establish an office outside of the general headquarters of the Association without the consent of the Board of Directors.

SEC. 7. All Departments shall have equal rights and privileges, with the exception stated in section 3 of this Article. They shall be named in section 1 of this Article in the order of their establishment and shall be dropped from the list when discontinued.

SEC. 8. Upon the recommendation of the Board of Directors a new Department may be established by vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting; *provided*, That a written application for said Department with title and purpose of the same shall have been made at the regular meeting of the Assembly next preceding the one at which action is taken by at least 250 members engaged or interested in the field in the interest of which the Department is proposed to be established; *provided*, That no group shall be admitted to Departmental status until it shall have held constructive meetings for at least three successive years.

A Department already established may be discontinued upon a two-thirds vote of the Representative Assembly, at any business meeting; *provided*, That announcement of the purpose to discontinue has been made at the preceding annual business meeting. The Board of Directors may recommend to the Representative Assembly the discontinuance of any Department. Upon the recommendation of the Board of Directors a Department which has failed to hold a regular meeting for two successive years may be discontinued by a vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting.

SEC. 9. Any Department, by a two-thirds vote of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the Secretary of the Department who shall transmit them monthly to the Executive Secretary of the Association. Such funds shall be added to the Department's allowance from the Association and shall be used for the work of said Department only, and shall be disbursed upon the recommendation of the executive officers of the Department in the same manner as other funds of the Association are disbursed.

SEC. 10. Each Department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

ARTICLE VI—COMMITTEES

SECTION 1. Not later than five months before the end of the fiscal year, the President shall appoint an Auditing Committee, consisting of three active members of the Association, no one of whom shall be either a Trustee or a Director; to this Committee shall be referred the report and audit of the expert accountant or accountants, together with the communication of the President transmitting the same as provided in section 5 of this Article; and the Committee shall report its findings to the Board of Directors.

**Auditing
Committee**

SEC. 2. On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the President of the Association, the accredited delegates to the Representative Assembly from each state shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology. The Committee on Credentials shall receive the official list of delegates from the Executive Secretary and report thereon to the Representative Assembly.

**Delegates Meet
by States**

SEC. 3. The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent or by a two-thirds vote, all resolutions shall be referred to said Committee without discussion. This Committee shall receive and consider all resolutions proposed by active members, or referred to it by the President; some time during the second day of the annual meeting of the Association the Committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

Resolutions

SEC. 4. The Committee on Necrology may prepare for the published *Proceedings* brief memorial tributes to members who have died during the year.

Necrology

SEC. 5. Within thirty (30) days prior to the time of the annual meeting of the Association, the President shall appoint a competent person, firm, or corporation, licensed to do business as expert accountants; the accountant or accountants so appointed shall examine the accounts, papers, and vouchers of the Executive Secretary, the Treasurer, and the Board of Trustees, and compare the same; shall also examine the securities of the Permanent Fund held by the Board of Trustees. The report of said accountant or accountants shall be filed with the President not less than ten days before the opening day of the annual meeting of the Association, and shall be by him submitted to the Auditing Committee with such comments as he may think proper.

**Examination
of Accounts**

SEC. 6. There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The Committee shall consist of five members appointed by the President as follows: In July 1935, the retiring president shall appoint two members, one to serve for three years and one to serve for four years. The incoming president shall appoint three members of this Committee: one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the President shall appoint one member to serve for five years.

**Bylaws and
Rules**

All proposed amendments to the charter and to the bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly from year to year. This Committee may render decisions on any points referred

to it by the Executive Committee, the Executive Secretary, or the President of the Association.

**Additional
Committees**

SEC. 7. The Representative Assembly may provide such additional committees as it may deem wise.

SEC. 8. In all committees, boards, or councils in which the entire personnel is named that year by the President, the President shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman.

SEC. 9. There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. Nominations shall be made by petitions signed by ten delegates and presented to the Executive Secretary on the second day of the annual meeting. The election in 1936 shall be held on Thursday, by printed ballot. Provision shall be made by the Rules Committee for the nomination and election in 1937 to be held on the first day upon which the Representative Assembly meets. This Committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed *Proceedings*.

**Publishing
Committee**

ARTICLE VII—MEETINGS

**Meetings to be
Held
Annually**

SECTION 1. Stated meeting of the Association, of the National Council of Education, and of all Departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instructions of the Board of Directors.

SEC. 2. The annual business meeting of the Representative Assembly shall begin at 9 a. m., on the second day of the annual meeting of the Association. A regular meeting of the Board of Directors shall be held in connection with the annual meeting of the Association. The time and place of such meeting shall be designated in the program. The Executive Secretary shall notify the members of the Board of Directors of the time and place of meeting, not less than thirty (30) days before the meeting.

**Meetings of
Assembly,
Directors, and
Trustees**

The first regular meeting of the new Board of Directors shall be held as soon as practicable and within twenty-four hours after the close of the last session of the annual meeting. The place and time of this meeting shall be announced in the printed program.

The Board of Trustees shall hold its annual meeting at some convenient time and immediately following the meeting of the new Board of Directors. Special meetings of the Trustees may be called by the Chairman and shall be called on request of a majority of the Board of Trustees. Due notice of all meetings of the Board of Trustees shall be given to every member of the Board by the Secretary thereof.

ARTICLE VIII—PROCEEDINGS

SECTION 1. The *Proceedings* of the Association, of the Council, of the Departments, and of all commissions and committees, shall be published at the discretion of and under the direction of the Executive Committee; *provided*, That such publication has been approved and the money therefor appropriated by the Board of Directors.

**Publication of
Proceedings**

SEC. 2. No paper, lecture, or address shall be read before the Association or any of the Departments in the absence of the author, without the approval of the President of the Association, or of the President of the Department interested; nor shall any such paper, lecture, or address be published in the *Proceedings* without the approval of the Executive Committee.

Absence of
Author

ARTICLE IX—QUORUM AND RULES OF ORDER

SECTION 1. Elected directors from twenty-five states shall constitute a quorum of the Board of Directors. A majority of all the accredited delegates, representatives of not less than twenty-five states, shall constitute a quorum of the Representative Assembly.

Formation of
Quorum

SEC. 2. *Robert's Rules of Order Revised* shall be the authority governing all matters of procedure not otherwise covered in the Act of Incorporation and in these bylaws and in the rules of procedure adopted by the Representative Assembly.

ARTICLE X—AMENDMENTS

SECTION 1. These bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association; *provided*, That these bylaws may be amended at the annual meeting of the Representative Assembly in 1936 by a two-thirds vote if such amendment has been printed in the *May Journal* of the National Education Association; *provided*, however, That these bylaws may be amended at the annual meeting of the Representative Assembly in 1936 by a two-thirds vote without previous notice.

Amendments
to Bylaws

SEC. 2. In all voting on amendments to the charter and on amendments to the bylaws except where unanimous consent is given by the Representative Assembly, state delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot.

ARTICLE XI—PERMANENT FUND

SECTION 1. The invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.

SEC. 2. The Permanent Fund shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. (Article III, section 6, second paragraph, first sentence.)

SEC. 3. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.

SEC. 4. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the board of Directors shall otherwise order.

NATIONAL EDUCATIONAL ASSOCIATION

NOW KNOWN AS THE

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

CERTIFICATE

of Acceptance of Charter and Adoption of Bylaws under the Act of Congress approved June 30, 1906.

We, the undersigned, Nathan C. Schaeffer, the presiding officer, and Irwin Shepard, the Secretary of the meeting of the National Educational Association held at Los Angeles, California, on the 10th day of July, 1907, said meeting being the annual meeting of the Association held next after the passage of an act of Congress entitled "An Act To Incorporate the National Education Association of the United States,"

Do hereby certify, that at said meeting held pursuant to due notice, a quorum being present, the said Association adopted resolutions of which true copies are hereto attached, and accepted the charter of the National Education Association of the United States, granted by said act of Congress, and adopted bylaws as provided in said act and selected officers; and the undersigned pursuant to said resolutions,

Do hereby certify that the National Education Association of the United States has duly accepted said charter granted by said act of Congress, and adopted bylaws, and is the lawful successor to the National Educational Association.

In witness whereof, we have hereunto signed our names this 20th day of August, 1907.

NATHAN C. SCHAEFFER, *Presiding Officer*
IRWIN SHEPARD, *Secretary*

VERIFICATION

RESOLUTIONS ADOPTED BY THE ACTIVE MEMBERS, JULY 10, 1907

1. *Resolved*, That the National Educational Association hereby accepts the charter granted by an act of Congress entitled "An Act To Incorporate the National Education Association of the United States," passed June 30, 1906, and that the President and Secretary of this meeting be authorized and directed to execute and file with the Recorder of Deeds of the District of Columbia a verified certificate showing the acceptance by the Association of the charter granted by said act.

2. *Resolved*, That the proposed bylaws of which notice was given at the annual meeting of the Association held on July 6, 1905, which are printed in full in the Journal of said meeting, be and the same are hereby adopted to take effect immediately.

3. *Resolved*, That the Association adopt as its corporate seal a circle containing the title "National Education Association of the United States," and the dates "1857-1907."

4. *Resolved*, That the Association do now proceed to elect officers, and to organize under the charter granted by the act of Congress.

Filed in the office of the Recorder of Deeds of the District of Columbia, September 4, 1907.

CALENDAR OF MEETINGS

NATIONAL TEACHERS ASSOCIATION, 1857-1870

1857—PHILADELPHIA, PA. (Organized)

JAMES L. ENOS, Chairman
W. E. SHELDON, Secretary

1858—CINCINNATI, OHIO

Z. RICHARDS, President
J. W. BUCKLEY, Secretary
A. J. RICKOFF, Treasurer

1859—WASHINGTON, D. C.

A. J. RICKOFF, President
J. W. BUCKLEY, Secretary
C. S. PENNELL, Treasurer

1860—BUFFALO, N. Y.

J. W. BUCKLEY, President
Z. RICHARDS, Secretary
O. C. WIGHT, Treasurer

1861, 1862—No session

1863—CHICAGO, ILL.

JOHN D. PHILBRICK, President
JAMES CRUICKSHANK, Secretary
O. C. WIGHT, Treasurer

1864—OGDENSBURG, N. Y.

W. H. WELLS, President
DAVID N. CAMP, Secretary
Z. RICHARDS, Treasurer

1865—HARRISBURG, PA.

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Tarbell, Emily A., 235 Glenwood Ave., Syra-
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Cram, Fred D., Extension Division, Iowa
State Teachers College, Cedar Falls,
Iowa

Dahl, Mrs. Myrtle Hooper, 312 South
Eighth St., Minneapolis, Minn.

Ewing, Sara C., 5461 Pleasant Run Park-
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Indian Education, Fort Waskakie, Wyo.

Robeson, James A., Elementary Principal,
Longfellow School, Kansas City, Mo.

Russell, Mary, 1434 Northwest Thirty-ninth
St., Oklahoma City, Okla.

Skelton, Dale, High School Teacher, Public
Schools, Chanute, Kans.

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School, Orno, Maine

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Smith, S. L., Director for Southern Office, Julius Rosenwald Fund, Cotton States Bldg., Nashville, Tenn.

Wilkinson, Garnet C., First Assistant Superintendent of Schools, Franklin Administration Bldg., Washington, D. C.

Williams, Fannie C., 1922 Louisiana Ave., New Orleans, La.

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Woods, L. A., State Superintendent of Education, Austin, Texas

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Gaumnitz, W. H., Senior Specialist in Rural Education Problems, U. S. Office of Education, Washington, D. C.

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 Adair, Cornelia S., 3208 Hawthorne Ave., Richmond, Va.
 Aiken, Georgia W., Hotel Alms, Cincinnati, Ohio
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 Allen, J. Edward, Superintendent, Warren County Public Schools, Warrenton, N. C.
 Andrews, Mrs. Fannie Fern, 295 Commonwealth Ave., Boston, Mass.
 Barnum, Mrs. Mary G., Director, Seventh Region, National League of Women Voters, 535 Ladera St., Pasadena, Calif.
 Bell, Helen L., 2104 North Eighth St., Springfield, Ill.
 Bell, Maude R., 4147 Starr, Lincoln, Nebr.
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 Berman, Samuel, Principal, James R. Ludlow Public School, Philadelphia, Pa.
 Black, E. H., Superintendent of Schools, Bristow, Okla.
 Blair, F. G., 440 E. Conedy St., Springfield, Ill.
 Blake, Katherine D., A. W. A. Clubhouse, 353 West 57th St., New York, N. Y.
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 Bradford, Mrs. Mary D., 6028 Third Ave., Kenosha, Wis.
 Bradley, Helen, 2349 Ashland Ave., Walnut Hills, Cincinnati, Ohio
 Brooks, L. W., Principal, Wichita High School North, Wichita, Kans.
 Brown, Eugenie J., The Euclid-Logan Hotel, 9507 Euclid Ave., Cleveland, Ohio
 Burkholder, E. Paul, Supervisor of Schools, Sussex County Court House, Georgetown, Del.
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 Cadman, Bernice M., 530 South Bluff St., Janesville, Wis.
 Casey, William V., Superintendent Emeritus, Boulder Public Schools, Boulder, Colo.
 Chamberlain, Arthur H., 305 Douglas Bldg., Los Angeles, Calif.
 Clark, Mrs. Frances E., Manager, Educational Activities, RCA-Victor Company, Inc., Camden, N. J.
 Claxton, P. P., President, Austin Peay Normal School, Clarksville, Tenn.
 Clemons, Clarice M., Head, Normal Training Department, Campbell County High School, Gillette, Wyo.

Cogil, Annie M., Principal, Hayward School, Lincoln, Nebr.
 Coyne, Marie, South 210 Adams St., Spokane, Wash.
 Crawford, Mary Major, Nebraska State Teachers College, Kearney, Nebr.
 Crawford, Mary Sinclair, Dean of Women, University of Southern California, Los Angeles, Calif.
 Daniel, Roland B., Superintendent of Schools, Columbus, Ga.
 de Francesco, Italo L., Senior High School, 13th and Douglass Sts., Reading, Pa.
 Donovan, H. L., President, Eastern Kentucky State Teachers College, Richmond, Ky.
 Dorsey, Martha W., Head, Department of English, George Washington High School, Indianapolis, Ind.
 Dowling, Evaline, Director of Instruction, Board of Education, Los Angeles, Calif.
 Dowling, H. C., County Superintendent of Schools, County Library Building, Tuscaloosa, Ala.
 Duke, Florence E., 2224 West Grace St., Richmond, Va.
 Edwards, Elbert B., 215 Bonnaville St., Las Vegas, Nev.
 Eisner, Miriam D., Sanchez School, San Francisco, Calif.
 Fahey, Sara H., 405 Coram Ave., Shelton, Conn.
 Fair, Jessie Frances, Fairview High School, Dayton, Ohio
 Farrin, Leon M., Superintendent of Schools, Woonsocket, R. I.
 Fell, E. E., Superintendent of Schools, Holland, Mich.
 Ficke, Alice, Commercial Department, Roosevelt High School, Honolulu, T. H.
 Finley, John H., *New York Times*, New York, N. Y.
 Foster, Blanche, 178 Franklin St., Woodbury, N. J.
 Full, George D., President, Dudley Lock Corporation, 26 N. Franklin St., Chicago, Ill.
 Gardner, Ethel M., Principal, Andrew Jackson School, 420 North Jackson St., Milwaukee, Wis.
 Gilland, Mrs. Erna Grassmuck, Head, Geography Department, State Teachers College, Indiana, Pa.
 Glenn, C. B., Superintendent of Schools, Birmingham, Ala.
 Gosling, Thomas W., Director, Junior Red Cross, Washington, D. C.
 Gray, Clifton D., President, Bates College, Lewiston, Maine
 Guhin, M. M., Northern Normal and Industrial School, Aberdeen, S. D.
 Gyger, John T., Superintendent, Falmouth Public Schools, Portland, Maine
 Haggard, Patience, Dean of Women, State Normal School, Potsdam, N. Y.
 Hall, Royal G., Professor of History, Albion College, Albion, Mich.
 Haller, Helene, Superintendent, Benewah County Schools, St. Maries, Idaho
 Hammond, Vida, 7 N. E. 79th Ave., Portland, Ore.
 Heacock, A. B., Principal, Los Feliz School, Los Angeles, Calif.
 Hendrie, William E., Principal, Public School No. 109, 92d Ave. and 213th St., Queens Village, N. Y.
 Herrington, Frank H., President, Pittsburgh Teachers Association, 1020 Bessemer Bldg., Pittsburgh, Pa.

- Heller, J. C., Superintendent of Schools, Anderson, S. C.
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- Hood, Edna E., Administration Building, Kenosha Public Schools, Kenosha, Wis.
- Hood, Elizabeth, Supervisor of Household Arts, Racine Public Schools, Racine, Wis.
- Howard, Daniel, Superintendent Emeritus, Windsor Public Schools, Windsor, Conn.
- Hunter, Frederick M., Chancellor, Oregon State System of Higher Education, Eugene, Ore.
- Jacobsen, Christine A., 1320 West 41st Place, Los Angeles, Calif.
- James, W. A., Principal, Ball High School, Galveston, Texas
- Jamison, Jeannette, 513 Oley Street, Reading, Pa.
- Jean, Sally Lucas, 405 South Fairfax St., Alexandria, Va.
- Johnson, M. Irene, Director of Student Teaching, Manchester College, North Manchester, Ind.
- Keegan, Mary E., 679 Twelfth Ave., San Francisco, Calif.
- Kinsey, Juanita, Wichita Falls Public Schools, 1105 Holliday St., Wichita Falls, Texas
- Laing, Earl R., Principal, Burt School, Detroit, Mich.
- Lake, Charles H., Superintendent of Schools, Cleveland, Ohio
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- MacCracken, John H., 9 East 83rd St., New York, N. Y.
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- Mull, Cora E., 5543 Kimbark Ave., Chicago, Ill.
- Nielson, Minnie J., 901 Fifth Ave., Valley City, N. D.
- Nisbett, Mary Leila, 804 W. Eighth St., Dallas, Texas
- Norman, J. W., Dean, College of Education, University of Florida, Gainesville, Fla.
- Norton, H. B., Principal, Robinson School, 8400 First Ave., S., Birmingham, Ala.
- O'Connor, Mary Elizabeth, Supervisor of Elementary Schools, Natick, Mass.
- Patt, Hermann G., Principal, John Clarke School, Newport, R. I.
- Pitman, J. A., President, State Teachers College, Salem, Mass.
- Ralls, Mary C., 6529 Jefferson St., Kansas City, Mo.
- Reed, C. R., Superintendent of Schools, Minneapolis, Minn.
- Reeder, Mrs. Fanny Scoville, 2017 Giddings St., Chicago, Ill.
- Rhodes, Maude A., Principal, Whitefoord School, 185 Westminster Drive, Atlanta, Ga.
- Richter, Leilet, George W. Brackenridge High School, San Antonio, Texas.
- Riddle, Anna E., 2 Summit Place, St. Joseph, Mo.
- Roach, Mary Margaret, Principal, Roach School, Decatur, Ill.
- Roberts, Cecil W., 165 Freeman St., Woodbridge, N. J.
- Roberts, Edward D., Superintendent of Schools, Cincinnati, Ohio
- Ryan, W. Carson, Jr., Commonwealth Fund, 41 East 57th St., New York, N. Y.
- Saunders, Joseph H., Superintendent of Schools, Newport News, Va.
- Sexton, J. W., Superintendent of Schools, Lansing, Mich.
- Shepherd, Grace M., Department of Education, Northwest Missouri State Teachers College, Maryville, Mo.
- Shinn, Alida Visscher, Columbia Market Nursery School of the London County Council, London, England.
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- Smith, Henry Lester, Dean, School of Education, Indiana University, Bloomington, Ind.
- Smith, Jessica, Head, Department of Social Studies, Wichita High School North, Wichita, Kans.
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- Spaulding, Frederic H., President, University of Tampa, Tampa, Fla.
- Steele, N. E., Secretary, South Dakota Education Association, Room 3, Perry Bldg., Sioux Falls, S. D.
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- Taylor, William S., Dean, College of Education, University of Kentucky, Lexington, Ky.
- Thompson, Anna M., Carlton Hotel, Kansas City, Mo.
- Trent, Adelaide Royall, 2250 North Larcom Lane, Lee Heights, Cherrydale, Va.
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- Walton, George A., Principal, George School, George School, Pa.
- Ward, David A., Equitable Life Assurance Society, 701 East 14th St., Chester, Pa.

Wellemeier, J. F., Dean, Junior College, Ninth and Minnesota Ave., Kansas City, Kans.
 West, Ruth, West 2020 Pacific, Spokane, Wash.
 White, W. H. S., President, Shepherd State Teachers College, Shepherdstown, W. Va.
 Wilson, Mrs. Alice, Director, Student Forum on International Relations, Polytechnic High School, San Francisco, Calif.

Wirt, Lula E., Nebraska State Teachers College, Kearney, Nebr.
 Withers, John W., Dean, School of Education, New York University, New York, N. Y.
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Kletzer, Mrs. William, President, Oregon Congress of Parents and Teachers, 3146 Northeast Tenth Ave., Portland, Ore.
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 Pettengill, Mrs. J. K., 426 W. Saginaw St., Lansing, Mich.
 Shaffer, Mrs. Hamilton, 37 Gerlaugh Ave., Dayton, Ohio
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- Gates, C. Ray, Superintendent of Schools, Grand Island, Nebr.
- Gibson, Joseph E., 419 West 121st St., New York, N. Y.
- Gordon, A. W., Secretary, Maine Teachers Association, 185 State St., Augusta, Maine
- Grier, B. M., Superintendent of Schools, Athens, Ga.
- Griffey, Annie G., Assistant Superintendent of Schools, 8th and Louisiana Sts., Little Rock, Ark.
- Hammond, Vida, 7 N. E. 79th Ave., Portland, Ore.
- Harman, A. F., President, Alabama College, Montevallo, Ala.
- Harris, T. H., State Superintendent of Public Education, Baton Rouge, La.
- Helms, Walter T., Superintendent of Schools, Richmond, Calif.
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- Hope, James H., State Superintendent of Education, Columbia, S. C.
- Howard, C. A., State Superintendent of Public Instruction, Salem, Ore.
- Howell, C. M., Secretary, Oklahoma Education Association, 326 Key Bldg., Oklahoma City, Okla.
- Hunt, Lyman C., Superintendent of Schools, Burlington, Vt.
- Ireland, Elizabeth, State Superintendent of Public Instruction, Helena, Mont.
- Jacob, Walter, Jr., Principal, Emerson School, Plainfield, N. J.
- James, William Alonzo, Principal, Ball High School, Galveston, Texas
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- Joynes, Mrs. Edith B., Principal, Washington-Gatewood Schools, Norfolk, Va.
- Judd, Charles H., Dean, School of Education, University of Chicago, Chicago, Ill.
- Keating, J. F., Superintendent of District No. 20, Pueblo City Schools, Pueblo, Colo.
- Keller, J. A., State Superintendent of Education, Montgomery, Ala.
- Kersey, Vierling, State Superintendent of Public Instruction, Sacramento, Calif.
- Kirk, Mrs. Page, Western High School, Washington, D. C.
- Kirkpatrick, Lee, Superintendent of Schools, Paris, Ky.
- Lamb, L. H., Superintendent of Schools, Flint, Mich.
- Lamkin, Uel W., President, Northwest Missouri State Teachers College, Maryville, Mo.
- Lasher, William R., 3177 Bedford Ave., Brooklyn, N. Y.
- Lee, Charles A., Professor of Education, Washington University, St. Louis, Mo.
- Lefler, Millard C., Superintendent of Schools, Lincoln, Nebr.
- Lewis, Mrs. Inez Johnson, State Superintendent of Public Instruction, Denver, Colo.
- Libbee, Freda, 1117 Twenty-sixth Ave., Seattle, Wash.
- Lindsey, John C., Superintendent of Schools, Mitchell, S. D.
- Logan, Jack M., Superintendent, East Independent School District, Waterloo, Iowa.
- Long, Oren, Superintendent of Public Instruction, Honolulu, T. H.
- Longshore, W. T., Principal, Greenwood School, Kansas City, Mo.
- Loper, John D., Superintendent of Schools, Phoenix, Ariz.
- Lord, Charles E., Superintendent, School Union No. 69, Camden, Maine

- MacDonald, A. A., Superintendent of Schools, Sioux Falls, S. D.
- MacGregor, Effie, Principal, John Burroughs School, 2003 Aldrich Ave., South, Minneapolis, Minn.
- McClure, Worth, Superintendent of Schools, Seattle; Wash.
- McFarland, E. W., Department of Economics, Wayne University, Detroit, Mich.
- McMurray, Floyd I., State Superintendent of Public Instruction, Indianapolis, Ind.
- Mallory, Gertrude, Franklin High School, Los Angeles, Calif.
- Manning, C. G., Superintendent of Schools, District No. 1, Lewiston, Mont.
- Markham, W. T., State Superintendent of Public Instruction, Topeka, Kans.
- Melcher, George, Superintendent of Schools, Kansas City, Mo.
- Metcalf, J. L., Superintendent of Schools, Afton, Wyo.
- Moore, C. H., Superintendent of Schools, Clarksville, Tenn.
- Munro, P. M., Superintendent of Schools, Selma, Ala.
- Norton, John K., Teachers College, Columbia University, New York, N. Y.
- Novotny, E. L., Superintendent of Schools, Beatrice, Nebr.
- Patrick, W. Burton, Superintendent of Schools, Orange, N. J.
- Pence, W. G., Superintendent Fairfield Independent School District, Fairfield, Iowa
- Petty, W. C., County Superintendent of Schools, Waukegan, Ill.
- Pfaff, Caroline S., District Superintendent, New Orleans Public Schools, New Orleans, La.
- Phipps, W. E., State Commissioner of Education, Little Rock, Ark.
- Pinet, F. L., Secretary, Kansas State Teachers Association, 315 West Tenth St., Topeka, Kans.
- Powers, Sue M., Superintendent, Shelby County Schools, Memphis, Tenn.
- Priest, Charles H., Superintendent of City Schools, Carson City, Nev.
- Pringle, James N., Commissioner of Education, Concord, N. H.
- Prunty, Merle, Director of Personnel and the Extra-Curricular Division, Stephens College, Columbia, Mo.
- Putnam, Rex, Superintendent of Schools, Albany, Ore.
- Pye, Charles F., Secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines, Iowa
- Ranson, Mrs. R. E., Principal, Junior High School, High Point, N. C.
- Richmond, James H., President, Murray State Teachers College, Murray, Ky.
- Rickards, James S., Executive Secretary, Florida Education Association, Tallahassee, Fla.
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- Rockwell, John G., Commissioner of Education, St. Paul, Minn.
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- Rose, C. E., Superintendent of Schools, Tucson, Ariz.
- Rosier, Joseph, President, Fairmont State Teachers College, Fairmont, W. Va.
- Rowell, Virginia, 200 West 107th St., Los Angeles, Calif.
- Rule, James N., Principal, Langley High School, Pittsburgh, Pa.
- Russell, Charlotte, 448 West 62d St., Chicago, Ill.
- Saunders, Joseph H., Superintendent of Schools, Newport News, Va.
- Saxvik, H. O., Superintendent of Schools, Bismarck, N. D.
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- Smith, Harry P., Director of Research, Board of Education, Syracuse, N. Y.
- Smith, Payson, 1805 Beacon St., Brookline, Mass.
- Snodgrass, G. M., President, State Teachers College, La Crosse, Wis.
- Stahl, H. E., Superintendent of Schools, Claymont, Del.
- Stamp, Adele H., Dean of Women, University of Maryland, College Park, Md.
- Stanton, B. F., Superintendent of Schools, Alliance, Ohio
- Stetson, Paul, Superintendent of Schools, Indianapolis, Ind.
- Stilwell, H. W., Superintendent of Schools, Texarkana, Texas
- Sutton, Willis A., Superintendent of Schools, Atlanta, Ga.
- Taylor, Annie Kate, 4807 Gaston Ave., Dallas, Texas
- Taylor, Charles W., State Superintendent of Public Instruction, Lincoln, Nebr.
- Thompson, A. E., State Superintendent of Public Instruction, Bismarck, N. D.
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- Upham, Mrs. Margaret S., 211 Washington St., Cumberland, Md.
- Vaughan, John, State Superintendent of Public Instruction, Oklahoma City, Okla.
- Vincent, Wilbur D., Commissioner of Education, Boise, Idaho
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- Watson, Bruce M., Managing Director, Public Education and Child Labor Association of Pennsylvania, 1505 Race St., Philadelphia, Pa.
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- Capper, Arthur, U. S. Senate Office Building, Washington, D. C.
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- Chancellor, John, Assistant in Adult Education, American Library Association, 520 N. Michigan Ave., Chicago, Ill.
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- Grumman, R. M., Director, University Extension Division, University of North Carolina, Chapel Hill, N. C.
- Gwinn, J. M., 2206 Loma Vista, Pasadena, Calif.
- Hunter, Frederick M., Chancellor, Oregon State System of Higher Education, University of Oregon, Eugene, Ore.
- Hurrell, Arthur S., Director, Teacher Training Extension, Pennsylvania State College, State College, Pa.
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- Kohler, Katherine M., Director of Adult Education, Board of Education, Minneapolis, Minn.
- Landis, Benson Y., Associate Secretary, Federal Council of the Churches of Christ in America, 105 East Twenty-second St., New York, N. Y.
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- Lawson, Mrs. Roberta Campbell, President, General Federation of Women's Clubs, 1734 N. St. N. W., Washington, D. C.
- Mallery, Otto, 1427 Spruce St., Philadelphia, Pa.
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- Mengel, Levi W., Director, Reading Public Museum and Art Gallery, Reading, Pa.
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- Patterson, Mrs. Edith McClure, Saw Mill Road, Dayton, Ohio
- Robertson, Elizabeth Wells, Director of Art, Public Schools, Chicago, Ill.
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- Wardlaw, J. C., Director, Division of General Extension, University System of Georgia, Atlanta, Ga.
- Weisiger, Kendall, Educational Director, Southern Bell Telephone and Telegraph Company, Atlanta, Ga.
- Welch, F. A., Editor, *Midland Schools*, 415 Shops Bldg., Des Moines, Iowa
- Woll, Matthew, Third Vicepresident, American Federation of Labor, Room 1505, 1440 Broadway, New York, N. Y.
- Zook, George F., President, American Council on Education, 744 Jackson Place, Washington, D. C.

COMMITTEE ON NECROLOGY

(Authorized by Bylaws)

Tempel, H. V., Chairman; Principal, High School, Shelbyville, Ky.

Allen, Charles F., Principal, West Side Junior High School, Little Rock, Ark.

Anderton, Marion K., Lyman Golf Junior High School, 77 Dexterdales Road, Pawtucket, R. I.

Baldrige, Chloe, Director of Rural Education, State Department of Education, Lincoln, Nebr.

Bays, John A., Harris Teachers College, St. Louis, Mo.

Bentz, M. S., Superintendent, Cambria County Schools, Ebensburg, Pa.

Bertelson, Matilda, 915 10th Ave., North, Fargo, N. Dak.

Burgoon, A. L., Superintendent of Schools, Diamondville, Wyo.

Burnham, Ernest, Western State Teachers College, Kalamazoo, Mich.

Calwell, Nelle, Secretary, West Tennessee State Teachers College, Memphis, Tenn.

Carson, Mrs. Louis G., Beaufort, S. C.

Chidester, June, Superintendent, Jefferson County Schools, Fairfield, Iowa

Denman, George E., Superintendent of Schools, Burley, Idaho

Dodd, M. R., Assistant Superintendent, Kanawha County Schools, Charleston, W. Va.

Doherty, Helen F., Junior High School, Portsmouth, N. H.

Fowler, Lotta, Lloyd Street School, Milwaukee, Wis.

Frazier, Maude, Superintendent of Schools, Las Vegas, Nev.

Garrett, Paul E., Kodiak, Alaska.

Gray, M. P., Woodlawn High School, Birmingham, Ala.

Guthrie, A. B., Principal, Teton County High School, Choteau, Mont.

Hodges, J. H., Principal, Elementary School, 1142 N. Main St., Tulsa, Okla.

Hunkins, R. V., Superintendent of Schools, Lead, S. Dak.

James, W. A., Principal, Ball High School, Galveston, Texas

Kennedy, Mary E., Kindergarten Principal, 20 South St., Waterbury, Conn.

Kimball, Florence, Roosevelt High School, Minneapolis, Minn.

King, Mrs. Ethel, Public Schools, West Palm Beach, Fla.

Learned, Welthea, 853-A East 3rd South, Salt Lake City, Utah

Lind, Nellie V., Principal, Stedman School, Denver, Colo.

Lovejoy, Ida May, President, San Diego City Teachers Association, 601 Commonwealth Bldg., San Diego, Calif.

MacFadden, John W., High School, Dover, Del.

Martin, Elizabeth, Terwilliger School, Portland, Ore.

Massey, Louise, 3010 West Ave., Newport News, Va.

McCullum, J. R., Principal, Fourth Ward School, Albuquerque, N. Mex.

McSkimmon, Mary, 205 Tappan St., Brookline, Mass.

Merriman, San Lorenzo, Principal, Normal School, Presque Isle, Maine

Mitchell, Helen A., Elementary School, Phillipsburg, N. J.

Moncla, S. A., Supervisor of Schools, Saint Landry Parish, Opelousas, La.

Morrill, Alice M., Director of Student Teaching, Castleton, Vt.

Mossman, Rebecca, Kauluwela School, Honolulu, T. H.

Obie, Phyllis, Superintendent of County Schools, Hutchinson, Kans.

Patterson, O. F., Assistant Superintendent of Public Instruction, 401 Centennial Bldg., Springfield, Ill.

Rouse, Laurance T., Principal, High School, Bisbee, Ariz.

Schultz, Louise, 901 Pennsylvania Ave., Columbus, Ohio

Sherrard, John P., 141 Parkside Ave., Buffalo, N. Y.

Taylor, W. N., Secretary, Mississippi Education Association, Jackson, Miss.

Thompson, M. E., State School Supervisor, Americus, Ga.

Wagoner, Ada L., 2101 New Hampshire Ave., N. W., Washington, D. C.

Weir, D. T., Assistant Superintendent of Schools, Indianapolis, Ind.

Williams, Helen Irene, Lowell School, 3320 Mt. Baker Blvd., Seattle, Wash.

Wilson, Mrs. A. R., Principal, Lakewood School, Durham, N. C.

Young, Dorothy O., Bethesda-Chevy Chase Junior High School, Bethesda, Md.

COMMITTEE ON RESOLUTIONS

(Authorized by Bylaws)

Hinrichs, Amy, Chairman; Principal, Audubon School, 428 Broadway, New Orleans, La.

Andreen, F. B., New Ulm, Minn.

Bowman, C. H., Douglas, Alaska

Church, Beulah C., 141 Elm St., Marblehead, Mass.

Clark, Harry, Superintendent of Schools, Knoxville, Tenn.

Clarke, M. J., Superintendent of Schools, Ely, Nev.

Coates, J. P., Secretary, South Carolina Education Association, 1218 Senate St., Columbia, S. C.

Condie, John W., State Superintendent of Public Instruction, Boise, Idaho

Dunn, Mindael E., Patterson Junior High School, Baltimore, Md.

DuShane, Donald, Superintendent of Schools, Columbus, Ind.

Early, J. J., Superintendent of Schools, Sheridan, Wyo.

Ebaugh, A. R., Starr School, W. 13 Mile & Devon Roads, Royal Oak, Mich.

Ford, Elizabeth, Supervisor of Elementary Schools, 70 Spring St., Woonsocket, R. I.

Grove, Frank L., Secretary, Alabama Education Association, Montgomery, Ala.

Hall, W. F., State Supervisor of Elementary Schools, Department of Education, Little Rock, Ark.

Hamilton, Norman, Principal, High School, Price, Utah

Harding, Mrs. Jennie, Junior and Senior High School, Stockton Springs, Maine

Heatwole, C. J., Executive Secretary, Virginia Education Association, 401 North Ninth St., Richmond, Va.

Hopkins, Mary M., School No. 14, Elizabeth, N. J.
 Hunt, R. L., Superintendent of Schools, Madison, S. Dak.
 Ivy, H. M., Superintendent of Schools, Meridian, Miss.
 Kincaid, William A., Superintendent of Schools, Montpelier, Vt.
 Larson, Emil L., Professor of Education, University of Arizona, Tucson, Ariz.
 Law, Frederick Houk, Stuyvesant High School, 345 East 15th St., New York, N. Y.
 McCormick, Elizabeth, Principal, Timothy O. Howe School, Superior, Wis.
 McDonnell, Alberta, Lincoln High School, Tacoma, Wash.
 Markham, W. T., State Superintendent of Public Instruction, Topeka, Kans.
 Marsh, J. F., President, Concord State Teachers College, Athens, W. Va.
 Miller, Charles S., President, State Teachers College, Slippery Rock, Pa.
 Mock, Lulu, 1921 Park, Ave., Dallas, Texas
 Olson, Mrs. Clara M., P. K. Yonge Laboratory School, University of Florida, Gainesville, Fla.
 Pope, D. N., Superintendent of Schools, Roswell, N. Mex.
 Powers, J. Orin, George Washington University, Washington, D. C.
 Ranson, Mrs. R. E., Principal, Junior High School, High Point, N. C.
 Richmond, James H., President, Murray State Teachers College, Murray, Ky.

Rock, Margaret, Teacher Training School, 118 Lenox Ave., Bridgeport, Conn.
 Rost, Grover F., 912 N. Wheeler, Grand Island, Nebr.
 Rue, Judith, 711 Avenue A, Bismarck, N. Dak.
 Rueben, Mrs. Helen M., 4817 N. Sawyer Ave., High School, Chicago, Ill.
 Sanford, S. V., Chancellor, University System of Georgia, Athens, Ga.
 Skinner, Kate, 916-2nd Ave., North, Ft. Dodge, Iowa.
 Smith, Elphe K., President, Grade Teachers Association, Terminal Sales Bldg., Portland, Ore.
 Stanton, B. F., Superintendent of Schools, Alliance, Ohio
 Stouffer, S. M., Superintendent of Schools, Wilmington, Del.
 Thompson, Elizabeth M., Public Schools, Colebrook, N. H.
 Threlkeld, A. L., Superintendent of Schools, Denver, Colo.
 Tucker, Mrs. Maude, Principal, Kalihiwarna School, Honolulu, T. H.
 Williams, D. S., Superintendent of Schools, Bozeman, Mont.
 Winkelman, Mathilda, Hadley Vocational School, St. Louis, Mo.
 Withrew, Mrs. Ada V., 129 Page St., San Jose, Calif.
 Zaneis, Kate Galt, President, Southeastern State Teachers College, Durant, Okla.

COMMITTEE ON RETIREMENT ALLOWANCES

(Authorized by Representative Assembly)

Executive Committee

Brookes, M. Emma, Chairman; Principal, Miles-Cranwood Schools, Cleveland, Ohio
 Plenzke, O. H., Executive Secretary, Wisconsin Education Association, Insurance Bldg., Madison, Wis.
 Roch, Jennie, Secretary-Treasurer, National Council of Teachers Retirement Systems, New Orleans, La.
 Shanley, Dorothy M., Secretary, State Teachers Retirement Board, Hartford, Conn.
 Shaw, Albert M., Post Office Box 885, Arcade Annex, Los Angeles, Calif.
 Adair, Cornelia, 3208 Hawthorne St., Richmond, Va.
 Aiken, Georgia W., Hotel Alms, Walnut Hills, Cincinnati, Ohio
 Allison, Laura L., Vicepresident, Texas Classroom Teachers Association, 1807 East Ave., Austin, Texas
 Baish, H. H., Secretary, Public School Employees' Retirement Board, State Department of Public Instruction, Harrisburg, Pa.
 Bastian, Mamie S., Principal, Crockett School, 812 Bell Ave., Houston, Texas
 Bennett, Mrs. Jennie, 851 North First St., Raton, N. Mex.
 Berg, P. S., Secretary, North Dakota Teachers' Retirement Fund, Dickinson, N. Dak.
 Bickford, Charles W., Superintendent of Schools, Lewiston, Maine
 Bray, Mildred, Executive Secretary, Public School Teachers Retirement Salary System, Carson City, Nev.
 Brown, Daisy, Teachers' Retirement Fund, 407 South Sixth St., Stillwater, Minn.
 Carleton, E. F., Secretary-Treasurer, Oregon State Teachers Association, 602-603 Studio Bldg., Portland, Ore.

Clarida, R. O., Assistant Secretary, Illinois State Teachers' Pension and Retirement Fund, Springfield, Ill.
 Clifford, J. M., Secretary, Michigan Teachers' Retirement Fund Board, Michigan Education Bldg., Lansing, Mich.
 Cole, Elva E., Executive Secretary, Teachers' Retirement Fund, Olympia, Wash.
 Collins, M. D., State Superintendent of Schools, Atlanta, Ga.
 Cook, John H., Head, Department of Education, Woman's College, University of North Carolina, Greensboro, N. C.
 Davis, Deborah, Boise High School, Boise, Idaho
 Davis, Mrs. Jane A., 1013 Horatio St., Tampa, Fla.
 Davoren, John L., President, Teachers' Civic League of Massachusetts, 4 Prentice Ave., Milford, Mass.
 Force, Anna Laura, Principal, Lake Junior High School, Denver, Colo.
 Gridley, E. G., Chairman, State Retirement Committee, California Teachers Association (Bay Section), Room 1, 2163 Center St., Berkeley, Calif.
 Hall, Sidney B., State Superintendent of Public Instruction, Richmond, Va.
 Higbie, E. C., President, Wilson Teachers College, Washington, D. C.
 Hite, Mary Eva, Elementary Supervisor, Colleton County Schools, Walterboro, S. C.
 Hougham, Robert B., Executive Secretary, Indiana State Teachers' Retirement Fund Board, 310 State House, Indianapolis, Ind.
 Jackson, Walter M., Principal, Selma High Schools, Selma, Ala.
 Johnson, Lillian M., Principal, Patrick Henry School, Norfolk, Va.
 Kershner, W. E., Secretary, Ohio State Teachers Retirement System, Ohio State Savings Bldg., Columbus, Ohio

- Ketcham, Miss Marion H., Assistant Secretary, Public School Teachers' Retirement Salary Fund Board, State Department of Education, Sacramento, Calif.
- Knutson, K. J., Secretary, Seattle Teachers Retirement Fund, 843 Central Bldg., Seattle, Wash.
- Lafleur, J. D., Principal, Ville Platte High School, Ville Platte, La.
- Lantman, E. G., Executive Secretary, New York State Teachers Retirement Board, 152 Washington Ave., Albany, N. Y.
- Locke, David B., Chairman, Teachers' Retirement Board, State of Vermont, Waits River, Vt.
- Longstreet, R. J., Supervising Principal, Daytona Beach Public Schools, Daytona Beach, Fla.
- McCormick, Elizabeth, Principal, Timothy O. Howe School, Superior, Wis.
- McQuilkin, D. E., Superintendent of Schools, Roanoke, Va.
- Marsh, Arthur L., Executive Secretary, Washington Education Association, 707 Lowman Bldg., Seattle, Wash.
- Medinger, Mildred, Secretary, Maryland State Teachers' Retirement System, 2004 Lexington Bldg., Baltimore, Md.
- Merriman, Mrs. Charlotte L., Secretary, Teachers' Retirement Board, State of Vermont, Montpelier, Vt.
- Mooney, W. B., Secretary, Colorado Education Association, 230 Coronado Bldg., Denver, Colo.
- Naumann, A. I., Principal, Davenport High School, Davenport, Iowa
- New, Wilson, Principal, Christenberry Junior High School, Knoxville, Tenn.
- Price, E. D., Superintendent of Schools, Stillwater, Okla.
- Prichard, Dorcas, Dean of Women, Fairmont State Teachers College, Fairmont, W. Va.
- Pyrtle, E. Ruth, Principal, Bancroft School, Lincoln, Nebr.
- Schimmel, C. F., Accountant, State Retirement System, State Capitol, Madison, Wis.
- Shaw, Reuben T., 1327 Real Estate Trust Bldg., Philadelphia, Pa.
- Shilling, John, Assistant in Charge of Secondary Schools, State Department of Education, Dover, Del.
- Sifert, E. R., Principal, Central High School, Oklahoma City, Okla.
- Speer, Owen D., Chairman, Teachers Retirement Committee, Montana Education Association, Deer Lodge, Mont.
- Smith, Mrs. Constance F., Chairman, Teacher Retirement Committee, Arizona Education Association, Superintendent, Pima County Schools, Tucson, Ariz.
- Steele, William H., Colorado Springs High School, Colorado Springs, Colo.
- Taylor, J. L., Superintendent of Schools, Searcy, Ark.
- Thalman, John W., Superintendent, Waukegan Township High School, Waukegan, Ill.
- Thornburg, Mrs. Winnie, Principal, Woodland School, Wichita, Kans.
- Towler, E. D., Principal, Astoria High School, Astoria, Ore.
- Turk, Genevieve, Principal, Scarritt School, Kansas City, Mo.
- Walby, Mary A., Secretary, Board of Insurance & Annuity, 119 East Maxwell St., Lexington, Ky.
- White, H. E., Executive Secretary, State Teachers Retirement Fund, State Office Bldg., St. Paul, Minn.
- Wood, John A., 3d, Secretary, Teachers' Pension and Annuity Fund, 1012 Trenton Trust Bldg., Trenton, N. J.

COMMITTEE OF SEVEN ON REORGANIZATION OF THE NEA

(Authorized by Representative Assembly)

- Oberholtzer, E. E., Chairman, Superintendent of Schools, Houston, Texas
- Adair, Cornelia S., 3208 Hawthorne St., Richmond, Va.
- Lord, Daisy, 1027 West Main St., Waterbury, Conn.
- Merrill, Birdine, Shattuck School, Portland, Ore.
- Moore, Robert C., Secretary, Illinois State Teachers Association, Springfield, Ill.
- Shaw, Reuben T., 1327 Real Estate Trust Bldg., Philadelphia, Pa.
- Taylor, William S., Dean, School of Education, University of Kentucky, Lexington, Ky.

COMMITTEE ON SOCIAL-ECONOMIC GOALS OF AMERICA

(Special Committee)

- Kelly, F. J., Chairman; Chief, Division of Higher Education, U. S. Office of Education, Washington, D. C.
- Dewey, John, Teachers College, Columbia University, New York, N. Y.
- Marshall, Leon C., 722 Jackson Place, Washington, D. C.
- Moore, Robert C., Secretary, Illinois State Teachers Association, Springfield, Ill.
- Ross, E. A., University of Wisconsin, Madison, Wis.

COMMITTEE ON TENURE FOR TEACHERS

(Authorized by Representative Assembly)

Executive Committee

- DuShane, Donald, Chairman; Superintendent of Schools, Columbus, Ind.
- Dahl, Mrs. Myrtle Hooper, 312 South Eighth St., Minneapolis, Minn.
- Irizarry, Oscar B., Central High School, Tulsa, Okla.
- Jelinek, Frances, Room 150, Wisconsin Hotel, Milwaukee, Wis.
- Keenan, Robert C., Principal, Drake Public School, 2641 Calumet Ave., Chicago, Ill.
- Kingan, J. Constance, High School, Royal Oak, Mich.
- O'Connor, Mary Elizabeth, Supervisor of Elementary Schools, Natick, Mass.
- Adair, Cornelia S., 3208 Hawthorne St., Richmond, Va.
- Aiken, Georgia W., Hotel Alms, Walnut Hills, Cincinnati, Ohio

- Applegate, Mrs. Stella S., 304 Stacy-Trent Hotel, Trenton, N. J.
- Bailey, Francis L., Commissioner of Education, Montpelier, Vt.
- Baker, Mary A., 2670 Harrison St., Davenport, Iowa
- Balliette, R. E., Superintendent of Schools, Platteville, Wis.
- Banting, G. O., Superintendent of Schools, Waukesha, Wis.
- Bechtold, R. H., Longfellow Elementary and Junior High School, Flint, Mich.
- Booth, C. L., Superintendent of Schools, Pasco, Wash.
- Bowden, A. O., Department of Anthropology, University of Southern California, Los Angeles, Calif.
- Boyum, Mrs. Louise, Principal, Punene School, Punene, Maui, T. H.
- Brown, Florence E., 223 South Second Ave., Mount Vernon, N. Y.
- Cameron, Ernest T., 935 North Washington Ave., Lansing, Mich.
- Capps, A. G., University of Missouri, Columbia, Mo.
- Carr, A. T., Principal, Nathan Hale Junior High School, Cleveland, Ohio
- Cocking, Floyd W., 3315 Belle Isle Drive, San Diego, Calif.
- Cody, Frank, Superintendent of Schools, Detroit, Mich.
- Cook, Katherine, 912 West 23d St., Austin, Texas
- Couch, Edward B., 1133 North Everett St., Glendale, Calif.
- Dann, George J., Superintendent of Schools, Oneonta, N. Y.
- Davison, George Millard, Principal, Abraham Lincoln Junior High School, Brooklyn, N. Y.
- Davoren, John L., President, Teachers' Civic League of Massachusetts, 4 Prentice Ave., Milford, Mass.
- DeCamp, John A., Superintendent of Schools, Utica, N. Y.
- Dick, L. C., Superintendent, Madison County Schools, London, Ohio
- Dickinson, Florence M., Assistant Principal, Bonsall School, Haddonfield, N. J.
- Drake, Flora E., 2230 Brookside Ave., Indianapolis, Ind.
- Eakin, Myrl I., 518 Shady Ave., Pittsburgh, Pa.
- Early, John J., Superintendent of Schools, Sheridan, Wyo.
- Eubank, L. A., Dean, State Teachers College, Kirksville, Mo.
- Evans, C. Ray, Principal, North Summit High School, Coalville, Utah
- Everett, Ralph W., Sacramento Junior College, 2740 Portola Way, Sacramento, Calif.
- Gayman, H. E., Pennsylvania State Education Association, 400 North Third St., Harrisburg, Pa.
- Gerber, R. A., Superintendent of Schools, Sidney, Mont.
- Gilligan, James R., Superintendent of Schools, Dunmore, Pa.
- Greer, H. G., Superintendent, Monroe County Schools, Monroeville, Ala.
- Grieder, Theodore, G., Superintendent of Schools, Winslow, Ariz.
- Hale, Mrs. Gertrude, 58 Lewis St., Athol, Mass.
- Hart, Harry T., Principal, Stevens School, Stamford, Conn.
- Havens, Kathryn C., 129 Allen Place, Hartford, Conn.
- Heckman, Elsie M., Adviser of Girls, Allentown High School, Allentown, Pa.
- Hendricks, Lorene, 1245 Jefferson St., Boise, Idaho
- Hinman, Harriett L., Supervisor of Research and Instruction, Board of Education, Toledo, Ohio
- Holley, Ella J., Rural Supervisor for New Castle County Schools, Wilmington, Del.
- Howard, Homer, P. K. Yonge Laboratory School, University of Florida, Gainesville, Fla.
- Humphreys, Pauline A., State Teachers College, Warrensburg, Mo.
- Ireland, E. W., Superintendent of Schools, Stratford, Conn.
- Jacobs, Clara M., Department of Educational Research, District #1, Pueblo, Colo.
- Johnson, Leslie W., Garfield High School, Seattle, Wash.
- Kittrell, Charles A., Superintendent of Schools, West Waterloo, Iowa
- Kohn, Charlotte, Principal, School Department, Wisconsin Orthopedic Hospital for Children, Madison, Wis.
- Lively, Mrs. Emery C., 2900 Prytania St., New Orleans, La.
- Lord, Mary A., North Junior High School, Sioux City, Iowa
- Loser, Paul, Superintendent of Schools, Trenton, N. J.
- Lozo, John P., Principal, Senior High School, Reading, Pa.
- MacLaren, Roland T., Principal, George Washington School, Williamsport, Pa.
- McConnell, John Preston, President, State Teachers College, East Radford, Va.
- McDonald, Ralph W., Box 431, Salem College Station, Winston-Salem, N. C.
- Miller, Fred B., Superintendent of Schools, Normandy, Mo.
- Moore, Mrs. Clarence, Principal, High School, Osceola, Ark.
- Muller, Edgar, Principal, Westlake Junior High School, 3909 Linwood Ave., Oakland, Calif.
- New, Wilson, Principal, Christenberry Junior High School, Knoxville, Tenn.
- Nicely, O. W., Room 54, Y. M. C. A., Indianapolis, Ind.
- Nissen, S. B., Editor, *South Dakota Education Journal*, Perry Bldg., Sioux Falls, S. Dak.
- O'Rourke, Catherine, 3057 West Jackson Blvd., Chicago, Ill.
- Plenzke, O. H., Executive Secretary, Wisconsin Education Association, Insurance Bldg., Madison, Wis.
- Roe, Warren A., Principal, Alexander Street School, Newark, N. J.
- Roland, H. M., Superintendent of Schools, Burlington, N. C.
- Schantz, C. W. W., Superintendent, Smyrna Special School District, Smyrna, Del.
- Shawkey, M. P., Morris Harvey College, Kanawha County Public Library Bldg., Charleston, W. Va.
- Sheehan, Mary A., Viceprincipal, Washington High School, Rochester, N. Y.
- Shepherd, Grace M., 803 North Mulberry St., Maryville, Mo.
- Snyder, Mrs. Barbara B., St. Helens, Ore.
- Stiles, Chester D., Superintendent of Schools, Westfield, Mass.
- Strickland, Rosa, Principal, Powell School, Birmingham, Ala.
- Thompson, Oliver Scott, Superintendent, Compton Union District Secondary Schools, Compton, Calif.
- Tigert, John J., President, University of Florida, Gainesville, Fla.
- Vance, Mrs. Una E., 2223 Routt St., Pueblo, Colo.
- Weeks, Zoraida, 506 Main St., Oneida, N. Y.
- Wilson, Mrs. A. R., Principal, Lakewood School, Durham, N. C.
- Wilson, Josephine, 2221 Beverly Drive, Dallas, Texas
- Wolaver, Florence E., 1734 Orrington Ave., Evanston, Ill.

MINUTES OF THE SIXTEENTH REPRESENTATIVE
ASSEMBLY

Portland, Oregon, June 28-July 2, 1936

First Business Session, Tuesday Morning, June 30, 1936

The first business session of the Representative Assembly convened at 9:30 a. m. in the Civic Auditorium. The invocation was delivered by the *Reverend J. Hudson Ballard* of the First Presbyterian Church, and the first business session was opened.

President Agnes Samuelson: All persons who are to give committee reports on this program, please come to the platform so we may lose no time when their names are called. The committees to be called upon are the following: Credentials, Bylaws and Rules, Order of Business, Minutes of the Denver meeting, Amending the Charter, Reorganization and Amendments to the Bylaws, and Elections. Will those persons come immediately to the platform?

Mr. Fitzgerald will now report for the Committee on Credentials.

Mr. J. E. Fitzgerald (Iowa): The Credentials Committee met June 29, 1936, in the Civic Auditorium, with 31 states represented. *Miss Chase*, reporting for the Secretary's Office, stated that 1131 delegates had registered. This is 57 more than we had last year at the Denver meeting. All states having paid their 1936 dues, it was recommended that all properly certified delegates be seated.

It was also recommended that the delegates registering later be seated, if properly certified.

A subcommittee consisting of *Morton Walker*, Kentucky; *E. L. Holton*, Kansas; *H. M. Hill*, Oklahoma; *Virginia Wenner*, Maryland; and *Rita Murphy*, North Dakota, was appointed to attend to questions of the eligibility of the above-mentioned delegates. I move the adoption of the report.

(Motion seconded.)

President Samuelson: Is there discussion on the motion? (No reply.)

The question is, Shall the report be adopted? All in favor will vote "aye"; those opposed will vote "no."

The ayes have it, and the report is adopted.

I call now for the report of the Committee on Bylaws and Rules, *Miss Adair*.

Miss Cornelia S. Adair (Virginia): I would like for you to take your Manual for Delegates and turn to page 6. I believe if you cannot hear me distinctly, that will help.

"Rules of Procedure for Conduct of Business in the Representative Assembly" as suggested by the Committee on Bylaws and Rules:

1. Each state delegation shall elect a chairman. In the absence of a delegate, only an alternate shall take his place, and when there is more than one alternate of a state or local affiliated association the delegates of that association shall select the alternate to act. (This pertains to the organization of each state delegation, the first step being that each delegation shall elect a chairman.)

2. There shall be not more than one nominating speech and two seconding speeches for any one candidate. Nominating speeches shall be limited to five minutes and seconding speeches to two minutes each. There may be any number of seconds to nominations so long as there are only two seconding speeches.

3. No member shall speak in debate more than twice during the same day to the same question, or longer than five minutes at one time, unless permission is granted by a majority vote of the Representative Assembly at that session.

4. All resolutions and all motions submitted for consideration in the reports of officers, boards, or committees shall be in writing and shall be signed by the maker and the seconder.

5. Resolutions for the Committee on Resolutions must be in the hands of the Committee not later than noon of the second day of the convention, and such notice shall appear in the Manual for Delegates and announcement be made by the executive secretary on the first and second mornings of the convention.

6. The printed copies of the report of the Committee on Resolutions shall be in the hands of the delegates twenty-four hours before they are voted upon.

7. All morning sessions of the Assembly shall be exclusively business meetings.

I shall offer a substitute for the first part of 8, our parliamentarian having ruled that in the matter of amendments to the charter and bylaws, we may not use the secret ballot because the reason for using a ballot is that your vote may be secret and in discussion on the charter and bylaw amendments, you must express yourselves. Therefore, I offer in place of No. 8 this resolution:

8. In all voting on amendments to the charter and on all amendments to the bylaws, except where unanimous consent is given by the Representative Assembly, state delegations may vote by ballot. The result shall be announced by the chairman of each delegation as the roll of states is called.

We wish to add also to No. 8 the following:

In the 1936 session, any committee proposing an amendment to the charter or bylaws shall include in its report the form and wording of the ballot to be used.

The reason for that is that any committee would be more familiar with the technicalities involved in its recommendation than we on the floor would be.

The last rule, No. 9:

9. There shall be an official parliamentarian to whom questions may be directed thru the presiding officer only.

I move the adoption of this report as the Rules of Procedure for this Representative Assembly.

(Motion is seconded by a delegate on the floor.)

President Samuelson: Is there any discussion? (No reply.)

All in favor of the motion will vote "aye"; those opposed will vote "no." The ayes have it, and the report is adopted.

I shall ask our executive secretary, *Mr. Willard E. Givens*, to present the Order of Business.

Secretary Givens: The Order of Business is printed in the Official Program. It will be in order for someone to move that the Order of Business as printed be approved and adopted for this convention.

President Samuelson: I shall entertain such a motion.

Mr. J. D. Williams (Alabama): I move the Order of Business be adopted as set forth in this program.

Mr. Rush M. Caldwell (Texas): I second the motion.

President Samuelson: All in favor of the motion will vote "aye"; those opposed will vote "no." The ayes have it. The Order of Business has been unanimously adopted.

I call now for the Minutes of the Denver meeting, and I recognize *Mr. Givens*, again.

Secretary Givens: The Minutes and Proceedings of the Denver meeting were printed and distributed thruout the country after the last convention; therefore, it will be in order to approve those Minutes as printed by the National Education Association.

Mr. A. L. Knoblauch (Michigan): I move the adoption of the Minutes as printed.

(Motion is seconded by a delegate on the floor.)

President Samuelson: The question is on the adoption of the Minutes of the Denver convention which you have found in your envelopes. Is there discussion? (No reply.)

All in favor of the motion will vote "aye." Those opposed will vote "no." The ayes have it, and the Minutes are adopted unanimously.

Before consideration of the next report, I should like to have you meet and know our parliamentarian, who is to officiate during this convention, the *Honorable C. A. Bottolfsen*, former Speaker of the House of Representatives of the state of Idaho, and a man who has had considerable experience in parliamentary procedure, in

newspaper work, and in public service activities. He has consented to serve as our parliamentarian, and I would like to introduce him to you at this time.

(*Mr. Bottolfsen* bowed in acknowledgment.)

President Samuelson: Will you say a few words?

Mr. Bottolfsen: No, thank you.

President Samuelson: The next order of business is the report of the Committee on Amending the Charter. I call, first, for the recommendations. As you know, our bylaws require that the reports of special committees be submitted to the Executive Committee and the Executive Committee sends its recommendations to the Board of Directors; the Board of Directors considers the report and sends its recommendations to the Representative Assembly.

I call, first, for the recommendations of the Board of Directors on the report of the Committee on Amending the Charter. *Mr. Cram* has consented to give this report.

(The report is printed on page 817 of this volume.)

Mr. Fred D. Cram (Iowa): The Executive Committee examined the report of the Committee on Amending the Charter and made its report to the Board of Directors; the Board of Directors, after giving the matter thoro consideration, desires to make the following motion:

I move to amend Issues 8 and 9 of the printed report of the Committee on Amending the Charter which you have in your hands, 1936 Portland meeting, by combining said Issues 8 and 9 into a paragraph to be made a part of Section 7 of the charter and to read as follows:

The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years and the president of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they are elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

This motion is made by *Fred D. Cram*, of Iowa, director for that state, and is seconded by *H. Claude Hardy*, director for New York, both of whom are members of the Board of Directors of this organization and both of whom are members of the Committee on Amending the Charter.

President Samuelson: You have heard the motion. The question is on the adoption of this motion. It has been moved and seconded. I now recognize *Mr. Shaw*.

Mr. Reuben T. Shaw (Pennsylvania): I offer at this time a substitute motion which reads as follows:

"I move that we proceed to a consideration of the report of the Committee on Amending the Charter." This motion is signed by myself and seconded by *Samuel D. Parry*, a delegate.

President Samuelson: The question is on the adoption of the substitute motion which has been made by *Mr. Shaw* and seconded by *Mr. Parry*. *Mr. Shaw* has the floor.

Mr. Shaw: I hope that you will adopt the motion in order that you, as the Representative Assembly, may have the opportunity to pass upon the details of the report.

I wish to emphasize at the very outset that it is not intended in any way to oppose the proposed change represented by the motion just offered by *Mr. Cram*.

The issue, as I understand it, set forth in 8 and 9, represents, as indicated in the report, action taken by the Representative Assembly at Denver and is not, primarily, a part of the recommendations of this report at all. It is a matter which should be considered on its own merits. The report of the Committee on Amending the Charter, and the motion which I have just offered and urge upon you, do not present any barrier.

Now, if you will adopt this particular substitute motion, as I understand it, you will not in any way indicate that you either approve of any recommendation contained

in our report or disapprove any recommendation, nor will you approve or reject the recommendation offered by *Mr. Cram*.

It will merely provide the opportunity to bring this report clearly before you and to give you an opportunity to pass upon it on its own merits.

I would like to address a question to the parliamentarian.

President Samuelson: You may.

Mr. Shaw: In offering the preliminary debate, I would like to ask that I may be allowed to close the debate.

President Samuelson: You have that right. Does anyone here care to speak against this motion?

Mr. Cram: Those of you who were in the Assembly last year will remember that under the leadership of *Mr. Saunders* the recommendation of the Committee on Amending the Charter was not accepted, so far as Section 7 of the charter is concerned. That section was retained, and the report of the Committee on Amending the Charter this year is in line with that action. Section 7 is not interfered with.

When the smoke of battle had cleared away, we discovered that we had an inconsistency—even those who are old war-horses in the organization had not discovered it. I believe that the credit should go to *Dean Smith*, last year's president, for seeing, first, that something would have to be done to reconcile contradictory parts of our action at Denver.

As the result, the Committee on Amending the Charter proceeded to see what could be done. The attorney worked out a clause that he suggested would bring about the required connection there but the Executive Committee was not satisfied with that. As a result of our deliberations, the Executive Committee and the Board of Directors made this motion, that we go back to Section 6, a part of which was voted out of the charter last year, and reincorporate the last part, last paragraph of Section 6, as I have read it to you this morning, putting it over in Section 7, so that the Board of Trustees will continue to be a board of five members elected as it is now. We feel that we should have this as a further guarantee of the permanency of the Permanent Fund.

We are not willing to permit the selection of the Board of Trustees to become haphazard at the hands of politics and we desire very much to preserve the present system of election, and that is the reason for this suggestion and this report of the Executive Committee.

The question before you, then, is one of preserving the present system of election of the Board of Trustees.

President Samuelson: Does anyone else wish to speak to the motion?

Mr. Robert C. Moore (Illinois): As a member of the Committee on Reorganization of the National Education Association, which worked in close cooperation with the Committee on Amending the Charter, and which Committee usually by unanimous vote made the same recommendation or recommended the adoption of the changes in the report of the Committee on Amending the Charter, I feel that I ought to speak briefly to the question at this time.

In the first place, for the Committee, I want to say that we did not see the inconsistency in leaving Section 7 as it was and as it is, for the protection of the Permanent Fund and the manner of election or the transfer of the election to the bylaws, leaving that election just as it is now.

There were some things in this charter concerning the number on the Board of Trustees and their election that at some time this Representative Assembly might want to change, and transferring that to the bylaws would have nothing necessarily to do with the management of the Fund by that Board of Trustees. Therefore, we failed to see the inconsistency.

We believe that since the trustees are now elected and would be elected under the new plan or under the change which was recommended by the Committee, certainly it would be safe either way, and we would get out of the charter those things which should be in the bylaws and which are, really, bylaw material.

Now, as I understand it, if you defeat the motion made by *Mr. Shaw* and adopt the motion recommended by the Board of Directors, the ruling will be that such action

ends the whole matter of amending the charter, at least as far as this session of the Representative Assembly is concerned; and the two years' work by the Committee on Amending the Charter in cooperation with the Committee on Reorganization will have been practically lost; and, also, all the votes taken last year by this body will have been lost.

We have no objection, I believe, as members of the Committees to adopting the substance of the motion by the Board of Directors; but we protest against that motion being made a *substitute* motion to prevent further action on the report of the Committee.

President Samuelson: Miss Adair.

Miss Adair: I, too, am a member of the Committee on Reorganization. I think, perhaps, I misunderstood the former speaker when he said that if *Mr. Shaw's* motion were lost, the work of the two Committees would be lost.

It is my belief that should the recommendation of the Board of Directors and the Executive Committee prevail, there is no reason why the charter may not be amended at the coming session of Congress.

The reason for the recommendation, the substitution, the change from the Denver motion, was a misunderstanding that arose in regard to the retention of part of Section 6 with 7 in the charter.

Should the vote prevail for the recommendation of the Executive Committee and *Mr. Shaw's* motion be lost, there is no reason in the world why we may not proceed with our simplified charter.

Mr. W. A. Walls (Ohio): I want to ask a question thru you, *Madam Chairman*, of the parliamentarian.

If this motion prevails as recommended by the Board of Trustees—Board of Directors—does it not mean that we will confirm everything that the Representative Assembly discussed and decided upon last year and which seems to me that this Committee is now attempting to defeat by this motion?

I would like the parliamentarian to answer whether this does not confirm the motion that has been made by the Board of Directors, and ratifies everything we did at Denver last year.

President Samuelson: Do you understand the question?

Mr. C. A. Bottolfsen (Parliamentarian): I shall rule that the question now before the Assembly reconsiders the action taken at Denver; if this motion prevails, then the action taken at Denver is once more before the Assembly.

Mr. Walls: Which motion?

Mr. Bottolfsen: The substitute motion now before the Assembly and being debated. If this motion is rejected, then the original motion comes before the Assembly.

Mr. Walls: The original motion confirms what we did at Denver; is that correct?

Mr. Bottolfsen: The original motion refers only to Sections 6 and 7; the action taken at Denver has no bearing on this at all except that you are making an amendment by proposing to return to the charter a portion of that which was removed at the Denver meeting, and clears up an alleged inconsistency.

Mr. Joseph H. Saunders (Virginia): I want to ask the parliamentarian to clarify one statement.

Delegates: Take the platform.

(*Mr. Saunders* came to the platform.)

Mr. Saunders: I simply wanted to ask the parliamentarian if he did not need to conclude his statement by saying that if the motion offered by *Mr. Cram* as coming from the Board of Directors is adopted, the substitute is defeated. If he did not mean that, everything you did at Denver in all the other amendments still stands and will go into the revised charter. Is that not true, *Mr. Parliamentarian*?

Mr. Bottolfsen: That is correct.

Mr. Saunders: That is all I wanted this Assembly to understand, because it has been stated, unless I, too, like *Miss Adair*, misunderstood the speaker, the two years' work of our Committee on Amending the Charter will be lost——

President Samuelson (Interrupting): You are out of order. *Mr. Smith.*

Mr. Henry Lester Smith (Indiana): I have a deep personal, professional, and offi-

cial interest in the question now before you. When I was elected president, in compliance with your directions, I appointed the two Committees: the one on the change of the charter, the other on reorganization.

On the one, change of the charter, I chose people that were fully in favor of getting the suggested changes made. Now, I want to pay this tribute to both of those Committees: They have worked hard and long and strenuously; I want to commend them for this fine effort, and I want to say that I am heartily in sympathy with the simplification of the charter and look forward to the time when some of those suggested changes may be made.

I am in favor of what the Association did at Denver. There is this little inconsistency to which reference has been made. The Executive Committee and the Board of Directors have examined carefully and for long hours, to find out what change should be made. They have made the recommendation to you. They feel that if that change is made, the fundamental changes that have been recommended will have been carried out.

I am opposed to the present motion, substitute motion, for the reasons given here and I am in favor of our marching on towards a simplification of our charter.

President Samuelson: Does anyone else wish to speak to the motion? I recognize *Mrs. Dahl*.

Mrs. Myrtle Hooper Dahl (Minnesota): As a member of the Committee on Amending the Charter, I, too, want the Permanent Fund protected. Last summer, everybody studied the plan that we submitted and we thought we understood just what was done. During the winter, we found out that many people, including the Executive Committee, did not understand that particular part of the charter. So, it has been brought back to this meeting for discussion.

Now, I am sure that we, as the teachers of this nation, are in no hurry; we have plenty of time to discuss an issue that is so vitally important. The Committee on Amending the Charter has taken steps very carefully this time to explain to you minutely each section changed and we feel that by discussion of each one of these parts (this coming year) you will know what we have accomplished. It is not necessary to put Section 7 back in a blanket clause. Let us find out if the Permanent Fund is protected, as we think it is; let us find out if something is there that is not as necessary as it should be. Let us take our time and discuss this thing bit by bit so that when we adjourn in Portland we will know exactly what we have done. There is no hurry. Let us not take it all as a blanket recommendation.

President Samuelson: Does anyone else wish to speak to the substitute motion? *Mr. Sutton*.

Mr. Willis A. Sutton (Georgia): I want to say, as clearly as I can, that the original motion as made by *Mr. Smith*, I imagine——

President Samuelson (Interrupting): By *Mr. Cram*.

Mr. Sutton: *Mr. Cram*—I was not in the room at the time that motion was made—is one that has been most carefully studied.

I am not a member of the Executive Committee and have not been for a long while; I am not here, therefore, pleading that they have any superior wisdom because of the fact that they had the benefit of my advice. But, I am saying this: that they are the group of people who have the authority in the interim of the meeting of these conventions to study most carefully these situations. We were unfortunate in not carrying out the will of the Delegate Assembly last year by voting at the time that we voted the retention of Section 7; also, that part of Section 6 that had to do with Section 7.

Since that time, there has been much water passed over the dam—and some under it—and there have been a great many things injected into what the Delegate Assembly at Denver last year decided which were not pertinent, as I see it, to this situation.

The adoption—or, I should say, first, the rejection, because that is the order of procedure I believe agreed upon—the rejection of this substitute motion and the adoption of the original motion, would mean that the things that you have already voted for would go into the *application* for the new charter, because that is all we

can do (Congress has the right to give it or not to give it) and there is a long way between what we do and getting a new charter; but the application for the new charter will hold the things you voted on at Denver and will hold in addition, this portion out of Section 6 which would really make consistent what you voted upon in Denver.

I want to say just one thing about the idea that you could do everything if this is transferred—that you could do everything that the trustees can now do, if this were transferred to the bylaws instead of being retained in the charter. I agree with that: you could do everything and you might do a good deal more; how you can do everything and some more is an inconsistent proposition but the “some more” is what I am bothered about.

Now, let me say this to you. There is not the slightest intimation in my own soul of any feeling on this question except one. We attended last night the Life Membership Dinner—some of us did; that Life Membership is largely what we call the Permanent Fund. In retaining this provision in the charter, we do safeguard the money that these people have paid in. With a new house of delegates constantly coming into this Association without clear understanding of these problems, I believe that it is not wise for us to take out of the charter and put into the bylaws this important matter which you could be constantly changing and amending.

President Samuelson (Interrupting): Do you give him unanimous consent to continue?

Mr. Sutton: No.

President Samuelson: Does anyone else wish to speak to the motion?

Mr. Robert Wayne Clark (Pennsylvania): I watched this whole affair at Denver and I come back after a year and I see what the Delegate Assembly did in Denver has not been put into law and I see the reason why that was done, or rather why it was not done, was because of the fact that someone disagreed with the interpretation that was to be placed upon the action taken by the supreme sovereign body of the National Education Association, meaning *you*.

Now, I ask you whether it is reasonable for us any longer to continue a system under which we, a national association, must submit changes in our fundamental law to Congress? I grant you we have an excellent Congress; I grant you that Congress is doing a good job, but aside from that, the business of Congress is not to administer an educational association.

Now, I ask these gentlemen who have appeared before you to protect the Permanent Fund, against whom do they desire to protect it? I ask them whether a system which is a good and valuable system, which is a system that safeguards the rights of the teachers in general and the funds of their Association, will be readily changed by the teachers, if they have a right to do it. I ask you whether teachers as a general group are so unintelligent they will take an excellent system and propose to substitute for it something that is less efficient.

I believe that we are capable of conducting our own affairs. I believe that if we transfer those items which do not belong in a charter to our own bylaws or constitution—if we choose eventually to draw one—that we will be in a position to conduct our own affairs and to do the work we want done in the way we want it done, and when we want it done.

I am asking two questions and I want these questions answered before I shall be able to support the substitute motion. The first one is, If the present system is so excellent why does it need defense? Why are we not so well satisfied with it we will do nothing about it? The second question is, Against whom are we protecting it?

President Samuelson: *Mr. Rosier*.

Mr. Joseph Rosier (West Virginia): The issue involved here concerns the fundamental law of this Association. The government of the United States has a Constitution. I think you have heard about that in the last year. The questions involved here in our Assembly are the handling of your money, the raising of funds, the expenditure of funds, and the safeguarding of funds.

I am here to say just a word concerning the way in which the funds of this Association have been handled under the existing plan. You may get the impression

from some of this discussion that there has been some abuse. I went thru with this Association, into the period of the depression, and I am here to say to you, the Representative Assembly, that under the system which has prevailed and which we are trying to preserve here, your funds have been safeguarded.

I do not believe that there is a corporation or an industry of any type or description in the United States whose funds and whose property have been more carefully handled and preserved than your property and your funds at Washington. I believe that the most important issue before this Assembly is the preservation and safeguarding of those funds. I do not agree with those who say that this fundamental and basic matter ought to be transferred over to a Representative Assembly, without any check any more than the control of vital affairs in the government of the United States should be turned over to Congress without any check.

If we are to safeguard our financial interests, we must have a carefully selected body whose efficiency has been demonstrated to safeguard that which is most important to us. I do not believe in tinkering with this charter to the extent of changing the method of handling our finances, a method which has been demonstrated to be absolutely safe.

President Samuelson: I should like to suggest that persons in the audience come to the platform, if they desire to speak. I think the person should be recognized in the audience before coming to the platform; hereafter, will you please follow that procedure? I now recognize *Mr. Boehm*.

Mr. Charles H. Boehm (Pennsylvania): I desire to ask a question of the last speaker who spoke on the motion.

President Samuelson: Do you yield to a question?

Mr. Rosier: Yes.

Mr. Boehm: I desire to ask the last speaker who made this blanket statement that the funds of the Association are better protected than any other corporate body in the United States—first of all, are there not corporate bodies who have not shown defaulted interest? And, second, generally speaking, is not about \$65,000, or 50 percent of the money of the Permanent Fund—general fund, according to the records—invested in railroad bonds?

President Samuelson: I shall ask the parliamentarian whether that is in order?

Mr. Bottolfsen: I shall rule that the query is out of order as it does not pertain to the motion before the Assembly.

President Samuelson: Does anyone else care to speak before *Mr. Shaw* closes? *Miss Hale*.

Miss Florence Hale (New York): I want to speak on two matters. First, I want to explain why the old war-horses are appearing for this motion, or to give their advice on this motion. I want to assure you it is no desire to dominate or to extend our once authority over any proceedings. I say, as a past president of this Association, that I did not know much about the financial affairs until pretty nearly the end of my period of service. After you have had that service a great many things that seem very smooth and possible on the surface will not work out.

Now, I want to speak against the suggestion of my friend, *Mr. Moore*, tho we are good friends just the same. The suggestion that anyone here thinks the Delegate Assembly is not capable or should not be allowed to decide its own problems is not so at all. I think those of you who are new here this year will agree with me. I have a hard time to get this amendment to the charter thru my head and I have been studying on it a week. It is not that we feel that this Assembly is not capable of doing that, but a changing Delegate Assembly, where a large number of delegates each year are new, cannot even with the finest purposes and intelligence be able to decide hurriedly anything so important as the preservation of the Permanent Fund; the sentiment is all right and does prevail sometimes where people have not had a chance to study the problem. I thoroly believe that if this Permanent Fund is not safeguarded the way it is now, under the present arrangement, we will live to see the day when we repudiate our promises to the life members, whose dues helped to build up this Fund.

I believe we should certainly keep this Fund and the election of the trustees where they are now—in the charter. You know how it is with money; you cannot be changing your money; you may change your mind but not your money. I have nothing to gain in this Association—I am a “has-been,” an “ex,” but I do love this Association; I want to come here for the next twenty-five years, as long as an old ex-president can stagger in. Most of all, I do not want to see any hard feelings. Let us put it out of our minds this morning that anyone wants to control. All of us agree *Mr. Shaw* has one purpose, and that is the good of this Association; and that *Mr. Sutton* has one purpose, and that is the good of the Association.

Perhaps some of us have been in the work a little longer and, having had some experiences in the depression, we do feel very earnestly on this subject. As the last word, I do want to plead that we shall not insinuate things, that we shall be cool and calm and however we disagree, let us take it for granted that we are all sincere and should anybody insinuate otherwise, let us not count what he says. Let this Association be fair. We are talking about character and education all thru this program; we are talking about ruling politics out of this—here is a chance.

I like the executive secretary. He preserves this Association.

President Samuelson: Mrs. Preble.

Mrs. F. Blanche Preble (Illinois): I wish to ask a question: Will this Representative Assembly have an opportunity to express itself on the recommendations of *Mr. Shaw's* Committee on the Amendment of the Charter if we vote down the substitute motion? After the question is answered, I wish to have the floor again.

President Samuelson: Mr. Bottolfsen.

Mr. Bottolfsen: I would like to have the question repeated.

Mrs. Preble: Let us suppose—I will elaborate just a little—let us suppose that we vote down the substitute motion made, I believe, by *Mr. Shaw*; let us suppose we vote it down—and vote for *Mr. Cram's* motion, which amends the report of the Committee on Amending the Charter, will we then be able to vote on the recommendations made in the report of that Committee?

Mr. Bottolfsen: No.

Mrs. Preble: I maintain that a committee that was appointed by our organization on the vote of the Representative Assembly in Denver and has worked thruout the year has a right to have its recommendations voted upon by this Representative Assembly.

For that reason, I am absolutely convinced that this Representative Assembly should vote for *Mr. Shaw's* substitute motion. Then, as *Mr. Shaw* and *Mr. Moore*, I believe, both have said, we can still give *Mr. Cram's* motion a hearing.

Why I am asking you to vote for the substitute motion presented by *Mr. Shaw* is that you may, as citizens, free, white, and twenty-one, tell whether or not you are in favor of the report of the Committee on Amending the Charter, which worked for you all thru the year.

I am for *Mr. Shaw's* substitute motion in order that you may be able to express your opinion on the recommendations made by the Committee.

President Samuelson: Miss Hagerty.

Miss Jean Hagerty (Pennsylvania): I understand that *Mr. Shaw's* motion merely means that you will have a chance to do what you came here to do.

Many of you came a long way. *Mr. Shaw's* motion merely puts before you the chance to think about and exchange opinions on the work that the Committee has performed thru two long arduous years.

For the last three years I have been a teacher who has been fortunate enough to be working on a course of study on social studies. The big thing we stressed is that we should teach our children not to accept somebody else's opinion without first hearing all the evidence and then making up their own minds.

I have the greatest respect for every member of the Board of Directors of our great Association but, personally, I am not willing to come 3000 miles and then accept somebody else's recommendations without first having a chance to exert on these recommendations my own intelligence.

I very earnestly hope that *Mr. Shaw's* substitute motion will be adopted.

President Samuelson: Mr. Walls.

Mr. W. A. Walls (Ohio): I dislike very much to take the floor but since I participated in this debate at Denver I think it is just knowledge that the new delegates should have, that this matter of all these sections going into the charter was settled last year by vote of the Delegate Assembly, with the exception of these two items, putting the Board of Directors from Section 6 into Section 7.

I am against another debate on this whole problem which was settled by an overwhelming vote last year. The items 13, 14, 15, 16, and 17 were voted over into the charter.

Now, all that this report would do would be to put the election of the trustees over into the charter—also, where it rightly belongs—and complete the job that the Delegate Assembly voted for last year.

I am against the substitute motion and I am for *Mr. Cram's* original motion because it will do exactly what I voted to have done last year, as a member of this Delegate Assembly, and which the Committee has not done.

President Samuelson: Miss Ewing.

Miss Sara C. Ewing (Indiana): At our meeting last year, the Delegate Assembly agreed to put the clause of Section 6 into the bylaws. We have discussed for a number of years the fact that we wanted academic freedom. Now, if *Mr. Shaw's* motion is not accepted, then we have here in this room 80 percent of our Delegate Assembly who know very little about what is going on.

I plead with you that you recognize the efforts that this Committee (and I am a member of that Committee) has put forth the last two years and please take the time to know what you are doing.

President Samuelson: Mr. Haggard.

Mr. Roy S. Haggard (Connecticut): I want to ask a question. Why is this matter brought up as a substitute motion instead of bringing up this after *Mr. Cram's* motion? Then we would not have all this discussion.

Mr. Bottolfson: This is a substitute for another motion and in order to bring the matter before the Assembly, *Mr. Shaw* moved this as a substitute which brings it before the Assembly as Issue No. 1.

Mr. Haggard: Just what I thought.

President Samuelson: You understand these recommendations would come from the Board of Directors before they come to the Representative Assembly, so the Board is doing its duty.

If no one wishes to speak further, I shall call on *Mr. Shaw* to close the discussion.

Mr. Shaw: I should like to begin with the last question, for I fear there is doubt in the minds as to why these two motions are as they are.

As I understand it from the parliamentarian—if I am not correct, I hope he will immediately make the correction—the motion made by *Mr. Cram*, if adopted, would prevent the consideration of this report at all. It could not come up. That is the reason for the substitute, so it may come up. And the next thing I wish to make clear and I wish I could burn home this point that the issue represented in *Mr. Cram's* motion, other than blocking parts of our report, is not seriously objected to by any member of our Committee at the present time and, with the feeling which exists, we merely point out in the report that it was approved last year. If you wish to change that action, and that is, in effect, what *Mr. Cram's* motion is, namely, amending the action of the Representative Assembly at Denver, I believe it is the province of this Representative Assembly so to do. Some thought it was done that way, but we will have to admit that the record indicates it was not done that way.

The question is to so amend the action taken at Denver that our recommendations to Congress will be consistent in all details. Several of the issues that we have in our recommendations are details of clarification, which the attorney pointed out were important and should be attended to while we were having the charter amended.

For example, let me give you the first one suggested in the report; it appears in Issue 11, namely, we propose to add the words "except as limited by the provisions of this Act"; that is the attorney's suggestion. If you vote down this motion to substitute, you prevent the opportunity for making those clarifying corrections.

Another, the present provisions of the charter provide, in connection with the Permanent Fund, that there shall be notice mailed to the individual members of the Association, and the attorney pointed out to me shortly before the report went to press—a situation that did not come up at Denver at all, but an important item to be cared for—that notices ought to be sent out in time for members to have a chance to act. Suppose they are mailed in Washington today and you are here in Portland; you would have no chance to act before this convention adjourned; therefore, we propose to change that wording and require that it be printed in the Journal two months before any action can be taken.

Those are the kinds of things that have developed during the year which we want you to consider, and I wish to say right now, to help clear the whole atmosphere, I want an opportunity to present and have you vote on these issues and I want to have and want you to have an opportunity to vote for the restoration to the charter of the provisions in regard to the trustees and how they are elected.

I am speaking as an individual; I do not wish my position to influence those who believe that these provisions should go to the bylaws. I want an opportunity to do both things; I do not want to place any barrier in the way of consideration of *Mr. Cram's* resolution in regard to the trustees and I want you to give consideration to the important details of our report. My substitute motion is intended to make it possible for us to consider all these issues including that phase of the restoration of the charter.

President Samuelson: The question is on the adoption of the substitute motion. The secretary will call the roll of the states.

Secretary Givens: May I say just one word about the balloting by the states? Upon this roll call, the director of the state delegation will answer by giving the number of "ayes" and number of "noes"; he may vote within his own delegation by secret ballot or any way he cares to vote, so that when his name is called he is ready to say so many "ayes" or "noes" on this question before the House.

Within the state delegation, the parliamentarian has ruled that three members may require a secret vote and if so, a secret vote must be taken. May I ask that we keep reasonably quiet?

President Samuelson: We will take a recess of five minutes.

(Recess.)

President Samuelson: Are you ready for the roll call?

Secretary Givens: We shall proceed with the roll call.

Alabama—6 yes, 0 no; Alaska—0 yes, 2 no; Arizona—6 yes, 4 no; Arkansas—0 yes, 3 no; California—47 yes, 84 no; Colorado—0 yes, 42 no; Connecticut—3 yes, 8 no; Delaware—5 yes, 0 no; District of Columbia—5 yes, 0 no; Florida—0 yes, 2 no; Georgia—0 yes, 7 no; Hawaii—32 yes, 0 no; Idaho—6 yes, 0 no; Illinois—86 yes, 21 no; Indiana—12 yes, 18 no; Iowa—2 yes, 22 no; Kansas—0 yes, 14 no; Kentucky—6 yes, 0 no; Louisiana—7 yes, 0 no; Maine—0 yes, 14 no; Maryland—0 yes, 1 no; Massachusetts—3 yes, 15 no; Michigan—24 yes, 0 no; Minnesota—36 yes, 0 no; Mississippi—0 yes, 4 no; Missouri—0 yes, 55 no; Montana—5 yes, 0 no; Nebraska—0 yes, 17 no; Nevada—5 yes, 0 no; New Hampshire—0 yes, 3 no; New Jersey—30 yes, 2 no; New Mexico—0 yes, 3 no; New York—13 yes, 29 no; North Carolina—3 yes, 0 no; North Dakota—1 yes, 4 no; Ohio—29 yes, 37 no; Oklahoma—21 yes, 1 no; Oregon—17 yes, 0 no; Pennsylvania—65 yes, 3 no; Puerto Rico—(no reply); Rhode Island—3 yes, 0 no; South Carolina—0 yes, 5 no; South Dakota—0 yes, 6 no; Tennessee—0 yes, 4 no; Texas—12 yes, 8 no; Utah—4 yes, 12 no; Vermont—0 yes, 4 no; Virginia—0 yes, 20 no; Washington—35 yes, 0 no; West Virginia—0 yes, 27 no; Wisconsin—43 yes, 0 no; Wyoming—0 yes, 6 no; Teachers Institute of Philadelphia—1 yes, 0 no; Illinois State Teachers Association—(no reply); Nashville Board of Education—(no reply).

Is there any state that has not been called upon? (No reply.)

Madam President, that ends the roll call.

President Samuelson: Will you please listen to the results of the balloting?

Those voting "yes," 573; those voting "no," 507. The substitute motion prevails.

We will now proceed with consideration of the report of the Committee on Amending the Charter, and I now recognize the chairman of the Committee, *Mr. Shaw*.

Mr. Shaw: In closing my part of the debate, preceding presentation of the motion, I made reference to the fact of my own personal intention in regard to the particular issue which seemed to be uppermost in the debate and I wish to stand by that still; I am intending to bring that up at an appropriate time.

I have discussed the matter with *Mr. Cram* and I am sure he will cooperate with me to see that that particular issue is given its proper opportunity for consideration. I know we have taken a great deal of time so far that I had hoped might be given to the discussion of some of the items concerned; however, I feel also quite certain some of these things can be disposed of very quickly and very rapidly.

If you will turn to the introduction, you will find there an endeavor to relieve you from reading this long and bulky report.

Mr. Bottolfsen: Your remarks are out of order.

Mr. Shaw: The parliamentarian informed me I should proceed with the presentation of amendments and then proceed with the discussion thereof.

I, therefore, wish to call your attention and ask you to turn to Issue 11. You will note my reason for jumping to that particular point is that all preceding issues have been approved by the Representative Assembly; therefore, they are not real issues at this convention, unless someone brings them up.

Mr. Bottolfsen: You should read the motion.

Mr. Shaw: "I move that the last paragraph of Section 6 as approved by the Representative Assembly at Denver and printed in the report of the Committee on Amending the Charter at the bottom of Page 29 as Issue No. 11 be amended by inserting at the beginning of the paragraph the words: 'Except as limited by this act as amended.'"

I am moving the adoption of that motion.

Miss Adair: I second the motion.

President Samuelson: The question is on the adoption of this motion made by *Mr. Shaw* and seconded by *Miss Adair*. Is there discussion?

Delegates: Question.

President Samuelson: The question has been called for. All in favor of the motion will vote "aye"; those opposed will vote "no."

The motion prevails.

Mr. Shaw: The next motion which I wish to offer—I move that the first part of the second sentence of Section 7 of the charter as approved by the Representative Assembly at Denver and printed in the report of the Committee on Amending the Charter as Issue No. 15, be amended to read as follows: "No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the . . . Representative Assembly. . . ."

I move the adoption of that motion.

Delegate (Oklahoma): I second the motion.

President Samuelson: The question is on the adoption of this motion. I recognize *Mr. Lamkin*.

Mr. Uel W. Lamkin (Missouri): My question is this: This amendment, if adopted, will make no change in Section 7 as adopted at Denver except that it would substitute Representative Assembly for active members of the Association, is that not correct?

Mr. Shaw: Yes.

Mr. W. A. Walls (Ohio): May I ask a question? Under this vote we are taking, this Issue 15 will go into the charter or into the bylaws?

President Samuelson: The parliamentarian will answer that.

Mr. Bottolfsen: Mr. Shaw will answer it.

Mr. Shaw: This is merely amending the phraseology of the charter here in accordance with the way the attorney would interpret what we now have, as the result of the creation of the Representative Assembly; one of those little items not cleared up in this part of the charter, when the Representative Assembly was created; it is exactly the way we would determine the vote of the members at the present time, except it is not so ordered in the charter.

Mr. Walls: My question is in regard to the location. Do you mean it to go in the bylaws or is it to be in the charter?

Mr. Shaw: It is in the charter; it may be duplicated in the bylaws at this point. *Madam Chairman*, may I ask for the unanimous consent that that be adopted?

President Samuelson: *Mr. Shaw* has asked unanimous consent that this motion be adopted. Is there objection?

The chair hears none, so the motion is adopted unanimously.

Mr. Shaw will pass on to the next one.

Mr. Shaw: I move that the second portion of the second sentence of Section 7 of the charter as approved by the Representative Assembly at Denver and printed in this report of the Committee on Amending the Charter as Issues No. 16 and 17, be amended to read as follows: ". . . after the proposed expenditure has been approved by the . . . Board of Trustees and the Board of Directors. . . ."

I move the adoption of this resolution.

Delegate: I second the motion.

Mr. Shaw: May I ask unanimous consent for the adoption of the motion?

President Samuelson: *Mr. Shaw* asks unanimous consent for adoption of that motion. Is there objection?

The Chair hears no objection, so the motion is adopted unanimously.

Mr. Shaw: I move that the last portion of the second sentence of Section 7 of the charter as approved by the Representative Assembly at Denver and printed in this report of the Committee on Amending the Charter as Issue No. 18, be amended to read as follows: ". . . and after printed notice of the proposed expenditure has been . . . printed in the Journal of the National Education Association at least two months prior to the meeting of the Representative Assembly."

I move adoption of that motion.

Delegate: I second the motion.

Mr. Shaw: *Madam Chairman*, may I ask unanimous consent for the adoption of that motion?

President Samuelson: Unanimous consent has been asked for the adoption of that motion. Is there objection?

The Chair hears none, so the motion is adopted unanimously.

We will pass on to the next motion.

Mr. Shaw: I move that the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter be amended so that the third sentence of Section 7 which is set forth as Issue No. 21 of the printed report be amended to read as follows:

"The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of Proceedings, unless the terms of the donation, bequest, or devise shall otherwise specify . . . or as otherwise provided by the bylaws of the corporation."

I move adoption of that motion.

Miss Cornelia S. Adair (Virginia): I second the motion.

Mr. Shaw: I ask for unanimous consent for the adoption of that motion.

Mr. Joseph H. Saunders (Virginia): I object to the adoption of the motion, and I would like to have the privilege of opposing it.

President Samuelson: *Mr. Saunders*.

Mr. Saunders: I wish to object to the change in that portion of the present Section 7 of the charter for this reason: The present charter provides in the language that is supposed to be substituted there, that it shall be done by the Board of Directors.

The provision offered by the Committee is that unless, as specified by the bylaws it may be, in an important crisis in the handling of funds, you would have to get a change in your bylaws to handle the money for an important activity of the Association and you would have to wait for a meeting of the Representative Assembly and give due notice of the change in the bylaws which may make it too late to cover an emergency that might arise in the Association.

At present, the charter reads "except . . . Board of Directors shall otherwise . . ."; the Board of Directors can be very easily gotten at and can give the necessary order.

I see no need of making that change because I believe it will hamper the proper activities of the Association.

President Samuelson: Mr. Shaw.

Mr. Shaw: I am very glad to speak to that motion.

If you will bear in mind at the present time the Board of Directors meets about as often as the Representative Assembly; in fact, that is the only meeting. If the suggested change is made, we might delegate this same authority to the Board of Trustees, which meets several times during the year, or to the Executive Committee, if you so desire, and just cover the very point that *Mr. Saunders* is raising. The proposed change would make it possible to prevent having it tied up as it now seems to be.

Delegates: Question.

President Samuelson: The question has been called for. Those in favor of the motion will vote "aye"; those opposed to the motion will vote "no." The ayes have it and the motion is carried.

Mr. Shaw: Issue No. 22. I move the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter be amended by striking out the fourth sentence of Section 7 which is set forth as Issue 22, and which reads as follows:

It shall also be the duty of the Board of Trustees to issue orders on the treasurer for the payment of all bills approved by the Board of Directors, or by the president and secretary of the Association acting under the authority of the Board of Directors.

I make the motion that the amendment be adopted.

Mr. W. P. King (Kentucky): I second the motion.

President Samuelson: The question is on the adoption of this motion. Is there discussion?

Delegates: Question.

President Samuelson: I will put the motion. There seems to be no desire to discuss it. Those in favor of the motion will vote "aye"; those opposed to the motion will vote "no." The ayes have it. The motion is carried.

We will go to the next.

Mr. Shaw: Issue No. 23. I move that the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter be amended by striking out the fifth sentence of Section 7 which is set forth as Issue 23 and which reads as follows:

When practical, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year.

I move the adoption of this motion.

Miss Sara C. Ewing (Indiana): I second the motion.

President Samuelson: The question is on the adoption of that motion. Is there discussion?

Mr. Fred D. Cram (Iowa): I have a question. I want to ask the chairman of our Committee if this takes the matter of control of the Permanent Fund entirely out of the hands of the trustees. I think you probably would like to know what is going to happen.

Mr. Shaw: This is merely a transfer to the bylaws of the matter of new appropriations from time to time to the Permanent Fund from any sources. It is now in the bylaws; so in striking it out of the charter you do not change the plan at all.

Delegates: Question.

President Samuelson: All in favor of adopting the motion will vote "aye"; those opposed to the motion will vote "no." The ayes have it and the motion prevails.

Proceed to the next.

Mr. Shaw: Issue No. 24. I move that the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter be amended by striking out the last paragraph of Section 7, which is set forth as Issue No. 24 and which reads as follows:

The Board of Trustees shall elect the Secretary of the Association, who shall be secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

I move adoption of that motion.

President Samuelson: Is there a second?

Delegate (Michigan): I second the motion.

President Samuelson: The question is on the adoption of the motion. Is there discussion?

Mr. Lamkin: Instead of there being one controversial subject, which we thought was settled at Denver, there were two. Not only did the Denver convention declare in favor of the retention in the hands of the Board of Trustees of the control of the Permanent Fund but also in their hands the election of the secretary.

Those are the two fundamental issues and the two things which this Association should guard against being thrown into the hands of the Delegate Assembly. If this provision is put into the bylaws, the Delegate Assembly can, in one year, change that provision and make the secretary elected annually by the Delegate Assembly.

As far as I am concerned, I am perfectly satisfied with the secretary who served for nineteen years, from the time he was elected at this meeting nineteen years ago until a year ago, and I think the Board of Trustees could have made no wiser choice than to elect *Mr. Givens* as secretary of this Association for a period of four years; he should have a term of not less than four years; the Board of Trustees, which controls the finances of this Association, should have the power to fix his salary, and I plead with this Committee to stand by the action of the Representative Assembly at Denver and leave in the charter, as I understood it was agreed to, Section 7 as adopted at Denver intact.

These clarifying amendments which *Mr. Shaw* has presented, I told him I would ask for unanimous consent to be considered, but this controversial matter, extremely controversial and important matter, should be left as it was in Denver.

I believe that we should sustain the action of the Board of Trustees as choosing *Mr. Givens* secretary of this Association and keep in their hands the right to elect a secretary of this Association. Let us not throw the choosing of the executive secretary of this Association into politics, on the floor of an assembly of delegates.

President Samuelson: *Mr. Shaw.*

Mr. Shaw: If a motion were to be made in order to express ourselves on the remarks just made on the question, I believe one of the loudest shouters in favor of the result of the election of the executive secretary by the trustees would be myself. This proposal was not made with any such thought in mind. I believe that we would never consider adopting a bylaw that would make such a thing possible. I grant that it would be possible for the Representative Assembly to make such a bylaw but it would require a two-thirds vote and such a vote would surely be impossible at the present time. Any kind of system of bylaws which intelligent teachers would adopt would, I believe, provide a plan whereby the executive secretary would be picked by a small group. For example, I do not believe that we can say the Executive Committee would have been any less competent than the Board of Trustees to elect the secretary. Under the present charter he is secretary, not of the Board of Trustees, but of the Executive Committee and the Association, and the purpose of this amendment was merely to place it in the bylaws so the Association could do what it wants to do; we are not making a recommendation as to change; the method of election is now set forth in exactly this way in the bylaws, and I know of no one proposing a change at this time.

President Samuelson: *Miss Adair.*

Miss Cornelia S. Adair (Virginia): I want to speak in favor of keeping the election of the executive secretary in the hands of the trustees. The Board of Trustees of the National Education Association is our only continuing Board. You realize we may

need to take a long time in considering the election of the executive secretary. I am among those that hope it will be a very long time before that occasion again arises, but it does seem to me that we should leave the election of that important official to the continuing Board of the Association and not put it in the hands of a transient committee.

President Samuelson: Mr. Sutton.

Mr. Willis A. Sutton (Georgia): I hesitate to say anything further with reference to these important matters. I am just a little bit of the opinion that what I shall have to say will not in any way change your thinking or the results, but I do want my name in the record as opposed to the transfer—I want it because I love this Association. I am going to stand with it—I do not care what sort of report you adopt—I am going to work and fight for it. I am a good loser and when I lose, I am going to stand by the majority. I am a democrat——

President Samuelson (Interrupting): You are out of order.

Mr. Sutton: I am not talking about the Democratic party. I think the Democratic party has no monopoly on the word "democrat." I am saying—I know some of you will not like it—but I am saying this: the Executive Committee just spoken of, can be changed in one year thru your election of the secretary, thru your election of the president and transfer of your vicepresident to that Committee—we are doing one of the most dangerous things that we ever did when we transfer the election from that stable body—I have been president of this Association, *Miss Samuelson* knows it, all of us know it; we appreciate the honor and try to make our contribution—but the executive secretary is the stabilizing force in this organization and when you transfer this office to the bylaws you are making it possible to disrupt this organization.

I do not say you are going to disrupt it—no, I am not saying that; I do not believe you will do it, but you are making it possible and I want to plead just this once on this question of the Permanent Fund and on this question of the election of your stabilizing force. I agree with every word that has been said about *Mr. Crabtree* and *Mr. Givens*—it is worth a lot to know these men—but you are making it possible—*Mr. Shaw* says so, himself—to change the whole set-up of your executive force and when you do that you are making it possible to disrupt your organization. Think about it, will you?

President Samuelson: The question is on the adoption of this motion. *Miss Fahey*, do you wish to speak on this motion?

Miss Sara H. Fahey (New York): Yes.

President Samuelson: I recognize *Miss Fahey*.

Miss Fahey: I sympathize so much with the desire to discuss this matter. I voted for *Mr. Shaw's* amendment a moment ago but on this question of our secretary I know enough of the popular vote to know that many times the dark horse wins; many times people who have no record of service whatever in the Association, because they have not taken an opposite view, become the popular candidate for some office. Consequently, I can say in regard to any position so important as the secretary of this Association that it needs a conservative vote; it needs the vote of people who have been looking over the nation year after year to find the proper person for that kind of service. I would regret very much to see the secretary of this Association elected by popular vote because I believe that on such a question a mass vote cannot possibly be the thoughtful conservative vote on efficiency in that position that we need for a secretary of the Association.

I would also challenge the suggestion that there be a limit for four years of service.

President Samuelson: Mr. Cram asks to be heard.

Mr. Fred D. Cram (Iowa): A good deal was said in the discussion of the substitute motion this morning, especially by orators in favor of the motion, that might lead you to believe that these old-timers who have been talking against the substitute motion, and are now talking for the retention of the present method of selecting the secretary, are afraid of the Representative Assembly.

Now, I am a member of the Representative Assembly, myself, and anything I say indicating that I do not have great faith in such a body's judgment at times is a reflection upon my own judgment.

Now, if we remove this provision to the bylaws, it will be possible, by the easy method of changing the bylaws, to make the selection of the secretary either by the Executive Committee or by the Representative Assembly or by any other group that may be designated. Now, you understand the makeup of the Executive Committee; it changes constantly; it is, more or less an ex-officio body, with one elected member and because of this it can be very easily changed.

It is no reflection upon the judgment of a Representative Assembly, and I have felt that in some cases the other side has been just a little bit unfair in accusing these people of not using good judgment; it has not been our intention to cast any doubt upon your judgment, upon my judgment as a member of this body; we have great faith in your sincerity and honesty; but now, I want to be just as specific as possible. Suppose our dear old friend, *Mr. Sutton*, should get it into his head that he would like to have somebody else as secretary of this organization. *Mr. Sutton* could get up before this Representative Assembly and he would have you people getting your handkerchiefs out and he would have the tears running here, he would have hearts bleeding, and by the time he finished talking, we would throw out any secretary we had, no matter how efficient, and elect another executive secretary.

President Samuelson: I recognize *Mr. Shaw*.

Mr. Shaw: I am sure we did not come out here to have tears shed; I know we all came to work for the best interests of the Association. We have had differences of opinion and on this one, so far as I am concerned, the difference of opinion is a very, very pleasant type of difference, the idea being that we did not want to hide behind Congress; but if there is a feeling here that this endangers the interests of the Association, I certainly would want to help withdraw it and I am going to put myself, personally, in this position to ask my second to join me in withdrawing this motion.

Delegate: I consent.

President Samuelson: *Mr. Shaw* asks unanimous consent to withdraw the motion. Is there objection?

Hearing no objection, unanimous consent is given. The motion is withdrawn.

We will go now to the next.

Mr. Shaw: Issue No. 26. I move that the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter be amended by striking out the following words: ". . . in accordance with Section 7 of the Act of Incorporation as amended by this act," as set forth in Issue No. 26, and substituting in lieu thereof the following words: ". . . except as limited by the provisions of this act as amended," the suggestion of the attorney of the Association.

I move the adoption of that motion.

Mr. A. L. Knoblauch (Michigan): I second the motion.

President Samuelson: The question is on the adoption of the motion. Is there discussion?

Delegates: Question.

President Samuelson: All in favor of the motion will vote "aye"; those opposed will vote "no." The motion is carried.

We will proceed to the next point.

Mr. Shaw: I should like to ask the parliamentarian a question as to whether it is my province, or how it can be brought about, to include the proposal made by *Mr. Cram* insofar as restoring to the charter sections and paragraphs represented by Issues No. 8 and 9.

Mr. Bottolfsen: I shall rule that the president may recognize *Mr. Cram* for that purpose.

President Samuelson: *Mr. Cram*.

Mr. Cram: I move to amend Issues No. 8 and 9 by combining said issues No. 8 and 9 in one paragraph, made part of Section 7 of the charter and reading as follows:

The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years, and the president of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies

occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

I move the adoption of this.

Mr. H. Claude Hardy (New York): I second the motion.

Mr. Cram: I ask for unanimous consent on adoption.

President Samuelson: Is there objection? The Chair hears none. The motion is adopted unanimously.

Are there more amendments to be proposed? I am asking *Mr. Shaw*.

Mr. Shaw: There are no more amendments to be proposed or called up by me in behalf of the Committee; certain issues of those listed there have not been called up. I think it is only fair to make that announcement.

As I understand it, a motion is now in order to move the adoption of the recommendations approved in these motions, as a lump—adoption of the report as approved, item by item.

I move adoption of the report as amended.

President Samuelson: Is there a second?

Mr. D. Y. Dunn (Kentucky): I second the motion.

President Samuelson: Is there discussion?

Delegates: Question.

Mr. Shaw: I am asking it be adopted by unanimous consent.

Mr. Lamkin: I object, *Madam Chairman*.

President Samuelson: The question is on the adoption of this motion. *Mr. Lamkin* has the floor.

Mr. Lamkin: Proposal No. 20 is in italics; that was, purposely, passed over, I believe, because I understood the agreement. It was certainly passed over by *Mr. Shaw* in presenting the report.

There is a difference of opinion, I understand, as to whether or not that was adopted at Denver. In the other proposals, it has been specifically stated: take 1, 2, 3, 4 and so on, it was specifically stated that it was approved by the Representative Assembly in 1935, but in case of No. 20, it was not stated that it was approved by the Representative Assembly.

It appears, again, later in the report, this time in boldface type, with the italics to be added "except as limited by the provisions of this act as amended." I think we should not go away from here with any misunderstanding whatever. I think, too, there is one thing this Assembly is bent on doing; that is, holding control of the Permanent Fund in the hands of the Board of Trustees, and I submit to you that if this clause——

President Samuelson (Interrupting): The parliamentarian states that *Mr. Lamkin* is out of order in considering this point, since the motion is on the adoption.

Will you give unanimous consent for him to proceed with this discussion?

(Some "ayes" and some "noes" were heard.)

President Samuelson: *Mr. Lamkin* will make a motion.

Mr. Lamkin: *Mr. Shaw* will make it.

Mr. Shaw: I want to ask unanimous consent for *Mr. Lamkin* to continue but I want to ask him to make it short because I think I can clear up the difficulty as soon as he is thru.

President Samuelson: Is unanimous consent granted?

Delegates: Yes.

Mr. Lamkin: I submit to this Delegate Assembly if this clause is put in, "Provided, that this corporation may by its bylaws make other and different provisions for the custody, control, management, sale mortgage or other disposition of its property (in accordance with Section 7 of the Act of Incorporation as amended by this act)," that, regardless of anything that the charter may say as to the control of this fund by the Board of Trustees, this Assembly of delegates can order certain investments to be made and certain sales of certain permanent funds to be disposed of in certain ways.

I do not believe this Delegate Assembly wants control turned over to the Assembly of Delegates, and it was my understanding when we came onto this floor that if this reconsideration was—I mean if the whole report was considered that the amendment No. 7, that Section 7 would stay in the charter as it is, and this is not in the charter as it is. You have black-faced type here, adding “control shall be given over to the hands of the Delegate Assembly” and if necessary, I will move to reconsider the vote by which we adopted the provision which added the black-faced type.

President Samuelson: Mr. Shaw.

Mr. Shaw: May I ask unanimous consent to speak to that particular issue, though it is off our motion?

President Samuelson: No objection being heard, unanimous consent is given.

Mr. Shaw: This is in Section 9. I want to use it more as an illustration of how we misunderstand, than anything else, for just a second or two.

That was in Section 9 with the provision which you voted to strike out “in accordance with Section 7 of the Act of Incorporation as amended by this Act.” That was the way it was passed at Denver, but you voted not to change Section 7; therefore, it became ineffective for no change was made in Section 7 at Denver; and so, when the matter came up again, we proposed the change this year “except as limited by this provision of this act as amended”—anywhere including all of Sections 6 and 7, which we have agreed to restore to the charter, except for the final action.

I want to go back once more to where the suggestion came from; it did not originate with the Committee.

It originated with the attorney of the Association, in consultation with the attorney of the Trust Company, whom, if I remember it, indicated that there was no specific provision for the trustees or anyone to mortgage, and questions were constantly raised whether they could do that or not.

Now, as I understand it, *Mr. Saunders* does not feel any particular difficulty about that point. I want to raise it again here. I want to defer and ask unanimous consent to withdraw that provision unless *Mr. Saunders* will agree to let it stand as amended. The attorney says “except as limited by this act” protects everything we put in. If you agree, we will leave it in, if you do not, we will take it out.

Mr. Saunders: Take it out.

Mr. Shaw: May I have unanimous consent to withdraw the whole reference to Issue No. 26 from the report?

President Samuelson: You have heard this request, is there objection? The Chair hears none, so it is withdrawn.

The question is on the final adoption of this report.

Delegates: Question.

Mr. Shaw: May I make the request that we unanimously adopt the report as amended?

Mr. Lamkin: May I second that request, that we adopt the report as amended without the call of the states?

President Samuelson: If there is no objection, unanimous consent is given. Hearing no objection, I declare the report unanimously adopted.

President Samuelson: I will now call for the preliminary report of the Committee on Reorganization, amendments to the bylaws, by *Mr. Oberholtzer*, chairman of the Committee. The Chair recognizes *Mr. Oberholtzer*.

Mr. E. E. Oberholtzer (Texas): Madam Chairman, since the work of the Assembly this morning made it necessary for certain matters to be reconsidered by the Committee on Reorganization in order to harmonize our report, I ask now unanimous consent of this Assembly to defer presentation of my report until the scheduled time tomorrow morning.

President Samuelson: Any objection? The Chair hears none; the Committee report is postponed until the scheduled time tomorrow morning.

We will pass to the next order of business.

I shall now ask *Superintendent Schlagle*, the chairman of the Committee on Elections, to make an announcement relative to voting for the elections.

Mr. F. L. Schlagle (Kansas): Members of the Committee on Elections met and arranged for the holding of the election of officers as provided for in the constitution.

Voting booths are to be found at the Registration Desk for Delegates in the Exhibit Hall in this Auditorium. Ballot boxes will be open for voting from 8 a.m. to 6 p.m. Thursday and all delegates to the convention are requested to vote for these officers.

Announcement of this arrangement is to be found on page 57 of the Official Program.

President Samuelson: Mr. Oberholtzer requests the meeting of his Committee on Reorganization at 4 o'clock at the Multnomah Hotel.

We turn now to the nominations for president, eleven vicepresidents, and treasurer, and the nominations for state directors.

Will those who are expecting to make nominations come to the platform and come quietly and quickly and while that is being done, I shall ask *Miss Adair* to make the announcement again relative to these nominations. *Miss Adair.*

Miss Cornelia S. Adair (Virginia): It has been unanimously adopted that there shall not be more than one nominating speech and two seconding speeches for any one candidate; nominating speeches shall be limited to five minutes and seconding speeches to two minutes each.

There may be any number of seconds to a nomination so long as there are two speeches for each candidate. That is, when your state is called and you want to second, you can second but you cannot make a speech.

President Samuelson: Nominations for president are now in order. I will ask the secretary to call the roll of states.

Secretary Givens (Calling roll of states): Alabama.

Alabama: No nomination.

Secretary Givens: Alaska.

Alaska: Alaska yields to Washington.

Mr. Samuel E. Fleming (Washington): Washington appreciates tremendously the courtesy of Alaska in yielding a place early upon this program.

For the past few weeks, we have been listening to some spectacular models of nominating speeches, none of them, however, limited to five minutes. I have in my hand a circular which we have attempted to put in your hands, but you have been so beset with a number of voluminous reports that you were required to read, that you may not have perused it, as we had hoped you would; so, I am just going to refer to it briefly. It is a statement of principles and policies formulated by the man whom I have the honor to present to this convention. I will just read a few of the titles: "There should be ample opportunity for teacher participation in school administration." "Teachers should be secure in their tenure." "Teachers should be free to discuss controversial issues." "Our National Education Association should take aggressive action, in every situation where the efficiency of educational service is being impaired."

Those are statements of a man who is alert to the issues confronting teachers, confronting public education, and the statements of a man who is a pioneer, who is a frontiersman in his thinking. Important, however, as may be that man's point of view on these critical subjects, it is very important as well that we should understand his ideas of organizational relationship. He believes that all of the different agencies of this great Association should be accorded their just position in our deliberations, in our policy-making, but at the same time, he recognizes that this Delegate Assembly is the final authority, is the sovereign body, is the policy-making group in the last analysis.

We have had a wonderful exhibition this morning of the spirit of accommodation that can prevail and the extent to which leadership can bring about that kind of results, and I want to submit that the man I am to present to this convention is sensitive to organization problems, to methods of organization procedure and yet he is convinced that the policy-making body of this Association must be obeyed. This man has these ideas as the result of a rich background and experience. He has been a high-school teacher, high-school principal, college teacher, and has served for a goodly number of years as superintendent of the second largest city in our state. He has built up a morale among his teachers that is second to none. He has that great body of principals and teachers united in a spirit of service that has made for progress in the school system which he represents.

As well, he has served in many capacities in our state organization. He has served as a private in the ranks, as a non-commissioned officer, as commander-in-chief of the educational forces of our state. He has served, as well, as the leader of that great group of teachers in what we call the "Inland Empire"—states of Washington, Oregon, Idaho, and Montana. This man is firm, yet kindly; has convictions, yet is tolerant; is progressive, yet with balance; is stout-hearted but gentle; is independent, yet the soul of cooperation; is a fighter, yet clean; is a good sportsman, according to his adversary his due.

Because of this rare combination of qualities that make for leadership and because they have followed him to victory on many occasions, the teachers of the state of Washington desire to present to this convention as a candidate for president of this Association the name of *Orville C. Pratt*, superintendent of schools of Spokane, Washington.

Secretary Givens (Continuing roll call): Arizona—Arkansas.

Arkansas: Arkansas yields to New York.

Mr. H. Claude Hardy (New York): I come here, first, as a personal friend and good neighbor of the gentleman whose name I am about to present to you. I come here, in the second place, by direction of the New York State Teachers Association, which has a membership of 45,000. Five-sixths of the total membership in the N. E. A. from the great Empire State is contributed by the New York State Teachers Association, affiliated with the National Education Association.

I am speaking to two groups of people, first, to those who have come here year after year and who have worked with our candidate. I know that group respects, honors, and admires the man whom I am about to place in nomination because he is a man who is honor itself, his word is as good as his bond, he has never broken a promise. Honorable, he respects his opponents and insists upon the right of speech to all in whose midst he mingles; he is absolutely sincere. No one has ever questioned his motives; he is tremendously courageous; he stands willing at all times to go out and battle, even with the demagogues, for the sake of public education. And, to the other group, those who are here for the first time, you have a right to ask, who is this man? What has he done? The man whose name I am about to present to you has for thirty-four years been a member of the National Education Association; he is a life member; he has been attending these conventions year after year, serving on various committees.

Mr. William H. Holmes, twenty-two years ago, started a battle in New York state that was won three years later. Twenty-two years ago, he demanded that tenure should be given to the teachers of the City of New York, and many of us call him the father of tenure; three years later, the legislation came thru that gave tenure to the teachers of the cities of the state of New York, and now he is leading the procession to get tenure for the teachers in the rural areas.

This good friend and neighbor of mine led the fight for the establishment of an adequate retirement system. This good friend and neighbor of mine has built a school system that is second to none and he has done it by turning the job over very largely to his teachers, whom he has encouraged at all times.

Now, let me read his own words, so you can get the spirit and the soul of the man. I happened to be in Mount Vernon, just the other day, and I saw this little booklet which was assembled by the school children of his city. It is a group of poems, written by this man. I will read you just one:

THE SEVEN FRUITS

Upon the tree of Life these fruits should grow;
Courage to seek the truth and finding it
Vision to see the paths that lie ahead,
Wisdom to tread the paths that men should tread,
Sincerity to free from guile and show—
Kindness to warm the heart with quickening glow,
Gladness to light the way of doing good,
Friendship to make our common brotherhood.

I present the name of *Mr. William H. Holmes*, superintendent of schools of Mount Vernon, New York.

Secretary Givens (Continuing with nominations for president): Colorado.

Colorado: Colorado seconds the nomination of *Mr. Holmes*.

Secretary Givens: I would like to finish the roll call for nominations for president, if there are any more. Then we will take up the seconds.

(Continuing with roll call)

Colorado—Connecticut—Delaware—District of Columbia—Florida—Georgia—Hawaii—Idaho—Illinois—Indiana—Iowa—Kansas—Kentucky—Louisiana—Maine—Maryland—Massachusetts—Michigan—Minnesota—Mississippi—Missouri—Montana—Nebraska—Nevada—New Hampshire—New Jersey—New Mexico—New York—North Carolina—North Dakota—Ohio—Oklahoma—Oregon—Pennsylvania—Puerto Rico—Rhode Island—South Carolina—South Dakota—Tennessee—Texas—Utah—Vermont—Virginia—West Virginia—Wisconsin—Wyoming—California.

There are no other nominations, *Madam President*.

President Samuelson: We will call now for the seconding speeches.

Mr. Elmer L. Cave (California): In the spirit of fairness, I feel that I should state that I do not represent the California delegation. The California delegation has not had a caucus on the endorsement of any candidate. I wish to second at this convention in 1936 *Mr. Holmes*' nomination. I do so because of my great esteem for a man whom I recognize as one of the great leaders in education in this nation.

I know him to be a man who does what he says he will do; I know him to be a man of vision; I know him to be a man who is a friend to the classroom teachers, a man who is the friend and father of tenure in New York state; all that I know about him is of the best, and I consider it a great honor to have been asked to second the nomination of *Mr. Holmes*.

Secretary Givens (Continuing the roll call): Colorado—Connecticut.

Connecticut: Connecticut takes pleasure in seconding the nomination of *Mr. Holmes* of Mount Vernon.

Secretary Givens: Delaware.

Mr. H. V. Holloway (Delaware): It has been the custom of this nation in times of great crises—and it was so in one of our greatest crises—to look to Mount Vernon for leadership. Here, many, many years after the great Revolution, we in education, notwithstanding the fact that our great crisis is possibly over, are still looking to Mount Vernon for leadership.

Delaware, therefore, seconds with great pleasure the nomination of *Mr. Holmes* as a leader for the future of this Association.

Secretary Givens: District of Columbia—Florida—Georgia—Hawaii—Idaho—Illinois—Idaho.

Mr. W. D. Vincent (Idaho): On behalf of at least 100 percent of the teachers of Idaho we wish to second the nomination of *Mr. Pratt*. All of the things that have been said about *Mr. Pratt* are absolutely true and a great many more things might be said that would be equally laudatory.

And so, as we know *Mr. Pratt*, we simply want to add to all these fine things that have been said by saying to you that he is the finest sort of a good neighbor. Sometimes Spokane is said to be the northern capital of Idaho, and we, of the southern part of the state, feel honored to feel that Spokane, under the educational leadership of *Mr. Pratt*, is the educational capital of northern Idaho, and we rejoice in that fine feature. So, we wish to second the nomination of *Mr. Pratt* at this time and ask that you give his candidacy every consideration. He will provide a progressive and very fine administration for this Association.

Secretary Givens: Illinois.

Illinois: Illinois seconds the nomination of *Mr. Orville C. Pratt*.

Secretary Givens: May I mention one word of explanation in calling the rest of the roll. One more speech may be made for *Mr. Pratt*, but any state may second, may make that statement if it cares to do so.

Indiana—*Mr. Williams*, of Indiana.

Mr. Charles O. Williams (Indiana): I am not a life member of this Association but I think I have belonged about as long as most people. I just figured up forty-one years I have been a member of the Association. I am not a life member because I have not lived all my life yet, but I have lived long enough to see a lot of things, a lot of affairs in the Association.

I want to illustrate my particular position this morning. I stopped at a country crossroads store once with a county superintendent to buy some cheese and crackers. There were four or five men around the stove discussing politics—in a day when *T. R.* was up, *Roughrider T. R.* After the discussion, one old fellow shook the tobacco out of his pipe, put it up, and said, "You ask me about this man, *Roosevelt*? I think I can recommend him."

Now, you ask about this man, *Orville Pratt*; we can recommend him. *Orville Pratt* spent a good part of his life in Indiana in his early days; we have nothing against him, everything for him. He was a progressive Indiana man, and after twenty-one years' absence from Indiana, I have the opportunity to be here and promote the election of *Orville Pratt* for president of this great organization. Yesterday at the Indiana delegation meeting, at which all the delegates were there, a motion was made and unanimously passed that the director of Indiana be instructed, if opportunity offered, to second the motion and urge the election of *Orville Pratt*.

Now, delegates, whatever else you may say or do for Indiana, "we recommend him."

Secretary Givens (Continuing roll call): Iowa—Kansas—Kentucky—Louisiana.

Louisiana: Louisiana seconds the nomination of *Orville C. Pratt*.

Secretary Givens: Maine.

Maine: Maine seconds the nomination of *William H. Holmes*.

Secretary Givens: Montana.

Montana: Montana seconds the nomination of *Orville C. Pratt*.

Secretary Givens: Nebraska—Nevada—New Hampshire—New Jersey—New Mexico—New York—North Carolina.

North Carolina: North Carolina seconds the nomination of *Orville C. Pratt*.

Secretary Givens: North Dakota—Ohio—Oklahoma—Oregon.

Oregon: Oregon seconds the nomination of *Orville C. Pratt*.

Secretary Givens: Pennsylvania—Puerto Rico—Rhode Island—South Carolina—South Dakota—Tennessee—Texas—Utah—Vermont—Virginia—Washington—West Virginia.

West Virginia: West Virginia seconds the nomination of *William H. Holmes*.

Secretary Givens: Wisconsin—Wyoming.

Wyoming: Wyoming seconds the nomination of *Orville C. Pratt*.

President Samuelson: Are there any more nominations—or seconds? Hearing none, I shall declare the nominations for president closed.

We turn now to the nomination of eleven vicepresidents.

Secretary Givens: I will call the roll of states for nominations of vicepresidents. Alabama, Alaska, Arizona, Arkansas, California. *Mr. Larson*.

Mr. Emil L. Larson (Arizona): I should like to place in nomination for vice-president a man who has contributed a great deal to education, not merely in our state but by his counsel and good judgment has contributed to education in other parts of the United States; a man who has been a life member of the National Education Association for a number of years, whose good counsel and judgment will contribute to the advancement of this organization.

I am pleased to place in nomination for vicepresident, *Mr. Herman E. Hendrix*, State Superintendent of Public Instruction of Arizona.

Secretary Givens: *Mr. Henderson*.

Mr. Frank A. Henderson (California): I am honored to submit to this Assembly for vicepresident, a classroom teacher of the kindergarten schools, past president of the State Kindergarten Association and president of the Oakland Teachers' Association, from Oakland—a city which has done so much for this organization in giving *Mr. Givens* for the service of the Association.

She is a leader in educational matters. This state stood near the top in N. E. A. membership for many years—*Miss Evelyn Chasteen* of Oakland, California, for vice-president.

Secretary Givens: Colorado—Connecticut.

Miss Daisy Lord (Connecticut): It gives me great pleasure in behalf of the Connecticut delegation to present to this Assembly the name of our state commissioner of education, who has served this Association well for many years. I, therefore, present the name of *Mr. E. W. Butterfield* for your consideration.

Secretary Givens: Delaware—District of Columbia—Georgia.

Mr. W. J. Andrews (Georgia): I have found many people here in the Northwest who seem to appreciate and enjoy our pronunciation and enunciation of Georgia. Georgia is represented here today and we come asking for your careful consideration in casting your vote for one from our state. He is a county school superintendent, a young man who has had a lot of obstacles before him. He lives fourteen miles from any town or city. He has no radio installed in his home as yet, but he plans to do that so he may continue to grow in the profession. He has been a member of the N. E. A. ever since he has been eligible for membership and has attended N. E. A. conventions and Department of Superintendence conventions for a number of years. I am pleased and consider it a privilege to give to you the name of one of my contemporaries. We play football sometimes in high schools and colleges and sometimes we go in a huddle and call signals, so this morning the state school superintendent, *Mr. Sutton*, superintendent of the Atlanta system of schools, *Harold Saxon*, president of the G. E. A., and *L. L. Perry*, who is one of the state elementary-school supervisors, went into a huddle—by the way, one of the Atlanta lady teachers was in that huddle—and we decided on *Mr. Andrew Avery* of Bainbridge, Georgia. Vote for him and inspire him!

Secretary Givens (Continuing roll call): Idaho—Hawaii—Illinois—Indiana—Iowa—Kansas—Kentucky—Louisiana—Maine—Maryland—Massachusetts—Michigan—Minnesota—Mississippi—Missouri.

Mr. W. W. Parker (Missouri): In making the nomination for the vicepresidency of the National Education Association, which I am about to make, I am speaking as the spokesman not only for the Missouri delegation, which is here, but also for the 24,000 teachers of Missouri who belong to our State Teachers Association.

I am about to suggest as a nominee for the vicepresidency of this great Association, a woman from the city of St. Joseph, Missouri, which by the way is about 550 miles from my town, which is Cape Girardeau in that state. She has been active in local, district, state, and national teachers association work over a period of years, I am not going to say how many, not too many, however. She has the confidence of all the teachers of our state and is known by all of them because of her activity in association work. She has our confidence, and we believe she will pull a heavy vote when the poll starts.

I wish to emphasize the fact to those of you who are classroom teachers, state and national, that she has been prominent in that movement and has been one of the promoters of the movement, as a matter of fact.

It is my pleasure at this time, on behalf of the Missouri delegates and the State Teachers Association of which I happen to have the honor to be the president, to place in nomination *Miss Anna E. Riddle* of St. Joseph, Missouri, a classroom teacher.

President Samuelson: I am going to ask *Mr. Smith* to preside at this time, in order that I may discharge a broadcasting appointment to tell the world about this convention.

(*Mr. Smith* is seated as the chairman, pro tem.)

Secretary Givens: (Continuing roll call): Montana.

Mr. D. S. Williams (Montana): Montana presents as vicepresident the name of *Martin P. Moe*, a life member of this Association, a life member of the State Association, a member of the Associations of the Northwest, a member of the National Commission on the Study of Secondary Education, a man with experience serving as state director for Montana for several years. Montana and the Northwest present as its vicepresident, *Martin P. Moe* of Helena, Montana.

Secretary Givens: Nevada—New Hampshire—New Jersey.

Mr. Leon N. Neulen (New Jersey): New Jersey is pleased, yes, proud, to present to you and urge your support of a person who is not new to your organization, one who has contributed much to your work, a life member of the N. E. A., a leader of education in the state of New Jersey, and a classroom teacher, *Miss Mattie S. Dormus* of New Jersey.

Secretary Givens: New Mexico—New York—North Carolina—North Dakota—Ohio—Oklahoma—Oregon—Pennsylvania—Puerto Rico—Rhode Island—South Carolina—South Dakota—Tennessee—Texas—Utah—Vermont—Virginia—Washington—West Virginia—Wisconsin—Wyoming.

Chairman Smith: Thus far, there have been only seven nominations; that is four short of the number. Are there any additional nominations?

Mr. F. L. Schlagle (Kansas): I would like to place in nomination a classroom teacher, head of the Kansas delegation from Kansas City, Kansas. Kansas City boasts of the distinction of having 100 percent membership in the N. E. A. for twelve consecutive years.

I would like to place in nomination the head of the delegation, *Miss Marie Brotherson*.

Chairman Smith: I will hear from the delegate from Oklahoma.

Mr. M. E. Hurst (Oklahoma): I wish to place in nomination *Mr. E. M. Black*, who is now president of our State Education Association. He has the support of all the teachers in our state; he is active in association work and has been for some thirty years.

Chairman Smith: *Miss Hinrichs*.

Miss Amy H. Hinrichs (Louisiana): I believe, as I know you do, that all conditions in our teaching corps of the country—I mean all the environments under which we teach—should be represented. I am about to propose the name of a gentleman who teaches in a rural community in southwest Louisiana. You do not know him, as yet, but we do. He has a long record of distinguished service to the children of that part of the country. I should like to nominate *Mr. W. L. Colvin*, principal of the Jeanerette High School.

Chairman Smith: Thus far, only ten.

Mr. Charles O. Williams (Indiana): I think I am going to do the unusual thing but I have lived in Kentucky four years and as a Kentuckian, I want to pay tribute to the secretaries of the state teachers associations. There has been but one woman and she is gracious and delightful, and is making a record for her home state—Arkansas. I want to place in nomination *Miss Willie A. Lawson* for vicepresident.

Chairman Smith: These are eleven that have been nominated. Are there additional nominations?

Miss Amanda H. Schuette (Wisconsin): I am not acting for the delegates of Wisconsin; I am acting as an individual in presenting the name of *Mr. O. H. Plenzke*, secretary of the Wisconsin Teachers Association. He has been active in school matters in Wisconsin for many years, as teacher, as principal, as assistant to the state superintendent of public instruction, and is now acting as secretary of the Wisconsin Education Association.

As such, he has done fine work for education; he has contributed a great deal to bringing about professional solidarity of the teachers of the state; he has helped to bring it up in the state to a high point; he has had many offices in the N. E. A. and his work and loyalty to it bespeak his deep affection and thought for it.

I should like to present the name of *Mr. O. H. Plenzke* as a nominee for the position of vicepresident.

Chairman Smith: Are there additional nominations for vicepresident? The Chair hears none, so the nominations are closed.

Nominations for treasurer are now in order. Is there unanimous consent for avoiding the roll call for nominations for treasurer? Hearing no objection, we will proceed without the roll call of states.

Mr. B. F. Stanton (Ohio): In the interest of brevity and out of consideration for these long-suffering delegates, I am not going to indulge in remarks about my can-

didate. I am placing in nomination a man who has served you for the last two years and served you well, as treasurer of this Association; *Superintendent R. E. Offenhauer*, of Lima, Ohio, for treasurer of the National Education Association.

Chairman Smith: Are there any other nominations for treasurer?

Mrs. Edith B. Joynes (Virginia): It has been my privilege for the past two years to have worked with *Mr. Offenhauer*, as he is a member ex officio of the Board of Directors, and he has contributed a great deal during the past two years that he has been treasurer, likewise ex officio of the Executive Committee of the N. E. A., and has rendered most valuable services.

So, Virginia is most happy to second the nomination of *Mr. Offenhauer* of Ohio as treasurer of the N. E. A.

Chairman Smith: Are there other nominations? Hearing none, I declare the nominations for treasurer closed and recognize *Mr. Saunders* of Virginia for a motion.

Mr. Joseph H. Saunders (Virginia): In order to save time at the next order of business, I move that all of the directors that have been nominated by their respective states, be included in the ballot.

(Motion seconded.)

Chairman Smith: You have heard the motion as made and seconded. Are you ready for the question?

All in favor of the motion vote "aye"; those opposed vote "no." The motion is carried.

Chairman Smith: *Mr. Secretary*, do you have announcements to make?

(*Secretary Givens* made announcements.)

Chairman Smith: This concludes the business for this session of the Representative Assembly.

Mr. Saunders: I make a motion that we stand adjourned.

(Motion seconded and carried.)

Chairman Smith: The meeting is adjourned.

WILLARD E. GIVENS, *Executive Secretary*

AGNES SAMUELSON, *President*

Second Business Session, Wednesday Morning, July 1, 1936

The second business session of the Representative Assembly convened at 9:30 a. m. in the Civic Auditorium. The invocation was delivered by the *Reverend Richard M. Steiner* of the Church of Our Father, Unitarian, and the second business session was opened.

President Agnes Samuelson: Will all those making reports this morning please find seats on the platform? And will you please observe the same request made yesterday, those who want to speak to the motions, those who want to address the Chair, please rise and be recognized in the audience and then come to the platform?

We are going to call, first, for the report of the Committee of Seven on the Reorganization of the National Education Association. I recognize *Mr. Offenhauer*.

Mr. R. E. Offenhauer (Ohio): After careful study by the Board of Directors, I have this following motion to make, summarizing the study:

I move that the report of the Committee on Reorganization be held over for further study for one year to be acted upon a year from now by the Representative Assembly.

(Motion seconded.)

President Samuelson: The question is on the acceptance of the recommendation of the Board of Directors.

Mr. Offenhauer: To facilitate our action this morning, I ask unanimous consent to withdraw this motion. I have made this motion to get before you squarely the action of the Board of Directors but inasmuch as the Committee is withdrawing many parts of this report, I am asking that you grant unanimous consent for the withdrawal of the motion that I have just made. I have made the motion in order to get the record complete.

President Samuelson: Is the request granted? Hearing no objection, the request is granted.

I call on *Mr. Oberholtzer*, chairman of the Committee on Reorganization.

Mr. E. E. Oberholtzer (Texas): We come this morning in the spirit of trying to help, to work together on some of these problems that we feel are mutual. The Committee—I should not say has had two *long* years, but has had two *pleasant* years at work.

We feel that we are not disposed to ask this Delegate Assembly to vote on any of the recommendations of this Committee. If you feel you want further study, however, there are some matters we feel that should be taken up by this body and this meeting and the action recorded because some of those things are necessary in order to harmonize the action of the Delegate Assembly, questions on the report of the Committee on Amending the Charter, and in order that there may not be confusion as to the status of certain of the bylaws that are to be set up.

I am asking, therefore, that we consider Chapter I and if you agree that these changes are for the most part minor, I shall ask that we be given unanimous consent to have the adoption of the amended bylaws or new bylaws.

I want to call to your attention that for two years we have been working on this problem of reorganization; that we have made exhaustive study both from the field and in committee meetings; that during the past year, we had two meetings, three days each. This Committee has received numerous suggestions and we have tried to place those questions which we think of importance before you for your action.

We take pleasure in presenting the report of the Reorganization Committee prepared for this Portland meeting, 1936.

(The report is printed on page 896 of this volume.)

I ask that you consider the amendment proposed under A-2. The amendment provides that when notice has been published in the May Journal it may be brought to the floor of the Assembly for action and passed by a two-thirds vote.

Madam Chairman, I move to amend the bylaws set forth under Chapter II, A-2, Committee on Reorganization, Portland meeting, 1936, by adding the following paragraph:

Provided that these bylaws may be amended at the annual meeting of the Representative Assembly in 1936 by a two-thirds vote if such amendment has been printed in the May Journal of the National Education Association.

President Samuelson: The motion has been made by *Mr. Oberholtzer* and seconded by *Mr. R. T. Shaw*. The question is on the adoption of this motion.

Mr. Oberholtzer: I ask unanimous consent for the adoption of this motion as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: Turn now to the amendment proposed under A-3 omitted last year.

I move to amend Article X, Section 1, set forth in Chapter II, under A-3, in the printed report of the Committee on Reorganization, Portland meeting, 1936, by adding the following paragraph:

Provided, however, that these bylaws may be amended at the annual meeting of the Representative Assembly in 1936, by a two-thirds vote, without previous notice.

President Samuelson: It has been moved by *Mr. Oberholtzer*, seconded by *Miss Adair*. The question is on the adoption of the motion.

Mr. Oberholtzer: I ask unanimous consent that this motion be adopted.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: In order to include A-1, it was necessary for me to go to A-2 and A-3, on account of the provisions in those amendments.

I now ask unanimous consent to turn to A-1 to submit the amendment proposed there.

President Samuelson: Any objection? The Chair hears none, so unanimous consent is granted to return to A-1.

Mr. Oberholtzer: Perhaps a word of explanation would be in order. It has been ruled that, according to *Robert's Rules of Order Revised*, we cannot have a printed ballot on amendments because it would cut off debate and would make it unsatisfactory as a means of adoption. Therefore, your Committee has provided a substitute for that printed under A-1, making a little different method of voting, and I think if you will follow my reading of the motion, it will clarify itself.

I move that Article X of the bylaws be amended by the addition of Section 2 as set forth in the 1936 report of the Committee on Reorganization, Chapter II, A-1, as follows:

In all voting on amendments to the charter and all amendments to the bylaws state delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation may vote by ballot.

President Samuelson: The motion has been made by *Mr. Oberholtzer* and seconded by *Mr. Shaw*; the question is on the adoption of the motion.

Mr. Oberholtzer: I ask unanimous consent for the adoption of the motion just read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: I next call to your attention A-4 and wish to make an explanation regarding A-5. A-5 was inadvertently included; it was passed at the Denver meeting.

A-4 refers to qualifications of trustees as amended—the point I read—I move to amend Article III, Section 4 (b) as set forth in Chapter II, A-4, in the printed report of the Committee on Reorganization, Portland meeting, 1936, by adding after the words “shall forfeit his membership,” the following: “only members who have the qualifications required for directors may be elected trustees.”

President Samuelson: This motion has been moved by *Mr. Oberholtzer* and seconded by *Miss Adair*. The question is upon the adoption of the motion.

Mr. Oberholtzer: I ask unanimous consent for the adoption of the motion as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: Next, I call to your attention B-1. The Committee is recommending that this be held over for action for another year.

Madam Chairman, I ask unanimous consent that the Committee be permitted to hold this matter over for another year.

President Samuelson: Is there objection? The Chair hears none, so B-1 is held over till next year by unanimous consent.

Mr. Oberholtzer: Turn now to C-1. I move that the first sentence of Section 3, Article VI, of the bylaws as set forth in Chapter II, C-1, in the printed report of the Committee on Reorganization, Portland meeting, 1936, be amended to read as follows:

The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent, or by a two-thirds vote of the delegates present, all resolutions shall be referred to said committee without discussion.

President Samuelson: It has been moved by *Mr. Oberholtzer* and seconded by *Mr. Shaw*. The question is on the adoption of the motion.

Mr. Oberholtzer: I ask unanimous consent that the motion be adopted as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: We turn now to C-2.

I think I ought to offer a word of explanation before making the motion. There is no change in any of the words, except a change of the position of these provisions; even the word “Proceedings,” which is in italics, is not a new word. It, for some reason, has been carried all the time in the bylaws in italics.

I move the bylaws be amended by the addition of Article XI, as set forth in Chapter II, C-2, in the printed report of the Committee on Reorganization for the Portland meeting, 1936, which reads as follows:

Section 1. The invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.

Section 2. The Permanent Fund shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds, which the corporation may receive by donation, bequest, or devise. (Article III, Section 6 (b), first sentence.)

Section 3. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.

Section 4. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of Proceedings, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.

President Samuelson: The motion has been made by *Mr. Oberholtzer* and seconded by *Mr. Shaw*. The question is on the adoption of the motion.

Mr. Oberholtzer: I ask unanimous consent to have the motion adopted as read.

President Samuelson: Any objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: We turn next to C-3 in this report. I move that Article VI of the bylaws be amended by the addition of Section 8 as set forth in Chapter II, C-3, in the printed report of the Committee on Reorganization for the Portland meeting, 1936, which reads as follows:

Sec. 8. In all committees, boards, or councils in which the entire personnel is named that year by the president, the president shall appoint the chairman. In all other cases, the committee, board, or council shall elect its own chairman.

President Samuelson: It has been moved by *Mr. Oberholtzer*, and seconded by *Miss Birdine Merrill*. The question is on the adoption of this motion.

Mr. Oberholtzer: I ask unanimous consent for the adoption of the motion as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: We turn next to C-4. *Robert's Rules of Order Revised* contains the following suggestion (page 296):

If the proceedings of a convention are usually published, a Publishing Committee should be appointed, which should have the power to edit the proceedings.

I move that Article VI of the bylaws be amended by the addition of another section set forth in Chapter II, C-4, in the printed report of the Committee on Reorganization, Portland meeting, 1936, and which reads as follows:

Sec. 9. There shall be a Publishing Committee, consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. Nomination shall be made by petition signed by ten delegates and presented to the executive secretary on the second day of the annual meeting.

The election in 1936 shall be held on Wednesday, by printed ballot. Provision shall be made by the Rules Committee for the nomination and election in 1937 to be held on the first day upon which the Representative Assembly meets.

This Committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed proceedings.

President Samuelson: Moved by *Mr. Oberholtzer*, seconded by *Miss Birdine Merrill*. The question is, Shall the motion be adopted?

Mr. Oberholtzer: I ask unanimous consent for the adoption of the motion as read.

President Samuelson: Is there objection? The Chair hears none—

Mr. Oberholtzer (Interrupting): The Committee asks to change that one word to "Thursday." Do we have unanimous consent to make the change in the motion just read, to read "Thursday" instead of "Wednesday" 1936?

President Samuelson: Is there objection? The Chair hears none, so the motion by *Mr. Oberholtzer* and the request to change "Wednesday" to "Thursday" are adopted and granted by unanimous consent.

Mr. Oberholtzer: You will observe in Chapter III, that you, by unanimous consent, have approved everything in Chapter III except at the bottom of the Chapter, A-5, the Nominating Committee.

We ask unanimous consent to hold over A-5 making provision for a Nominating Committee. We do that because there has been a great deal of demand for a change. We feel it is of sufficient importance that this body should have the one year to study the suggestions made.

President Samuelson: Is there objection? The Chair hears none, so A-5 is held over by unanimous consent.

Mr. Oberholtzer: We ask unanimous consent to hold that recommendation under "A. Qualifications of Delegates."

President Samuelson: Any objection? The Chair hears none, so the request is granted.

Mr. Oberholtzer: We ask unanimous consent to hold "B. Further Qualifications of Trustees." I think it is not necessary. That has been held over on the previous action; that one refers to limiting the term of trustees and has been acted upon; that is already held over.

I go now to C, which likewise has been acted upon. That is the same as C-2, Chapter II; D has been acted upon; that is the same as C-4 in Chapter II; and we come to "E. Changes in Affiliation Fees."

We have tried to canvass the desires of all the members of the Association; we find that local associations, the smaller ones, are concerned about fees. The Committee, therefore, decided to change the wording of this amendment as submitted in the report. The change makes it possible to maintain the \$5 fee for local associations of less than 100.

Now, I shall read in two sections the amendment for Part 3.

I move to amend Article II, Section 3, as set forth in Chapter IV, E-1, of the printed report of the Committee on Reorganization, Portland meeting, 1936, by striking out the words after \$10 as follows: "For each delegate to which said state association shall be entitled, with a maximum of \$100." That fixes the fee of the state, \$10.

President Samuelson: Moved by *Mr. Oberholtzer* and seconded by *Mr. Robert C. Moore*. The question is on the adoption of the motion.

Mr. Oberholtzer: I ask unanimous consent for the adoption of the motion as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

We will start over again. I recognize *Mrs. Joynes*. I am sorry I did not see her.

Mr. Oberholtzer: I ask unanimous consent that the motion be approved as put.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: I offer by way of explanation—*Mrs. Joynes* was interested in the second part of this amendment and she is interested in having the number for local associations changed from 100 to 200.

Our Committee has no disposition to be arbitrary and we are recommending that membership to 200 be made. I will read the motion.

I move to amend Article II, Section 4 as set forth in Chapter IV, of the printed report of the Committee on Reorganization for the Portland meeting, 1936, by striking out the figure 5 and inserting in lieu thereof the figure 10 and by adding after the words "said Association," the following: "provided that such fees of Affiliated Local Associations of less than 200 members shall be \$5."

As an explanation, that means for the local associations, 200 or above, the fees are \$10; those below, as now in the bylaws, \$5.

President Samuelson: Moved by *Mr. Oberholtzer*, seconded by *Miss Daisy Lord*. The question is on the adoption of this motion.

Mr. Oberholtzer: I ask unanimous consent for the adoption.

President Samuelson: Is there objection?

Mr. Jonathan L. Booth (Arizona): I want to say just a word or two concerning the \$10 fee for the Affiliated Associations. I have been trying to find out what we are doing in local organizations thruout the United States and I am of the opinion that the weakest point that we have in our whole organization is the local organization, and it seems to me that this is a blow against local organizations. In many places the fees are small, and it seems to me that that will be a handicap, a detriment to us who are working to build up our local organization; just as our national government is built upon the home as a basis, so is our national association among the teachers built upon our local organizations, and we must do something to strengthen that. I feel we should not do anything that will hinder the development and building up of our local organizations.

I am opposed to raising the fee from \$5 to \$10 for the Affiliated Associations. Thank you.

President Samuelson: Is there further discussion? If not, we shall proceed to the roll call. It is necessary, since we do not have unanimous consent, to call the roll. The question is upon the adoption of this motion.

Moved by *Mr. Oberholtzer*, seconded by *Miss Lord*: It is moved to amend Article II, Section 4, as set forth in Chapter IV of the printed report of the Committee on Reorganization for the Portland meeting, 1936, by striking out the figure 5 and inserting in lieu thereof the figure 10 and by adding after the words "said association," the following: "Provided that such fees of Affiliated Local Associations of less than 200 members shall be \$5."

The secretary will call the roll by states.

Mr. W. A. Walls (Ohio): Is it possible to suspend the rules, by vote of this Assembly, so we do not need to call the roll?

Mr. Bottolfson: I shall rule that it is not.

Delegate: What vote will be required in this case?

President Samuelson: It requires two-thirds vote for passage.

Mr. Oberholtzer: I want to explain that "membership" means "membership in the N. E. A." of the local association—200 membership in the N. E. A.; those under 200 membership in the N. E. A., the fee remains \$5; those above, \$10.

The Committee feels that the benefits from affiliations should be worth at least \$10 to local associations of such membership because of all of the things given by way of service to these affiliated members.

President Samuelson: You are out of order. We have ordered a vote.

Delegate: May we have the motion as stated by *Mr. Oberholtzer*?

President Samuelson: You may.

Moved by *Mr. Oberholtzer*, seconded by *Miss Lord*: It is moved to amend Article II, Section 4, as set forth in Chapter IV of the printed report of the Committee on Reorganization for the Portland meeting, 1936, by striking out the figure 5 and inserting in lieu thereof the figure 10 and by adding after the words "said Association," the following: "Provided that such fees of Affiliated Local Associations of less than 200 members shall be \$5."

The secretary will call the roll by states.

Mr. John W. Thalman (Illinois): May we have a recess until we get the vote?

President Samuelson: We will declare a recess of three minutes to prepare the ballot.

(Recess.)

President Samuelson: The secretary will call the roll.

Secretary Givens: You understand this is "yes" for and "no" against.

Alabama—4 yes; 2 no. Alaska—1 yes; 0 no. Arizona—3 yes; 7 no. Arkansas—3 yes; 0 no. California—78 yes; 15 no. Colorado—37 yes; 0 no. Connecticut—10 yes;

0 no. Delaware—6 yes; 0 no. District of Columbia—3 yes; 0 no. Florida—4 yes; 0 no. Georgia—7 yes; 0 no. Hawaii—32 yes; 0 no. Idaho—6 yes; 0 no. Illinois—74 yes; 14 no. Indiana—22 yes; 0 no. Iowa—20 yes; 4 no. Kansas—3 yes; 14 no. Kentucky—5 yes; 0 no. Louisiana—7 yes; 0 no. Maine—4 yes; 9 no. Maryland—1 yes; 0 no. Massachusetts—8 yes; 7 no. Michigan—31 yes; 0 no. Minnesota—26 yes; 7 no. Mississippi—6 yes; 0 no. Missouri—28 yes; 7 no. Montana—5 yes; 0 no. Nebraska—14 yes; 0 no. Nevada—6 yes; 0 no. New Hampshire—3 yes; 0 no. New Jersey—16 yes; 11 no. New Mexico—No reply. New York—24 yes; 0 no. North Carolina—3 yes; 0 no. North Dakota—4 yes; 0 no. Ohio—55 yes; 0 no. Oklahoma—16 yes; 0 no. Oregon—18 yes; 0 no. Pennsylvania—53 yes; 11 no. Puerto Rico—3 yes; 0 no. South Carolina—5 yes; 0 no. South Dakota—6 yes; 0 no. Tennessee—3 yes; 0 no. Texas—19 yes; 0 no. Utah—16 yes; 0 no. Vermont—3 yes; 0 no. Virginia—15 yes; 0 no. Washington—32 yes; 4 no. West Virginia—15 yes; 2 no. Wisconsin—28 yes; 9 no. Wyoming—6 yes; 0 no. Teachers Institute of Philadelphia—1 yes; 0 no. Illinois Teachers Association—1 yes; 0 no. Nashville Board of Education—No reply.

President Samuelson: Have all the states voted? If so, I declare the ballot closed.

The vote is 799 to 123. Two-thirds majority having voted in favor, I declare the amendment carried.

Mr. Oberholtzer: Returning again to the report, Chapter IV, F: that the same has already been approved, C-1, Chapter II.

The Committee asks unanimous consent to hold over—I think we had to state these questions twice and action has been taken on that, if I am not mistaken. Therefore, we can pass G. That is to be held over, and you have already given unanimous consent to the Committee. H, the same as C-2 in Chapter I; therefore, it has been disposed of.

“I. Departments.” Under I, I move to amend Section 4, Article V, the bylaws as set forth in the printed report, Committee on Reorganization, Portland meeting, 1936, to read as follows: “The programs of these meetings shall be prepared by the respective presidents”—taking out the words in brackets, as you will observe, following “under the general direction (taking out the brackets) of the president of the Association.”

By word of explanation, the president cannot give personal time to all of the conferences and we make that change “under the direction of.”

President Samuelson: Moved by *Mr. Oberholtzer*, seconded by *Miss Lord*. The question is on the adoption of this motion.

Mr. Oberholtzer: I ask unanimous consent to adopt this motion as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: Section 2, under I. I move to amend Section 5, Article V of the bylaws as set forth in the printed report of the Committee on Reorganization, Portland meeting, 1936, by striking out the words “one year” after the words “Department to serve” and inserting after these words the following: “for the term of office specified in the regulations of the Department.”

It is as printed in the report for your own information, as read.

President Samuelson: Moved by *Mr. Oberholtzer*, seconded by *Mr. Shaw*. The question is on the adoption of this motion.

Mr. Oberholtzer: I ask unanimous consent that the motion be adopted as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: Section 3. The purpose of this motion is to take out those words in brackets. I move that Article V, Section 7, be amended as set forth in Chapter IV-4, I, Section 3, by striking out the last sentence, which reads as follows:

Each Department may be governed by its own regulations insofar as they are not inconsistent with the Act of Incorporation of these bylaws.

President Samuelson: It is moved by *Mr. Oberholtzer*, and seconded by *Mr. Shaw*. The question is on the adoption of this motion.

Mr. Oberholtzer: I ask unanimous consent to adopt this motion as read.

President Samuelson: Any objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: Section 4, for which the purpose is to clarify the part taken out—I move to amend the bylaws as set forth in Section 4 of the printed report of the Committee on Reorganization, Portland meeting, 1936, which reads as follows: "Each Department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; provided, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative."

President Samuelson: Moved by *Mr. Oberholtzer*, seconded by *Miss Adair*. The question is on the adoption of this motion.

Mr. Oberholtzer: I ask this motion be adopted by unanimous consent as read.

President Samuelson: Is there objection? The Chair hears none, so the motion is adopted unanimously.

Mr. Oberholtzer: "Duties of Vicepresidents." The Committee asks unanimous consent to hold this over for another year, to come up before the next annual meeting.

President Samuelson: Is there objection? The Chair hears none, so the request is granted unanimously.

Mr. Oberholtzer: "L. Nomination of State Directors." The Committee asks unanimous consent to hold this over for the next annual meeting.

President Samuelson: Is there objection? The Chair hears none, so the request is granted unanimously.

Mr. Oberholtzer: Turn to Chapter V. The Committee asks unanimous consent to hold over that portion, "A. Board of Directors," for consideration at the next annual meeting.

President Samuelson: Is there objection? The Chair hears none, so the request is granted unanimously.

Mr. Oberholtzer: "B. Directors at Large." The Committee asks unanimous consent to hold this over until the next annual meeting.

President Samuelson: Is there objection? The Chair hears none, so the request is granted unanimously.

Mr. Oberholtzer: "C. Terms of Directors." The Committee asks unanimous consent that this be held over for consideration at the next annual meeting.

President Samuelson: Is there objection? The Chair hears none, so the request is granted unanimously.

Mr. Oberholtzer: "D" has already been stricken out by the action of this Assembly on amending the Charter report. We come now to Chapter VI. The Committee asks that this be held over for consideration at the next annual meeting. I ask unanimous consent to hold Chapter VI over for consideration at the next annual meeting.

President Samuelson: Is there objection? The Chair hears none, so the request is granted unanimously.

Mr. Oberholtzer: That last permission to hold over carries all in Chapter VI. Now, it is necessary that we take up the adoption of the report as a whole. I ask unanimous consent to adopt the report of the Committee as a whole on those motions already approved by this Assembly this morning.

President Samuelson: Is there objection?

Miss Broderick (New York): Does that, in any way, affect Chapter VII?

President Samuelson: *Mr. Oberholtzer*, can you answer that?

Mr. Oberholtzer: It does not affect anything except action on motions which we have taken thus far this morning.

Mr. Thomas J. Walker (Missouri): I ask that that motion be amended by inserting the words "as amended."

President Samuelson: Are you making a motion?

Mr. Walker: Suggest to *Mr. Oberholtzer* he left out the phrase "as amended."

Mr. Oberholtzer: I accept the suggestion of *Mr. Walker*—"as amended."

President Samuelson: *Mr. Oberholtzer*.

Mr. Oberholtzer: In the consent given to hold over Chapter VI, I wanted to ask that it be brought up for final action next year. I ask unanimous consent for that.

President Samuelson: Is there objection? The Chair having heard none—

Mr. Oberholtzer (Interrupting): The parliamentarian tells me I must renew my previous motion.

I ask unanimous consent for the adoption of this report as amended by the action of the General Assembly this morning.

President Samuelson: Is there objection?

Mr. W. B. Mooney (Colorado): *Madam Chairman*, can this Assembly require that the next Assembly act on anything? I ask that of the parliamentarian.

Mr. Bottolfsen: I shall rule no. You are making that as a recommendation; I do not think it is mandatory.

President Samuelson: Is there objection? The Chair having heard none, it is so ordered.

Mr. Oberholtzer: *Madam Chairman*, I rise to a point of personal privilege.

President Samuelson: State your point of personal privilege.

Mr. Oberholtzer: I wish to discuss briefly part of this report, as chairman.

President Samuelson: The privilege is granted to *Mr. Oberholtzer*.

Mr. Oberholtzer: I did not want to use any time, unnecessarily, in presenting this report, but I feel so strongly about one or two matters, that our Committee thought it best that I take a few minutes to discuss this.

I should like to discuss the item, "All-inclusive Membership and Consolidated Dues." We hold no brief for the infallibility of that report. The Committee does believe, without question, that the permanence and growth of our profession depend upon the basis of our relationship and our organization of local, state, and national associations.

We, therefore, feel that at the very foundation of it all rests some plan of all-inclusive membership and consolidated dues. In the plan suggested, we did not try to fix the amount of dues suggesting that, in principle, there ought to be some kind of sliding scale in accordance with the salaries of teachers and, therefore, we made the suggestion under "A" that teachers teaching for salaries less than \$1000 should be accorded the privilege of smaller fees; likewise, in 2 and 3 under a scale, according to salaries; under "B" we recommend the study be made to see how the workings of these associations can be brought closer together; we, therefore, made certain suggestions there, which I shall not take time to read.

Let me call your attention to one sentence at the bottom of the page: "At present the National Education Association membership is slightly less than 200,000 while the combined membership of state associations is approximately 750,000." It can readily be seen that the consolidated membership would increase greatly the revenue of the National Education Association. At the same time, a federation of local associations to form the state association would result also in increased membership in the state association. It is the opinion of the Committee that the enduring welfare of the profession depends upon these two rather fundamental ideas, namely, all-inclusive membership and consolidated dues. We recommend, therefore, that the Association, thru its Representative Assembly, approve these recommendations and designate some existing committee or new committee to continue the study with the purpose of presenting full information concerning the effect of the proposed plan, preparatory to taking action on the proposed plan at the next annual meeting.

As to the matter of regions, we think that the districting there is not satisfactory to all states; therefore, it is merely a suggestion. We do not know whether this Association wants regional meetings, but we have presented that with the idea if the desire of many members of this Association is to bring the National Education Association close to the people, that some plan of regional organization with an active goodwill emissary at work in the field, ought to help to do that.

With regard to Chapter VII, we have merely stated there some of the things we consider as unfinished business, some of the things which we believe you ought to consider continuously as this Association goes on and, as we have said, it affords to some extent a basis for principles used in making the recommendations of this report to your body.

I wish to say for the Committee on Reorganization, that we appreciate greatly the assistance you have given us in helping to get this report completed, which we

believe is a step forward—yesterday's meeting and this morning's meeting make me very happy, as a member of the National Education Association, to know that we can sit down together and study earnestly our problems in an intelligent, business-like and professional-like way.

President Samuelson: In accordance with the action just taken, it is going to be necessary for the Rules Committee to make arrangements for the election of the Publishing Committee. We will now hear from the chairman of the Rules Committee on this point. *Miss Adair.*

Miss Cornelia S. Adair (Virginia): The Rules Committee has had a meeting and offers the following suggestion for the election of a Publishing Committee. The Rules Committee directs that nominations for membership in the Publishing Committee be presented to the secretary immediately after the adjournment of this session. In accordance with the bylaws nominations shall be made by petition signed by ten delegates, and election shall be by the method known as the Hare System of Proportional Representation; ballots will be prepared by the secretary and will be cast with the ballots for election of officers and carried under the direction of the Election Committee for amendments to the bylaws. You recognize that this is an amendment to the bylaws; therefore, that Committee is the committee to handle this ballot.

Madam Chairman, I move the adoption of this rule and I would like to add a little explanation.

President Samuelson: Is there a second?

Delegate (Florida): Second the motion.

President Samuelson: The question is, Shall the motion be adopted?

Miss Adair: I wish to call your attention to the fact that we are using a new method of balloting, the Hare System of Proportional Representation. An explanation is in the back of the report that you have just accepted. It is simply a system of voting for your preference, your first choice, second choice, and so on; the number of names presented depends upon this delegate body, but you have a right to select the ones which you prefer.

President Samuelson: All in favor of the motion will vote "aye"; those opposed will vote "no." The motion is carried.

We shall now proceed to the other reports that are listed on the program for this morning.

Miss Broderick (New York): I have a question. At some point in the procedure, may discussion of some of the recommendations, suggestions in Chapter VII, be considered by this Delegate Assembly?

President Samuelson: That matter has already been disposed of. If you wish you may ask unanimous consent to discuss it.

Miss Broderick: *Madam Chairman,* in order to protect us against such a ruling, I raised the question when the chairman of the Committee asked us to vote on the report including Chapter VI. I asked if it affected Chapter VII, and the Chair ruled that it did not. Therefore, I resubmit the question, At what point can Chapter VII be considered by this group?

President Samuelson: I shall ask the parliamentarian to answer that.

Mr. Bottolfsen: The matter may be brought up at this time for discussion if you ask for and receive unanimous consent.

Miss Broderick: Then I ask unanimous consent for discussion of one of the points set forth in Chapter VII.

President Samuelson: Is there objection? The Chair hears none.

Miss Broderick, will you please come to the platform?

Miss Broderick (Speaking from the platform): If you will read Principle 3 as suggested under the heading "Relationship," under the subdivision A, you will find the section has to do with membership in this Association as being prerequisite to the certification of new teachers and to the continuing of contracts of present teachers.

To me, the point is sufficiently important to warrant consideration by this Assembly. Its importance becomes even greater when we consider it was before us last year and was shelved in exactly the same way; if it has appeared twice in the report of the Committee on Reorganization, it is a principle entitled to fair consideration

by those of us who have come long distances to protect the civil liberties not only of the members of the N. E. A. but of the teaching profession thruout the nation.

So, I ask, at this point, if the parliamentarian will permit me to analyze that section in the light of what it really means to the teaching profession of this country?

Mr. Bottolfsen: You have, by unanimous consent, been given the right to appear before this convention and you have five minutes in which to discuss it.

Miss Broderick: If you read the section carefully, you realize that it affects two groups of teachers, those who are or will be subject to certification and those of us who are present teachers. If we follow this recommendation, it will become necessary for new teachers, before they receive licenses to practise, to become members of the N. E. A.

I am waiving the question of the legality of any such proposal and I seriously doubt that the legal advisers of this Association were consulted before the suggestion was reduced to the printed form. Pedagogy is a profession and it implies the mastery of a mass of specialized knowledge, plus skill in the application of its technic, and by no means is there to be considered prerequisite to its practise anything except compliance with the statutory regulations prevalent in the various states.

We cannot, by any means, consider that prerequisite thereto there shall be membership in this or any other organization, even tho it be that of the Church itself. To do otherwise, would be to nullify all the splendid action which we have taken in the matter of academic freedom and in the safeguarding of the civil liberties of the teachers of the nation. I am sure the Delegate Assembly is not willing that this great organization shall go forth to the public with any such recommendation which infringes upon the rights of its members to contract freely and to be contracted with freely, a right guaranteed to them by the Constitution of the United States.

As regards the present teachers, and for almost a quarter of a century I have been in that category, there are over half a million teachers in the United States who are not serving under tenure and to whom the renewable contract is of very, very pressing importance. If this regulation goes forth or any policies adopted by the leaders of this Association consistent with this suggestion, then it may very well be that contracts cannot be given to teachers who have exercised their civic privilege to choose for themselves the organizations to which they will belong.

The exercise of loyalty to the organization, to the N. E. A., should never be considered a barrier to civic growth. I am an organization woman, distinctly, and have been for years, and I realize how very pressing at times becomes the necessity for financial support and, yet, I am wholly unwilling to secure it at the expense of the professional solidarity of the teachers of America. I, therefore, offer the following resolution, subject to whatever modification the parliamentarian may deem necessary: That Principle 1, A-3, be withdrawn from the list of principles to be approved for further study or consideration by any committee to which the list may be referred, and I ask unanimous support of that motion.

Mr. Oberholtzer: I rise to a point of order. I appreciate very much the speaker's statements and sentiments as expressed, but my point of order is that this is not before the Assembly, that we presented the suggestion for further study and that it was the attitude of the chairman of the Committee that nothing in Chapter VII had been approved by this Assembly.

President Samuelson: The point of order is well taken.

Mr. Bagwell (California): As a further point of order, as I understood the motion, it was that we definitely disapprove the proposal and remove it from further consideration as something too dangerous and of which we definitely disapprove. The motion was not negative but was positive, and that we definitely go on record as disapproving such matter so it may be entirely eliminated from consideration by this Assembly or any further Assembly.

President Samuelson: I will ask the parliamentarian for a ruling.

Mr. Bottolfsen: The parliamentarian rules that the question is not properly before this Assembly; the unanimous consent granted the lady a moment ago was under a point of personal privilege—merely to discuss it. It will take unanimous consent to have this brought before this Assembly at this time, and if granted, Chapter VII will be before the Assembly.

President Samuelson: Miss Broderick.

Miss Broderick: I ask unanimous consent to bring the matter before this group of delegates in the way the parliamentarian suggests.

President Samuelson: Is there objection?

Delegates: Yes.

Mr. Bottolfsen: Unanimous consent having been denied, there is only one other way in which this question may legally be brought before this Assembly—that is, to move to reconsider, which will require a favorable two-thirds vote on roll call.

Mr. Oberholtzer: I do not want to be misunderstood; it is not my purpose to keep this from the Assembly. I merely wanted to make clear it was not an action by this Committee and I want to join in asking that the lady be given unanimous consent to bring the motion before this body.

President Samuelson: Is there objection to this unanimous request? The Chair having heard none, it is so ordered.

The Chapter is now before the Assembly.

Miss Broderick: I move that Principle 1, A-3, be withdrawn from the list of principles to be approved for further study and consideration by any committee to which the list may be referred.

Delegate (New York): I second the motion.

President Samuelson: The question is on the adoption of this motion. Is there any discussion? The Chair hears none. All in favor of the motion will vote "aye"; those opposed will vote "no." The motion is carried unanimously.

We will now proceed to the next order of business. I have already requested those who are to give reports to find places on the platform. Please note that the reports have certain time limits and we are going to ask that these time limits be adhered to in each case since ample notice has been given.

The first report, which has to do with the report of the Committee on Social Economic Goals, will, in the absence of the chairman, be presented by *Secretary Givens*.

Secretary Givens: Mr. Fred J. Kelly could not be here this morning, but I am very glad to make the report for him. It will not take more than about thirty seconds. His report as finished is now in mimeograph form, with the exception of one chapter. As soon as that chapter is finished, it will be printed, because it has already been approved, and will be ready for distribution to our profession. It is an excellent piece of work, a work very helpful to the classroom teachers of the country.

This report should be in printed form in the next three months. This is simply a report of progress.

(This report is printed on page 911 of this volume.)

President Samuelson: If there is no objection, the report will be accepted.

Is there objection? The Chair having heard none, it is so ordered. We will proceed to the next report, that of the Legislative Commission, *Mr. Callahan*, chairman.

Mr. John Callahan (Wisconsin): Madam Chairman, first, I want to say that you are mistaken about my being chairman of this Commission. This report was written by *Mr. Sidney B. Hall*, from Virginia, chairman of the Executive Committee of the Legislative Commission. I am a member of the Executive Committee and since he could not be here, this report was sent to me with the request that I present it at this time.

(The report is printed on page 873 of this volume.)

President Samuleson: If no objection is heard, the report will be accepted. The Chair having heard none, it is so ordered.

I call next for the report of the Committee on Academic Freedom, *Mr. Smith*, chairman.

Mr. Henry Lester Smith (Indiana): The report that this Committee wishes to make is found in the Summary of Committee Reports. I shall read only two sections of that report. I want to call your attention to the fact that we have reproduced the resolution that brought us into existence.

You have the list of members of the Committee there and at the bottom; I wish to read one section:

At the joint meeting of the Committee on Academic Freedom and the executive group of the Tenure Committee, February 24, 1936, the line of demarcation be-

tween the work of the two committees was adopted as follows: "The profession of education exists to foster proper learning. Each member of the profession should feel secure in the practise of his work so long as he meets reasonable professional standards as interpreted by the judgment of his peers."

The Tenure Committee accordingly accepts as its primary function the promotion of support for the proper tenure of teachers and other educators and the crystallization of such support into adequate laws and understanding to safeguard tenure rights. The Committee will, therefore, as a rule take up controversial cases only as these promise illustrative qualities that will help to build support for better tenure conditions.

The Committee on Academic Freedom on its part is primarily interested in safeguarding intelligent teaching and therefore in defending teachers and other educators in the exercise of their just rights to academic and professional freedom both as educators in the classroom or office and as citizens outside. In the pursuit of these ends, the Committee on Academic Freedom will investigate cases, report findings, discuss principles involved, and otherwise do what it can to promote a more adequate and intelligent support of the principles of academic freedom.

Now, the Academic Freedom Committee has taken up, as this report says, ten cases thus far (I will add two since this report was prepared and another came to me just now, in a telegram just before I rose to make this report); and then there is listed what this Committee has done. I do not think I need to read that.

Then, I would like to come to the final and rather important thing to read, "In the light of its experience gained during the year the Committee has drawn up the following tentative brief statement of Principles of Academic Freedom." You will recall a longer statement is in preparation and certain other things in preparation, but this is a tentative statement which we are to present at the present time:

The cause of academic freedom is, like the cause of freedom of speech in general, the cause of democracy. An intelligent democracy depends upon an educated citizenship, which is itself a product of a social order where people thru freedom of speech, press, and assembly learn how to think and judge for themselves.

If our schools are to help in the development of such an educated citizenship, they must be free—free from restriction in their search for what to believe, free in helping their pupils to study actual social problems. Teachers must feel free in their teaching. It is futile to expect independent, judicious, and courageous minds to be developed in pupils and students by timid and submissive teachers.

Intellectual freedom is a public safeguard. It occurs in every field of human experience as the principal guarantee of orderly change and progress. Suppression of such freedom is the surest road to violent and reckless changes.

Freedom of teaching carries with it corresponding responsibility. The teacher is under obligation to help his pupils or students study fairly the various sides of each question. He must not use his position to hand out ready-made opinions. His duty is to help his students to think, not to tell them what to think.

Teachers are citizens and should be accorded the full legal rights of all citizens, to express publicly the views they hold and ally themselves with organizations of their own choosing. But in the exercise of these rights teachers should take care not to interfere with the proper discharge of their just educational duties. In all such matters the rule of reason must hold. Schoolboards owe serious duty here not to drive good teachers from the schools in favor of others unduly submissive.

Madam Chairman, I move the adoption of this report.

(The report is printed on page 814 of this volume.)

President Samuelson: If no objection is heard, the report will be adopted.

Mr. Oberholtzer: I second the motion.

President Samuelson: If there is no objection to this report, it will be adopted. The Chair having heard none, it is so ordered.

We will proceed to the next order of business, which is the recognition of some of the outstanding records in professional membership in our organization this year. Will you please turn to page 60 of your program? I realize the hour is passing quickly, and we cannot take as much time for this as we had expected, but I do not like to omit this number of our program this morning, for the reason that one of the five points in our program this year was a 10 percent increase in membership, and I would like to recognize those particular states that did meet that ideal.

As I call these names, I should like for the delegations to stand and when we have called all of them to their feet, the rest of us will give them a hand.

If you will look at the first list on page 60, the fourteen states which achieved the goal of at least a 10 percent increase in N. E. A. membership:

North Carolina, 10 percent. Will the delegates from North Carolina please stand?

South Carolina, 12 percent. Will they please stand?

Alabama, 12 percent.

Kansas, Indiana, Idaho, New Mexico, West Virginia, Washington, Vermont, Texas, Nevada, Oregon, Colorado.

Thank you very much.

You notice the highest gain was 41 percent. "Go thou and do likewise" next year.

Delegate: Who was the highest?

President Samuelson: Colorado.

Now, we will turn to the next group of persons to be recognized, the eight states and territories which enrolled more than 50 percent of their teachers in the N. E. A.

Utah—please rise. Delaware, Arizona, Colorado, District of Columbia, Alaska, Nevada, Hawaii.

So you notice how those percentages go from 52 to 87 percent? And, you notice who gets 87 percent? (Hawaii.)

There is something rather interesting and fascinating about the fact that those farthest away do the best. The five states which have had the largest total membership this year are Illinois, New York, Ohio, California, and Pennsylvania.

The five states that have had the largest number of life memberships are Texas, New York, Pennsylvania, Ohio, and California.

Now, look at the next group reported—100 percent membership N. E. A., fifteen years or more:

Altoona, Pennsylvania—are any members here? Please stand. Altoona, Pennsylvania, fifteen years.

Scienceville, Ohio, fifteen years.

Bedford, Ohio, fifteen years.

La Junta, Colorado, fifteen years.

Prescott, Arizona, fifteen years.

Sedalia, Missouri, sixteen years.

Mapleton, Maine, sixteen years.

Piedmont, California, sixteen years.

Kenton, Ohio, seventeen years.

Morris Township, New Jersey, eighteen years.

St. Joseph, Missouri, eighteen years.

Now, the sweepstakes—"Kansas City, Kansas, holds the national record for being the largest city to have a 100 percent enrolment. Her population is 121,857. She has been on the Honor Roll for twelve consecutive years." Will you stand and take a bow, Kansas City, Kansas? I hope in another year everybody in the room will be standing up to receive this recognition.

We turn now for a few minutes of fun. Of course, all of this is fun, but we are going to have a stunt by the state of Louisiana. I recognize the Louisiana delegation.

(Recess.)

President Samuelson: We will now come to order.

I believe it is necessary to have another announcement about the election of the Publishing Committee before proceeding to the next report. I will ask *Mr. Givens* to give the announcement.

Secretary Givens: You took action this morning for a Publishing Committee to be elected tomorrow. It will require an endorsement of ten to place a name on the ballot for voting tomorrow.

President Samuelson: We will now have the report of the Committee on Tenure, given by Mr. DuShane.

Mr. Donald DuShane (Indiana): This report is the report of the Executive Committee of the Tenure Committee of the National Education Association, composed of Mrs. Myrtle Hooper Dahl, Minneapolis, Minn.; Oscar B. Irizarry, Tulsa, Okla.; Frances Jelinek, Milwaukee, Wis.; Robert C. Keenan, Chicago, Ill.; J. Constance Kingan, Royal Oak, Mich.; Mary Elizabeth O'Connor, Natick, Mass.; Donald DuShane, Chairman, Columbus, Ind. (Read section of report.)

Madam Chairman, I move the adoption of this report.

(Motion seconded.)

(This report is printed on page 914 of this volume.)

President Samuelson: The question is on the adoption of the report.

Mr. Robert C. Keenan (Illinois): Does this motion intend the adoption of the mimeographed report by the chairman and Committee or simply that portion of it which has been read?

President Samuelson: The adoption of the entire report.

Mr. Ben G. Graham (Pennsylvania): Since the motion is for the adoption of the entire report as mimeographed, I move to amend the report by striking out that section which deals with the Lock Haven State Teachers College of Pennsylvania.

President Samuelson: Is this seconded?

Mr. F. G. Davis (Pennsylvania): I second the motion.

President Samuelson: The question is on the adoption of the amendment.

Mr. Graham: In offering this amendment, may I say that the state of Pennsylvania has followed that recommendation, which is made in this report, namely, that we appoint, thru our State Education Association, a commission known as the Commission of Ethics to investigate cases in our state where teachers have been unjustly dealt with by administrators or boards of education.

That has been done, and the personnel of that committee represents a group of the finest people we have been able to select from our State Association and headed by Mr. Davis, who seconded this motion. This particular case was very carefully investigated by our local Ethics Committee and a decision was rendered which we believe dealt justly with the case.

That report was presented to the House of Delegates, Pennsylvania State Education Association, representing 66,000 people and adopted unanimously by them at our meeting last December. Therefore, we feel that case has been carefully covered, justly dealt with, and that it should not be dealt with in this particular case.

That is our reason for offering this amendment.

President Samuelson: The question is on the adoption of the amendment.

Mr. DuShane: The Tenure Committee has no quarrel with the Pennsylvania Committee on Ethics. The Committee has its right to carry on the functions; the Tenure Committee of the N. E. A. has an equal right to investigate injustices to teachers; there are many such investigations in various parts of the country. Until tenure protection can be extended to teachers, the only recourse we have is by investigation of impartial outside educational groups.

The Lock Haven case was one in which five members of the faculty, classroom teachers, were discharged, ostensibly, because of the need of retrenchment; within three months after the discharge, an equal number of other teachers had been appointed to these positions; so, if there was any economy at all, it was in the reduction of salaries. It is a very queer thing—these five teachers, each one of them had gone to the Board of Trustees to protest against the discharge of a fellow-teacher.

The recommendations of the Committee are moderate in this case; they are in favor of fair treatment to classroom teachers and the Committee also wishes to present to you the fact that if any teachers in the United States need protection it is the teachers in teacher-training institutions.

The facts in this case were carefully ascertained by our Committee, not one of which comes from Pennsylvania—a great stack of information, signed statements,

affidavits; personal investigations were engaged in and if there was any investigation made by this Committee during the last year that was carefully made and soundly considered and unanimously agreed upon by our Committee, it was this Lock Haven Teachers College case.

President Samuelson: I recognize *Mr. Davis* of Bucknell College.

Mr. Davis: Since our Commission had investigated this case, and since I am a member of the Commission, it might be well for me to offer what might be termed a minority report, because the report we have is at variance with the report of our Commission.

May I state that one mistake which *Mr. DuShane* has made is his statement that five persons were dismissed from the Lock Haven State Teachers College. The facts are that not more than four of these persons could have been dismissed because the one person whose name appeared in our papers last night was not dismissed, but resigned.

I do not know whether *Mr. DuShane* has the report of our Commission or not. I do not have it with me. I have no documentary evidence here whatever but I do remember a few things with regard to the investigation.

I should like to ask *Mr. DuShane* what investigation he made of the other side of the case?

I may say that the Pennsylvania Commission did a number of things. It read the twenty pages or more of complaints from the five teachers. There were five teachers complaining; there were only four who were dismissed, because one resigned.

We have the minutes of the trustees meeting; we have the minutes of the faculty meetings for some time back; we have talked with certain members of the discharged group, and I want you to discriminate, now—two persons came to my office to discuss the matter with me; none of the others was met by me, and I am not sure whether they were by other members of the Commission or not. We have the reply of the president of the institution.

We made visits to the State Department of Education and discussed the case with the state superintendent of public instruction and the director of the teachers training division, who by virtue of his office has a certain control over the teachers colleges.

The president of the institution called on me and talked the matter over. We held a lengthy meeting of our Ethics Commission and studied the case carefully. There is a report, a signed report from the faculty, from other faculty members of the Lock Haven State Teachers College, supporting the president—

Miss Frances Jelinek (Interrupting): Did I understand the speaker to say he is presenting a minority report?

Mr. Davis: I merely spoke of it as one might—

Miss Jelinek: Madam Chairman, *Mr. Davis* is not a member of the Committee. He cannot present a minority report.

Mr. Davis: I have, facetiously, called it that. I should like to call attention to the members of our Commission—*Mr. Graham*, superintendent of schools of Pittsburgh; *Miss Mary F. Russell*, very liberal principal of schools in Indiana and connected with the Indiana State Teachers College; *Miss Florence M. Teagarden*, professor of education, University of Pittsburgh; *Mr. Maxwell*, superintendent of Westmoreland County Schools in Pennsylvania.

Mr. Keenan: We have neither seen the report nor had an opportunity to hear the whole report. I am asking for unanimous consent of the body that we postpone having this report until it can be mimeographed and placed in our hands.

Mr. W. A. Walls (Ohio): I move the amendment by *Mr. Graham* be laid on the table.

President Samuelson: The motion is lost for want of a second.

Delegate: I second the motion.

President Samuelson: *Mr. Parliamentarian*, will you rule on that?

Mr. Bottolfson: I am going to rule that opportunity was not given to offer a second and that the Chair will accept it at this time. That automatically shuts off debate and the motion will be voted upon at once.

President Samuelson: Will you tell me exactly what the motion is that I am to put?

Mr. Bottolfson: The question is on the motion to table the amendment.

Delegate: May I ask you to state what the amendment is?

Mr. Bottolfson: The amendment is to the original motion that the particular section dealing with the Pennsylvania investigation be deleted.

Mr. Keenan: May I ask for information? What will be the effect of the vote and motion to table? Will it merely table the amendment or will it table *Mr. DuShane's* motion, as well?

President Samuelson: *Mr. Parliamentary*, will you please answer?

Mr. Bottolfson: There is a very fine point there, but I shall rule it does not table the report but merely the amendment.

Mr. Walls: My motion was merely to lay on the table *Mr. Graham's* amendment which would support the Committee we have appointed by this Association to investigate these cases.

Mr. Bottolfson: The motion before the Assembly is to table the amendment.

President Samuelson: All in favor of tabling the amendment will vote "aye"; those opposed "no."

The motion is carried. The amendment is tabled. The question now is on the original motion. All in favor of the original motion will vote "aye"; those opposed will vote "no."

The motion is carried.

Delegate (Pennsylvania): Is it possible for the delegates to vote on part of a report which has not been read before us or not been given to us?

Mr. Bottolfson: Officially, the report has been presented to you by the chairman of the Committee. No objection was raised at the time, so I shall rule that it has been placed before you.

President Samuelson: We call for the next order of business, which is the report of the Committee on the Horace Mann Centennial Celebration, to be given by *Mr. Joy Elmer Morgan*.

Mr. Joy Elmer Morgan (Secretary of the Commission on the Horace Mann Centennial): Ninety-nine years ago, this morning, *Horace Mann*, having given up the practise of law and resigned from the presidency of the Senate of Massachusetts, took up his duties as secretary of the Massachusetts State Board of Education and for twelve years he labored in that pioneer service with an effectiveness that has changed the whole current of our American life.

At the meeting of this Association in Atlanta, in 1929, the motion was adopted by the Assembly to celebrate, in 1937, the Centennial of *Horace Mann's* coming to the Massachusetts Senate. This Committee is under the chairmanship of *Mr. Payson Smith*, who for twenty years has held the leadership of Massachusetts, a worthy successor of *Horace Mann*. This Committee has been working on plans for the Centennial.

Since you have the report of the Committee in the printed reports I will not read it. I will give you the substance of it.

It proposes this celebration shall begin this fall, in October, with the dedication of the statue of *Horace Mann* which is being erected on the campus of Antioch College, Yellow Springs, Ohio, where *Horace Mann* served as the first president. It proposes that the celebration shall continue thru the commencement season of May and June—*Horace Mann's* birthday was May 4—that it shall include a special program of this Association July 1, which will be the One Hundredth Anniversary of his actual taking up office; and that it shall continue on thru the fall and during American Education Week, 1937. At that time efforts will be made to bring the life of *Horace Mann* and his great teachings to the attention of the masses of the citizens of the country.

The Committee recommends that \$1000 be appropriated this year and \$10,000 next year, to forward the celebration; that the Division of Publications make available the printed material necessary for the celebration.

As I have studied, as secretary of the Committee, I am amazed at the extent to which we have lost out of our American education the inspiration of this great pioneer of ours. It is not possible, today, to buy in any of the book marts, anywhere,

a copy of the great life of *Horace Mann*, written by his wife; it is not possible to buy a copy of his lecture on education, one of the greatest classics not only in American history but in all educational history.

We propose, as far as we can, to make available to the teachers and the schools and the citizens of this country the great inspirational literature concerning the life of the greatest educator America has produced. We believe he is just the ideal and example of Lincoln and Washington that we should have and should conserve in our educational life. We should teach to the children and, particularly, to the people who are going to be teachers and should bring before our population the glory, the courage and vision and humanity of *Horace Mann*, whose Centennial we shall celebrate next year.

I move the adoption of the report as printed.

Delegate: I second the motion.

President Samuelson: The question is on the adoption of the report. If there is no objection, the report will be adopted. The Chair having heard none, it is so ordered. (The report is printed on page 865 of this volume.)

We will now have the report of the Committee on Equal Opportunity, to be given by *Miss Mallory*.

Miss Gertrude Mallory (California): This is a new committee whose program has been one of study and education and this report is one of progress.

The Committee desires that its attitude on equal opportunity be clearly understood—equal opportunity for men and women, not just for women; we must not place one against the other in this movement for equal opportunity, for our cause would be lost before we began. (Reads report which is printed on page 858 of this volume.)

I leave this question with the National Education Association, What are we going to do about these problems?

I move the adoption of this report.

Mr. H. Claude Hardy (New York): I second the motion and ask to have the privilege of speaking for the state of New York.

President Samuelson: The question is on the adoption of the report. I recognize *Mr. Hardy*.

Mr. Hardy: This is a matter that we, of New York state, have been very much interested in, and we have gone thru a vigorous campaign until we have put on the statutes of the state of New York a law which forbids discrimination—we have equal salaries for both men and women.

President Samuelson: The question is on the motion. All in favor of the motion will vote "aye"; those opposed will vote "no."

The motion is carried. I call for the next order of business, the report of the Committee on Higher Education. (No reply.)

I will call for the report of the executive secretary, *Mr. Givens*.

Secretary Givens: The printed reports are in the hands of the ushers and will be given to you, if you care to have one, or you can get one at the Registration Desk.

(Report is printed on page 914 of this volume.)

President Samuelson: A motion to adjourn is in order. Motion is seconded and carried. The meeting is adjourned.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Third Business Session, Thursday Morning, July 2, 1936

The third business session of the Representative Assembly convened at 9:30 a. m. in the Civic Auditorium. The invocation was delivered by the *Reverend W. G. Everson* of the First Baptist Church, and the third business session was opened.

President Agnes Samuelson: The report of the Committee on Retirement Allowances will be given by *Mr. Gibson*.

Mr. C. F. Gibson (New York): Your chairman has but a brief report to offer at this time but would like to submit some observations whereby more effective help can be given.

The present size of the Committee is too large and too widely scattered to accomplish anything worthwhile. A committee consisting of from three to five should meet occasionally and do intensive work together with a group from the National Council of Teachers' Retirement Systems.

This is a most opportune time to promote and enact retirement systems, for the country is pension-minded at present, evidenced by old-age pension laws, the Townsend Plan, social security acts, and also the activity of insurance companies to sell annuities. At such time of great public interest there is danger of retirement systems being constructed by well-meaning but inadequately informed people. However well-meaning, the planning of a system must be kept in the hands of experts.

I am not going to read the entire report or comment much about it. It is written in English, all of you can read it, and you will see some reasons why I do not comment upon the efforts favorably or unfavorably.

Now, the gist is that every state should have a sound retirement system especially made for itself. What fits in one state does not fit in another. You cannot wear another person's spectacles comfortably. There are underlying principles, however, which apply in all cases. Many of these have escaped research to be revealed only by experience and may be applied with advantage not only in promoting new systems, but also in administering all systems. You see, in getting married, it is important to get the right one, and after that comes the problem of living together. That is the way it is with the pension system. You get your system first; afterwards, you have to live with it.

Now, it is our purpose to corral all of the most expert and most experienced talent in teacher retirement affairs that we can find anywhere into this proposed department and to make available to every state and community the services of these people in the most practical and expeditious fashion and at the least possible expense.

We hope to be helpful. We do not aim to have more talk but we do hope to have more action. It is a worthy cause and should receive hearty cooperation.

I move the acceptance of the report as printed in the Summary of Committee Reports.

(The report is printed on page 894 of this volume.)

President Samuelson: Hearing no objection, it is so ordered.

I will ask now for the report of the Educational Policies Commission, to be given by *Mr. Carr*. (No reply.)

If no one responds, we will turn to the next report, the report of the Committee on Necrology, by *Mr. Tempel*.

(The report is printed on page 878 of this volume.)

Mr. H. V. Tempel (Kentucky): Our records will show in the Necrology Report for this year that two thousand and twenty-two educators have passed away. In appreciation of the great service of these teachers, we hereby submit their treasured names for national memory.

Let us stand for a silent minute in their honor.

(The audience stood in silent tribute.)

Madam President, I move the adoption of this report.

President Samuelson: Is there a second?

(Motion seconded.)

You have heard the motion. Are you ready for the question? All in favor of the motion will vote "aye"; those opposed will vote "no."

President Samuelson: The motion prevails. The report is adopted.

Yesterday, when we called for the report of the Committee on Higher Education, *Mr. Crane* was not here because he was detained in another section where he was speaking.

I am going to give him five minutes, with your consent, to explain the program on Higher Education. *Mr. Crane*.

Mr. A. G. Crane (Wyoming): I shall not take five minutes. I think the work of the Committee on Higher Education can be called to your attention in less time than that.

The Committee on Higher Education has been called into existence by your president and given the task of ascertaining, if possible, ways and means to stimulate a more active interest in the National Education Association on the part of college and university faculties.

Going back into history, a few years ago there was a very active Department of Higher Education in this Association. Meetings and business of the Association were participated in by the faculties of higher education; it was mutually beneficial; these faculties contributed something to the N. E. A. and the N. E. A., in turn, contributed to them.

In the last ten or twelve years, however, the multiplication of higher education organizations and associations has been such that they have withdrawn to their own special organizations and special work.

The president of your Association desired that this Committee look into the matter to ascertain if there were not some way in which representatives of higher education might become more active in the affairs and activities of the National Education Association.

Your Committee is unanimously of the opinion this objective would be highly desirable, that higher education should be a unit in the organization known as the National Education Association.

Your Committee is taking steps to formulate plans whereby we think this desirable objective may be achieved. Until that time, the report of the Committee, as you read it in the Proceedings, is a report of progress, but we believe it will be highly desirable to take some steps which can be taken without the multiplication of the present complex, overorganized situation in education—take some steps that will bring about a more active and more genuine interest in the affairs of the secondary and elementary schools, schools represented now in the N. E. A. by representatives of higher education.

We, particularly, think it will be wise to have a plan whereby faculty members of the colleges and universities may become active participants in this Association.

Madam Chairman, the report of your Committee, therefore, is a report of progress and it is not yet ready to make a definite recommendation as to the form such organization should take. (This report is printed on page 863 of this volume.)

President Samuelson: If there is no objection, this report of progress will be accepted and filed. Hearing no objection, it is so ordered.

I am wondering if all committee chairmen who are to report for the committees are on the platform. If not, will they please come at this time?

We are going to pause for five minutes to hear some music by the Hawaiian delegation.

(No response.)

They are not here, so we will continue.

We will now have the report of the Committee on Resolutions, *Miss Hinrichs*, chairman.

Miss Amy Hinrichs (Louisiana): *Madam President*, I wonder if you would be interested in some news which we have just had from Louisiana, from some of our colleagues, which I think this Assembly would be interested in knowing, namely, I received a paper and telegram yesterday stating that we now have statewide tenure and a statewide retirement law.

I will now present the report of the Resolutions Committee, which will be kept within the time allowed but which we do hope to read in full; at least, we think you should know it in full.

The report is divided into three parts: a restatement of our platform, the resolutions that were printed yesterday, and a supplemental report which was also mimeographed and distributed yesterday. The Committee has been working steadily thru the year and steadily since it has been here, in fact, on several occasions, until two o'clock in the morning.

I want to say a word about the platform. The platform is a repository of principles and of past resolutions that should be kept in a statement of our policies but are not burning issues at the moment.

The platform was formally adopted in 1931, in Atlantic City, and has not been completely revised or restated since then. This platform is not changed essentially but is tabulated, a kind of brief, so that we can find items more readily.

(The report is printed on page 887 of this volume.)

(After reading the platform, Miss Hinrichs continued.)

The purpose of reading the platform is, first, that when we come to the resolutions, you will not feel we have missed a resolution on an important subject because you will see it has been covered in the platform—the resolutions presented for specific approval.

(Continues reading report.)

Before I read the resolution on the Journal, I wish to say, if I may, this resolution is in no sense a criticism on the Journal nor was it suggested by anybody except the Committee chairman and members who feel that our Journal, now that the depression is over, should be enlarged and that more space should be given to committee reports.

National Education Association Journal. The Representative Assembly considers the Journal of the National Education Association one of the most important services of the Association, and disapproves the reductions in appropriations for the Journal together with the decreases in the number of pages of the subjectmatter content. The Assembly requests a substantial increase in the text pages of the Journal, and the devotion of increased space of each issue to the work and purposes of the committees and departments of the Association, and to the furthering of the resolutions adopted by the Assembly.

VIII. Federal Aid for Education. The National Education Association reaffirms with emphasis its endorsement of the principle of federal aid for education. The Association urges upon the Congress of the United States early passage at the next session of such legislation as is embodied in Senate Bill 4793 introduced in the Second Session of the 74th Congress, entitled "A Bill to promote the general welfare thru the appropriation of funds to assist the States and Territories in providing more effective programs of public education."

Now, No. X is "Representative Assembly." (Reads.)

The numbers following take an extra number.

(Concludes reading of the report.)

I want, publicly, to thank, in your name, the members of the Committee who worked so hard and I think the other members of the Committee will not mind if I say, specifically, the members of several subcommittees and of the regularly elected Editorial Committee that worked so hard on these resolutions.

I move the adoption of this report.

Delegate: I second the motion.

President Samuelson: The question is on the adoption of the report.

Mr. W. A. Walls (Ohio): I want to offer an amendment to Resolution No. IV.

President Samuelson: State your amendment in writing.

Mr. Walls: I desire to offer an amendment under IV, "Opposition to War," for the purposes of clarification and, if it is seconded, I desire to state the reason. After the words, "The National Education Association definitely opposes war," I want the phrase "as a method of settling international disputes."

President Samuelson: You have heard the motion; is there a second?

Delegate (Ohio): I second the motion.

President Samuelson: The question is on the adoption of the amendment.

Mr. Walls: I am heartily in favor of the statement made in regard to war. I have, at some considerable personal sacrifice, made a stand like that in my own community. If we make this blanket statement, we are opening ourselves to serious charges. I think as a matter of clarification and making our position invulnerable, we should add that phrase to this resolution.

Miss Hinrichs: I am quite sure that the Committee would stand with me for the adoption of that amendment. I feel sure that is really what we meant, tho we do not seem to have said it as clearly as the gentleman has said it. We thank him for the amendment.

President Samuelson: The adoption of the amendment is the question. Is there further discussion?

All in favor of adopting the amendment will vote "aye"; those opposed will vote "no."

The motion is carried.

Mr. D. Y. Dunn (Kentucky): *Madam Chairman*, the parliamentarian will tell me if I am out of order. I would like to offer a substitute motion for Article IV, if it is in order.

Mr. C. A. Bottolfsen (Parliamentarian): You had that opportunity a moment ago. I shall have to rule it out of order.

President Samuelson: The question is on the adoption of the report of the Resolutions Committee. If there is no further discussion, we will call for the vote.

Mr. Joy Elmer Morgan (Editor of the Journal): I appreciate the spirit in which I believe the Resolutions Committee has submitted this resolution relating to the Journal. I want to publish these resolutions in the September Journal for our far-flung membership and as a question of personal privilege, I want to ask, thru your president, unanimous consent for the withdrawal of that resolution. I believe you will understand and appreciate the reasons for making that request.

President Samuelson: Unanimous consent has been asked for the withdrawal of the resolution on the Journal.

Is there objection? The Chair having heard none, it is so ordered.

The question is on the adoption of the resolutions as amended. Are you ready for the question?

Delegate (California): It occurred to us that the numbers in the resolutions have been changed—No. VIII is Federal Aid.

President Samuelson: The numbers will be corrected.

Delegate (California): Back here, we feel you are going a little too fast. Some of us have other amendments we are introducing; we had another amendment for the resolution on war. You will have to go more slowly. Would it be in order to offer another amendment to the resolution on war?

Mr. Bottolfsen: The parliamentarian will have to rule that the request is out of order, unless by unanimous consent we return to that order of business. The chairman paused after reading these and I think sufficient time was given. However, it can be reconsidered if unanimous consent is given to return to that order of business.

Delegate (California): We ask unanimous consent.

President Samuelson: Unanimous consent is asked for reopening IV, "Opposition to War"; is there objection?

The Chair hearing no objection, it is so ordered, and No. IV is again before us. We recognize you for this purpose.

Mr. Samuel M. Wixman (California): May I say that I, too, am in full sympathy with the resolution opposing war, as offered by the Committee. However, I want to give you a little anecdote.

At a funeral service, the minister, with the casket near him and the widow and young daughter of the dead one in front of him—the minister proceeded to—

President Samuelson (Interrupting): Will you please propose your amendment before discussing it.

Mr. Wixman: Thank you. The amendment is that the Representative Assembly further recommend that the N.E.A. and the Peace Committee so designated cooperate with any or all antiwar groups which are striving sincerely for genuine peace.

May I say a few words?

Mr. Bottolfsen: Is that adding a new paragraph?

Mr. Wixman: Yes, to the resolution as offered by the Committee.

President Samuelson: Is there a second to this amendment?

Delegate: I second it.

Mr. Wixman: May I say a few words to explain the amendment?

President Samuelson: The question is on the adoption of the amendment. I recognize *Mr. Wixman*.

Mr. Wixman: I will just finish the little anecdote—so the minister, with the dead man near him and the widow and daughter further from him, proceeded to extol

the virtues of the dead man. As wonder turned to amazement, the widow finally turned to her little daughter and said, "Mary, please go up and look at your father. I am not sure the good minister means him."

Now, we, as teachers, have been charged with being stiff-necked; we, as teachers, are being accused of being impractical. It is said, as teachers, we immure ourselves within the walls of our classrooms and laboratories and do not take part in the life about us. In fact, it is said that, when it comes to the important, vital issues, we sit on the fence. It is true, we all have good intentions, it is said about us, but good intentions do not necessarily get us anywhere and in order to get us somewhere, I am offering this amendment to the resolution on war.

If it is in order, *Madam Chairman*, I move the adoption of this amendment.

Delegate: I second the motion.

President Samuelson: *Mr. Walls*.

Mr. Walls: I move to lay this amendment on the table.

Delegate: I second the motion.

President Samuelson: The motion has been made that this be laid on the table. (A vote was taken.) The motion is carried, and it is so ordered.

Mr. Joseph H. Saunders (Virginia): I should like to move to amend the Resolution No. IV on "Opposition to War." I understand, while I was out of the room, there was an amendment made to the first paragraph but in my judgment it did not go quite far enough.

Therefore, I would like to offer the following: That the resolution as opposed to war read this way: "The National Education Association definitely opposes war as a method of settling international disputes" and striking out the remaining "and reaffirms its opposition to compulsory training in public schools," and so on. I will offer that as a substitute. If it is seconded, I will give the reason.

Delegate: I second the motion.

President Samuelson: The question is on the adoption of the amendment.

Mr. Saunders: I do not want to delay the matter very long but I want to call your attention to the fact that in the present world situation we do not know whether this country will be attacked by a foreign power or not. If it is attacked by a foreign power and we do have to defend our country, we certainly do want qualified and trained men to lead our boys.

I have two sons and I would be ashamed of them if they did not go to the support of their country if it were invaded, but I would want those two boys following capable and trained men.

And, for that reason, I do not think we should go on record as opposing the proper preparation of reserve officers who will be ready at any time to respond to the call of their country.

And, furthermore, I do not believe that we, as a great educational organization, should take a slap at the great military schools and colleges provided by our national government and our state governments. I do think, however, we should definitely say we are opposed to compulsory military training and that is what we say in the second paragraph, but those who wish military training and desire it—and I desire it for mine—ought to have the opportunity to have it and I would like to have the resolution read: "The National Education Association definitely opposes war as a method of settling international disputes" and strike out "reaffirms its opposition to compulsory training in public schools," and so on. I do not believe we will make a mistake in that and I believe if we change the resolution we will not have so many people insisting on teachers taking oaths to show their allegiance to their country.

Mrs. Helen M. Rueben (Illinois): I am speaking to the resolution as presented by the Resolutions Committee with the previous amendment as made by *Mr. Walls*.

The previous speaker spoke of qualified trained men to lead our boys, should there be any military need. You will notice that the resolution does not make this point. The point of the resolution is that we do not want this type of education in the schools. There is great disagreement on the part of military men, themselves, as to the effectiveness of the type of military training which is given in the schools.

The type of military training in the schools trains for past wars; it is on those terms. The kind of training which must be given effectively trained men should they have to go into another war is of a completely different nature, and the war would be of a different nature.

So, the argument does not hold good. There is another argument in support of the R. O. T. C. that it is a substitute for physical education. This argument does not hold good. Physical education instructors, on the whole, are agreed that military training is not a substitute for physical education, and, in fact, in West Point, physical education is given to supplement military training because military training does not act in the way that physical education does.

It is very important that we look upon the background of the R. O. T. C. and the people who are supporting it. The purpose of it is not military training; the purpose is not physical education; it is not character training, as many contend; but the purpose of it is to develop a military psychology and to have what we call "unthinking obedience." None of us wants to say we do not want our young people to be loyal and patriotic; we want them to be thinkers, we want them to understand things. They are patriotic about things they are loyal to and this type of training trains rather for the unthinking, flag-waving type of patriotism, the type of thing which we, as teachers, cannot support because it can be used against as well as for the institutions in America we hold dear.

Therefore, I cannot see any educational defense for having the R. O. T. C. in the schools and the teachers who are supporting it are the teachers who want this type of flag-raising patriotism, without a basic democratic institution.

Miss Hinrichs: May I make a statement? I, really, for the Committee, endorse what *Mrs. Rueben* has said. We discussed this practically this way in the Committee. I, particularly, want to call your attention to this, that this resolution does not propose—I mean, this paragraph of the resolution—that we go out crusading against units that now exist but we are adopting a resolution (if we adopt it) against the tendency to expand and increase military units in the schools.

Occasionally, it is well to mention one city by way of illustration. In my own city, two weeks before I left home, an attempt was made to thrust military training upon the schools where it had never been before, the attempt being made by outside forces who got the support of fine citizens who never before had been in a school-board office. We had three hours of presentation of one side and the other before our schoolboard. I am glad to say that the movement was voted down, but for a long time it struck us as very dangerous, and the big thing was that nobody in the city of New Orleans initiated the movement. It was an outside attempt to force it upon us. It is such expansion, which is not isolated to the city of New Orleans, that this resolution is intended to take a stand against. I would plead to let it go as it is.

President Samuelson: *Mr. Dunn.*

Mr. Dunn: I really feel guilty in taking more of your time in discussing this question, but to me it cannot be reduced to the telling of anecdotes or to the discussion of a topic we cannot settle in our own minds, because we are too divided in our thinking and more divided in our emotional feeling on the subject.

I hope to make a few statements that may help to clarify it in your thinking because, to me, it does clarify this issue somewhat. I think we are a bit confused in the issue. All right-thinking people are opposed to war, as an activity, but the wording of the resolution in the printed report, more or less, classifies teachers as an unpatriotic group, and I know we do not belong there. I know you are patriots. I know you want this country defended. I know you want the principles on which it was established preserved and I know you want to take the lead in that preservation. The resolution in the report definitely opposes the plan of the United States government for the preservation of the democratic principles and the protection of the liberties that we have enjoyed.

We have the sanest plan of national defense of any nation on the globe, and it is here that I have fears. If we, as leaders of the youth of the nation, create in their minds an attitude against the government's plan of national defense, then the time may come when it is necessary for self-preservation for our government to adopt a

more militaristic plan than it has now. I do not want that day to come. I served the country two years; the country owes me nothing, not even a bonus; I was benefited by it; I am ready to serve it again even tho I hope the day will never come when I need to serve it, but I want you to know that even the little country of Jugo-Slavia has a greater standing army than the United States; Roumania has twice the standing army of the United States. The United States of America has only 137,000 men in uniform—officers and otherwise.

We are opposing something here that will drive us to a more militaristic policy on the part of the government. You are enjoying freedom of speech, liberty in your own thinking and planning and, at the same time, opposing in this resolution the very policy that makes that possible. I do not want to see our young men regimented in governmental uniforms and have a large standing army. I want it to be a plan of national defense that will keep our young men ready to serve the country and yet not be in actual military service. I believe that the present plan is less militaristic than that of any other nation.

Therefore, I agree with *Mr. Saunders* that we should at least not oppose, if we do not endorse—I am not asking you to endorse—but we should not oppose some plan of the national government to perpetuate the principles of liberty we enjoy and under which we are working.

Have you ever thought that if it had not been for the Revolutionary War we might have been teaching a curriculum handed to us by a government, not free to advise or make it in conformity to our own thinking? Have you thought that if the time should come when our government should not be properly prepared to defend the principles of the democracy we enjoy, that we would, undoubtedly, revert to the control of some government that would dictate to us and we would lose our freedom for thinking?

I wish to offer an amendment to the amendment.

Mr. Bottolfsen: You are out of order.

Delegates: Question.

President Samuelson: The question is on the adoption of the amendment to Resolution No. IV.

Mrs. Helen Rand Miller (Illinois): Wars do not just happen nowadays; wars are made. We, as teachers, do not want to have any part in making wars and if we do not stand for this resolution now that we have a chance, we are taking our side with the war-makers. We would all, as teachers, be ashamed if the National Education Association, an institution, an organization for culture, did not do all it could to stop war.

I urge the passing of the original resolution.

Delegate (Kentucky): I rise to a point of information. Will your chairman explain this sentence, "The Association further urges that, when military training is included in the curriculum, it be under the direction and administration of regular school authorities." I should like to know what she and her Committee mean by that.

Mr. Bottolfsen: I rule that the question is out of order, as it does not pertain to the issue before the Assembly, which is an amendment to the original motion.

Mr. Robert C. Keenan (Illinois): Will this automatically bar asking a question after this has been passed?

Mr. Bottolfsen: The question then will be on the motion to pass the entire resolution, which may be opened then for discussion.

Mr. Roy S. Haggard (Connecticut): I would like to speak in favor of the amendment.

President Samuelson: You are recognized.

Mr. Haggard: On graduation from college, I became a teacher and I have been a teacher of one kind or another, either for better or worse, since graduating except when this country stepped in because of unpreparedness and took me into the service. I was so green and so unable to do the work that I never was "over there." I served on this side in the capacity of chemical engineer, where my services were worth while.

Now, I am in favor of this amendment because of that reason, that your boys, or some of your personal representatives in your family or other places, may find themselves in that same situation when that time comes again.

In my school and in your school, if you will take the trouble to look it up, you will find several who will not salute the flag. Now, I do not believe many of us make an issue of it, but if you took the trouble to go around—even such a simple flag salute as placing the hand over the heart, and that is the only flag salute in our school, except that of the Girl or Boy Scouts—you would find that that flag salute is definitely passed over by many in the audience, and I thank God that they live in this United States of America, where they can do it and not have their heads cut off, and that there are people here who are willing to stand up for freedom and for right and justice so they can have no conscientious objection to doing these things and still live. There is not another country in the world where that can be done. It is a national defense properly thought about and properly carried out that enables us to do that, not militarism.

Thank you for even listening to me.

President Samuelson: Mr. Cram.

Mr. Fred D. Cram (Iowa): On another program this morning there appears a representative of the American Legion. He tells us that the Legion is taking steps in the direction of liberalism and is trying to quell the element in the organization which has been “red beating,” so-called. That is a very definite gesture in the direction of the things that the National Education Association has stood for. Now, the points that *Mr. Saunders* is proposing to eliminate from this resolution are points that the American Legion has stood for and will stand for. Would it not be a serviceable gesture if not a beautiful one for us, as an organization, to make some attempt to meet the Legion halfway?

I am always glad when a classroom teacher becomes concerned about my children. We have one boy; he will be of military age should war break out. It would break our hearts for him to tell us that he must go, but it would crush our souls to have him try to get out of going. And I want to thank with all my heart and soul *Mr. Saunders* for his motion and his suggestion, that when he goes, I want him to be trained for efficient leadership.

Mr. Robert C. Moore (Illinois): It seems to me this needs clarification at this time. I want to speak with the utmost composure and not introduce any sentiment or emotional appeal. Being of Revolutionary stock, I think I am somewhat qualified to say a word in explanation of what I think is the real issue before this convention. I hope you will notice that the argument presented by two or three of these gentlemen is irrelevant. There is nothing in this condemning the regularly nationalized military training under the authority of the American government, and all this “flag-waving” and talking about the necessity for preparation is absolutely misplaced. It seems to me that the resolution as it is without amendment is mild enough, if not too mild. Note that it says that this “Association is opposed to the prevailing tendency to militarize the schools and colleges, thru the increasing support and expansion of the Reserve Officers Training Corps”—“thru the increasing support and expansion” of these military training measures and methods of various kinds.

It seems to me that it is necessary to halt this tremendous growth that is taking place in some states and cities towards militarizing the schools. We have plenty of material in our course of study now, more than we can properly teach, possibly, and more than the American people at the present time are paying for. I believe that any further increase in the support and expansion of the militarization of the schools will detract so tremendously from the regular curriculum that we will have fewer of the teachers, like you, teaching the traditions of America which are in our courses of study and are considered necessary.

I happen to have observed the educational financial affairs of Illinois for many years. We have, in Illinois, many teachers who have not been paid for months and some of them for years, but they are not the ones that come in from the federal government teaching military training but some of our districts are

adding their local funds to the funds that are furnished by the federal government and are, therefore, subtracting from the regular teachers funds that which should go for their long overdue salaries.

I, for one, am not willing to vote for this amendment which would take out the recommendation by this Association that we are opposed to the prevailing tendency to militarize the schools thru the increasing support of these things.

Miss Luella Hoskins (Illinois): I wish to speak on the original resolution.

Mr. Bottolfson: That is not before the Assembly.

Miss Hoskins: The amendment?

President Samuelson: If you speak to the amendment, you will be recognized. I will call out of order any person who does not speak to the amendment.

Miss Hoskins: I do not have much to say, but I do want to bring in one point. We seem to be forgetting the youth who are in our hands day in and day out.

The other night *Miss Lawson* (I am not sure that is her name—I think of her as “Willie”) said: “Youth does not mind appropriations or taxes they may have to support later, that are already appropriated for old age, unemployment insurance, that sort of thing, but they do worry about and do object to the military appropriations to send them to war, to make them cannon fodder. They do not want to support the appropriations they will have to pay for in years to come with their own lives” and it seems to me, we must consider youth in this problem; they are the ones to be considered.

We see the boys marching by in their bright uniforms; they seem to enjoy it, but we must have them realize the danger they are letting themselves in for if we do have expansion of these military units.

Delegate: I move the amendment be tabled.

President Samuelson: The motion is seconded. We will vote. All in favor of tabling the amendment will vote “aye”; those opposed will vote “no.”

President Samuelson: The noes seem to have it; they do have it, so the motion to table the amendment is lost.

Delegate: I move the previous question.

Delegate: I second the motion.

President Samuelson: The previous question has been moved. The question is, Shall the previous question be ordered? All in favor vote “aye”; those opposed vote “no.”

The ayes seem to have it. They do have it. So the previous question is ordered.

Mr. Walls: I ask for a roll call.

Mr. Bottolfson: A roll call will be ordered.

President Samuelson: A roll call will be ordered. The secretary will call the roll by states. First, *Mr. Saunders* will read his amendment.

Mr. Saunders: “The National Education Association definitely opposes war as a method of settling international disputes” and going to the top of the next page “and reaffirms its opposition to compulsory military training in the public schools, in colleges, and in universities.” And “The Association further urges that, when military training is included in the curriculum, it be under the direction and administration of regular school authorities.” The third paragraph remains as is: “The Representative Assembly recommends the appointment of a National Education Association Peace Committee to devise ways and means of making this resolution effective thru education.” And the first part of the paragraph: “The Association is opposed to the prevailing tendency to militarize the schools and colleges, thru the increasing support and expansion of the Reserve Officers Training Corps”—

President Samuelson (Interrupting): We will take a two-minute recess.

(Recess)

President Samuelson: The Representative Assembly will be in order. The question is on adoption of *Mr. Saunders*’ amendment. The secretary will call the roll of states.

Secretary Givens: I will now call the roll. Please answer as the names are called.

Alabama—2 yes; 3 no. Alaska—1 yes; 1 no. Arizona—7 yes; 3 no. Arkansas—3

yes; 1 no. California—68 yes; 48 no. Colorado—29 yes; 5 no. Connecticut—12 yes; 0 no. Delaware—4 yes; 0 no. District of Columbia—4 yes; 1 no. Florida—3 yes; 1 no. Georgia—7 yes; 0 no. Hawaii—2 yes; 18 no. Idaho—7 yes; 0 no. Illinois—91 yes; 19 no. Indiana—15 yes; 11 no. Iowa—18 yes; 4 no. Kansas—14 yes; 0 no. Kentucky—7 yes; 0 no. Louisiana—4 yes; 3 no. Maine—10 yes; 4 no. Maryland—4 yes; 0 no. Massachusetts—13 yes; 5 no. Michigan—25 yes; 8 no. Minnesota—10 yes; 25 no. Mississippi—4 yes; 1 no. Missouri—24 yes; 5 no. Montana—1 yes; 4 no. Nebraska—2 yes; 14 no. Nevada—1 yes; 2 no. New Hampshire—0 yes; 3 no. New Jersey—2 yes; 20 no. New Mexico—No reply. New York—16 yes; 15 no. North Carolina—No reply. North Dakota—2 yes; 0 no. Ohio—38 yes; 21 no. Oklahoma—6 yes; 12 no. Oregon—18 yes; 1 no. Pennsylvania—50 yes; 19 no. Puerto Rico—No reply. Rhode Island—3 yes; 0 no. South Carolina—0 yes; 4 no. South Dakota—5 yes; 1 no. Tennessee—6 yes; 0 no. Texas—9 yes; 8 no. Utah—12 yes; 4 no. Vermont—0 yes; 2 no. Virginia—20 yes; 0 no. Washington—20 yes; 14 no. West Virginia—15 yes; 5 no. Wisconsin—11 yes; 24 no. Wyoming—7 yes; 1 no. Teachers Institute of Philadelphia—0 yes; 1 no. Illinois Teachers Association—No reply. Nashville Board of Education—No reply. New Mexico—No reply. North Carolina—No reply. Have all voted? If so, I declare the ballot closed.

President Samuelson: The results are: 632 yes; 341 no. A majority having favored the amendment, I declare the amendment adopted.

The question is now on the adoption of the resolution as amended.

Delegates: Question.

President Samuelson: Those in favor of the motion will vote "aye"; those opposed will vote "no."

The ayes have it. The motion is carried.

Are there any other amendments to be adopted or motions to be made? *Miss Adair.*

Miss Cornelia S. Adair (Virginia): As chairman of the Rules Committee, I would like to ask the parliamentarian to rule whether or not that resolution, No. IX, Representative Assembly, is in order?

Mr. Bottolfsen: The question having been raised, I shall rule it out of order.

Miss Hinrichs: I do not know whether this statement is effective now at all—it was lifted bodily from last year's resolution.

President Samuelson: It is ruled out of order. Therefore, No. IX will be dropped from the resolutions.

Are there any other motions to be made with reference to the resolutions?

Are you ready for the question?

The question is on the general adoption of the resolutions.

All in favor of adopting the resolutions as amended will vote "aye"; those opposed will vote "no." The motion is carried.

We shall proceed to the next order of business.

Mr. Shaw: Madam President—

President Samuelson (Interrupting): Are you going to talk with reference to the next order of business?

Mr. Shaw: I rise to a point of personal privilege.

President Samuelson: State your point of personal privilege.

Mr. Shaw: On Tuesday, when we acted upon Issue 26, report of the Committee on Amending the Charter, it appears that certain statements were made in such a way that the parliamentarian feels that the matter is not clear in the minutes.

We have prepared a proposal which I believe will clarify exactly what we did on that issue. I ask unanimous consent that we return to Issue No. 26 for the purpose of clarifying our action with reference to Section 9 of the Act of Incorporation.

President Samuelson: Unanimous consent has been asked to return to this order of business. Is there objection?

The Chair hears no objection, so we return to consider that order of business.
Mr. Shaw.

Mr. Shaw: I ask unanimous consent to amend the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter,

Chapter VI, Issue No. 26, beginning at Line 8 by striking out the following words, to wit:

Provided that this corporation may, by its bylaws, make other and different provisions for the custody, control, management, sale, mortgage, or other disposition of its property in accordance with Section 7 of the Act of Incorporation as amended by this Act.

Mr. Walls: Will this strike it from the bylaws or leave it in the charter?

Mr. Bottolfson: Section 9 will remain in the charter as it now is.

President Samuelson: The Chair hears no objection, so the request is granted. Is there anything further to come before us on this point? (No reply.)

Mr. Shaw: I rise to a point of personal privilege.

President Samuelson: State your point of personal privilege.

Mr. Shaw: With reference to the action taken yesterday providing for a Publishing Committee. It clearly provided that we should have an election by the Hare System of Proportional Representation today; for that Committee no previous arrangements had been made to carry out the election and, therefore, it becomes necessary for us to do something with it this morning.

I believe that all that is necessary is to make this explanation and to ask unanimous consent at this time to proceed with that election.

President Samuelson: Unanimous consent has been requested. Is there objection? The Chair having heard none, it is so ordered. We shall proceed with the election of the Publishing Committee.

Mr. Shaw: I shall not take much of your time to indicate anything more than that in the back of the report of the Committee on Reorganization is *Mr. George H. Hallett, Jr.*'s full explanation of the method of procedure. It seems to me that everyone desires to proceed as rapidly as possible this morning and carry thru the ballot, dispose of it as far as voting is concerned.

Therefore, I do not wish to go into detail to explain what is done, how it is effected, and what the effective results are unless I am requested to do so. Immediately upon action yesterday, I got in touch with the representative of the National Municipal League in this community and they have assigned to us a gentleman, a member of the faculty of Reed College, who is an expert on this particular subject, as well as many others. He has the honor and distinction of having been a Rhodes Scholar at Oxford; following that he attended the University of Chicago. He will take charge of the election. I think you ought to meet him and proceed to the vote under his instruction, with the particular features that go with this type of election. I present *Professor Goldschmidt*.

President Samuelson: *Mr. Goldschmidt*.

Mr. Goldschmidt: I should like to say that your second and third choice votes will not interfere in any way with the possible success of your first choice vote—you may have as many choices as you like; they will assist you in securing the election of your people representing your particular point of view. Be careful—only one point—do not use “x’s” but numerals.

The votes will be counted immediately at the Lincoln High School, Room 103. Now, will the tellers repair there—it is about five blocks from here. We will try to get the ballots counted as quickly as possible and have the results back this afternoon.

President Samuelson: I recognize *Secretary Givens* to make further explanation.

Secretary Givens: When this action was taken yesterday, I immediately assumed authority to go ahead and get ready for the election; nothing else was to be done. I appointed a committee; *Mr. Shaw* was on that committee, *Mr. Goldschmidt*, *Mr. Allan*, and myself. We took the sixteen names that were submitted and after consideration of the best way of putting these names on the ballot, we marked sixteen pieces of blank paper, put them in my hat and shook them up and got a Western Union Telegraph boy to reach in and pull them out. We called the name of the first one that happened to be on top in the list and the number that came out was given to his name and after the sixteen were arranged, they went on the ballot in

that order. To put them on alphabetically, of course, would give the man on top the advantage of the vote, so we simply drew lots—the ballots are here; we want to conduct the election this way.

We will pass the ballots out to the state delegations; everyone on the floor of the convention is, officially, a delegate. We will have you mark those ballots, pass them right back to the aisle; we will take the ballot boxes right here, go down the aisle, and drop them in and the voting is over.

One other word on voting, when you get this ballot you will find the sixteen names on the ballot; on the left is a square. By this method of voting, you simply put No. 1 in front of the one you most want elected—the number 2, the next one; 3, the next one; 4, the next one; and so on down to 16, if you care to put in 16 numbers—write them in order as you would like to see them elected.

Are there any questions?

Miss Willie A. Lawson (Arkansas): How many members are on this ballot?

Secretary Givens: Sixteen on the ballot, and five will be elected. Any other questions? If not, we will pass the ballots out to you, and you want to mark them as quickly as you can and pass them back to the aisle where they will be collected in the ballot boxes. These ballots are now being passed out.

We thought it was wise to select the Elections Committee by asking each state with a candidate on the ticket, to name one representative from its delegation. We would like you to do this at once.

I want one from Idaho; one from New York; one from Massachusetts; one from Pennsylvania; one from California; two from Illinois; one from Oklahoma; one from Indiana; one from Arizona; one from Wisconsin; one from New Jersey; one from Missouri; one from Connecticut; one from Ohio; and one from Michigan. Your state delegation will select the member who will serve on this committee. We will take the name immediately and the Committee will meet in Room A.

President Samuelson: Will the convention please come to order, so we may proceed with the business? Those who have names to present will please bring them to the platform.

Secretary Givens: Do this quickly and let us be seated again. Let us go forward.

President Samuelson: We will now turn to the next order of business. I call upon *Mr. Carr* and request him to present the report of the Educational Policies Commission—in five minutes, or less.

Mr. William G. Carr (Secretary of the Educational Policies Commission): My apologies, first, for my absence when I was first called upon, which was due to a misunderstanding as to my responsibility in the matter.

Each of you has in the envelope you received when you registered a brief and beautifully decorated report of the Educational Policies Commission. For that reason, it will not be necessary for me to make more than two points on behalf of the Commission.

First, I am sure that the Commission would want the Representative Assembly to understand very clearly the basis on which it is operating. The Educational Policies Commission was appointed for a five-year term by general action of the National Education Association and the Department of Superintendence. It is financed by a separate grant from the General Education Board.

The work of the Policies Commission, therefore, does not cost the National Education Association anything; on the other hand, the funds granted to the Association for the Policies Commission are not available for appropriation for any other purpose. In other words, I hope it is clear to the directors and members of the Assembly that the Educational Policies Commission, in its operation, makes no difference one way or the other to the financial situation of the National Education Association. I think that is important information.

Second, the Educational Policies Commission has two large purposes. It wishes first of all to act as a clearing-house for educational planning in this country. It was appointed last December and held its first meeting in January. It has not yet, nor will it have for some time, any detailed plans to present to the teaching profession. It is operating on a long-term basis.

It will consider its matters very carefully and hopes for hearty cooperative, intelligent advice and criticism of the entire profession. The Commission has authorized the creation of a group of consultants broadly representative of the entire country. Among these consultants are included presidents of all local and state educational associations, affiliated with the N. E. A., so that the Commission will have, at all times, close contact with the field, and I am not saying anything which is merely formal and routine in emphasizing this second point. The Commission sincerely desires the cooperation, the counsel, and the advice of the entire profession thru its leadership as represented on the board of consultants.

The Commission, I am sure, would want me to say that it recognizes that no group of twenty people can make educational policies for this great country; only the profession at large can make such policies. The Commission hopes to make policies thru democratic methods, to act as a clearing-house rather than dictator, and to serve as an expression of the best thinking of a nation, rather than as a statement of its own particular personal viewpoints.

That is the purpose of the Commission. That is the project to which it has set its hand for five years. We ask your cooperation and advice at all times. I will not go over the report because it is in all your envelopes.

President Samuelson: The parliamentarian has asked me what I am going to do about the report of the Educational Policies Commission. I assumed it would be accepted because it is a report of progress. That organization is not a part of our own Association, but since it is on the docket, I will ask if there is objection to the acceptance of the report? I hear none, so it is ordered accepted.

I will call next for the report of the treasurer.

Mr. R. E. Offenbauer (Ohio): My report will be found in the "Financial Report" for the fiscal year ending May 31, 1936, which is in your hands. Therefore, in order to conserve time, I shall not go into the details of the report unless you have questions regarding the report.

Madam Chairman, I move the acceptance of this report.

Delegate: I second the motion.

President Samuelson: The motion is made and seconded. The question is on the adoption of the report.

Is there discussion?

All in favor of adopting the report will vote "aye"; those opposed will vote "no." The report is adopted.

I now call for the report of the Auditing Committee, *Mr. Stout.*

Mr. Grover Stout: We have examined the report of *Mr. R. E. Offenbauer*, covering the financial transactions of the National Education Association of the United States for the year ending May 31, 1936, as certified to by Wayne Kendrick and Company, Certified Public Accountants of Washington, D. C., and find same correct, to the best of our knowledge and belief.

This report is signed by *Grover Stout*, chairman, *J. O. Davis*, and *Jean B. Hagerty*.

I move the adoption of this report.

Delegate: I second the motion.

President Samuelson: The question is on the adoption of the report. All in favor of the motion will vote "aye"; those opposed will vote "no." The report is adopted.

(The report is printed on page 790 of this volume.)

I will call next for the report of the Board of Trustees. *Mr. Saunders.*

Mr. Joseph H. Saunders (Virginia): The report of the Board of Trustees is a financial report and is in the printed form which you found in your envelope when you registered.

I call your attention to the fact that at the close of business on May 31, 1936, we had cash on hand in the Permanent Fund, \$6,033.23; we had securities of the market value of \$110,494.66; we had Life Membership notes, due the Association, \$181,985.17; we own a building and equipment at Washington, with a debt on it of \$80,000; so, less that debt, we have a value there of \$495,457.01.

The Department of Elementary School Principals has a fund in our care of \$7,312.86; the Department of Superintendence has a research fund amounting to \$19,858.71; and the Teachers Welfare Fund is \$5,982.66. So, the permanent assets

of our Association, today, are \$827,124.30 with an equity in a Retirement Fund of about \$45,000. This is a net gain over last year of \$24,459.83, and during this year, we have reduced the mortgage on our property from \$100,000 to \$80,000.

I will not go into the rest of the details of the report except to tell you you will find in the report a recapitulation of the assets of the Association. I want to take a moment there because there was some criticism in the discussion on Tuesday morning. We have set up a list of the \$110,000 worth of securities, and there was a criticism made there on that morning that there is a considerable portion of these assets in railroad bonds.

I want to say, in behalf of my associates on the Board of Trustees, that your present Board of Trustees has never purchased any railroad or any industrial bonds. When we came into the Board, eight years ago, I offered the motion that thereafter the Association funds be invested only in national, state, and municipal securities and all the bonds we have bought since are of that character, including the Elementary School Principals Funds, Department of Superintendence Funds, and 40 percent of our own fund. We would have disposed of these railroad bonds but they have all, with one exception, paid interest fully to date, and there has never been a time in market conditions in the past few years when we could have disposed of those bonds without sacrificing some of the funds of the Association. Your trustees believed by holding those bonds, all fully paid to date, that when they reached their maturity, the Association will get full value for those bonds.

I offer you that explanation to the criticism of the statement made here on Tuesday morning by one of the speakers discussing amendments to the charter. On the first page of the report, I have set up the earnings of the Permanent Fund for the past five years. In the past five years we have earned and paid into your operating account for running the Association, \$185,208, on an average of over \$37,000 a year, which is a little more than 4½ per cent on all your securities. In these trying financial times, that is a record of which your Board of Trustees is proud, and I move the adoption of the report.

President Samuelson: Is there a second?

Delegate: I second the motion.

President Samuelson: All in favor of the motion will vote "aye"; those opposed will vote "no." The report is adopted.

(The report is printed on page 788 of this volume.)

If you have your agenda before you for the morning's meeting, you will notice I omitted the item for other reports—Board of Directors—for the reason *Secretary Givens* was busy at that moment. I now call upon him to make a brief statement.

Secretary Givens: All reports which the Board of Directors asked to pass on to the Representative Assembly for action have been presented by the chairmen of those committees, so there are no further reports to be presented. All reports before the Assembly are in your hands in printed form. There is nothing further to pass on.

President Samuelson: Then I will call for the report of the Budget Committee. *Miss Collins.*

Miss Helen T. Collins (Connecticut): In presenting the report of the Budget Committee, I should like to follow the procedure inaugurated last year; I shall present the summary at the beginning, and I will ask *Mr. Givens* to give you the details of each of the items of the report. We shall answer any questions and any objection and then move for the adoption.

You will note in the summary of this report, first, that the budget appropriations are recommended for 1936-37 for a total amount not exceeding the actual income for the year 1935-36.

Second, you will note that the salaries represented for 1936-37 are 5 percent less than scheduled amounts, with normal scheduled increments. This 5 percent deduction has been in operation for some time.

The third, note please, is the change in the form of the budget. The first change is, "Exhibit account on net basis with no appropriation for operation or share of the Department of Superintendence, and with income at amount of net profit."

Second, "No appropriation for furniture and fixtures; purchases of equipment to be made and credited to assets."

Now, we proceed to the summarized financial statement.

(The report is printed on page 806 of this volume.)

I will now ask *Secretary Givens* to give you the details. You will please give him your attention.

Secretary Givens: This budget has been prepared in such a way that you will find it easy to follow. (Followed with detailed report.)

Miss Collins: I think that completes the report unless there are questions to be asked.

Madam Chairman, I move the adoption of this report.

Delegate: I second the motion.

President Samuelson: The question is on the adoption of the report.

Unless unanimous consent is given to the acceptance of the report, the parliamentary rules that a roll call of states must be had.

Is there objection to having this accepted by unanimous consent? The Chair hears none, so the report is adopted unanimously.

We call now for new business.

Mr. Uel W. Lamkin (Missouri): I want to make a motion. I want to move that the thanks of this Association be given to *Mr. Bottolfsen*, the parliamentarian. He does not believe in progressive education; he is a strict formalist; he has held us together.

He got *Mr. Shaw*, *Mr. Smith*, *Mr. Saunders*, and the rest of them together the other night and stuck their noses down to a table and held them there until half-past twelve.

You see what has happened. We came in here and worked this thing thru, and while some of his decisions were wrong (the back stage crowd agreed they were wrong) we could do nothing about it; we had to stand up and take it. I think this Association owes him a vote of thanks. I should say "we" owed a vote of thanks to *Miss Samuelson* for picking him, but if we got to thanking her for every good thing she has done, we would be here from now till Kingdom Come.

I move we vote our gratitude and thanks to *Mr. Bottolfsen*, the parliamentarian of this Assembly.

President Samuelson: Is there a second?

Mr. Shaw: I am very happy to second that motion.

President Samuelson: You have heard the motion. We will not permit any rulings by the parliamentarian. (A vote was taken.)

The motion is unanimously carried.

I should like the parliamentarian to come to the loud speaker and if the Hawaiian people are still here, I wish they would sing one song to him.

First, I would like to have a word from the parliamentarian.

Mr. C. A. Bottolfsen (Parliamentarian): It has, indeed, been a great pleasure to serve as your parliamentarian. After my arrival in Portland, I was told so many things, I anticipated a rather difficult time, but this has been more of a vacation than many conventions I have attended, and I assure you I shall look back over these few days as very pleasant, indeed, and I hope I may serve you again.

Delegate (Hawaii): I am almost alone here. I am not going to sing, but I would like to express a word of appreciation to *Miss Samuelson*. We have here a lei. I would like you to know every feather in it is an expression of the sincere Aloha and appreciation of your efforts.

I am not going to leave right away. I have been trying to say something all this time; I have the chance; I will say it now. (Indicating) This is to *Mr. Givens*, our friend from Hawaii. He was with us for many years and he inspired us and led us on and that is why, from the one lone delegate since we sent *Mr. Givens* the first time, we have increased to 32 this year. I had different speeches ready but I left them out. *Mr. Givens*, our sincere Aloha.

Secretary Givens: I have just one word I want to say to my remaining friends from Hawaii, "Aloha pilikia pau"—in English, "I love you. Our trouble is all over."

Miss Anna Irene Jenkins (California): Madam Chairman, I have a motion I wish to present in the form of new business.

President Samuelson: Miss Jenkins.

Miss Jenkins: I am going to risk (because I think it is wisest) reading my motion first, and then when it is seconded, make the brief explanation of why the motion is offered.

I move that an informal leaflet of information be prepared stating the customary manner or methods of procedure used by the National Education Association and its component parts in the carrying on of its program and the transaction of its business. This leaflet is to be for the use of those of us who find ourselves serving as officers, committeemen, employees, or as active members concerned with some phase of organization machinery.

Madam Chairman, I offer this motion.

Delegate: I second the motion.

President Samuelson: The motion is offered and seconded. The question is on the adoption of the motion. Is there discussion?

Miss Jenkins: Madam President, five years ago I found myself in a daze by the side of a used automobile that I had just bought. They told me it was a perfectly good automobile, that it had given fine service, assured me all I had to do was to learn how to drive it and that it would carry me on about my business, but there were two or three things they forgot to tell me, and one day, some weeks after that, I found myself stalled. A kind experienced service man said to me, "Lady, how about the oil?" I repeated "What about the oil?" He said, "Didn't they ever tell you that in order for the machinery to move smoothly and get you anywhere you had to have plenty of oil?" I said, "No, they didn't tell me anything about that."

I attended my first National Education Association meeting as a member of this organization in 1907. I have attended many of the annual meetings and I have tried, as many of you know, to do my duty thruout. I have found that, as we have grown from an individual membership controlled body to a delegate body, we have grown in membership tremendously. We have grown in the number of our activities, and the red tape involved sometimes almost strangles us.

Frequently, you find it necessary, in order to carry on a business of some one department, to commandeer for service those who can do the business of the department but are utterly unfamiliar with the technic of the procedures that have traditionally grown up, both from the tradition and necessity of the nature of our organization. It is in order to relieve the embarrassment of newly elected officers and to help those of us who as the ordinary, everyday, garden variety active members want to be of service to the organization, that we are offering now this request to the Executive Committee but before the House so we may not only have a leaflet but that you and I, when we go home, will know that the leaflet is in existence for our use and service.

I hope that you pass the motion.

President Samuelson: The question is on the adoption of the motion.

Mr. W. A. Walls (Ohio): I move that this request be referred to the executive secretary and the Executive Committee for their consideration and action.

Delegate: I second the motion.

President Samuelson: Is that an amendment?

Mr. Walls: That is offered as a motion to take precedence of the one just offered.

President Samuelson: You are offering a substitute motion, that this question be referred to the Executive Committee. A motion is made to amend a subsidiary motion to refer this action to the executive secretary.

Motion is seconded.

The question is on the substitute motion to refer the request to the Executive Committee. Is there discussion?

Delegates: Question.

President Samuelson: All in favor of referring this request to the Executive Committee vote "aye"; those opposed vote "no." The motion is carried. It is referred to the Executive Committee. I recognize *Miss Adair*.

Miss Cornelia S. Adair (Virginia): The parliamentarian tells me it is necessary for me to make this motion.

I move that the Committee on Rules and the parliamentarian be authorized to approve the minutes of the 1936 Representative Assembly. I offer this in order that the minutes may be read and approved before the next annual convention is held. I move the adoption of this motion and *Mr. Marsh* seconds it.

President Samuelson: You have heard the motion. The question is on the adoption of this motion. Is there discussion?

All in favor of the motion will vote "aye"; those opposed will vote "no."

Secretary Givens: May I ask the members of the Executive Committee to meet on the platform on the adjournment of this meeting?

President Samuelson: Is there any further business to come before the Assembly at this time?

Mr. Saunders: *Madam President*, I move that we adjourn to reconvene at 10 o'clock tonight to hear the report of the Elections Committee on the result of the election and to install new officers.

This motion is offered by your speaker and seconded by *Mr. Shaw*.

The Representative Assembly will still be in constructive session to complete that business.

President Samuelson: You have heard the motion.

All in favor of the motion will vote "aye"; those opposed will vote "no."

The motion is carried.

If there is nothing further to come before the meeting, we will now stand adjourned.

WILLARD E. GIVENS, *Executive Secretary*

AGNES SAMUELSON, *President*

Fourth Business Session, Thursday Evening, July 2, 1936

The fourth business session of the Representative Assembly convened at 10:45 p. m. in the Municipal Auditorium, following the general session of that evening.

President Agnes Samuelson: The business meeting which adjourned at noon will now reconvene to hear the report of the Elections Committee and to install the new officers.

I shall first call for a report of the Publishing Committee and ask *Secretary Givens* to give that report at this time.

Secretary Givens: There were sixteen candidates nominated for the Publishing Committee and five to be elected. The five elected are: *Lillian Broderick*, New York; *Roy W. Cloud*, California; *Mrs. F. Blanche Preble*, Illinois; *L. W. Reese*, Ohio; *Henry Lester Smith*, Indiana.

If all these people are in the audience, will they please come to the platform. I should like to have a short conference with them.

President Samuelson: Will the convention please be in order.

I call now for the report of the Committee on Election of Officers, *Mr. Schlagle*, chairman.

Mr. F. L. Schlagle (Kansas): Your Committee submits the following report of the election of officers for this Association for 1936-37: president, *Orville C. Pratt*, Washington; treasurer, *R. E. Offenhauer*, Ohio. The following eleven vicepresidents were elected: *Miss Willie A. Lawson*, Arkansas; *Evelyn Chasteen*, California; *Herman E. Hendrix*, Arizona; *E. W. Butterfield*, Connecticut; *Andrew Avery*, Georgia; *M. P. Moe*, Montana; *O. H. Plenzke*, Wisconsin; *Ernest H. Black*, Oklahoma; *Mattie S. Doremus*, New Jersey; *Marie Brotherson*, Kansas; *W. L. Colvin*, Louisiana. The state directors as nominated by the state delegations were elected without opposition and are as follows: Alabama—*J. D. Williams*, Alaska—*Everett R. Erickson*, Arizona—*T. G. Grieder*, Arkansas—*W. E. Phipps*, California—*F. A. Henderson*, Colorado—*W. B. Mooney*, Connecticut—*Helen T. Collins*, Delaware—*H. V. Holloway*, District of Columbia—*Edgar C. Higbie*, Florida—*James S. Rickards*, Georgia—*M. D. Collins*, Hawaii—*J. W. Garrett*, Idaho—*W. D. Vincent*, Illinois—*John W. Thalman*, Indiana—*Charles O. Williams*, Iowa—*Fred D. Cram*, Kansas—*F. L. Schlagle*, Kentucky—*W. S. Taylor*, Louisiana—*J. N. Poche*, Maine—*William B. Jack*, Maryland—*Eugene W. Pruitt*, Massachusetts—*Annie C. Woodward*,

Michigan—*Grover Stout*, Minnesota—*Daisy Brown*, Mississippi—*H. V. Cooper*, Missouri—*Thomas J. Walker*, Montana—*M. P. Moe*, Nebraska—*J. J. Guenther*, Nevada—*J. R. Warren*, New Hampshire—*Lyle Wilson Ewing*, New Jersey—*Raymond B. Gurley*, New Mexico—*D. N. Pope*, New York—*Frederick Houk Law*, North Carolina—*Guy B. Phillips*, North Dakota—*L. A. White*, Ohio—*B. F. Stanton*, Oklahoma—*M. E. Hurst*, Oregon—*Austin Landreth*, Pennsylvania—*J. Herbert Kelley*, Rhode Island—*James F. Rockett*, South Carolina—*A. C. Flora*, South Dakota—*N. E. Steele*, Tennessee—*S. L. Ragsdale*, Texas—*Rush M. Caldwell*, Utah—*N. Howard Jensen*, Vermont—*Joseph A. Wiggin*, Virginia—*Mrs. Edith B. Joynes*, Washington—*Ernest W. Campbell*, West Virginia—*W. W. Trent*, Wisconsin—*Amanda H. Schuette*, Wyoming—*H. H. Moyer*.

President Samuelson: I recognize *Mr. Holmes*.

Mr. William H. Holmes (New York): I wish to move that the election of president be made unanimous and I wish the incoming president a very successful administration. (The motion was seconded and unanimously carried.)

President Samuelson: Now it becomes my very pleasant duty and high privilege to introduce to you the one whom you have chosen to be your leader for the coming year. I am not going to take time to make a speech, but before investing him with the rights and privileges and troubles, if there are any, to which the degree of president entitles him, I want to express my deep appreciation to you for the cooperation you have extended on every hand during this year. Never shall I cease to appreciate the wonderful way you have helped to forward the progress of this convention. If it has cleared the way for future progress, this chapter in our history will be worthwhile. Time alone will determine that.

I should like to have *Mr. Pratt* come to the loud speaker.

On behalf of the National Education Association I want to thank our associates in Portland and in the Northwest for the lovely hospitality they have shown us. The spirit of the rose will perfume our memory of this convention in the days to come. The perfection of the rose will personify the perfection for which we strive in improving our craftsmanship.

You, *Mr. Pratt*, as you leave this hall tonight will feel that a burden has been placed upon your shoulders, but this burden will become lighter and lighter as you begin to feel the helping hand of the teachers of the nation uplift you, help you in your great task of pushing education forward. I congratulate you upon the leadership which it is your opportunity now to assume and I congratulate the National Education Association upon you.

Mr. Orville C. Pratt (Washington): I wish first of all to assure you of my very keen appreciation for the honor you have bestowed upon me in selecting me as your president for the ensuing year. I want very hastily thereafter to say that I understand very fully that you are not interested primarily in thrusting an honor upon me but rather that you expect of me certain definite services which I hope I may to some extent be able to perform. I assure you that I shall do whatever I can to further the long-range welfare of this Association, the welfare of the children of the United States, and the welfare of education. I know that I can do very little except as I have your interest and cooperation.

I enter on the presidency with a completely open mind, without any promise of any kind made to anyone. I am, therefore, free to do what seems to me to be the best thing to do under all the circumstances as nearly as I may be able to find out what they are. I shall then do what seems to me to be best for your Association.

Again may I thank you for the honor which you have bestowed upon me and for the help which I expect you to give thruout the ensuing year.

Chairman Samuelson: May I call attention to the meeting of the new Board of Directors at 7 o'clock in the morning in the Multnomah Hotel. May I also call attention to the meeting of the new Executive Committee at 9 o'clock in the president's suite in the Multnomah Hotel and the new Board of Trustees meeting at 11 o'clock in the Multnomah Hotel.

I now declare the Seventy-fourth Annual Convention closed.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

Portland, Oregon

Sunday Evening, June 28, 1936

The meeting of the Board of Directors of the National Education Association convened at 8 p. m. in the North Assembly Room of the Civic Auditorium. The meeting was called to order by *President Agnes Samuelson*. The president asked the executive secretary to call the roll. The following were present:

Directors Ex Officio: *Agnes Samuelson*, president; *Joseph H. Saunders*, chairman, Board of Trustees; *Willard E. Givens*, executive secretary; *Cornelia S. Adair*; *Frederick M. Hunter*; *Uel W. Lamkin*; *Robert C. Moore*; *Samuel D. Parry*; *E. Ruth Pyrtle*; *Joseph Rosier*; *Willis A. Sutton*.

State Directors: Alabama—*J. D. Williams*, Arizona—*Emil L. Larson*, Arkansas—*W. E. Phipps*, California—*Frank A. Henderson*, Colorado—*W. B. Mooney*, Connecticut—*Helen T. Collins*, Delaware—*H. V. Holloway*, District of Columbia—*Edith Louise Grosvenor*, Georgia—*M. D. Collins*, Hawaii—*John W. Garrett*, Idaho—*W. D. Vincent*, Illinois—*John W. Thalman*, Indiana—*C. O. Williams*, Iowa—*Fred D. Cram*, Kansas—*F. L. Schlagle*, Kentucky—*D. Y. Dunn* (substituting for *William S. Taylor*), Louisiana—*P. H. Griffith*, Maine—*William B. Jack*, Maryland—*E. W. Pruitt*, Massachusetts—*Annie C. Woodward*, Michigan—*D. A. Van Buskirk* (substituting for *Edith Bader*), Minnesota—*Harry Wahlstrand*, Mississippi—*H. V. Cooper*, Missouri—*Thomas J. Walker*, Montana—*M. P. Moe*, Nebraska—*Dwight Porter* (substituting for *G. F. Knipprrath*), New Hampshire—*Lyle W. Ewing*, New Jersey—*Raymond B. Gurley*, New Mexico—*D. N. Pope* (substituting for *Vernon O. Tolle*), New York—*H. Claude Hardy*, North Carolina—*T. Wingate Andrews*, Ohio—*B. F. Stanton*, Oklahoma—*M. E. Hurst*, Pennsylvania—*H. E. Gayman* (substituting for *J. Herbert Kelley*), South Carolina—*A. C. Flora*, South Dakota—*Bernard Linn* (substituting for *S. B. Nissen*), Tennessee—*S. L. Ragsdale*, Texas—*Rush M. Caldwell*, Utah—*James T. Worlton*, Vermont—*Joseph A. Wiggin*, Virginia—*Mrs. Edith B. Joynes*, Washington—*Samuel E. Fleming*, West Virginia—*W. W. Trent*, Wisconsin—*Amanda Schuette*, Wyoming—*H. H. Moyer*.

Following the usual custom, the resignations of those directors who were unable to be present at this session were presented, and upon motion of *Fred D. Cram* of Iowa the substitutes were elected in place of the regular directors.

President Samuelson: I wish at this time to introduce our parliamentarian, *Mr. C. A. Bottolfsen* of Idaho. He is well versed in parliamentary law, and has been a speaker of the State House of Representatives. Under the bylaws the Executive Committee is authorized to receive all reports of special committees, and to present them to the Board of Directors with recommendations. On the agenda this evening are the reports of the Committees on Amending the Charter and on Reorganization of the National Education Association. These reports have been submitted to the Executive Committee, and the Executive Committee has had them under consideration and has given them study. We have assumed that you have read these reports, and that you are familiar with what they contain. However, we feel that it would be a great help in coming to a final appreciation and evaluation of these reports if we heard for the first fifteen minutes the report of the Committee on Amending the Charter by the chairman, *R. T. Shaw*, and then the report of the Committee on Reorganization by the chairman, *E. E. Oberholtzer*. *Mr. Shaw's* report will be followed by the recommendations of the Executive Committee before it is opened for discussion. If you are in favor of that procedure, I shall now call upon *Mr. Shaw*. (The entire report of the Committee on Amending the Charter is printed on page 817 of this volume. *Mr. Shaw* read portions of the report referring to certain pages and paragraphs.)

Mr. R. T. Shaw (Pennsylvania): I think you have a copy of the report in your hands, and I think it will make it more nearly possible to hit the high spots if you

will mark them as I go along. We have endeavored to keep in close touch with the Committee on Reorganization, and to consider the need of changes in the charter. In studying the proposed changes, it is important to note the method used in presenting the material. Sections of the charter as they now stand are printed in regular type. Brackets are placed around words, phrases, and sentences that are to be cut out of the charter if the recommendations of the Committee are approved, or were approved by the Representative Assembly at Denver. Words, phrases, and sentences which are to be added in accordance with the formal resolutions adopted by the 1935 Representative Assembly are printed in bold type. Words, phrases, and sentences which should be added in accordance with the recommendations of this Committee, are printed in italics. I might add for the sake of the delegates who were not present at Denver that the first nine of the twenty-six issues are already disposed of. In other words, no suggestion for revision is made. (*Mr. Shaw* took up each item of the report, explaining it carefully.)

President Samuelson: Thank you, *Mr. Shaw*. The Executive Committee at its session this morning studied the recommendations and these various sections that are now under discussion, and after due deliberation prepared a recommendation to bring to the Board of Directors, which I shall ask *Mr. Smith* to present at this time with such statement as he wishes to make.

Mr. H. L. Smith (Indiana): Reference was made at the beginning of the evening to the responsibility resting upon the Executive Committee to receive and study these important special reports of special committees, and after studying them to make recommendations to the Board of Directors, which recommendations would serve as a basis for your further discussion and for a partial basis for your final recommendation to the Representative Assembly. I have been asked by the Executive Committee to report to this body what the recommendation of that Committee is in regard to the Committee on Amending the Charter. The Executive Committee has felt a deep responsibility in regard to this matter, and has spent a portion of two full sessions on these reports. I, personally, read the report hurriedly before I left Bloomington. I have read it thru twice since I came here. I have read, with members of the Committee, sections of it over and over again. I am mentioning this to indicate to you that the Executive Committee has taken seriously its responsibility and is making its recommendation after as careful consideration as it is able to give in a limited length of time. We looked over the report to see whether the recommendations made could be followed out in an effort to clarify the situation. Reference has been made to a recognition of an inconsistency—an inconsistency recognized by the Committee on Amending the Charter—the same inconsistency recognized by the attorney for the National Education Association. The essential point of difference—there are many minor points—but the essential point of difference seemingly involved the question of the expenditure and the management of the Permanent Fund. These are the two things that are embodied in Section 7 of the charter as it now exists. At the Denver meeting various recommendations were made carrying thru Section 6 of the charter. Section 6 was voted by the Representative Assembly to be transferred to the bylaws when and if the U. S. Congress should change the charter. The last paragraph of Section 6, dealing with some phases of the Board of Trustees, was transferred from the charter to the bylaws by action of the Representative Assembly. That is, the members of the Assembly went on record as being in favor of doing that. Following came the discussion on Section 7 of the charter dealing with the management and expenditure of the Permanent Fund. That recommendation of the Committee was defeated. Later we discovered that there was an inconsistency between leaving Section 7 in and transferring all of Section 6, because the last paragraph of Section 6 had something to say about the organization of the Board of Trustees and Section 7 dealt with this Board of Trustees in connection with its responsibility for managing and expending the Permanent Fund. It seems from this report that the essential point that needs to be cleared up is what the wish of the Assembly is in regard to the Permanent Fund. We studied thru this series of bylaws that have been suggested by the Committee, and after careful consideration came to the conclusion that if that procedure were followed

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out it would be impossible for them to come to any clear decision on that debatable point. We sent a questionnaire to a selected group and asked them if they could follow it thru, and if they could use it to express their wishes. It seemed to be complicated. There has been one difference of opinion between the Committee on Amending the Charter and the Executive Committee. The Executive Committee has felt that the action taken by the Representative Assembly last July at Denver was intended to leave the expenditure and the management of the Permanent Fund as in the present charter. The other committee differed from that. Now the Executive Committee is concerned with one thing—simply to clarify that one issue. May I just say one thing more before reading the resolution and the recommendation, and that is this: I am not speaking primarily for the Committee, but as a member of the Executive Committee. I know that not only they, but all of you and members of the Committee on Amending the Charter join me in the feeling that there are today in this country questions of educational importance and of great significance nationally and internationally, as well as locally, that should command our serious attention when we are together at these meetings, and as soon as we can possibly clear the way, getting out of the road some of these matters of internal organization so that we can set ourselves to the main problem, the better it will be not only for our organization as a whole but for education thruout the land. So, the Executive Committee is bringing this recommendation, which it thinks will state the case clearly, and is giving the Representative Assembly an opportunity to vote on a clear statement and to clarify this inconsistency. With that as a background, I should like to read the recommendation:

The Executive Committee, having carefully considered the report of the Committee on Amending the Charter, recommends to the Board of Directors the following action thereon: For the purpose of remedying an inconsistency which resulted from the action of the Representative Assembly at Denver, and to remove all doubts as to the clear intent and meaning of the action so taken, *Be It Resolved*, That the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter be amended by adding to Section 7 of the proposed charter the exact language of the last paragraph of Section 6 of the present charter, which is as follows:

"The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the president of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership."

This is the exact language of the last paragraph of Section 6 of the charter as it now stands. This recommendation is that that paragraph be transferred to Section 7, and in the judgment of the Executive Committee that will put a clear-cut problem before the Representative Assembly, and the solution of that would clarify the inconsistency. I move the adoption of this recommendation.

The motion was seconded.

President Samuelson: You have heard the resolution, and it has been seconded. Are you ready for a discussion?

Mr. Fred D. Cram (Iowa): The last paragraph in Section 6, which *Mr. Smith* has been discussing, is in the report of the Committee. I wish to speak to the point that has been raised by *Mr. Smith*, and I wish to support his suggestion and the recommendation of the Executive Committee. In doing this I represent a minority of the Committee on Amending the Charter. If you will go back over the history of this program, you will remember that this Committee was appointed first to make one specific change in the charter. After investigation, we decided that the charter should be much more greatly simplified than to do that one thing. We studied the question thoroly, and asked the consent of the Executive Committee. It seemed to be

the sentiment of the Executive Committee that we should proceed with this work, but I would like to have you look at what has finally been accomplished in the line of simplification. The long list of names at the beginning of the charter strikes me as a cumbersome part that might well be eliminated. I should also like to refer to Section 2. Why should the charter set up what the departments should be? If we are to simplify the charter, it seems to me there are just three things that need to be expressed in the charter: The name of the organization and what it is for; what we are going to do with this Permanent Fund that it may be preserved in line with the promises made when we raised the money; and then to guarantee for all time that there shall be a board more or less permanent in character and overlapping as to term which shall have control of this Fund. I think if the well-informed members of the Association did not realize what had happened in voting on these changes last year, surely the Representative Assembly did not know what it was doing. As a member of the Committee on Amending the Charter, I want to second *Mr. Smith's* motion.

Mr. W. B. Mooney (Colorado): In case that should be adopted, what would be the method of submitting it to the Representative Assembly?

Secretary Givens: I think it would be for the Board of Directors to make the recommendation to the Representative Assembly and the Representative Assembly would decide what method of voting would be used.

Mr. Joseph Rosier (West Virginia): I want to say just a few words in support of this resolution, and my remarks shall have to do with the work of the Board of Trustees in handling the business of this organization in the most critical period in its history. I happen to have been president of the National Education Association at a time when, with a little mismanagement, this great Association could have been wrecked. Those of us who were connected with the Association thru the dark years of 1932-33 know what a critical time it was. At the meeting of the Department of Superintendence in the spring of 1933, we suddenly learned that a bank in Washington, in which was deposited a large amount of this Association's money, had closed. It was a very trying time, and there is no one who sweated more blood over that, unless it was *Mr. Crabtree*, than myself, because it was a difficult situation when all the money was tied up in a bank and when it looked as though we might become a bankrupt organization. The point I want to make is this: The bank in Washington tried to take \$100,000 from us by claiming the trust fund which the Board of Trustees put in it was a common fund and should not be protected. The Board of Trustees under the chairmanship of *Joseph H. Saunders*, went to the bank, and with me joined in the fight. I want to say there is not an institution or business or commercial organization in the United States that was carried thru that critical period more successfully and with less loss than this Association. The very fact that we were able to do that was due to the fine, competent, and capable business management of the Board of Trustees which was charged with that responsibility. I want to testify to their ability in handling those funds, and in saving practically every dollar that was tied up. It seems to me rather in bad grace for this Association, on the heels of that rescue of our organization financially, to try to change the form of organization. It seems to me that the body of men and women who have accomplished such a tremendous result in the preservation and protection of our funds deserves our confidence and support.

Mr. Robert C. Moore (Illinois): I wish to speak as a duly authorized member of the Board of Directors, and as a member of the Committee on Reorganization which has cooperated and conferred with and endorsed the action of the Committee on Amending the Charter. I am quite sure that none of us would detract one iota from all the words of credit that have been spoken and given to the Board of Trustees in their care of the funds. We join in commending most highly the careful and business-like management of the Permanent Fund of this Association by the Board of Trustees. However, both Committees have endorsed this report. The Committee on Reorganization found that it would be seriously handicapped in knowing what to do or in taking any definite action in the reorganization of the National Education Association unless we first knew what the charter was to be. So we were called into

conference with *Mr. Shaw*, and it was sort of an interlocking committee with the Committee of which I was a member endorsing the recommendations made by the other Committee. We have not been able to understand the inconsistency that has been mentioned. It seems to me that it is absolutely consistent for us to agree that Section 7 should remain as it is, and at the same time place the provision which has to do with the election of the Board of Trustees in the bylaws instead of the charter. We say no inconsistency, for the parliamentarians with whom we conferred were unanimous, I think, in saying that that was a matter which should be transferred to the bylaws. I want to say in defense of the Committee that the implication has been that some of the members of these two Committees have made an attack on the Board of Trustees and the management of that Fund. That is not true. We do not see any inconsistency whatsoever in granting what the Representative Assembly did at Denver, and we cannot quite see why you accuse us of inconsistency and almost imply that we have certain designs upon the Permanent Fund. I think I shall have to remain inconsistent and vote against this amendment.

Mr. E. E. Oberholtzer (Texas): We discussed this matter some, but we discovered that issues 8 and 9 were still questioned. We thought it might be well to re-submit them on the ballot and let the Representative Assembly take final action, and I wonder if that would not settle the matter that *Mr. Smith* speaks of.

Mr. H. L. Smith: That was the idea.

Mr. E. E. Oberholtzer: I think it would be voted upon as an amendment.

Mr. H. L. Smith: Yes, in the proper way.

Mr. E. E. Oberholtzer: I am quite anxious that we come to an understanding, because if this resolution is adopted we will have to change our report to conform somewhat since we have followed much the language of the charter. I cannot quite see *Mr. Rosier's* point of view in thinking that a Board of Trustees cannot be elected as all other officers of the Association. I am just as keen as any member of the group to see the Permanent Fund protected, but I cannot see any reason why we should not put the same confidence in the members of the Association for electing the Board of Trustees as for electing a president, a secretary, and other officers. Of course I understand this report is on amending the charter, and it is making no change except to transfer it to the bylaws. If there were any change in the election of the trustees, it would have to be done by the change of the bylaws, later. Am I right, *Mr. Shaw*?

Mr. R. T. Shaw: That is my understanding.

Miss Florence Hale (New York): May I ask a question? If the election of the trustees is transferred to the bylaws, it would follow, would it not, that at any time the trustees could be changed?

Mr. E. E. Oberholtzer: It could be changed by the Association without going to Congress.

Miss Hale: I think the danger hinges around the Permanent Fund. If that were not involved, what has been said would be correct, but there is a human element which we must recognize. In other words, at any time when it seemed desirable and when there were inroads they wished to make upon this Fund it might be possible to change the trustees, while now it has to be a very serious and a very important thing in order to do that, and the very seriousness of it protects the Permanent Fund in the trusteeship. I do not believe, with *Mr. Oberholtzer*, that we have any less confidence in the Representative Assembly in electing the members of the Board of Trustees, than we do in electing a treasurer, but it is this whole matter of the trusteeship of the Permanent Fund that makes it very difficult. While I do not wish to go into past history, there have been several occasions when, by a very clever presentation, large amounts were voted thru quickly by the Representative Assembly which we could not afford to so vote, and which could have been better used if a more studied presentation had been made than an emotional vote on the funds. We have a large Representative Assembly made up of many new delegates every year, and it is easy to make appropriations thru means of emotional appeals.

Mr. Oberholtzer: I understand this leaves the control exactly the same.

Mr. Fred M. Hunter (Oregon): Any power given to the Representative Assembly to make changes at one meeting, as this would probably give, certainly does change the policy of the organization. There is a little tendency to feel sensitive about this. I think they should not feel so. I think my good friends, *Mr. Shaw*, *Mr. Moore*, and *Mr. Oberholtzer*, deserve very great credit for their interests in bringing about a simplification and reorganization of the structure of the organization. I think the organization owes them a vote of gratitude, and I think this Board of Directors would very gladly accord that to them for their efforts, but it is not at all an unusual thing for a committee in its zeal for a cause of that kind to go far enough to bring a questionable business policy into the management of a great historical organization like this, and I think that is what is done here. I think the question is not a matter for the parliamentarians at all. It is a question of sound business judgment. The question revolves around a point like this: "Would the best trust funds in America handle their permanent funds as we propose to do it here under this recommendation?" I do not know one that would. I have been associated in recent years with several quite important trust funds, and in the first place I do not know of a trust fund anywhere that compares in importance with this one to the future of America. This trust fund is the principal sum of capital of this Association, and if the best business organization in this country would not by their members approve this policy, then can we afford to do it? Can we afford to jeopardize it by throwing it into the auction of politics which this would do? The Committee thinks it will not do that, but experience indicates that it will. If you take the Board of Trustees out of the charter, you are endangering the Permanent Fund. The minute that is done, you open it wide to the politics of the Association. If we ever do it, we have started on the road to disaster.

Mr. T. J. Walker (Missouri): It seems to me there is only one question involved, and on that one question we all agree—that is, the safe expenditure and a careful, wise management of the Permanent Fund. I think we will agree on this fundamental thesis, that under the present plans it has been safely and wisely managed. The only issue left, it seems to me, is the old question that some parliamentarian has said that the usual custom is to take it out of the charter and put it over into the bylaws. The question which comes to my mind is, Am I willing to sacrifice an old fashion or an old custom for the sake of remaining with the Committee instead of agreeing on a plan that, thru the years, has been absolutely safe and sound, and of which we are proud?

Miss E. Ruth Pyrtle (Nebraska): As this discussion has gone on, I am reminded of a concrete illustration that has been living with me for several years. When you gave me the privilege of serving this Association in 1929-30, the life membership plan made it possible to expend \$500,000 to build that fine headquarters which we are now enjoying and using in Washington. It became our responsibility to spend that money as you had planned to have it spent, and I am thinking over again that you safeguarded it. It became our duty to execute the building of that structure, and there might have been some money spent that could have been used more wisely, but it was not because it was so safeguarded that it could not be spent otherwise. It seems to me, as *Mr. Hunter* has pointed out, that it will be a dark day when we are foolish enough to adopt less businesslike methods, and so I am speaking for the amendment.

Mr. R. T. Shaw (Pennsylvania): While I have no voice to speak as a member of this body, I wish to speak as a science teacher. As such, I have always tried to train my students to go after facts. There has been so much said by the last four or five speakers which to my mind leaves the matter confused and the facts completely obscured. There are a number of past presidents here, and I should like to have them cite any time in the history of the Association when bylaws have been passed emotionally.

Director: Appropriations.

Mr. Shaw: Just a moment, if I may make that point clear—

Director (Interrupting): Amendments to bylaws.

Another director: Election of officers.

Mr. Shaw: We are talking of amendments to bylaws, if I may stick to one point. I should like to know of one instance. I have not found one. It seems to me that is a bugbear very unnecessarily presented. I hesitate to make reference to the man many of you have heard me say served as my ideal as a president of the Association and brought me into the National Education Association—*Mr. Hunter*—but I could not help feeling that I wish he would cite to me where any corporation or trust company hides behind the Halls of Congress and does not leave the matter open to its own people to determine its policy which it puts in the Board of Directors or Board of Trustees themselves.

Director: I question whether you are hiding behind the Halls of Congress.

Another director: It follows the same principle exactly.

Mr. Shaw: I do not see the principle. It is a difference of opinion whether it is the same point. I am talking of the parallel of a legislative act, and the other point as to the success of the Fund under popular vote. I wish to refer to a fund I have watched with the greatest of interest, and which in seventeen years has grown to \$150,000,000 without one cent of loss of capital or of interest, and that fund is managed by a small board of trustees who are elected by the popular political will of the state, and some elected by the popular political will of the teachers of the state of Pennsylvania. The issues do not follow at all, as I see it, that that is the conclusion that because of putting it in the bylaws the provision immediately endangers the Fund. The issue here is not to stress so much what we did or what we did not do at Denver, but what is best for the Association. Frankly, I am not entirely clear just what the status of the proposed resolution is with regard to the report which I presented. As I take it, it is not inconsistent with that report, and our report could go as recommending the things passed on any ballot, but all recommendations that followed from an action taken could go in addition. I hope it will be clear in everybody's mind upon what he is voting.

Director: We have had a great deal said about the inconsistencies and the advantages or disadvantages of keeping this in the charter or transferring it to the bylaws. I would like to have *Mr. Shaw* give us the particular advantages or reasons why he thinks transferring it to the bylaws would serve the Permanent Fund better than leaving it where it is.

Mr. Shaw: I think one of the most outstanding suggestions I might make concerns the size of the Board of Trustees. As the Fund grows larger and the Association grows larger, there might be a desirability for a larger number of trustees. If there is a feeling created in the members of the Association to have a little more widespread representation to change the number from seven to nine, why tie them up? Life members themselves may feel they ought to have one or more trustees elected from and by them, and that would not need to be any reflection upon any Board of Trustees, because of the record shown. I think those are the things that should be brought out, and I think each should have consideration before action is taken.

Miss Florence Hale (New York): I want to say with reference to the past presidents and the present incumbent, and I say it with the greatest of respect for *Mr. Shaw*, we should consider *Mr. Hunter's* position since he has had experiences that possibly no one else in this room has had. As chancellor of one great university, and now as chancellor of another and under very complicated conditions, he has had the practical experience in those things which the rest of us have not had. I think we are very lucky to have a man here who in the last few years has had that experience. Now, if I may say a word for the past presidents—the reason we have spoken this afternoon is because we feel so deeply about this. We love this Association. I do not think that the attitude should be taken that past presidents should keep silent on these things. You have honored us, and we have profited in our prestige in this country by your electing us to the presidency. I think we would be lacking if we were silent and said nothing. I think I should tell you my experience and do anything I can to help. I think the other past presidents should do the same.

Mr. Lyle W. Ewing (New Hampshire): I have been getting a few pointers here on politics, and as I stood behind the line as a quarterback I saw where I could make a play. If there are such clever politicians as *Mr. Hunter* in the Representative Assembly, I see how the entire Board of Directors could be changed very cleverly. By a clever move of the Assembly we could reduce the number to three, and then by a sudden move we could control that entire Board of Trustees in two years.

Directors: Question.

President Samuelson: The question has been called for.

Director: It would seem to me that that is a substitute amendment and has no reference to *Mr. Shaw's* report. Am I right that this is a substitute for the whole report?

Mr. W. B. Mooney (Colorado): That is what I meant when I asked if it was a substitute.

Mr. H. L. Smith (Indiana): That is the only recommendation we would suggest that you make to the Representative Assembly.

Director: Does that leave the report of last year the same except to transfer that paragraph?

Mr. Smith: Yes. *Mr. Shaw*, may I ask one question? As I understand the bylaws, this report prepared by the Committee must be transmitted to the Assembly in some form with or without recommendation, but the report must go—am I correct in that?

Secretary Givens: That is right.

Mr. Shaw: In other words, the adoption of this motion is entirely a question of recommendation. The report, however, must go forward with favorable or with unfavorable recommendations.

Mr. Smith: This report would be passed on, as I understand it, with a recommendation from this body that this one item be kept open.

President Samuelson: Are you ready for the question? We will call for a vote by roll call unless there is an objection. (The roll call resulted as follows: Yes, 52; no, 3; passed, 2.) The motion is carried.

Mr. Mooney: I move that the secretary furnish each state director with a copy of that resolution before noon tomorrow. (Motion seconded and carried.)

Secretary Givens: Copies of this resolution will be with *Miss Chase* at the registration desk here in this auditorium by 10:30 tomorrow morning.

President Samuelson: If there is nothing further on this question of the report of the Committee on Amending the Charter—

Mr. H. V. Holloway (Delaware): The problem is not completely solved by this resolution that has just been passed. The Committee has been charged with presenting a bill to Congress which will carry into effect the wishes of the Association with reference to the simplification of the charter. I would like to raise the question as to whether or not it would be possible for the Board of Directors to go on record as approving a bill in the form of Exhibit 6 (see page 850 of this volume) which, as I take it, contains the action just approved by the Board. In order to bring it properly before the meeting, I move that the Board of Directors recommend to the Representative Assembly the presentation of a bill to Congress as shown in Exhibit 6.

President Samuelson: Do you want to include in that motion who should go to Congress with that bill—the officers of the Association or the Legislative Commission?

Mr. Holloway: I am not clear as to who should present it.

President Samuelson: Then the motion has been made that a bill in the form of Exhibit 6 be introduced into Congress. Is there a second?

Director: Second the motion.

Mr. Oberholtzer: A point of information—does that in any way affect what we are trying to do now? Does that leave it open so our report can be considered without bias? I am not sure, *Mr. Holloway*, that it does.

Mr. Holloway: I am looking only to the solution of the problem of presenting a report to Congress which should include the wishes of this Board of Directors. Just how it would affect your recommendation, I do not know.

Mr. Oberholtzer: You want it also approved by the Representative Assembly?

Mr. Holloway: Yes.

President Samuelson: I want to ask *Mr. Givens* to answer the question.

Secretary Givens: My answer is the same as *Mr. Holloway's*—simply a recommendation of the Board of Directors on a specific bill for the thing that will carry out the action just taken. I cannot see that it would interfere with *Mr. Oberholtzer's* report.

Mr. W. B. Mooney (Colorado): Is this bill in exactly the form you want? If this Board takes action and it is adopted by the Representative Assembly, would not those in charge of framing the bill feel obligated to use that language? Would it not be better to say "similar"?

Mr. Holloway: That would involve who is to determine whether the thing prepared is similar to this or is not similar to it, and I think it is well that there should be no doubt as to that particular matter.

Mr. W. A. Sutton (Georgia): Would it not be well to postpone action on that until later?

Mr. C. O. Williams (Indiana): If you do this, you have undone what was just done. You have come in and endorsed it as you want it and now have raised this question.

President Samuelson: That is, you have endorsed the bill prepared by the attorney for the Association. It carries out this recommendation.

Mr. Fred D. Cram (Iowa): I do not think anyone is talking to the question asked. We still have the question confronting us—shall the Committee on Amending the Charter proceed now with whatever instructions they are given by the Representative Assembly, or shall the Committee cease to exist and shall it be presented by our Legislative Commission? We have that question still to settle, and I think there is a parliamentary principle involved. It may be that the motion originally made would demand that this Committee can now be discharged, and that the Legislative Commission will take the action of the Representative Assembly and proceed with it in Congress.

Mr. M. P. Moe (Montana): It seems to me we had better see what the Representative Assembly does. We may have nothing for the Committee to do when they are thru.

Mr. Uel W. Lamkin (Missouri): I would like to move a substitute to *Mr. Mooney's* motion—that we recommend that the Representative Assembly instruct the Executive Committee to have a bill prepared and presented to Congress in accordance with the action of the Representative Assembly to carry out its wishes—and then the Executive Committee can either do that themselves or designate the Committee on Amending the Charter to do it, but the bylaws of this Association provide that the Executive Committee shall serve as the executive of this Association when the Board of Directors is not in session. If that motion is carried, the Representative Assembly would instruct the Executive Committee to see to it that this is prepared and presented to Congress in accordance with the action of the Representative Assembly.

Director: Seconded.

President Samuelson: Any discussion? The question has been called for. The motion is carried unanimously as a substitute motion. We have decided that the Executive Committee shall proceed to present the bill to Congress.

Mr. C. A. Bottolfsen (Parliamentarian): I would like to hear the motion restated. As I understand it, this is a special committee, and unless otherwise demanded by the Representative Assembly tomorrow the other committee is automatically discharged, and if the president is given authority to appoint another committee he may if he wishes choose the old committee to carry on.

Mr. Lamkin: If the Executive Committee is instructed to do it, they may do it themselves or designate someone else.

Mr. Bottolfsen: I would like to amend your motion.

Mr. Lamkin: I would like consent to reword it so that it states that the Executive Committee may itself or thru the Committee on Amending the Charter or some other agency prepare these amendments and present them to Congress. I would like to have you ask our parliamentarian if the action we have just voted can legitimately

be taken. We have a mandate from the Representative Assembly, and should we not carry out that mandate?

Mr. Bottolfsen: I did not get the first part of his statement.

Mr. Lamkin: There was a mandate given by the Representative Assembly in Washington to the Committee on Amending the Charter to go to Congress and get this changed. The question is now, Is the action just taken legitimate?

Mr. Bottolfsen: I still rule if this resolution is adopted by the Assembly, this committee is discharged.

President Samuelson: In other words, that motion did not rule over a former one. Is there anything else on this?

Mr. Holloway: Am I right in insisting that this is not a legislative body, that this is a body for the making of recommendations to the Representative Assembly?

President Samuelson: That is correct.

Mr. Holloway: Can any action taken by this body in any way discharge any committee?

Secretary Givens: It would have to be voted by the Representative Assembly.

President Samuelson: Is there anything further before we pass to the next order of business? *Mr. Smith*, have you anything else?

Mr. H. L. Smith (Indiana): Where is the page of recommendations of the Order of Business and the Rules and Regulations?

Miss Cornelia S. Adair (Virginia): I imagine you are referring to the Rules Committee. The Rules Committee is recommending in its report that all amendments to the charter and bylaws be voted on by ballot. You are going to have that report on Monday afternoon.

Mr. Smith: If we have that Monday afternoon, this is all right.

President Samuelson: The Representative Assembly has its first business meeting Tuesday morning, so we can take that up in the meantime. I should like to request *Mr. Oberholtzer* to give us a summary of his report.

Mr. E. E. Oberholtzer (Texas): I am going to review this report as briefly as possible. The resolution creating this Committee was passed by the Representative Assembly of 1934. The Committee made its report at Denver last year, and we have an outline of the proceedings by chapters. (This complete report is printed on page 896 of this volume. *Mr. Oberholtzer* explained the recommendations contained in the various chapters, action on some of which would be voted on by ballot, some by unanimous consent, and others held over for a year.)

President Samuelson: I have asked *Mr. Saunders* to express the viewpoint of the Executive Committee.

Mr. Joseph H. Saunders (Virginia): The Executive Committee would like to have it understood that it is neither opposing nor favoring at the present time any of the propositions which have just been submitted to you by *Mr. Oberholtzer* and his committee, but the Executive Committee wishes to call your attention or raise some questions, perhaps, and the very fact, that you, yourselves, have been raising so many of these questions, shows the basis of action which the Executive Committee is recommending to you on this particular report. You will notice that one of the paragraphs, which *Mr. Oberholtzer* reviewed, was that an active member shall be permitted to vote for delegates in but one affiliated association. He told you that was important, but you do not understand how important it is. I am not saying it should or should not be adopted, I am merely raising the question that if I as a member of my local association in my state vote for a delegate, why do I not have the right as a member of the state association to vote for the surplus delegates that will be representing the state as a whole? Why should I be refused the right to vote in both instances? I am raising that question. You notice that qualifications have been set up for delegates to the Representative Assembly, for members of the Board of Directors, and for members of the Board of Trustees, and you will note under the qualifications for delegates to the Representative Assembly that a person must have been for two years a member of that association before he can be elected a delegate. I raise a question of a similar nature to the one raised a minute ago. Suppose in my own city, in order to fill a vacancy in my teaching corps,

I come out West and select an outstanding teacher to fill it, and that teacher comes in and joins the local organization and the state association, and her fellow teachers find that she is an outstanding person and one they would like to represent them in the Representative Assembly—they could not select her.

Mr. Oberholtzer: It does not mean of that particular local; it means she must have been a member of some local.

Mr. Saunders: It does not say so in the report.

Mr. Oberholtzer: All right then, insert "The member shall be in such local association" immediately preceding "local association."

Mr. Saunders: "And, if the delegate is to represent a local affiliated association, then two years membership in such local association" is the way I read it. What we want to do as a National Education Association, I think, is to bring into our organization all of the approximately 1,000,000 engaged in educational work in this country. We do not want to put on restrictions that will keep them out. I simply raise this question along with the other questions you have already raised to show you the views of the Executive Committee. The Executive Committee has not had an opportunity to give the report very much detailed study, but the following is the resolution as it comes to you from the Executive Committee:

The Executive Committee has given as careful study to the report of the Committee on Reorganization as possible in the limited time available since receiving this report, and recommends to the Board of Directors the following: In view of the fact as stated by the Committee on Reorganization in Chapter I of their report, that it is a prerequisite to have many of the proposed amendments to the charter made official by act of Congress before it can complete plans for reorganization, which it believes desirable for the Association, and in view of the fact that the proposed amendments to the charter are dependent upon such action as the Representative Assembly may take upon the report of the Committee on Amending the Charter, and in view of the further fact that several of the recommendations of the Committee prescribed qualifications for membership in the Representative Assembly, Board of Directors, and Board of Trustees that would make the functioning of the Association more difficult than at present, the Executive Committee recommends to the Board of Directors that further study be given to the effect of such proposals before recommending action thereon to the Representative Assembly.

I move the adoption of this resolution.

Director: Seconded.

Mr. John W. Garrett (Hawaii): I would like to make a statement relative to Hawaii's experience on membership—that is, so far we have a requirement for membership in the Association two years before they can serve as delegates. We believe that it makes them look after their membership more carefully, and I am inclined to think that the restriction which the Committee proposes is one that would raise the value of the membership in the members' minds.

Mr. Oberholtzer: I hope you will not carry the motion for this reason: I think it is a matter we have left open for study, except in the first chapter on "Unanimous Consent," and anything that was carried over affecting the major policies can be put on the ballot. I hope the Board of Directors will not adopt the motion.

Mr. Fred D. Cram (Iowa): Does this motion mean that we are going to defer the whole report of the Committee?

Mr. Saunders: It was the motion that this report carries such far-reaching changes in the organization of the Association, and in its relationship of its members to the organization, and the relationship of the general Association to the local affiliated and state affiliated associations, and the selection of this Board of Directors itself in fixing the terms of the members of the Board of Directors, that the effect may be so tremendous upon the whole organization that it should be given far more careful study by this body and by the Representative Assembly than it has been possible to give it since the time of the printing of this report; hence we think it should be given further study.

Mr. W. B. Mooney (Colorado): All the delegates have this report, and it does not seem to me that it would stop a study of it if the Board passed this motion. It seems to me that the adoption of this motion would not have the result *Mr. Oberholtzer* thinks it would.

Mr. Oberholtzer: I do not see how you can reason that way, because delegates change. I think if there is something here that is making a sweeping change that it ought to be pointed out and held over. We thought we had put over most of the matters that would be of great concern in changing. I would like to have you point out the one you refer to. The matter of a two-year membership in the local association is sound in principle in every way. It will encourage professional organizations. I do not think you ought to sweep all that aside until you have had a chance to study it. On the matter of directors, I recommend it be held over.

Mr. Saunders: I do not mean to sweep anything aside, but I think that where you are changing the ratio of payments between the state and local and this Association, and other problems, that the delegates should have an opportunity to take these things back to the local associations and discuss them, and then return and vote on them in the light of careful study. If I had to vote on the proposition now as it is set up, I would feel compelled to vote against all the propositions because I am very uncertain as to the effects. I would like an opportunity to consider before I would vote on it. I am rather inclined to think that a great many other people would have the same feeling.

Miss Florence Hale (New York): With reference to the two-year membership requirement, I am in sympathy with the matters *Mr. Saunders* has stated. I know that is one way that would safeguard some of our associations and do away with some of the scenes that have come up. I know a man from New York City who never belonged until he wanted something from the Association, and I do not think he joined until he came to the city where the convention was held. Nobody questioned his right to get up and make a speech, and yet he had not belonged before and probably will not belong again. If you have the two-year provision, you would have an accredited representation.

President Samuelson: The motion has been made and seconded, all in favor of the question signify by saying "Aye." The motion is carried.

Secretary Givens: One moment. The reports for your state delegation for tomorrow will be passed out at the door. They are to be filled out and turned in tomorrow after your state meeting. *Miss Chase* will give them to you at the door as you go out.

President Samuelson: I declare the meeting adjourned.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Monday Afternoon, June 29, 1936

The second meeting of the Board of Directors convened at 2 p. m., *President Agnes Samuelson* presiding.

President Samuelson: If there are no objections we will hear from *Mr. Oberholtzer* first.

Mr. E. E. Oberholtzer (Texas): Going back to Chapter II, the parliamentarian convinced me that *Robert's Rules of Order Revised* would prevent our voting by ballot on amendments. I want to read the suggestion which has been worked out. We are offering the following as a substitute: "In all voting except where unanimous consent is given by the Representative Assembly state delegations may vote by ballot. The result shall be announced by the chairman of each delegation as the roll of states is called." This has not had the approval of the Committee on Reorganization, for the Committee has not had an opportunity to meet. I am offering this as a substitute, believing it may facilitate voting. State delegations that desire may vote by ballot. It will necessitate a roll call of states but it eliminates the preparation of ballots in the form suggested last year. If you think the question of fees ought to be held over I think the Committee will agree.

Regarding the Nominating Committee, we know from correspondence and from all the suggestions we have had that there is a demand for a change in the method of nominations and the indications are that a Nominating Committee will meet this demand. I think the item referring to directors, changing the term to three years, may well be held over. Outside of that it seems to me there should be no great difference of opinion in Chapter II.

In Chapter III we have merely provided for the bringing up of things that are not adopted by unanimous consent. I think there will be no issue in Chapter IV unless it may be concerning the Publishing Committee. There was some question raised on that. *Madam Chairman*, I want the report acted upon so that I can go back to the Committee and make such changes as they may desire to make in the light of the action of this body.

President Samuelson: Did I understand you to say it was your idea that a change for a Nominating Committee should be acted upon at this convention?

Mr. Oberholtzer: No, it might be left over. The Committee has had no correspondence or comments. We have had a number of suggestions. We thought it would satisfy the states and also remove some of the present political movements by returning to a Nominating Committee.

Mr. Joseph H. Saunders (Virginia): Am I correct in my understanding of your proposal? You have introduced the Nominating Committee but have also retained the present procedure of nominations by roll call as before?

Mr. Oberholtzer: We have the Nominating Committee and then we permit nominations from the floor.

Mr. Saunders: You still have the roll call?

Mr. Oberholtzer: Not necessarily.

Mr. Saunders: Did not your proposed bylaw say that?

Mr. Oberholtzer: I do not think so.

President Samuelson: Whoever is recognized will have the floor. Let us follow that procedure. Let *Mr. Saunders* finish.

Mr. Saunders: Do you not say "on roll call" further on?

Mr. Oberholtzer: It says "thereafter opportunity shall be given for nominations from the floor"—that is in italics.

Mr. Saunders: In other words, what I am getting at is this: I am in accord with the proposition of nominating the candidates for office by a very carefully selected committee. I think that is preferable to the present procedure but it seems to me, from reading the program, you have merely added to what you are now doing in that procedure.

Mr. Oberholtzer: I think we have done two things: (1) put the burden of nominations on the Nominating Committee; (2) made it possible for nominations to be made from the floor. Do I make myself clear?

Mr. Saunders: Yes.

Mr. Fred D. Cram (Iowa): In one section the report states: "A member of the Board of Trustees shall not be eligible to succeed himself after two successive terms or eight years." I am opposed to that. I would like to raise this question. If this passes in the meeting tomorrow will it affect the election of the trustee at Friday morning's meeting of the Board of Directors? Does it go into immediate action?

Mr. Oberholtzer: I think it would be considered as going into immediate effect. The thought of the Committee was to satisfy a great many people. The President of the United States is limited to eight years. Most terms of office are limited. I think the Association is large enough to always get people to qualify as competent.

Mr. John W. Thalman (Illinois): That should go thru and be passed and continue to be retroactive.

Mr. Oberholtzer: I would not consider it to be retroactive.

Mr. Thalman: Anyone could become a member of the Board of Trustees, starting that day, hold his office eight years from that day, regardless of the number of years he has now held office?

Mr. Cram: I understood if a new person is elected trustee—

Mr. Thalman (Interrupting): As I interpreted it, it could not affect any man who was now on the Board of Trustees.

Mr. Bottolfsen (Parliamentarian): I would rule it would not be retroactive.

Mr. Oberholtzer: That means if we wish to reelect next Friday morning the man who is now trustee, whose term expires, we are at liberty to do so even if this goes thru?

Mr. W. B. Mooney (Colorado): Suppose that were called into court?

Parliamentarian: It would not have any influence. Let me make myself clear on this. I rule that it is not retroactive. I am certain that it would be impossible for this convention to elect a person for an eight-year term who has served four years heretofore. The retroactive part refers only to those who are serving at the present time. You cannot debar a person who served ten years ago, who may have served for eight years. If you have a member of the Board of Directors at the present time whose term has run four years and you elect this person for another four years—I would say that it would be retroactive to that extent.

Mr. Fred W. Traner (West Virginia): One who serves eight years, whose term expires now, according to your ruling could not be reelected?

Parliamentarian: No.

Mr. Saunders: Then it is retroactive.

Parliamentarian: From the present consideration—I say, for instance, prior to 1930—you may have had a director who served eight years; it is not retroactive in that respect, but in regard to the director who may retire at the close of this convention, it is retroactive.

Mr. Thalman: I will ask the gentleman to explain a little more fully why that is true. I cannot get the parliamentarian's position on that at all.

Parliamentarian: That becomes a qualification, not a regulation.

Mr. Thomas J. Walker (Missouri): Suppose we say under qualification for election on the Board of Trustees—"no person shall have served eight years on the Board of Trustees"—we are fixing a qualification there, not a regulation.

Mr. Thalman: Why not amend this in such a way that there will be no question about the meaning?

Parliamentarian: Providing same does not apply to the present incumbents or those to be elected in 1936, I am suggesting that that be submitted to the Committee. It would be a way of clarifying it if that question comes up.

Mr. Cram: I have tried to keep personalities out of this, but I want to call attention to the fact that we cannot reelect next Friday morning one of the most efficient members we have ever had on the Board of Trustees if this goes thru.

Mr. Oberholtzer: I will call the Committee together and see if they are willing to make this amendment. The Committee is not thinking of personalities but only to fix a policy for the future. It does not affect the present incumbents or those elected at the Representative Assembly of this meeting.

Mr. Edgar G. Doudna (Wisconsin): This is the question. I should feel as one of the trustees that I would not want to be privileged. If this is good enough for future policy it should be the present policy. I, personally, would not want to be exempted. That would be legislating eight years ahead.

Mr. Mooney: I wish *Mr. Oberholtzer* would give us the reason for putting that in anyway.

Mr. Oberholtzer: I think the chief reason is we thought the goodwill would be more secure if everybody felt his time of service would be limited. It brings in new life and management and, personally, I subscribe to that idea.

Mr. Cram: The same thing is true about the Board of Directors—"No such member shall be eligible to succeed himself after serving two consecutive terms." He can serve six years as director, then when he is beginning to find out what it is all about his term automatically ends.

Mr. Oberholtzer: You are right in the implication there. As I suggested, that is probably one of the items we will hold over for another year of study.

May I call attention again to Chapter III, which is merely repeating Chapter II? Chapter IV brings up proposed amendments which may be adopted by a two-thirds

vote provided approval is given of the amendments set forth in Chapter II, Sections A-1, A-2, and A-3. I hope you will read over the amendments so you will see what is to be brought up for action Wednesday morning and the ones to be left over.

The next provides for a Publishing Committee. I feel that it is a very essential thing to have a Publishing Committee. If I were the executive secretary I would not want to have the burden of interpreting and editing the minutes for the volume of *Proceedings*. The Association will see that some committee is charged with putting amendments that are not adopted in proper form and brought back to the delegates for consideration next year. As chairman of this Committee I want to move the adoption of the report embodying the suggestions made by the chairman and subject to the action of the Committee.

Mr. Cram: Is there a motion before the House? Did we not adjourn with a motion under consideration?

Parliamentarian: I ruled the motion out of order last evening on the ground that this Committee has no authority to recommit.

Mr. Saunders: The motion which I thought I was offering was that this report be received and continued for further study, not recommitted but distributed to the delegates to be taken back to their local groups to be studied and to be voted on at the next annual convention.

Parliamentarian: I shall interpret that as a recommitment.

Mr. Saunders: Yes, for study before the time of voting.

Parliamentarian: I would still have to rule that motion would be out of order.

Mr. Saunders: I am perfectly willing to accept your ruling on the matter but I am still convinced that the discussion we just heard from the chairman of the Committee means a very careful and further consideration. I happen to know that the provision concerning the Committee on Resolutions does not at all please most of the delegates represented at this convention.

We have just heard considerable discussion on the limitation of terms of the Board of Directors and others and for that reason it seems to me that we should have this matter thoroly discussed in our local groups before we attempt to legislate on them here. If my motion is not in order then certainly I shall be compelled to oppose the acceptance of the report of the Committee.

Mr. Willis A. Sutton (Georgia): Speaking on the motion as made and adopted—

President Samuelson (Interrupting): I have been trying to get the motion stated and before the House. If you assume it is there, we will recognize you.

Mr. Sutton: The motion was made and seconded. I want to say that I do not know of a piece of work that we have more deeply appreciated than that of the Committee on Reorganization. I think that the chairman and all members of the Committee deserve the thanks and praise of the Association for their very exhaustive and fine study.

I hate to oppose the acceptance of any or all parts of the report but under the ruling that has just been made that is all that is left to me. I do not want anyone to misunderstand me because I think that certainly 80 percent of the report would receive my approval. I cannot on this short notice approve the entire report. There are too many things in it, most of which I absolutely believe in, but I have not been able to give them sufficient study.

President Samuelson: *Mr. Bottolfsen*, will you make a statement?

Mr. Bottolfsen (Parliamentarian): This Board has no other function than to make recommendations to the Representative Assembly. If the matter comes before the Assembly tomorrow or Wednesday, then *Mr. Saunders'* motion will be entirely in order but I shall rule that this Board of Directors has no authority to commit or recommit a measure before it. You may make recommendations to the Representative Assembly, but aside from that you have no authority.

Mr. Sutton: I am opposed to making the recommendation for this matter to pass.

Mr. Uel W. Lamkin (Missouri): Would it be in order for this Board of Directors to pass this type of resolution: That we recommend that the Delegate Assembly accept the report of this Committee and that action be postponed for one year, as a recommendation of the Board of Directors?

President Samuelson: Mr. Bottolfsen, will you answer that?

Mr. Bottolfsen: I doubt if that would be in order. I recommend to the Representative Assembly that action be deferred for a year, but it must go forward, as I understand it, and the Board of Directors has no authority to hinder its advancement. On the other hand, when it comes before the Representative Assembly on Tuesday or Wednesday, a vote to defer action for one year would be entirely in order.

Mr. W. W. Trent (West Virginia): I would like to ask the parliamentarian what powers this Board of Directors has?

Parliamentarian: The power to make recommendations.

Mr. W. B. Mooney (Colorado): Mr. Lamkin suggested that this Board recommend to the Representative Assembly that the report be received and laid over for another year. Would that be in order?

Parliamentarian: You may make that recommendation but when this matter comes before the Representative Assembly it would then be necessary for a motion to cover that.

Mr. Mooney: I move that the Board of Directors receive the report of the Committee on Reorganization, but that consideration and action on that report be deferred for one year, in order that there may be further study, and that that statement be read to the Representative Assembly when the Board makes its report or preceding the consideration of the report.

Mr. Joseph H. Saunders (Virginia): I will withdraw the original motion and accept the proposition of Mr. Mooney.

Mr. Lamkin: I second the motion of Mr. Mooney.

Parliamentarian: I want to clarify this. Mr. Oberholtzer raised the question last evening regarding a motion which referred to the Committee on Amending the Charter, which I ruled out of order. This motion is in the form of a recommendation. The motion made by Mr. Smith last evening was a direct motion. This body has no right to make a direct motion affecting this or any other matter.

Mr. Mooney: I have just come from our own delegation meeting at which about forty were present. A good many had not read these reports. They were terribly confused and asked me to make this motion.

Mr. John W. Garrett (Hawaii): I would like to ask how it would affect the Association if we do not have any reorganization until a year from now. Will that hamper or limit the Association?

Secretary Givens: It will make no difference. We have been running under the present set-up for a good many years.

Mr. M. E. Hurst (Oklahoma): Was it suggested by Mr. Mooney that this recommendation of the Board of Directors should precede the presentation of the report?

Mr. Mooney: I think the report should be made, and following that the recommendation of the Board of Directors.

Mr. E. E. Oberholtzer (Texas): Would it not be better for us to get some of these things agreed upon so that the next report will not be so cumbersome? As chairman I am not going to insist on a single provision that the Representative Assembly feels ought to be carried over because I think that is the final and ultimate solution to our difficulties.

Mr. Mooney: The people are afraid to act upon any single item because of its implication to a lot of other provisions. Consequently, I think the procedure proposed is presuming a lot of study that has not occurred, and, also, our delegation does not want to take any action. They want to think the whole thing thru before acting upon any part of the report.

Mr. H. V. Holloway (Delaware): I am very much impressed with Mr. Oberholtzer's suggestion. If this motion passes, the problem will be up to the Representative Assembly next year—the problem of taking these matters up, one by one, because every one of them is a unit in itself and must constitute an amendment to the bylaws. If there is any doubt in the mind of anyone, then it is up to the Committee and up to the Board of Directors to move that it be laid over for one year.

Mr. L. W. Ewing (New Hampshire): Essentially the same thing happened last year. On one day we adopted Paragraph 6 of the charter and the next day the

Assembly discovered that Section 7 was what they wanted, therefore it went back to Section 7. These things as I see them are links in a chain and any one of these will influence the action of every other one in the whole group. I think this should be taken up and studied thoroly before any action is taken. My Committee met at noon all disturbed and upset over the provisions of this report and they do not know what to do about it; yet I feel we should carry out the suggestion of this motion.

Mr. F. L. Schlagle (Kansas): I proposed this question to the Kansas delegation at the noon meeting. They did not know what it was all about and thought it was untimely to make any suggestions. They asked the questions: "Why so much change?" and "Who is asking for it?" We have had the same problem in our own state where they have tried to make our Drafting Committee act as a guillotine squad rather than to revise the bylaws.

(*President Samuelson* re-stated the motion which was then put to a vote and carried.)

Mr. R. T. Shaw (Pennsylvania): I am not a member of the Board and I am not sure whether it is proper for me to raise a question, but I would like to know the status of the Report of the Committee on Amending the Charter.

Mr. Bottolfson (Parliamentarian): The bylaws make it necessary for this Board to consider what is to be done with the report.

Mr. P. H. Griffith (Louisiana): As I understand it, we must recommend the acceptance of the report to the Representative Assembly. I move that it be received by this body and submitted to the Representative Assembly with this amendment.

President Samuelson: Is that motion stated correctly?

Parliamentarian: I think the position the gentleman is trying to offer is that we take some action on the report of the Committee represented by *Mr. Shaw*. The action taken last evening, I have been told, has nothing whatsoever to do with the recommendation of *Mr. Shaw's* Committee, as that is direct. This has no connection with the motion at all. The motion that should be before this Board of Directors is that we submit *Mr. Shaw's* report to the Representative Assembly with whatever recommendations you care to make.

Mr. Saunders: As I understood our action we received the report of *Mr. Shaw* and the resolution offered by *Mr. Smith*. We transmit that report to the Representative Assembly with the recommendation in lieu of the report that this resolution be adopted.

Parliamentarian: No such motion was put, I am sure.

Mr. Willis A. Sutton (Georgia): That is what I thought we did. I know everyone else thought we did that and if it was not done I know that we—

President Samuelson (Interrupting): Let us find out where we are. Is there not a motion before the House?

Mr. Griffith: It was not seconded. It was my opinion that no disposition was made of the report last night. My only object in making this motion was to take care of the report. I understood last night that the resolution was an amendment to the report or a substitute for it.

Parliamentarian: I do not think it is either.

Mr. Griffith: My understanding is that *Mr. Smith's* recommendation which was passed last night has no connection whatsoever with *Mr. Shaw's* report; however, according to the bylaws we must take some action on that report as a whole. The amendment passed last night will refer to Sections 6 and 7; but what recommendation will this group make to the Representative Assembly in regard to the report as a whole?

Parliamentarian: This matter is not before the Assembly until someone makes a motion.

Mr. Griffith: I withdraw my motion.

Mr. Shaw: Is it within the province of the chairman of the Committee to make a motion, altho I am not a member of the Board?

Parliamentarian: I would say *Mr. Shaw* has no authority to make a motion.

Mr. Lamkin: I will make the motion if *Mr. Shaw* will state it.

Mr. Shaw: Thank you, *Mr. Lamkin*. I merely wanted to make the formal motion to transmit this report to the Representative Assembly with a favorable recommendation on whatever items may be approved here. These are items not already approved by the Representative Assembly at Denver on which I would like to have definite action of some kind.

Mr. Lamkin: I move that the Board of Directors recommend that the Delegate Assembly receive the report of the Committee on Amending the Charter, amended in accordance with the resolution of the Executive Committee last night, and adopted as amended.

Mr. A. Y. Dunn (Kentucky): I second that motion.

President Samuelson: The question is on the adoption of the motion presented by *Mr. Lamkin* that the report of the Committee on Amending the Charter be accepted and transmitted to the Representative Assembly with the recommendation that it be amended as provided by the resolution of the Executive Committee. The motion is open for discussion.

Mr. Mooney: The Committee recommended that we vote by ballot on twenty-six propositions. Will this motion eliminate that necessity?

Parliamentarian: It will not.

Mr. Shaw: There is one issue which ought to be cleared up. Twelve of the twenty-six issues were approved at Denver. They do not come up for voting except as *Mr. Smith* brings up a revision of some of them. I want to make it clear that there are not twenty-six issues up for voting.

(The question was called for and the motion carried.)

President Samuelson: I would like to ask the parliamentarian to make a statement concerning the method of voting on these propositions when they come up before the Representative Assembly.

Mr. Bottolfson: Last evening I conferred with *Mr. Oberholtzer* regarding his provisions for voting by ballot. It is a physical impossibility to use a secret ballot at the Representative Assembly. On this point *Robert's Rules of Order Revised* states:

Voting by ballot—The main object of this form of voting is secrecy, and it is resorted to when the question is of such a nature that some members may hesitate to vote publicly their true sentiments. Its especial use is in the acceptance of members, election and trials of members or officials as well as in the preliminary steps in both cases, and the bylaws should require the vote to be by ballot in such cases. Where the bylaws do not require the vote to be by ballot, it can be so ordered by a majority or by a general consent. Such motions are undebatable. Voting by ballot is rarely if ever used in a large body but in ordinary societies, especially secret ones, it is particularly used in connection with elections and trials and sometimes for the selection of the next place for the meeting of a convention. As the usual object of the ballot is secrecy, where the bylaws require the vote to be taken by ballot, any motion is out of order which members cannot oppose without exposing their views on the question to be decided by ballot.

Therefore, I have ruled it would be impossible to use a secret ballot at the Representative Assembly for the reason that it would shut off debate, and it is impossible to shut off debate on the passage of these various resolutions except thru parliamentary procedure; therefore, I suggested to *Mr. Oberholtzer* in cases where he felt it was necessary for a secret ballot, that the state delegation should vote in their own delegation by secret ballot and that a roll should be called of the states at which the chairman of the delegation would announce the result.

Mr. Fred D. Cram (Iowa): We are operating now under the meeting called at 8 o'clock last night. I move an adjournment of that meeting, and that we proceed with the agenda for this afternoon.

Miss Cornelia S. Adair (Virginia): I am still very much in doubt as to just where we stand. Last year, you remember, there was a difference of opinion in regard to the action of the delegate body, and the Committee on Amending the Charter refused to accept the ruling of the Executive Committee. I wonder if there is any way in which we could make it quite plain, parliamentarily speaking, that the Executive

Committee is a committee that will rule on what we have done. I am perfectly clear in my own mind on the subject. The Executive Committee represents both the delegate body and the Board of Directors in the interim between meetings but there was a difference of opinion last year, and I do not want us to find ourselves in the same position next year. I would like the parliamentarian to express an opinion as to whether the Executive Committee is the last court of resort.

Mr. Bettolfsen: I do not interpret it in that way. I say that the Executive Committee according to this report shall have authority to represent and act for the Board of Directors in the interval between meetings, but the Board of Directors is in session here, and as I interpret this they are—

Miss Adair (Interrupting): I am speaking of the interim.

Parliamentarian: Yes, the Executive Committee has that authority.

President Samuelson: Before we proceed to the next item of business, I would like to say that we want to have a business meeting during this convention which is conducted with efficiency and dispatch and which makes it possible to discuss our controversial questions and to settle them in a way that is constructive and not to the disgrace of the teaching profession. I make a personal plea to all of you to help make that possible to morrow. Apropos to that plea, I am going to make another personal request. I know any of you would do anything you could to help go forward in the right kind of way, and I will be so bold as to ask if *Mr. Shaw*, *Mr. Oberholtzer*, *Mr. Smith*, and *Mr. Saunders*, together with the parliamentarian, will retire from the room and plan how that may be done.

Mr. Cram: I move the meeting beginning at 8 o'clock last evening be closed and we proceed immediately with the agenda of the 2 o'clock meeting of this afternoon.

(This motion was seconded and carried.)

(*H. A. Allan*, business manager of the Association, explained the use of the expense blanks.)

President Samuelson: The first item on the agenda for this afternoon is the report of the Committee To Cooperate with the National Association of Teachers in Colored Schools. (*Mr. N. C. Newbold*, chairman, was not present.)

(The report is printed on page 856 of this volume.)

President Samuelson: Next the report of the National Commission on the Enrichment of Adult Life. *James A. Moyer* of Massachusetts, chairman. *Mr. Moyer* is not able to be here but the report will be read by *Miss Annie C. Woodward*.

(The report is printed on page 876 of this volume.)

Next will be the report of the Educational Policies Commission. *A. J. Stoddard* of Rhode Island, chairman. (*Mr. Stoddard* was not present.)

Next will be a discussion of policy in accepting foundation funds. *Mr. Givens*.

Secretary Givens: At the informal meeting of the Board of Directors in St. Louis that question was raised by *Mr. Mooney* who asked that it be brought to the regular meeting of the Board for discussion. I wish to state briefly just one or two facts before referring it for discussion. The work of the Educational Policies Commission created in January is being carried forward by funds from the General Education Board. The question was whether or not the N. E. A. which is an organization of voluntary individual members should receive funds from a foundation to carry on this or any other type of work.

Mr. Mooney: I have looked into the matter somewhat and have talked with members of the Commission concerning it. I have no question with reference to the integrity of the work of the Commission by reason of its receiving this fund, and I would like to make a motion that the Board of Directors approve the method of financing the Educational Policies Commission.

Mr. R. B. Gurley (New Jersey): I second the motion.

Secretary Givens: I would like to add this one word: that the correspondence connected with the General Education Board which is open to anyone who cares to read it will show that there is no obligation of any kind for this money; no strings tied to it. Our Executive Committee would not have accepted it if there had been. It was given over for us to use for the determining, the carrying forward and

establishment if possible of a broader conception of what the educational policies should be in this country.

(Vote was taken and motion carried.)

President Samuelson: I will now call for the report of the Committee on Equal Opportunity. *Miss Gertrude Mallory* of California, chairman.

(Report is printed on page 858 of this volume.)

Next the report of the Committee on Bylaws and Rules. *Miss Cornelia S. Adair* of Virginia, chairman.

(*Miss Adair* made a motion that the report be accepted. Seconded and carried. The report appears in the minutes of the First Business Session of the Representative Assembly, June 30, 1936.)

(*President Samuelson* left to attend another meeting. *Mr. Fred D. Cram* took the Chair.)

Mr. Cram (Chairman *pro tempore*): The next report is that of the Committee on the Status of the Rural Teacher. *Mr. William McKinley Robinson* of Michigan, chairman. (*Mr. Robinson* was not present.)

(Report is printed on page 912 of this volume.)

Chairman Cram: Next the report of the Committee on the Horace Mann Centennial by *Mr. Payson Smith* of Massachusetts. (*Mr. Smith* was not present.)

(Report is printed on page 865 of this volume.)

Chairman Cram: Next, the report of the Joint Committee on Health Problems in Education. *Dr. Thomas D. Wood* of New York, chairman.

(*Dr. Wood* made a motion that the report be accepted. Motion seconded and carried.)

(Report is printed on page 860 of this volume.)

Miss Adair: I move that the Board express to the American Medical Association our appreciation of their valuable cooperation for a term of twenty-five years.

(Motion seconded and carried.)

Chairman Cram: We are now ready for the report of the Joint Committee of the N. E. A. and A. L. A. *Miss Edith L. Lathrop* of Washington, D. C., chairman.

(A motion that the report be adopted was seconded and carried.)

(Report is printed on page 869 of this volume.)

Chairman Cram: We will now have the report of the Committee on Higher Education. *Mr. A. G. Crane* of Wyoming, chairman.

(A motion that the report be accepted was seconded and carried.)

(Report is printed on page 863 of this volume.)

Mr. R. E. Offenbauer (Ohio): It would seem to me we ought not to take this chance as a passing matter. The N. E. A. is missing one of its greatest opportunities in the fact that we are not capitalizing on the great help we might get from the Committee on Higher Education, and I think we ought to do everything we can to forward it.

(The special committee on Procedure for the Business Session on Tuesday returned and *Mr. Bottolfsen* was asked to report.)

Mr. C. A. Bottolfsen (Parliamentarian): As a means of expediting business tomorrow, the Committee recommends that after the report has been submitted a member of the Board of Directors will move its adoption, and immediately thereafter a substitute motion will be made covering the points suggested. If the substitute motion prevails, of course, the reorganization matters will be before the Representative Assembly then for action. On the other hand, if the substitute motion is refused, the recommendations of this Committee will prevail. The same is true regarding the report of the Committee on Amending the Charter. Regarding the charter amendments, it has been agreed upon that a member representing the Board of Directors should move the adoption of that report. If that motion receives a second, *Mr. Shaw* will immediately offer a substitute motion that these various matters contained in his report be considered. If the substitute motion prevails, then each section of his report will be considered separately. If the substitute motion is refused, the Assembly will be asked to vote on the original motion. If that is adopted, of course, Sections 6 and 7 will be changed. If that motion is refused, the Committee, unless it is dis-

charged by the Representative Assembly, will go before Congress and ask that the recommendations made at Denver be considered.

(A motion to accept the report was seconded and carried.)

Mr. Mooney: I should like to ask the parliamentarian this question. In case the original motion prevails, does that discharge either or both of these Committees?

Parliamentarian: It does not. Unless the Committees are discharged by special motion of the Representative Assembly, they will continue to function until the work is completed.

Mr. Mooney: In that event, I should like to offer the suggestion that both Committees be inactive for a year and give us a chance to catch up with them, that is, that they do not start in with another set of recommendations but merely consider these already proposed.

Parliamentarian: I would like to offer a suggestion: that is, that that recommendation will be out of order. If you wish to discharge the Committee there is only one way to do it, and that is to discharge it.

Miss Adair: I have just learned that *Miss Jessie Gray*, member of this Board, was detained at home because of the death of her mother. I move that the secretary write a letter to her conveying our sympathy at her loss.

(Motion seconded and carried.)

Chairman Cram: We now pass to the report of the Committee on Academic Freedom. *Mr. Henry Lester Smith* of Indiana, chairman.

(*Mr. Smith* made a motion that the report be accepted. Motion seconded and passed.)

(Report is printed on page 814 of this volume.)

(*Secretary Givens* distributed the tabulated information concerning cities inviting the 1937 convention, for study previous to action on Friday.)

(The agenda for the day having been completed, a motion was made, seconded, and carried that the meeting adjourn.)

Chairman Cram: We will stand adjourned to meet again at 2 o'clock tomorrow afternoon.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Tuesday Afternoon, June 30, 1936

The third meeting of the Board of Directors convened at 2 p. m., *President Agnes Samuelson* presiding.

President Samuelson: Before taking up the regular agenda, I want to make a report on something I think will be interesting to you. At the meeting of the American Physical Education Association in St. Louis this spring they asked if they might petition the N. E. A. to come in as a department. That petition has been received and voted upon favorably by the Executive Committee. All I wish to do at this time is to report that the 7500 persons belonging to that organization have decided they would like to be a department of the N. E. A. and function that way in the future.

The Musical Educators Conference is another group that has made inquiry concerning the same step.

We believe that this is a movement in the right direction. If we are to work for federal aid or any great program to benefit schools, we should have community organization as the spokesman for general education.

We turn now to the agenda. First we will have the report of the Committee on International Relations. *Miss Annie C. Woodward* of Massachusetts, chairman.

(A motion that the report be received as a report of progress was seconded and carried.)

(Report is printed on page 868 of this volume.)

President Samuelson: There will be an announcement made about the Tokyo Conference of the World Federation at the meeting Saturday night. *Mr. Paul Monroe* of New York was elected president of the World Federation of Education Associations at the Oxford Conference, so the leading officers are in America this year and headquarters are continued in Washington. *Miss Woodward*, have you anything

to say about our desire to have an International Room at N. E. A. headquarters for exhibition purposes?

Miss Woodward: I should be very happy to do so. When our president went into office, she spoke to me of the possibility of designating one of the larger rooms at N. E. A. headquarters as the International Room. Various countries may help to furnish it and when representatives visit our national capital from other countries, it would be a delightful room in which to entertain them. I do hope this may materialize.

Mr. Fred D. Cram (Iowa): Is there not some wealthy person or one of the foundations which would be glad to make a donation for this room as an educational feature?

President Samuelson: That is a fine idea. I do think it is something for the Committee to think about.

We will now hear the report of the Committee on Social-Economic Goals. *Mr. Fred J. Kelly*, Washington, D. C., chairman, is not present.

(The report which was given by *Secretary Givens* in the absence of *Mr. Kelly* is printed on page 911 of this volume.)

President Samuelson: I would like to ask *Dean Smith* if he will take the Chair while I go to another meeting which it is important for me to attend.

Mr. Smith (Chairman pro tempore): *Mrs. B. F. Langworthy* of Chicago, chairman of the Joint Committee on N. E. A. and N. C. P. T. will give her report.

(*Mrs. Langworthy* made a motion that the report be received as one of progress. Motion seconded and carried.)

(Report is printed on page 872 of this volume.)

Chairman Smith: We will now have the report of the Budget Committee. *Miss Helen T. Collins* of Connecticut, chairman.

(*Mr. James T. Worlton* of Utah asked for more details under the headings of insurance. In explaining the item of Retirement Annuity Insurance *Mr. Allan*, business manager, explained that 5 percent of the employee's salary goes toward paying premiums and the Association matches this amount. It was pointed out that the N. E. A. appropriation is almost a 50 percent investment—that if the plan had been dropped on June 1, \$76,000 would have been turned back to employees and the N. E. A. would have received \$42,000, the cash value of the policies.)

(*Miss Collins* made a motion that the report be adopted and transmitted to the Representative Assembly with recommendation of adoption there. Motion seconded and carried.)

(This report is printed on page 806 of this volume.)

Chairman Smith: We will now pass to the report of the Legislative Commission. *Mr. Sidney B. Hall* of Virginia, chairman, is not able to be here and *Secretary Givens* will make that report.

(Motion made, seconded, and carried that the report be received as one of progress.)

(Report is printed on page 873 of this volume.)

Chairman Smith: Is *Miss M. Emma Brookes*, chairman of the Committee on Retirement Allowances, ready for her report?

Secretary Givens: She is not here.

Chairman Smith: We will pass to the report of the Committee on Tenure. *Mr. Donald DuShane* of Indiana, chairman.

(Report is printed on page 914 of this volume.)

Chairman Smith: Is *Miss Amy Hinrichs*, chairman of the Committee on Resolutions, here yet?

(Since *Miss Hinrichs* was not present, and the roll call had not been taken, the executive secretary was requested to take the roll call. All states were represented except Florida, Hawaii, Kentucky, Rhode Island, and Tennessee.)

The following Life Directors were present: *Henry Lester Smith*, *Robert C. Moore*, *Joseph Rosier*, *Cornelia S. Adair*, *E. Ruth Pyrtle*, *Uel W. Lamkin*, *Samuel Parry*, and *R. E. Offenbauer*.)

Mr. Cram: I move that we transmit the committee reports which this Board has been unable to hear, including the report of the Resolutions Committee, with the rec-

ommendation that these reports be considered and accepted by the Representative Assembly.

Mr. Mooney: I second that motion.

(In the discussion which followed it was pointed out that the bylaws do not require the chairman of the Committee on Resolutions to report to the Board of Directors. This report must be presented in full before the Representative Assembly.)

Chairman Smith: We have a motion now before us, which in the light of the discussion, perhaps the maker and seconder will wish to withdraw.

Mr. Cram: I made that motion and I will gladly withdraw it.

(*Mr. Mooney*, who seconded the motion, was not present, but a member took the responsibility of withdrawing his second.)

Chairman Smith: Are you ready for the question of transmitting these other reports?

(A vote was taken and the motion carried, it having been moved and seconded that all other reports be transmitted to the Representative Assembly with recommendation that they be considered and accepted.)

Chairman Smith: I will now call on the secretary for an announcement.

Secretary Givens: The next meeting of the Board of Directors will be at 7:30 a. m., Friday. This will be a breakfast meeting at the Multnomah Junior Ballroom—a pay-as-you-go breakfast.

(A motion to adjourn was made, seconded, and carried.)

Friday Morning, July 3, 1936

The newly elected Board of Directors of the National Education Association met at breakfast in the Marine Room of the Multnomah Hotel at 7:30 a. m. The meeting was called to order by the executive secretary, *Willard E. Givens*. The retiring president, *Agnes Samuelson*, presented the new president, *Orville C. Pratt*. A roll call showed the following in attendance:

State Directors: Alabama—*J. D. Williams*, Alaska—*Everett R. Erickson*, Arizona—*T. G. Grieder*, Arkansas—*Howard A. Dawson* for *W. E. Phipps*, California—*Frank A. Henderson*, Colorado—*W. B. Mooney*, Connecticut—*Helen T. Collins*, Delaware—*W. T. Longshore* for *H. V. Holloway*, Georgia—*M. D. Collins*, Hawaii—*J. W. Garrett*, Idaho—*W. D. Vincent*, Illinois—*John W. Thalman*, Indiana—*Charles O. Williams*, Iowa—*Fred D. Cram*, Kansas—*F. L. Schlagle*, Louisiana—*J. N. Poche*, Maine—*William B. Jack*, Maryland—*Eugene W. Pruitt*, Massachusetts—*Annie C. Woodward*, Michigan—*Grover Stout*, Minnesota—*Harry Wahlstrand* for *Daisy Brown*, Mississippi—*H. V. Cooper*, Missouri—*E. M. Carter* for *Thomas J. Walker*, Montana—*Martin P. Moe*, Nebraska—*J. J. Guenther*, New Hampshire—*Lyle Wilson Ewing*, New Jersey—*Raymond B. Gurley*, New Mexico—*D. N. Pope*, New York—*Frederick Houk Law*, North Dakota—*L. A. White*, Ohio—*B. F. Stanton*, Oklahoma—*M. E. Hurst*, Oregon—*Austin Landreth*, Pennsylvania—*H. E. Gayman*, Rhode Island—*James F. Rockett*, South Carolina—*Marion Walden* for *A. C. Flora*, South Dakota—*Bernard Linn* for *N. E. Steele*, Tennessee—*S. L. Ragsdale*, Texas—*Rush M. Caldwell*, Utah—*N. Howard Jensen*, Vermont—*Joseph A. Wiggin*, Virginia—*Mrs. Edith B. Joynes*, Washington—*Samuel E. Fleming* for *Ernest W. Campbell*, West Virginia—*W. W. Trent*, Wisconsin—*Amanda H. Schuette*, Wyoming—*A. L. Burgoon* for *Henry H. Moyer*.

Life Directors and Directors Ex Officio: Maine—*Florence Hale*, Colorado—*Mrs. Mary C. C. Bradford*, Indiana—*Henry Lester Smith*, Nebraska—*E. Ruth Pyrtle*, West Virginia—*Joseph Rosier*, Iowa—*Agnes Samuelson*, Missouri—*Uel W. Lamkin*, Georgia—*Willis A. Sutton*, Washington—*Mrs. Josephine Corliss Preston*, Illinois—*Robert C. Moore*, Virginia—*Cornelia S. Adair*, Ohio—*R. E. Offenbauer*, Virginia—*Joseph H. Saunders*.

In accordance with action of the Executive Committee, certain cities had presented invitations for the 1937 convention previous to May 1. Representatives from these various cities were present at this meeting and extended the invitations in person. These included: *Raymond B. Gurley*, state director for New Jersey, who presented the invitation for Atlantic City either for 1937 or 1938; *William H. Johnson*, super-

intendent of schools, Chicago, Illinois, for Chicago; *B. F. Stanton*, superintendent of schools, Alliance, Ohio, for Cleveland; *Frank Cody*, superintendent of schools, Detroit, Michigan, for Detroit; *Edgar G. Doudna*, secretary, Board of Normal School Regents, Madison, Wisconsin, for Milwaukee; *Ben G. Graham*, superintendent of schools, Pittsburgh, Pennsylvania, for Pittsburgh; *F. B. Moe*, dean of Junior College, Virginia, Minnesota, for St. Paul. The invitation from Toronto was presented by *Executive Secretary Willard E. Givens*. *Charles O. Williams*, secretary of the Indiana State Teachers Association, introduced *Robert Wyatt*, president of the Indianapolis Teachers Federation, who extended a very urgent invitation to the Association to meet in Indianapolis in 1938. *President Pratt* appointed the following Committee on Elections: *M. P. Moe*, Montana, chairman; *J. N. Poche*, Louisiana; *Helen T. Collins*, Connecticut; *T. G. Grieder*, Arizona; *M. E. Hurst*, Oklahoma. Of the fifty-seven votes cast for the convention city, Detroit received the largest number—thirty-seven. A motion was made by *John W. Thalman* of Illinois that the election for Detroit be made unanimous. The motion was seconded and unanimously carried.

The next order of business was the election of a trustee, the term of *Joseph H. Saunders* having expired. *Fred D. Cram* of Iowa placed in nomination the name of *Joseph H. Saunders*. The nomination was seconded by *Mrs. Edith B. Joynes* of Virginia. *John W. Thalman* made a motion that the nominations be closed. Motion was seconded and carried.

The next order of business was the selection of a member on the Executive Committee. A letter was read by the executive secretary from the officers of the Department of Classroom Teachers requesting the election of *Reuben T. Shaw* of Pennsylvania. In the letter the point was made that a classroom teacher has never served on the Executive Committee. This statement was corrected by *Cornelia S. Adair*, who stated that she served as a member of the Executive Committee during the time that she was a classroom teacher. *J. A. Wiggin* of Vermont placed in nomination the name of *Caroline S. Woodruff* of Vermont. The nomination was seconded by *Raymond B. Gurley*. *Robert C. Moore* of Illinois placed in nomination the name of *Reuben T. Shaw* because of the request made by the Department of Classroom Teachers, and because of his service to the Association and his recognized ability. A motion was made by *Martin P. Moe* that the nominations be closed. Motion seconded and carried. *Mr. Moe*, chairman of tellers, reported fifty-six ballots cast for the election of a member to the Executive Committee, of which *Miss Woodruff* received forty-five, and *Mr. Shaw*, eleven. *Robert C. Moore* moved that the election of *Miss Woodruff* be made unanimous. Motion was seconded and carried. *President Pratt* declared *Miss Woodruff* elected.

President Pratt next called for nominations for a member of the Budget Committee, the term of *Helen T. Collins* having expired as a member of the Committee. *Florence Hale* nominated *Miss Collins* to succeed herself. The nomination was seconded. *John W. Thalman* made a motion that *Helen T. Collins* be elected unanimously. The motion was seconded and carried.

President Pratt then called for nominations for a member of the Committee in place of *Edith Louise Grosvenor*, who, not being a state director, was no longer eligible. *W. B. Mooney* of Colorado placed in nomination the name of *Martin P. Moe* of Montana. The nomination was seconded. A motion that the election of *Mr. Moe* be made unanimous was seconded and carried.

Fred D. Cram of Iowa made a motion that State Directors be given first opportunity to make reservations at the headquarters hotel in the convention city. The motion was seconded and carried. *Grover Stout*, newly elected Director for Michigan, pledged that this would be done in the case of Detroit. *John W. Garrett* of Hawaii made the request that leaders of state delegations be given a copy of the contract of arrangements made with hotels in order that members might be protected against any advance in rates.

The executive secretary reviewed the arrangements for convention cities in accordance with action taken by the Executive Committee last year. Invitations must be received at the headquarters office not later than May 1.

Amendments recommended by the Executive Committee and unanimously adopted by the Board of Directors affecting all traveling expenses paid by the N.E.A.

(The former schedule has been changed as indicated in the following italicized and amended material.)

Travel Expenses:

R. R. Fare: Lowest prevailing rate.

Pullman: Standard lower berth or *Pullman chair for day travel.*

Meals and incidentals *when on train: Actual expense not to exceed \$4 a day.*

Local Expense:

Hotel: Actual expenses for room and meals, not to exceed seven dollars and fifty cents a day. Receipted bill from hotel required.

Cabs: To hotel and to R. R. Station. Other charges only when absolutely necessary.

Street car fares: As necessary.

Telegrams: Copies to be filed with bill.

Telephone tolls: On Association business.

Stenographers: Only when *specifically* authorized by Board of Directors or its Executive Committee.

Dinners: Dinners *or similar functions* given by committees and others only when consent has been obtained previously from the president of the Association *or the executive secretary.*

Personal expenses such as valet, hair dressing, laundry, etc., will not be paid by the Association.

Appropriation for committees *and departments* may not be used *by officers or members of committees or departments for travel or for the payment of services of persons substituting for them in their regular work* unless authorized by the Board of Directors or its Executive Committee.

A motion was made by *W. W. Trent* of West Virginia that these recommendations be adopted. The motion was seconded and carried.

The executive secretary expressed his pleasure at the fine spirit and good sportsmanship exhibited by the Board, and spoke in high terms of his pleasant relationship with *Presidents Smith and Samuelson.*

Austin Landreth of Oregon suggested that provision be made for courtesy cars in connection with plans for the Detroit meeting. *Grover Stout* pledged that this would be taken care of.

Willis A. Sutton expressed appreciation for the outstanding hospitality exhibited not only by the school people of Portland and of Oregon, but of the entire citizenry.

Henry Lester Smith made a motion that the Board appropriate funds necessary to meet the expenses for the ensuing year as set up in the budget. The motion was seconded and carried.

Joseph H. Saunders made a motion to accept the resignations of Directors not present, and to accept those acting in their places. The motion was seconded and carried.

Uel W. Lamkin moved that an expression of appreciation be given *Henry Lester Smith* for his services on the Board during a period of eleven years. The motion was seconded and unanimously carried.

A motion made by *Eugene W. Pruitt* of Maryland that the State Directors send a vote of thanks to the Portland grade teachers for the flowers which had been distributed so generously to their hotel rooms during the convention was seconded and carried.

J. N. Poche of Louisiana extended a most cordial invitation to all members of the Board to attend the New Orleans convention of the Department of Superintendence.

B. F. Stanton of Ohio made a motion that an expression of appreciation for excellent cooperation be sent the press of Portland. The motion was seconded and carried.

A motion to adjourn at 9:40 was seconded and unanimously carried.

WILLARD E. GIVENS, *Executive Secretary*
ORVILLE C. PRATT, *President*

MINUTES OF THE MEETINGS OF THE
EXECUTIVE COMMITTEE

Washington, D. C.

Saturday Morning, December 1, 1934*

(In Brief)

The Executive Committee met at 10 a. m. in the Board of Directors Room at N. E. A. headquarters with all members present: *Henry Lester Smith*, president; *Jessie Gray*, *Joseph H. Saunders*, *R. E. Offenhauer*, and *Agnes Samuelson*. *J. W. Crabtree*, secretary, was also present.

Mr. Crabtree presented a brief report on the beginning years of his work as secretary. The directors of divisions in the headquarters staff were then invited to join the Committee and to speak on the work of their respective divisions. The following participated: *Harold A. Allan*, Business; *William G. Carr*, Research; *Harriett M. Chase*, Secretary's Office; *Gwladys W. Jones*, Secretary, Deans of Women, *T. D. Martin*, Records and Membership; *Joy Elmer Morgan*, Publications; *Eva G. Pinkston*, Secretary, Department of Elementary School Principals; *S. D. Shankland*, Secretary, Department of Superintendence and Director of Administrative Service; *Charl Ormond Williams*, Field Service; *Mary J. Winfree*, Accounts; *Agnes Winn*, Classroom Service.

Following a report by *Miss Chase* on life membership, a motion was made by *Miss Samuelson* that the life memberships secured from January 1, 1935, to the time of the life membership dinner in Denver on July 1, be called "Crabtree Life Memberships" in recognition of the work of *Mr. Crabtree* for life members. Seconded and unanimously carried.

There was discussion and approval of the high-school project, "Vitalized School Journalism." A motion was made, seconded, and carried that the various publications issued by the headquarters office be sent to the members of the Executive Committee, the Board of Trustees, and the Board of Directors as soon as they come from the press.

Miss Gray made a motion that a brief statement of the reports made to the Executive Committee by division heads be sent to the Board of Trustees, Board of Directors, and other officers. Seconded by *Mr. Offenhauer*. Carried.

Mr. Allan then explained the change in the Association Retirement Annuity Plan. The original agreement between the Equitable Life Assurance Society and the National Education Association includes as one of its provisions the payment of income in the event of disability of the insured before retirement. All companies have withdrawn this feature from retirement annuity contracts.

Mr. Allan read the following amendment to the agreement of August 31, 1927, between the Equitable Life Assurance Society and the National Education Association:

The Equitable is prepared to issue Retirement Annuity contracts including a Disability Income and waiver Benefit on any issuance date to and including December 1, 1936, to all employees in the service of the Headquarters Staff of the Association at Washington, D. C., on October 1, 1934, who become eligible for new or additional policies under the Plan of the Association on or prior to December 1, 1936, provided the employee is under age 56 at the issuance date. So long as the Equitable continues to issue Retirement Annuity contracts with the Waiver of Premium Disability Benefit, it is also prepared to issue such contracts including only the Disability Waiver benefit to all employees entering such service after October 1, 1934, who become eligible for new or additional contracts under the Plan of the Association after October 1, 1934, and to all employees in such service October 1, 1934, who become eligible for new or additional contracts after December 1, 1936, provided the employee is under age

* The report of the meeting of the Executive Committee on December 1, 1934, was inadvertently omitted from the 1935 *Proceedings*.

56 at the issuance date. In accordance with the original agreement, the continued issuance of contracts with either the Disability Income or Disability Waiver Benefit without medical examination is conditional upon the continuous inclusion of at least 75% of the employees eligible and at least 50 lives in the group.—Submitted for the Equitable Life Assurance Society by *D. A. Walker*, Second Vicepresident and Associate Actuary.

After some discussion *Mr. Saunders* made a motion that the Executive Committee accept the amendment to the agreement of August 31, 1927, and instruct the secretary to sign the joint agreement for the Association. Seconded by *Miss Samuelson*. Carried.

Secretary Crabtree then read the minutes of the last meeting of the Executive Committee. After minor corrections were made the minutes were adopted.

The meeting recessed at 1 p. m. for lunch, reconvening at 2 p. m. in the Board of Directors Room, N. E. A. headquarters.

Mr. Offenhauer made a motion that the secretary be authorized to arrange for an audit of the books similar to the annual audit as of January 1 when the new secretary takes office. Seconded by *Miss Samuelson*. Carried.

Attention was then given to the matter of changes in classification of the headquarters staff previously recommended by the secretary. It was agreed that recommendation be deferred until after the new secretary takes office.

A motion was made by *Miss Gray* that the library committee be allotted \$200 from the budget. Seconded by *Mr. Saunders*. Carried.

Mr. Saunders made a motion that the cut in salaries be reduced from 10 percent to 5 percent this year. Seconded by *Mr. Offenhauer*. Carried.

Secretary Crabtree explained his motive in writing to *Robert Fechner*, director of the CCC camps, protesting against his violation of the principles of academic freedom and his disregard of the Office of Education in refusing to allow a publication sponsored by the Office to be used in the CCC camps. He stated that the state secretaries had also written to *Mr. Fechner* and sent copies to *Louis McHenry Howe*, one of President Roosevelt's secretaries. After discussion, *Mr. Offenhauer* moved that the president and secretary be authorized to follow up the incident and take such action as they think wise according to the turn of events. Seconded by *Mr. Saunders*. Carried.

President Smith made the statement that he believed the Committee on Amending the Charter should not be cramped for want of funds, but should be free to get the best legal advice available. *Mr. Offenhauer* made a motion that \$500, or as much of the sum as is needed, be appropriated to the Committee on Amending the Charter. Seconded by *Miss Gray*. Carried.

Mr. Saunders suggested that the matter of committee appropriations be postponed for the consideration of the new secretary, with the understanding that if any committee were cramped for funds some leeway could be given before the next Executive Committee meeting. This was agreed, but without formal action.

President Smith discussed the desirability of reviving the Department of Higher Education. *Miss Gray* made a motion that the president appoint a committee to consider ways and means of establishing a closer coordination between the higher institutions of education and the National Education Association, leading to a re-establishment of the Department of Higher Education of the National Education Association. Seconded by *Miss Samuelson*. Carried.

Further discussion was postponed in order to hear *Frederick L. Redefer*, executive secretary of the Progressive Education Association. *Mr. Redefer* explained the purpose of the meeting on academic freedom called by the association at the Mayflower Hotel, Washington, D. C., on November 10, 1934. He requested the National Education Association to send delegates to a follow-up meeting to be held in Washington, D. C., December 15, 1934, to work out a cooperative program on academic freedom.

After his departure there was some discussion: First, as to the policy of the National Education Association on academic freedom; and, second, as to whether

departments of the Association should feel free to participate in conferences with outside groups without first consulting the president or Executive Committee. *Mr. Offenhauer* made a motion that in response to the invitation of *Mr. Redefer*, the president be authorized to appoint a committee to attend the meeting to discuss academic freedom on December 15, 1934, in Washington, D. C., and to make a report to the Executive Committee, with the understanding that the delegates are not to commit the Association, and that the Association remains squarely in accord with its policy on academic freedom stated in Part II of the Platform as set forth on page 185 of the 1934 *Proceedings*. Seconded by *Mr. Saunders*. Carried.

Miss Gray made a motion that the Executive Committee instruct the president to call the attention of heads of departments to the fact that in these troublesome times it is very easy for the Association to get into serious difficulties by uncoordinated efforts, and to suggest that in commitment to activities outside the Association, they confer with the secretary or the president before making such commitments. Seconded by *Mr. Offenhauer*. Carried.

Mr. Saunders made a motion that *Mr. Morgan* carry in the next issue of the *Journal* a full statement from the federal government as to what funds are available and under what conditions to the various school administrative units of the country. Seconded by *Miss Samuelson*. Carried.

A letter dated November 28, 1934, from *R. T. Shaw*, chairman of the Committee on Amending the Charter, was next read, asking suggestions as to that committee's work. *President Smith* stated that he had instructed the Committee to do what legally could be done to amend the charter relative to the composition of the Board of Directors. He said he believed the Committee should feel free to consult outside attorneys as well as the Association's. *Mr. Offenhauer* made a motion that the Executive Committee authorize the Committee on Amending the Charter to proceed in its study of the procedure necessary for the legal amending of the present charter so as to meet the views of the Representative Assembly as expressed at its final meeting in Washington, D. C., in July, and to report its progress after a meeting of the Executive Committee in Atlantic City in February. Seconded by *Miss Samuelson*. Carried.

The chairman stated that authorization applied to the first of the two amendments recommended, namely, removal of life directors from the Board of Directors and the election of the secretary of the National Education Association by the Board of Directors.

Mr. Offenhauer made a motion that the expenses of the chairman of the Committee on Amending the Charter be paid to Atlantic City and to Denver. Seconded by *Miss Samuelson*. Carried.

President Smith reported the proposal of *J. E. Butterworth*, of Cornell University, that the National Education Association sponsor a national conference of representatives of all rural life groups. It was recommended that *President Smith* appoint a committee of three from the National Education Association, consisting of *Richard E. Jagers* of Kentucky, *Willis A. Sutton* of Georgia, and *J. E. Butterworth* of New York, to confer on the project.

Mr. Saunders then referred to the action of the Board of Trustees in electing *Willard E. Givens* to succeed *J. W. Crabtree* as secretary of the National Education Association. He stated that the Board of Trustees had arranged to make *Mr. Crabtree* secretary emeritus of the Association, in harmony with action taken previously by the Executive Committee of 1933, making it unnecessary for further action at this time.

Mr. Saunders made a motion that the chairman of the Executive Committee be instructed to prepare a statement expressing the appreciation of the Executive Committee for the services which *Secretary Crabtree* had rendered. Seconded by *Mr. Offenhauer*. Carried.

The Executive Committee adjourned at 6 p. m. to meet for a conference with the Board of Trustees in Atlantic City on February 24.

J. W. CRABTREE, *Secretary*
HENRY LESTER SMITH, *President*

Saturday, September 7, 1935

The Executive Committee met at 9:15 a. m., in the Board of Directors Room at N. E. A. headquarters, with the following members present: *Agnes Samuelson*, president; *Henry Lester Smith*, *Joseph H. Saunders*, *Caroline S. Woodruff*, and *Willard E. Givens*, executive secretary. *R. E. Offenhauer*, treasurer, was unable to attend.

President Samuelson asked for the approval of the minutes of the Denver meeting. A motion was made, seconded, and carried that the condensed minutes be approved.

It was suggested that certain procedure be followed in the selection of the convention city. *Secretary Givens* proposed that cities desiring the convention should inform headquarters by May 1. Each city would then be sent a questionnaire for the purpose of securing information concerning number of hotels and number of rooms available for convention, and rates; size of auditorium and suitability for N. E. A. convention use; number of square feet of exhibit space; number of places available for meeting purposes; diagram of location of hotels, auditorium, and meeting places. This information would be available at the first meeting of the Board of Directors several days before a vote is taken. The plan would include each city's invitation being accompanied by a signed contract prepared by the National Education Association and sent to them in advance. Following final action of the selection of the convention city, the contract with the selected city could then be signed immediately and the announcement of the next convention city would be made at the close of the convention. Following some discussion during which general approval was expressed, *Miss Woodruff* made a motion that this procedure, as outlined by the executive secretary, be used beginning next year. Seconded by *Mr. Smith*. Carried.

President Samuelson outlined committee appointments for 1935-36 and asked for suggestions from members of the Executive Committee.

Superintendent Frank Cody, of Detroit, and *J. Lee Barrett*, executive vicepresident of the Detroit Convention Bureau, then joined the Committee and presented the facts concerning Detroit as the next convention city. Following this presentation, both gentlemen withdrew.

After careful consideration of all points involved, it was the decision of the Committee to approve the preferential vote of the Board of Directors for Portland as the 1936 convention city. *Mr. Saunders* made a motion that the executive secretary and the business manager be authorized to make satisfactory arrangements for the meeting in Portland beginning June 28. Seconded by *Mr. Smith*. Carried.

The appropriations for departments, committees, and commissions were next considered. In most instances, the amounts proposed parallel the appropriations of last year.

The Department of Science Instruction has requested that the National Education Association handle its funds and carry it on credit until it is financially established. The Committee approved.

Mr. Smith made a motion that funds appropriated to support or to assist in the support of departments, committees, and commissions, shall not be available for traveling or convention attendance expenses of the officers of such departments, committees, and commissions, unless such expenses have been included as a part of the program or plan on which the granting of the appropriation was based. Seconded by *Miss Woodruff*. Carried.

Mr. Saunders moved that the chairman of the Committee on Amending the Charter be requested to present to the Executive Committee, thru the Secretary's Office, the proposed simplified charter for presentation to Congress in accordance with the official action of the Representative Assembly at the Denver convention. Seconded by *Miss Woodruff*. Carried. *Secretary Givens* was instructed to notify *Mr. Shaw* of this action, and also of the appropriation for the use of this committee.

Mr. Saunders made a motion that the allocations for departments, committees, and commissions, as outlined, be approved. Seconded by *Mr. Smith*. Carried.

The meeting recessed for lunch at 12 noon, reconvening at 2:15 p. m. at the same place.

Superintendent Cody of Detroit was invited to join the Committee, and *Mr. Saunders* made the announcement to him that the 1936 convention of the Association would be held in Portland, Oregon, in accordance with the preferential vote of the Board of Directors at Denver. *Superintendent Cody* thanked the Committee for its consideration, and stated that the invitation of Detroit could be considered as standing for the following year. He then withdrew.

Secretary Givens outlined the contributions of the National Education Association to the World Federation of Education Associations as follows:

1. Annual membership fee of \$1000.
2. Headquarters space without charge.
3. Services of *Mr. Crabtree* for one-third time, following the death of *Augustus O. Thomas*, until the Oxford meeting.

The secretary stated that the World Federation requested the following additional services:

1. Annual contribution of another \$1000—with the understanding that the National Union of Teachers of England would also contribute an additional \$1000.
2. Annual contribution of \$400 to the International Teachers Federation in return for transcripts of studies on subjects such as teacher welfare.
3. Editorial help in the publication of a bulletin four times a year.
4. Continued services of *Mr. Crabtree*.

After discussion, it was felt that the National Education Association could not afford to pay \$400 in cash to the International Teachers Federation at this time, altho the Committee approved heartily and felt that the transcripts of studies would be most valuable.

It was pointed out that the additional \$1000 would not necessarily require cash, if a satisfactory exchange of services could be worked out. *Mr. Saunders* made a motion that the executive secretary and the business manager, with the assistance of *Mr. Crabtree*, be authorized to work out a plan of exchange of services that would be the equivalent of a \$1000 contribution to the World Federation of Education Associations over and above the contribution heretofore given the Federation in membership fees, office space, and the services of *Mr. Crabtree*. Seconded by *Mr. Smith*. Carried.

Mr. Smith made a motion that inasmuch as *Mr. Crabtree* is willing to give his services to the World Federation of Education Associations, that the Executive Committee approve the request of the World Federation that he continue for approximately one-third time. Seconded by *Mr. Saunders*. Carried.

Secretary Givens added that this agreement should hold good only so long as *Mr. Crabtree* is able and willing to volunteer his services. The executive secretary was directed to write *Uel W. Lamkin*, expressing the action taken and assuring him that the Executive Committee would give further consideration to the possible payment of \$400 to the International Teachers Federation at its next meeting on November 30, when a better estimate of the year's income could be made.

President Samuelson called attention to the program of action of 1935-36 as printed in the *September Journal*. *Joy Elmer Morgan*, editor, spoke of the steps being taken by the chairman to emphasize education and democracy.

It was suggested that the Executive Committee make it a policy that the chairmen of all committees larger than seven appoint an executive committee consisting of the chairman and two or three others, with a maximum of five, so that committee meetings called between conventions could be confined to the smaller group. This suggestion was approved, and the executive secretary was requested to advise committees of this arrangement.

Discussion then followed regarding the employment of someone to carry on legislative work for the Association. *James W. Cammack, Jr.*, who has worked with the National Committee for Federal Aid for Education, was suggested. The execu-

tive secretary was requested to confer with *Mr. Cammack* regarding the possibility of his employment on or about December 1.

President Samuelson spoke briefly of the results of the Denver convention and urged the Committee members to send her suggestions for the 1936 convention program.

Secretary Givens announced a proposal for increasing N. E. A. membership in New York City. After discussion, the Committee thought it wise to authorize the experiment, the total outlay not to exceed \$800. This would be on the basis of paying *Leonard Power* \$200 a month for part-time work in carrying out the experiment.

Mr. Allan outlined the proposal of the American Child Health Association, which is disbanding, that all of its publications amounting to several thousand dollars be given to the National Education Association provided that the National Education Association pay the cost of transportation from New York to Washington. This would include all copyrights, with the understanding that publications in stock be sold at the same prices charged by the American Child Health Association in New York. *Mr. Smith* made a motion that the sale of these publications be taken over by the National Education Association. Seconded by *Mr. Saunders*. Carried.

A motion to adjourn to meet on Saturday, November 30, at 9 a. m. was seconded and carried.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Saturday, December 28, 1935

The Executive Committee met at 10:45 a. m. in the Board of Directors Room at N. E. A. headquarters. The following members were present: *Agnes Samuelson*, president; *Caroline S. Woodruff*, *Joseph H. Saunders*, and *Willard E. Givens*, executive secretary. *Henry Lester Smith* and *R. E. Offenbauer* were unable to attend due to illness. *A. J. Stoddard*, president of the Department of Superintendence, and *S. D. Shankland*, executive secretary of the Department, were present on invitation of the Committee in order to discuss the Educational Policies Commission.

The minutes of the September meeting were read and approved.

Mr. Stoddard made a statement concerning the plans and program of the Educational Policies Commission. Consideration was given to the appointment of one or two classroom teachers on the Commission. *Mr. Stoddard* suggested that at some time if there was a vacancy the recommendation of an outstanding classroom teacher be considered. It was agreed that policies broadcast by the Commission should be broadcast as policies of this body and not of the two organizations. Upon suggestion of *Mr. Stoddard*, a motion was made and unanimously carried that in all matters concerning the Educational Policies Commission the National Education Association and the Department of Superintendence shall act jointly thru joint action of their executive committees.

Upon suggestion of *Mr. Stoddard*, a motion was made and unanimously carried that vacancies in the membership of the Commission shall be filled by the same authority that created the Commission.

Mr. Saunders made a motion that any increase in the size of the Educational Policies Commission, which consists of fifteen active and two advisory members as elected at Denver in July 1935, shall be by joint action of the executive committees of the National Education Association and the Department of Superintendence. Seconded by *Miss Woodruff*. Carried.

Upon suggestion of *Mr. Stoddard*, a motion was made and unanimously carried that any and all appropriations made for the use of the Educational Policies Commission shall be deposited in the usual manner with the treasurer of the National Education Association and payments against such sums shall be made thru vouchers signed by the chairman and the executive assistant.

President Samuelson announced the dates of the first meeting of the Educational Policies Commission to be January 17, 18, and 19, 1936, the meeting to be held at the Palmer House, Chicago, Illinois, and to begin at 9 o'clock on the morning of January 17. The two secretaries were instructed to notify members of the decision.

Miss Woodruff made a motion that the headquarters of the Educational Policies Commission shall be in the offices of the National Education Association at Washington, D. C., as provided in the conditions of the grant. Seconded by *Mr. Saunders*. Carried.

The meeting adjourned for lunch at 1 p. m., resuming at 2:30 p. m.

Mr. Stoddard read a letter from *Payson Smith* in which he questioned the advisability of remaining a member of the Educational Policies Commission since he was no longer State Commissioner of Education for Massachusetts. *Miss Woodruff* made a motion that *Mr. Stoddard* write *Mr. Smith* that he was appointed not as State Commissioner of Education but as *Payson Smith*. Seconded by *Mr. Saunders*. Carried.

Mr. Stoddard asked that the two secretaries prepare an agenda for the meeting in Chicago. He emphasized that the Commission should promote education in a democracy. It should not be regulated by politics or limited by groups. It should have as its objective the promotion of public education. The discussion of this subject being concluded, *Mr. Stoddard* and *Mr. Shankland* withdrew from the meeting.

The next item of business was the consideration of the report of the Committee on Amending the Charter. *Mr. Givens*, who had just had a long distance conversation with *Henry Lester Smith*, quoted him as saying that he was anxious that the amendment before being presented to Congress safeguard in every way the Board of Trustees and the Permanent Fund in keeping with the decision of the Representative Assembly at the Denver meeting. *Mr. Saunders* thought that what *Mr. Smith* desired was not safeguarded in the amendment prepared by the Committee on Amending the Charter. He expressed the desire to have certain sections interpreted by a lawyer. Further discussion was postponed until the Association's attorney, *Mr. Quinter*, could be present.

Miss Woodruff made a motion that the Committee of Seven on Reorganization of the National Education Association be allowed expenses for a two-day meeting at the convention of the Department of Superintendence in St. Louis in February 1936. Seconded by *Mr. Saunders*. Carried.

The next item for discussion was the Social Securities Act as it affects the District of Columbia. *Mr. Allan*, the business manager, who was called in, made the explanation that the National Education Association payroll would be subject to the first payment of a 1 percent tax on February 15. A 2 percent tax is to be levied the second year and a 3 percent tax the third year. *Mr. Allan* explained that he had taken the matter up with *Attorney Quinter*, who suggested that it would be a wise policy for the Association to do nothing in connection with the matter until it was seen whether or not the exemption could be obtained. The Executive Committee decided that it was wise to take no definite action at this time.

With *Mr. Quinter* in attendance the discussion was now directed to the report of the Committee on Amending the Charter. *Mr. Saunders* read from the *Proceedings* of the Denver meeting to show that the Representative Assembly thought it was voting for the Board of Trustees as it stands and so for the protection of the Permanent Fund. *Mr. Quinter* pointed out that changes were recommended by the Committee on Amending the Charter in both Sections 6 and 7. Section 6 was adopted by the Representative Assembly with the recommended changes. The changes in Section 7 which were recommended by the Committee, however, were not adopted leaving this Section as originally stated in the charter. This resulted in certain inconsistencies. After some discussion it was thought that a satisfactory adjustment could be made by inserting the words "except as otherwise provided

by" at the beginning of the second paragraph of Section 6 as amended, and by changing Section 7 to include the last paragraph of Section 6 as printed. This was to be presented to *Mr. Shaw* for the consideration of his committee. *Mr. Quinter* then left the meeting.

Mr. Allan reported briefly on the School Health Education Service as arranged for from funds made available by the American Child Health Association. It is sponsored by the Joint Committee on Health Problems in Education and is to be carried on only until November 30, 1936, unless an extension is authorized by the Executive Committee. *Anne Whitney* and one assistant are carrying on the work which will include a revision of the Health Report of the Joint Committee on Health Problems.

Because the contract is ending, a consideration was given as to whether the chewing gum advertisement should be carried in the *Journal*. After some discussion and in view of the divergence of opinions it was decided to hold the matter over until the other members of the Committee could be present.

Joy Elmer Morgan, editor of the *Journal*, appeared before the Committee to discuss a complaint from the National Association of Journalism Directors in Secondary Schools against the National Association of Student Editors. He read a resolution adopted in July 1934 at a meeting of the National Association of Journalism Directors showing that it was on their own resolution that the project was started. *Mr. Morgan* left the meeting at this point.

The meeting recessed for dinner at 6:30 p. m., reconvening at 7:30 p. m.

The cost of material for American Education Week was discussed and *Secretary Givens* stated that all materials would be sold with as narrow a margin as possible. It was the unanimous opinion of the Committee that American Education Week is very important and fundamental.

Secretary Givens gave a report concerning the progress of the New York City enrolment experiment. *Mr. Saunders* made a motion that *Leonard Power* be retained on this New York membership experiment until April 1. Seconded by *Miss Woodruff*. Carried.

Because there is confusion regarding the membership year of the National Education Association it was suggested that the matter should be brought to the attention of the Committee on Reorganization for consideration.

Secretary Givens reported on the analysis made of the National Education Association departments. He called attention to the fact that departments do not enforce the regulation which specifies N. E. A. membership as a prerequisite to department membership. The Committee recommended that the departments be written and their attention called to the irregularities, at the same time asking them to comply with the bylaws.

Secretary Givens presented a statement giving an estimate of how the National Education Association can render \$1000 worth of service to the World Federation of Education Associations annually in addition to its annual membership by giving office assistance. On the question of the payment of \$400 to the International Teachers Federation, *Mr. Saunders* made a motion that the secretary notify the World Federation of Education Associations' officers that the revenues of the National Education Association do not justify the donation of an additional \$400. Seconded by *Miss Woodruff*. Carried.

The meeting adjourned at 10:30 p. m. to reconvene at 9:30 a. m. Sunday.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Sunday, December 29, 1935

The Executive Committee met at 9:30 a.m. in the Board of Directors Room at N. E. A. headquarters with the following members present: *Agnes Samuelson*, president; *Caroline S. Woodruff*, *Joseph Saunders*, and *Willard E. Givens*, executive secretary.

The question of membership in the National Associations on Academic Freedom was discussed and it was felt advisable to take no action until the matter could be discussed by the N. E. A. Committee on Academic Freedom.

In presenting the financial statement, *Secretary Givens* pointed out the difficulty in making comparisons with last year due to the addition of several expensive items such as the restoration of the *September Journal*, purchase of a new addressograph machine, and the installation of a postage meter machine. The added equipment involves a large expenditure now but will show a saving over a period of time.

The possibility of changing the convention dates was discussed. Some of the schools in the East do not close in time to permit attendance at conventions without loss of time in the classroom. A study had been made showing the closing dates of schools in the various states and the weeks given over to summer sessions. It was evident that the only alternative to the present convention dates in order to avoid overlapping would be the last week in August. It was felt that teachers would find it difficult financially to attend a convention at that time. It was the opinion of the Committee that the convention dates could not be changed to advantage. It was suggested, however, that credit for convention attendance should be given serious consideration.

President Samuelson presented an outline for the Portland convention for the approval and suggestions of the Executive Committee. The question of a parliamentarian for the Portland convention was discussed. Because of the expense involved for the services of *Henry M. Robert, Jr.*, it was felt that someone nearer the West Coast should be obtained. The executive secretary was requested to investigate the matter and report at the St. Louis meeting.

Secretary Givens called the attention of the Committee to an editorial "Who is Duping Teachers in Anti-Defense Drive?" by *James F. Williams, Jr.*, a special writer for the Hearst papers. He explained that in his opinion the article was written as a result of Peace Bonds being issued by the National Council for the Prevention of War, in which the National Education Association is listed as a participating member. The connection came about primarily thru the activity of *Hugh Magill*, at one time field secretary of the N. E. A., who took part in the inception of the original organization, the National Council for the Limitation of Armaments, in 1921. Following the publication of the above mentioned editorial the National Council for the Prevention of War forwarded to the National Education Association a check for \$2.80 which had been marked by the buyer of some of the Peace Bonds for the use of the National Education Association in its peace campaign. Because of a post office investigation, *Frederick J. Libby*, secretary of the National Council for the Prevention of War, sent a statement to the National Education Association to be signed to the effect that the National Education Association is aware that it is a participating member of the Council and has received notices of meetings from time to time. *President Samuelson* expressed the conviction that the National Education Association should be willing to cooperate in all worthy movements but should not become an integral part of any other organization. It was pointed out that the National Education Association favors the peaceful settlement of disputes between nations but it also believes in defense. *Mr. Saunders* made a motion that, it having come to our notice that the name of the National Education Association is being carried on the letterhead and other literature of the National Council for the Prevention of War as one of its participating organizations, we request the name of the National Education Association be withdrawn from the list of participating organizations as of January 1, 1936. Seconded by *Miss Woodruff*. Carried.

Mr. Saunders also made a motion that the executive secretary be authorized to handle the communications from the National Council for the Prevention of War as his best judgment dictates. Seconded by *Miss Woodruff*. Carried.

The meeting adjourned for a luncheon meeting at 1:35 p. m.

In connection with the legislative work at headquarters *Secretary Givens* stated that *James W. Cammack, Jr.*, had recently been appointed to a new position in Kentucky. *Mr. Givens* therefore presented for the approval of the Committee the possibility of transferring *Howard A. Dawson* from the Research Division as a

specialist in rural education to full-time service in rural education with the understanding that for the present he would work as much as necessary on legislation. He also suggested that *Belmont Farley* could work on legislation part time. It was pointed out that federal support for education largely benefits the rural area. Following a general discussion *Mr. Saunders* made a motion that the office of Director of Rural Service be created. Seconded by *Miss Woodruff*. Carried.

Mr. Saunders also made a motion that *Mr. Dawson* be transferred from his present position to that of Director of Rural Service, the classification schedule to be I AA at a salary of \$5250 less the percentage reduction now in effect on all members of the staff. Seconded by *Miss Woodruff*. Carried.

Secretary Givens suggested that a new salary classification be added to the regular schedule, namely I BB with a salary range of \$3500 to \$5500 and an annual increment of \$200. The Committee decided to take no action upon the new classification until the St. Louis meeting.

The question of a National Education Association representative on the National Committee on Education by Radio resulted in the following motion made by *Mr. Saunders*: that the National Education Association be represented on the National Committee on Education by Radio. Seconded by *Miss Woodruff*. Carried.

Mr. Saunders also made a motion that the Association's representatives for the year 1936 on that committee be *President Samuelson* and *Superintendent Willis A. Sutton*. Seconded by *Miss Woodruff*. Carried.

The meeting reconvened in the Board of Directors Room of the headquarters building at 2:40 p.m.

Ralph D. Quinter, attorney, and *Reuben T. Shaw*, chairman of the Committee on Amending the Charter, were in attendance at the Executive Committee's request. *President Samuelson* called upon *Secretary Givens* for a statement concerning the bill. The secretary stated that it was the feeling of the members of the Executive Committee that for the bill to embody the spirit of the Denver convention Section 7 should begin with the last paragraph of Section 6. *Mr. Shaw* said the issue raised was not new to him. He expressed himself as not feeling competent to say what the spirit of the convention was. *Miss Woodruff* asked how the inconsistencies in the bill would influence the Congressional committee. *Mr. Quinter* stated that the contradictory changes would be pointed out and that the bill would get nowhere.

Mr. Shaw stated that he felt that he had no authority to agree with the solution which the Committee offered. *President Samuelson* emphasized the fact that considering the way *Mr. Smith* felt and the way the other members felt the Committee could not indorse the bill as it stood. *Mr. Quinter* stated that the bill as prepared by him for the Executive Committee was to meet the request of the Committee that the charter should retain the method of election of the trustees to carry out the spirit of the convention. *Miss Woodruff* made a motion that the Committee on Amending the Charter be authorized to proceed to introduce the bill in Congress provided that Section 7 of the charter be amended so as to read as it is now expressed, and that the first paragraph thereof should be the last paragraph of Section 6. Seconded by *Mr. Saunders*. Carried.

President Samuelson suggested that if *Mr. Shaw* were to get favorable action from his committee, he should consult directly with *Secretary Givens* and proceed accordingly. It was the feeling of *Mr. Shaw* that the reaction of the members of the Committee of Seven on Reorganization and perhaps others vitally interested should be sought. *Mr. Shaw* was told that he had the consent of the Committee to get all the opinions necessary but he was reminded that the responsibility for the action was definitely fixed. *Mr. Shaw* left the meeting after receiving from *Mr. Quinter* a copy of the amendment as approved by the Executive Committee.

Mr. Saunders suggested that a letter to the people concerned, signed by *Secretary Givens*, should be written to the following effect: The Committee on Amending the Charter has presented its report to the Executive Committee, submitting a draft of the revised charter to be presented to Congress. After careful consideration the Executive Committee felt that the amended charter as submitted by the Committee on Amending the Charter did not safeguard the control of the Permanent Fund as

voted at Denver by the Representative Assembly, and upon consultation with an attorney as to the inconsistencies the Executive Committee authorized the Committee on Amending the Charter to proceed according to the amended charter as agreed to by the Executive Committee.

The meeting adjourned at 4 p.m. to meet again in St. Louis, Saturday, February 22, at 2 p.m.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

St. Louis, Missouri

Saturday Afternoon, February 22, 1936

The Executive Committee met at 2:10 p. m. in the president's suite, Statler Hotel, with the following members present: *Agnes Samuelson*, president; *Henry Lester Smith*, *Joseph Saunders*, and *Caroline S. Woodruff*. Treasurer *R. E. Offenbauer* was unable to be in St. Louis because of illness. Members of the Board of Trustees were also present. Those not included in the membership of the Executive Committee were *J. M. Gwinn* and *Edgar G. Doudna*. *A. L. Whittenberg* had not yet arrived. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present.

The minutes of the December meeting were read and approved with certain changes and corrections.

Secretary Givens read a letter from *Mr. Offenbauer*, in which he expressed his deep regret of his inability to attend the meeting on account of sickness. *Mr. Saunders* made a motion that the executive secretary be instructed to send a telegram to *Mr. Offenbauer* expressing the regret of the Executive Committee and wishing him a speedy recovery. Seconded by *Mr. Smith*. Carried.

President Samuelson left the room, during which time *Secretary Givens* acted as temporary chairman.

John K. Norton, representing a committee consisting of two other members—*Superintendents John Sexson* and *Willis A. Sutton*—appointed by the Commission, brought the following recommendations:

1. That *Agnes Samuelson* and *A. J. Stoddard* be made permanent members of the Commission by the Executive Committee of the National Education Association and Department of Superintendence.

2. That the president of the Department of Classroom Teachers be made an ex-officio member of the Commission.

After brief discussion *Mr. Saunders* made a motion that the recommendations of the committee of the Educational Policies Commission be adopted. Seconded by *Miss Woodruff*. Carried.

Dr. Norton withdrew.

President Samuelson returned and took the chair.

A portion of a letter from *R. T. Shaw*, chairman of the Committee on Amending the Charter, to officers and directors of the National Education Association was read. This called attention to a statement in the November issue of the *Journal* to the effect that *Senator King* of Utah offered to prepare a bill for introduction into the Senate calling for changes in the charter. The letter further stated that *Senator King*, without the knowledge of the chairman or any member of the Committee on Amending the Charter, had introduced such a bill in Congress in January.

Mr. Saunders read the following telegram from *Senator Byrd* of Virginia: "Senate Bill #3855, which I understand was introduced at request of National Education Association, is in Committee."

At this point the chairmen of the Committees on Amending the Charter and Reorganization, together with members of the latter committee, joined the Executive Committee on invitation. Those present were: *R. T. Shaw*, *E. E. Oberholtzer*, *Robert Moore*, and *Misses Adair*, *Lord*, and *Merrill*.

President Samuelson explained that *Mr. Shaw*, chairman of the Committee on Amending the Charter, and *Mr. Oberholtzer*, chairman of the Committee on Reorganization, had been asked to report to the Executive Committee. *Mr. Shaw* outlined the history of the Committee on Amending the Charter and its previous activities. He stated that he was greatly surprised when he learned that a bill had been introduced into the Senate without the knowledge of himself or his committee. He stated that he did not know where *Senator King* obtained a copy of the record of the Denver meeting. He left a copy of the Report on Reorganization with the Senator. He stated that he had examined the bill very carefully and found no way in which it is contrary to the recorded action of the Representative Assembly at Denver.

Mr. Saunders asked that if an action is taken subsequent to another action, and the action preceding is inconsistent, if it does not nullify the later action, and was answered in the affirmative. He pointed out that that was the case in this matter.

Mr. Oberholtzer, in speaking on this subject, stated that the Committee on Reorganization, with the exception of *Miss Adair*, felt that the bill conforms with the action of the Denver meeting, and urged that new differences of opinion be ironed out and that a bill be prepared.

Mr. Smith stated that in his opinion the bill does not conform with the action taken at Denver, and that he would be unwilling to do anything that the Representative Assembly did not vote.

In his report, *Mr. Oberholtzer* made the following recommendations:

1. That arrangements be made for the services of parliamentarian *Henry M. Robert, Jr.*, in connection with a redraft of the bylaws.
2. That expenses of Committee members be allowed for a three-day meeting at Atlantic City during the first week in April.
3. That expenses of Committee members not otherwise provided for be paid to the Portland convention.
4. That funds be made available for paying the expenses of one or two meetings of the Drafting Committee to meet in Washington by Committee members: *Mr. Shaw, Miss Lord, Miss Adair, Mr. Robert, Mr. Quinter, Mr. Givens.*
5. That funds be made available for printing and postage.
6. That a redraft of the bylaws be printed in the May issue of the *Journal* and sufficient reprints be made to broadcast.
7. *Miss Woodruff* made a motion that the Executive Committee express its appreciation to *Mr. Oberholtzer* for bringing out the idea of keeping all differences of opinion so far as the bill to amend the charter is concerned within our own group. Seconded by *Mr. Saunders*. Carried.

Mr. Shaw raised the question of an appropriation for the Committee on Amending the Charter.

Members of the two committees then withdrew.

President Samuelson then appointed *Mr. Doudna* to work with *Mr. Shaw* on the problem of the bill, and requested that a report be made to the Executive Committee on Tuesday, February 25.

The meeting adjourned at 5:30 p. m. to meet again on Tuesday evening.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Monday Evening, February 24, 1936

President Samuelson called a meeting of the Executive Committee at 9:05 p. m. in her suite at the Statler Hotel. All members of the Committee, with the exception of *R. E. Offenbauer*, were present: *Agnes Samuelson*, president; *Henry Lester Smith, Joseph Saunders, and Caroline S. Woodruff*. The following members of the Board of Trustees were present on invitation: *J. M. Gwinn, Edgar G. Doudna, and A. L. Whittenberg*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present.

President Samuelson read the following resolution signed by *R. T. Shaw*, chairman of the Committee on Amending the Charter, moved by *Mr. Cram*, seconded by *Miss Ewing* and *Mr. Hardy*:

That we instruct our chairman to inform the Executive Committee at his earliest opportunity that it is the sentiment of the Committee on Amending the Charter that the bill introduced by Senator King should have our support. We urge that our committee be informed at an early date as to the instructions of the Executive Committee, and not later than the time of adjournment of the convention of the Department of Superintendence.

A letter signed by *Mary C. Ralls*, president of the Department of Classroom Teachers, and all other officers of the Department, was read. It expressed their belief that the King Bill prepared by the Legislative Council of the United States Senate expresses the wish of the Representative Assembly and urged the officers and members of the Executive Committee of the National Education Association to give their active support to the King Bill. On motion of *Mr. Smith*, seconded by *Miss Woodruff*, the following resolution was passed:

Whereas, The Executive Committee of the National Education Association is required by the charter and bylaws of the Association to carry out the mandates of the Representative Assembly, and

Whereas, In the judgment of the representative Committee, Senate Bill #3855 does not by its provisions protect the Permanent Fund as the mandates of the Representative Assembly at Denver explicitly directed;

Therefore, the Executive Committee at the request of the Committee on Amending the Charter instructed said Committee to request that Senate Bill #3855 be so modified as to conform to the action of the Representative Assembly at Denver.

At this point *R. T. Shaw*, chairman of the Committee on Amending the Charter, joined the Executive Committee. He made the following recommendations:

1. That the Executive Committee give its endorsement to the King Bill without delay.

2. Should the Executive Committee not approve this recommendation, it is suggested that the matter be referred to the following persons for further study and report tomorrow: *Messrs. Doudna, Gwinn, and Whittenberg*.

Mr. Shaw expressed himself as believing that the King Bill carries out the mandates of the Representative Assembly. He then withdrew.

It was agreed that copies of the resolution just adopted be sent to *Mr. Shaw* and the officers of the Department of Classroom Teachers.

In reference to *Mr. Shaw's* request for appropriation to carry on the work of his committee, the following motion was made by *Miss Woodruff*, seconded by *Mr. Smith*, and carried:

That, in view of the fact that the National Education Association is facing a deficit in its finances, the budget of the Committee on Amending the Charter cannot be expanded, and if additional clerical work is needed it can be furnished by the headquarters office.

The question was raised concerning the appointment of state N. E. A. directors in Rhode Island and Maryland to fill the unexpired terms of *Charles Carroll* and *William Burdick* who have recently passed away. After consideration, a motion was made by *Mr. Smith* that *James F. Rockett*, Director of Education in Rhode Island, be appointed state N. E. A. director for the remainder of the year, and that *E. W. Pruitt*, superintendent of Frederick County schools, Frederick, Maryland, be appointed director from Maryland. Seconded by *Mr. Saunders*. Carried.

The Social Security Act of the District of Columbia was next discussed. For the current year this Act imposes a tax on the National Education Association of between \$2000 and \$2500. The amount will be doubled next year, and tripled the year follow-

ing. *Mr. Saunders* made a motion that *Attorney Quinter* be requested to draft a bill proposing that all educational organizations and charitable institutions which are exempt by their charter be exempt from the provisions of this bill. It was further moved that *Mr. Allan* be authorized to pay the tax now due under protest, with funds from the savings account of the annuity insurance. Seconded by *Mr. Smith*. Carried.

President Samuelson read a telegram from *Frank W. Ballou*, superintendent of schools, Washington, D. C., asking if the Executive Committee favors repeal of the Communistic Rider on the District Appropriation Bill. *Secretary Givens* was instructed to answer it according to the platform and resolutions of the National Education Association on "Freedom of Teaching," adopted at the Denver convention.

Joy Elmer Morgan, director of the Division of Publications of the National Education Association, appeared before the Committee at this time in protest of the chewing gum ad carried in the *Journal* of the National Education Association, basing his protest on the fact that the research studies the company claims to have made are not available; that he believes it to be a dishonest ad, and that the contract should not be renewed. Action on this matter was postponed until the next meeting of the Committee.

The meeting adjourned at 12:05 a. m. to meet at 3 p. m. on Tuesday, February 25.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Tuesday Afternoon, February 25, 1936

The Executive Committee met at 3 p. m. with all members present with the exception of *R. E. Offenbauer*: *Agnes Samuelson*, president; *Henry Lester Smith*, *Joseph Saunders*, and *Caroline S. Woodruff*. The following members of the Board of Trustees were present on invitation: *J. M. Gwinn*, *Edgar G. Doudna*, and *A. L. Whittenberg*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present.

There was a discussion of the resolution passed at the meeting of the Executive Committee on February 24. Amendments to Senate Bill #3855 were suggested and accepted by the Committee. *Mr. Smith* made a motion that a copy of the preliminary draft of Senate Bill #3855 and a copy of the bill prepared by *Attorney Quinter* on December 29, together with an explanatory memorandum, be sent to the chairmen and members of the Committees on Amending the Charter and on Reorganization of the National Education Association and to the members of the Executive Committee of the Department of Classroom Teachers. Seconded by *Miss Woodruff*. Carried.

The meeting adjourned to meet at 1:30 p. m. on Thursday, February 27.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Thursday Afternoon, February 27, 1936

The Executive Committee met at 1:45 p.m. in *President Samuelson's* suite with all members of the Committee present with the exception of *R. E. Offenbauer*: *Agnes Samuelson*, president; *Henry Lester Smith*, *Joseph Saunders*, and *Caroline S. Woodruff*. *Edgar G. Doudna* and *J. M. Gwinn* were present on invitation. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present.

President Samuelson outlined the program for the Portland convention, asking for suggestions as to the speakers.

H. A. Allan, business manager, was called upon to explain the financial condition of the Association. The report covered the following items: (1) income; (2) expense; and (3) cash position. Because the membership increase has been less than anticipated, and expenditures heavy due to increased service to the field, restoration of

the September *Journal*, and the purchase of a new addressograph machine, it was pointed out that it would be necessary to practise every economy in order to close the fiscal year without a deficit. Members of the Executive Committee expressed themselves as favoring a budget built on the income of the previous year rather than on anticipated income and also a budget for departments and committees apart from the other and subject to reduction along with the headquarters budget if anticipated income is not realized. After a thoro discussion of this situation, *Mr. Saunders* made a motion that the executive secretary and the business manager be instructed to, if possible, adjust the finances of the Association so that the fiscal year be closed with a balanced budget, and that they be given authority to make individual adjustments and expenditures as in their judgment seem wise to accomplish the purpose of this motion. Seconded by *Mr. Smith*. Carried.

It was suggested that in the future the budget set-up include capital maintenance and operation.

The question was raised concerning certain items on expense accounts: (a) flat \$4 per day for meals; (b) paying substitutes in schools; (c) paying for investigations in connection with the work on academic freedom. In this connection *Mr. Smith* mentioned an arrangement made by the Committee on Academic Freedom, of which he is chairman, to have someone in California to investigate the Jewett case. *Mr. Saunders* made a motion that *President Samuelson* appoint a committee, including the executive secretary and the business manager, to offer recommendations for revision of the rules for expenditures. Seconded by *Mr. Smith*. Carried. *President Samuelson* appointed *Mr. Saunders* and *Miss Woodruff* to work with the executive secretary and the business manager on this problem and to report at the next meeting of the Committee.

A letter was read from *Mary Elizabeth O'Connor*, president of the Department of Administrative Women in Education, requesting an appropriation of \$500 for the use of the Department. *Mr. Smith* made a motion that the request be referred to the Budget Committee. Seconded by *Mr. Saunders*. Carried.

At this point *Mr. Shaw* was invited to join the Committee and report on the work of the Committee on Amending the Charter. He stated that both the Committees on Amending the Charter and on Reorganization had felt that there was no possible way that the bill could go ahead, but that *Mr. Oberholtzer* was so anxious that a compromise be effected that the two committees voted to leave the matter in the hands of the two chairmen to contact the Executive Committee to see what could be done. Until the receipt of the amended copy of Senate Bill #3855, the Executive Committee had thought that progress had been made, but that the clause in Section C of the amended bill was not acceptable. *President Samuelson* stressed that it was the desire of the Executive Committee to do what the Representative Assembly voted. *Mr. Shaw* expressed his willingness to accept the draft of Senate Bill #3855 prepared by the Executive Committee if the clause in Section C was omitted and the Rider "if and when adopted by the Representative Assembly" followed Section B. The Executive Committee was unwilling to omit the clause or to place the Rider after any one section. *Mr. Smith* expressed deep concern that the Permanent Fund and its control by the Board of Trustees be safeguarded. On being questioned as to how it happened that *President Samuelson* was not advised that the bill had been introduced, *Mr. Shaw* replied that he thought the office in Washington would know about it. He also said that *Senator King* assured him that the bill would have to go to the Judiciary Committee, and no action could be taken before the St. Louis meeting. It was agreed that *Secretary Givens* would advise *Mr. Shaw* regarding next steps, and that *Senator Ashhurst*, chairman of the Judiciary Committee, would be asked to get the opinion of the Attorney General as to the effect of the phrase, "and the said corporation may by its bylaws make other and different provisions as to the numbers and names of its officers, boards, councils, and committees." If this protects the Board of Trustees, the Executive Committee would be willing to accept the bill with the inclusion of Section B and the Rider to cover the entire bill. *Mr. Shaw* withdrew.

Mr. Saunders made a motion that the recommendation of the Board of Directors concerning the appointment of *B. F. Stanton* of Alliance to serve as director of Ohio for the remainder of the year be approved after the receipt of the resignation of *W. A. Evans* who is ill. Seconded by *Miss Woodruff*. Carried.

The following action was taken on the recommendations of the Committee on Reorganization:

1. That any advice needed in connection with the redraft of the bylaws be secured from the Association's attorney, *Ralph G. Quinter*.
2. That a three-day meeting of the Committee on Reorganization be allowed, but that such meeting be held in Washington.
3. That only the expenses of the chairman be paid to the Portland meeting.
4. That the Drafting Committee do its work at the same time of the general meeting of the Committee in Washington.
5. Approved funds for printing and postage—headquarters office to arrange for printing.
6. Space will be allowed in the May issue of the *Journal* for a summary of the report—reprints to be available for distribution.

In connection with the chewing gum ad, *Secretary Givens* recommended that no contract be signed at the present time, but that on account of the condition of the budget the ad be carried in the April and May *Journal*. *President Samuelson* registered her disapproval of this particular ad, and also the one on Russian tours. It was suggested that an opportunity be given at the Portland convention to discuss the advisability of appointing a committee of the headquarters staff to determine what ads should be carried, and to discuss articles and editorials affecting advertising. *Mr. Saunders* made a motion that the recommendations of the executive secretary on the chewing gum ad be accepted, and that he bring to the Portland meeting further recommendations as to the future policy, and also, to bring recommendations regarding the appointment of a committee to consider ads and editorials in the *Journal*. Seconded by *Mr. Smith*. Carried.

The Executive Committee approved the arrangement of accepting institutional life memberships on a twenty-year basis.

It was agreed that the National Education Association would cooperate with the National Associations on Academic Freedom, but would not affiliate.

It was agreed that the chairman of the Committee on Retirement Allowances, *M. Emma Brookes*, be authorized to make such arrangements as she wished concerning cooperation with the National Council of Teacher Retirement Systems, but that no official joint committee be set up.

The meeting adjourned at 5:30 p. m.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Portland, Oregon

Saturday, June 27, 1936

The Executive Committee met at 9 a. m. in the president's suite, Multnomah Hotel, with all members present: *Agnes Samuelson*, president; *Henry Lester Smith*, *Joseph H. Saunders*, *R. E. Offenbauer*, and *Caroline S. Woodruff*.

All members of the Board of Trustees met with the Executive Committee: *Edgar G. Doudna*, *Joseph M. Gwinn*, and *A. L. Whittenberg*. *Willard E. Givens*, executive secretary, also was present.

After calling the meeting to order, *President Samuelson* asked for approval of the minutes of the February meeting. *Mr. Smith* made a motion that the minutes be adopted. Seconded by *Miss Woodruff*. Carried.

Amendments in connection with traveling expenses were suggested. The material italicized has been added or amended:

Travel expenses:

R. R. fare: Lowest prevailing rate.

Pullman: Standard lower berth or *Pullman chair for day travel*.

Meals and Incidentals *when on train: Actual expense not to exceed four dollars a day.*

Local expense:

Hotel: *Actual expenses for room and meals, not to exceed seven dollars and fifty cents a day. Receipted bill from hotel required.*

Cabs: To hotel and to R. R. station. Other charges only when absolutely necessary.

Street car fares: As necessary.

Telegrams: Copies to be filed with bill.

Telephone tolls: On Association business.

Stenographers: Only *when specifically* authorized by Board of Directors or its Executive Committee.

Dinners: Dinners *or similar functions* given by committees and others only when consent has been obtained previously from the president of the Association or the *executive* secretary.

Personal expenses such as valet, hair dressing, laundry, etc., will not be paid by the Association.

Appropriation for committees *and departments* may not be used *by officers or members of committees or departments for travel or for the payment of services of persons substituting for them in their regular work unless authorized* by the Board of Directors or its Executive Committee.

Mr. Saunders made a motion that the modification be passed on to the Board of Directors with the Committee's recommendation for its approval. Seconded by *Mr. Smith*. Carried.

Secretary Givens reported on budget recommendations. *Mr. Offenhauer* made a motion that the report be approved. Seconded by *Mr. Smith*. Carried.

The following recommendations for adjustments in classifications and salaries were submitted by the executive secretary:

Rachel Baker, Division of Accounts and Records, be changed from classification 3A to 3AA. *Miss Baker* has been with the Association for eight years and serves as bookkeeper of the Association. The change would increase the annual salary increment \$10 and would make the rate for 1936-37 \$1610.

Eleanor Richards, Division of Accounts and Records, be changed from classification 3B to 3AA. *Miss Richards* has been with the Association for ten years and has the duties of a cashier. The change would increase the annual salary increment \$10 and would make the rate for 1936-37 \$1570.

Ada Heath, Division of Accounts and Records, who has been on a part-time basis for eight years and full-time basis for the past two years serving as a unit clerk, and receiving \$21.50 a week, be classified as 3B and placed on the beginning salary for that classification of \$1200 per year.

Laura Ramey, Division of Accounts and Records, who has worked at various times with the Association for a period of the past ten years, and who has been filling a regular position since August 1935 and receiving \$22.50 per week, be classified as 3B and placed on the beginning salary for that classification of \$1200 per year.

Genevieve Heiberger, Division of Accounts and Records, who has been a temporary employee since November 1934, and who is now filling the position of cash register operator and receiving \$18 per week, be classified as 3B and placed on the beginning salary for that classification of \$1200 per year.

Frances Thompson, Division of Business, be changed from classification 3A to 3AA. She has been with the Association for ten years doing important work in handling advertising details in the *Journal*. The change would increase the annual salary increment \$10 and would make the rate for 1936-37 \$1610.

Eva Brumback, Division of Business, who has been with the Association for the past six years as a temporary employee as switchboard operator and typist receiving \$20.50 per week, be placed in classification 3B and placed on the beginning salary for that classification of \$1200 per year.

Bertha Hendricks, Division of Business, who has been with the Association on a part-time basis for six years and full-time basis for the past two years as switchboard operator and file clerk at \$20.50 per week, be placed in classification 3B and placed at the beginning salary for that classification of \$1200 per year.

Elizabeth Berckmann, Division of Membership, who has been with the Association for the past ten years and is secretary to the Director, be changed from classification 3B to 3A. This involves no increase in salary at present but gives a possible maximum of \$100 more annually.

Mildred Sandison, Division of Publications, who has been with the Association for the past five years doing important work in connection with the *Journal* be changed from classification 3A to 3AA. The change in classification would increase the annual salary increment \$10 and would make the rate for 1936-37 \$1510 per year.

Marie Scoggins, Division of Publications, who has been with the Association for the past eleven years, be changed from Classification 3B to 3A. The change in classification involves no increase in salary at present but gives a possible maximum of \$100 more annually.

Mildred Bunch, Division of Publications, who has been with the Association for the past six and one-half years, be changed from classification 3AA to 2B. She is now supervising the work in the editing and proof-reading section of this Division. This would increase the annual salary increment \$100 as she already is receiving the maximum of her present 3AA classification.

Helen Cox, Research Division, who has been with the Association for the past eight years and who is now supervising the secretarial and clerical work in that Division, be changed from classification 3A to 2B. This change in classification would increase the annual increment \$50 and would make the rate for 1936-37 \$1730 per year.

Louise Clark, Research Division, who has been with the Association for the past six and one-half years, be changed from classification 3B to 3AA. The change in classification would increase the annual salary increment \$10 and would make the rate for 1936-37 \$1360 per year.

Margaret Lane, Research Division, who has been with the Association for the past seven and one-half years, be changed from classification 3B to 3AA. The change in classification would increase the annual salary increment \$10 and would make the rate for 1936-37 \$1460 per year.

Ruth G. Weaver, Research Division, who has been with the Association for the past four and one-half years, be changed from classification 3B to 3AA. She is doing important work in connection with the answering of letters in connection with the Educational Research Service. The change in classification would increase the annual salary increment \$10 and would make the rate for 1936-37 \$1360 per year.

Josephine D. Sullivan, Research Division, who has been with the Association for the past three years and serves as temporary employee receiving \$25 per week, be classified as 3B and her salary set at \$1350. She is doing work in connection with the yearbooks.

Agnes Griffith, Research Division, who has been with the Association for the past ten years and now employed in the statistical section receiving \$22 per week, be classified as 3B and placed on the beginning salary of that classification of \$1200 per year.

Hazel Simpson, Secretary's Office, who has been with the Association for a year and a half as temporary employee receiving \$27.50 per week, be classified as 3B and her salary set at \$1500 per year. She is doing most of the stenographic work for *Miss Chase*.

A motion was made by *Mr. Offenhauer* that the recommendations be approved. Seconded by *Mr. Smith*. Carried.

It was recommended by the executive secretary that *Assistant Directors Belmont Farley, Richard Foster, and Ivan Booker* be given their usual two-hundred-dollar increments. This was approved on motion made by *Mr. Smith* and seconded by *Mr. Saunders*.

Since the present classification has been in effect for nine years, the Executive Committee instructed the executive secretary to make a thoro study of the classification schedule and present a report with recommendations to the meeting of the Committee in Detroit in June.

The merging of the American Physical Education Association with the Department of School Health and Physical Education was next discussed. *Caroline S. Woodruff* made a motion that the Executive Committee approve this step. Seconded by *Mr. Smith*. Carried.

The next item discussed was the policy in connection with School Health Education Service for another year. A motion was made by *Miss Woodruff* that School Health Education Service be housed in the N. E. A. under the present arrangement, which is without expense to the N. E. A., until January 1938. Seconded by *Mr. Smith*. Unanimously carried.

The next matter presented was the consolidation of the National Council of Teachers' Retirement Systems with the N. E. A. Committee on Retirement Allowances into a department. After considerable discussion, the Executive Committee decided it unwise to create a department so different in nature from any of the other departments and decided that it would be wiser for the present to suggest to the new president that the Committee on Retirement Allowances be strengthened by adding members from the National Council of Teachers' Retirement Systems and that no department be created at present.

A letter was read from *Joseph Maddy*, president, National Music Educators Conference, Ann Arbor, Michigan, regarding possible consolidation with the Department of Music of the N. E. A. *President Samuelson* suggested that a letter be written *Mr. Maddy*, letting him know that the Committee favors his ideas.

Discussion of the *Journal of the National Education Association* resulted in instructions to the executive secretary to present to the next meeting of the Executive Committee a long-term plan for the *Journal* and a program for the coming year in specific and detailed form both as to editorial policy and advertising. It was suggested that hereafter the general program for the *Journal* for the year just ahead be submitted to the Executive Committee at its June meeting. A motion to this effect was made by *Mr. Smith*. Seconded by *Mr. Offenhauer*. Carried.

After considerable discussion on the question of institutional membership in the National Education Association, *Mr. Offenhauer* made a motion that no institutional memberships be recognized other than college library, university library, and public library memberships. Seconded by *Miss Woodruff*. Carried.

Mr. Smith moved that the matter of securing funds for the Horace Mann Centennial Celebration be left in the hands of the executive secretary. Seconded by *Mr. Offenhauer*. Carried.

The meeting adjourned and was again called to order by *President Samuelson* at 2 p. m.

After discussion on the policy concerning the use of mailing-lists of the National Education Association, it was the unanimous decision that these lists should be used for our professional purposes only.

Mr. Smith was excused from the meeting at 2:30 p. m.

A discussion of the reports of the Committees on Amending the Charter and on Reorganization resulted in the appointment of a committee composed of *Joseph H. Saunders, Henry Lester Smith, and Secretary Givens* to meet at 8 p. m. and prepare necessary material to be presented before the Board of Directors on Sunday evening.

The meeting adjourned at 3:50 p. m. to meet on Sunday, June 28, at 10 a. m.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Sunday Morning, June 28, 1936

The Executive Committee convened at 10 a. m. in the president's suite, Multnomah Hotel, with all members present.

President Samuelson called upon *Joseph H. Saunders* who gave the following report for the Special Committee on Amending the Charter:

The Executive Committee having carefully considered the report of the Committee on Amending the Charter recommends to the Board of Directors the following action thereon:

For the purpose of remedying an inconsistency which resulted from the action of the Representative Assembly at Denver, and to remove all doubts as to the clear intent and meaning of the action so taken:

Be It Resolved, That the action of the Representative Assembly at Denver on the report of the Committee on Amending the Charter be amended by adding to Section 7 of the proposed charter the exact language of the last paragraph of Section 6 of the present charter which is as follows:

"The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the president of the Association, who shall be a member *ex officio* during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership."

Motion was made by *Superintendent Offenhauer* that this resolution be adopted. Seconded by *Miss Woodruff*. Unanimously carried. *President Samuelson* asked *Mr. Smith* to present the view of the Executive Committee to the Board of Directors' meeting and to pass on to them the recommendations of the Special Committee approved by the Executive Committee.

The report of the Committee on Reorganization was considered. *President Samuelson* asked *Mr. Saunders* to discuss this report with the Board of Directors and present the following recommendation from the Executive Committee to the Board of Directors:

The Executive Committee has given as careful study to the report of the Committee on Reorganization as possible in the limited time available since receiving this report and recommends to the Board of Directors the following:

In view of the fact as stated by the Committee on Reorganization in Chapter I of their report that it is a prerequisite to have many of the proposed amendments to the charter made official by Act of Congress before it can complete plans for reorganization which it believes desirable for the Association, and in view of the fact that the proposed amendments to the charter are dependent upon such action as the Representative Assembly may take upon the report of the Committee on Amending the Charter, and in view of the further fact that several of the recommendations of the Committee prescribe qualifications for membership in the Representative Assembly, Board of Directors, and Board of Trustees that would make the functioning of the Association more difficult than at present, the Executive Committee recommends to the Board of Directors that further study be given to the effect of such proposals before recommending action thereon to the Representative Assembly.

Meeting adjourned at 12:30 to meet again at call of *President Samuelson*.

WILLARD E. GIVENS, *Executive Secretary*
AGNES SAMUELSON, *President*

Friday Morning, July 3, 1936

The meeting of the new Executive Committee convened in *Miss Samuelson's* suite in the Multnomah Hotel, Friday morning, July 3, at 10 a. m., the new president, *Orville C. Pratt*, presiding, with the following members present: *Agnes Samuelson*, *R. E. Offenbauer*, *Joseph H. Saunders*, *Caroline S. Woodruff*, and *Willard E. Givens*, executive secretary.

Harold A. Allan, business manager for the Association, discussed Detroit from the standpoint of meeting places, exhibit space, and other convention needs.

Joseph H. Saunders made a motion that the city of Detroit be selected as the convention city for 1937 and that a contract be entered into for the holding of this convention. Seconded by *Caroline S. Woodruff*.

At this point, *Donald DuShane*, chairman of the Tenure Committee, and *Frances Jelinek*, secretary of the Committee, joined the Executive Committee and requested that the matter of deciding upon Detroit as the convention city be delayed until an investigation could be made into the Highland Park case where contracts were reported to have been withheld from forty-three teachers. After presentation and discussion of the case, *Mr. DuShane* and *Miss Jelinek* withdrew.

Mr. Saunders then modified his previous motion as follows:

That a contract be entered into with the city of Detroit with the right to abrogate it if in the wisdom of the Executive Committee conditions are unsatisfactory.

Seconded by *Mr. Offenbauer*. Motion lost.

Miss Samuelson made a motion that Detroit be selected as the convention city and that the contract be signed. Seconded and unanimously carried.

R. E. Offenbauer made a motion that inasmuch as Detroit has been decided upon as the convention city that the chairman of the Tenure Committee, *Mr. DuShane*, who will serve until committee chairmen for 1936-37 are appointed by *President Pratt*, be instructed immediately to investigate the rumor concerning the withholding of contracts from several teachers in Highland Park and that the investigation be reported at the next meeting of the Executive Committee. Seconded by *Miss Samuelson*. Carried.

Secretary Givens stated that *James F. Rockett*, N. E. A. director for Rhode Island, appointed to fill the unexpired term of *Charles Carroll*, deceased, did not know of his obligation to attend meetings of the Board of Directors. In view of his being uninformed as to his duties, *Mr. Offenbauer* made a motion that his expenses to the convention be allowed. Seconded by *Miss Samuelson*. Carried.

Joseph Saunders made a motion that the parliamentarian, *C. A. Bottolfsen*, be paid seventy-five dollars in addition to the amount already agreed upon, which was his expenses and twenty-five dollars, and that the check for the full amount be sent him with a sincere vote of thanks. Seconded by *Miss Samuelson*. Carried.

On the recommendation of *President Pratt*, *R. E. Offenbauer* made a motion that *Mr. Bottolfsen* be employed for the Detroit convention at twenty-five dollars per day for the days of actual service, plus his expenses. Seconded by *Miss Woodruff*. Unanimously carried.

Inasmuch as the meeting of the Educational Policies Commission will be held at Crawford House, New Hampshire, August 17, 18, and 19, it was unanimously agreed that the next meeting of the Executive Committee be held at the same place on August 21 and 22.

There being no further business, the meeting adjourned at 11:50 a. m.

WILLARD E. GIVENS, *Executive Secretary*
ORVILLE C. PRATT, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF TRUSTEES

St. Louis, Missouri

Sunday Morning, February 23, 1936

The Board of Trustees of the National Education Association met in *President Samuelson's* suite, Statler Hotel, at 10:15 a. m. Members present: *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, secretary; *A. L. Whittenberg*, *J. M. Gwinn*, and *President Agnes Samuelson*.

The meeting was called to order by the chairman.

A report of the condition of the Permanent Fund at the close of business, January 31, 1936, was presented and discussed. The chairman explained items in detail. Principal points covered the purchase of six baby bonds for the Department of Superintendence at a cost of \$2250, which at maturity in ten years will yield \$3000; making best possible adjustments on properties where mortgages have been foreclosed; expense out of Permanent Fund income for installation of radiators and partitions and moving the switchboard in administration building.

On motion of *Mr. Gwinn*, seconded by *Mr. Doudna*, the report was approved and made a matter of record.

On motion of *Mr. Whittenberg*, seconded by *Mr. Gwinn*, it was voted to pay to the Penn Mutual Insurance Company \$15,500 on the next payment date.

On motion of *Mr. Doudna*, seconded by *Mr. Gwinn*, the following resolution was passed:

Resolved, That *Joseph H. Saunders*, chairman, and *Willard E. Givens*, secretary, be, and they are hereby, authorized to borrow from the National Metropolitan Bank of Washington, D. C., or from any other bank or banker, the sum of \$50,000 or as much thereof as may be needed for current obligations of the institution, when and as such needs occur.

It was pointed out that if and when the Board desires or the need arises, the Parker Fund now held in the Teachers Home and Welfare Fund may be transferred to other permanent funds.

In discussing the policy concerning requests for transfer of funds received on life membership payments to annual membership payments, the request was made that all cases be referred by the executive secretary to the Board of Trustees for action. No money may be refunded to the individual.

On motion of *Mr. Gwinn*, seconded by *Mr. Whittenberg*, it was voted that the Educational Policies Commission be reimbursed during the next fiscal year for the cost of installing a partition in the office to which they have been assigned.

On motion of *Mr. Doudna*, the meeting was adjourned at 11 a. m.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Portland, Oregon

Saturday Afternoon, June 27, 1936

The Board of Trustees of the National Education Association met in the Multnomah Hotel, at 4 p. m., pursuant to a call of the chairman of the Board. Members present: *Joseph H. Saunders*, *Agnes Samuelson*, president; *J. M. Gwinn*, *Edgar G. Doudna*, and *A. L. Whittenberg*.

The meeting was called to order by the chairman of the Board.

Minutes of the St. Louis meeting, held Sunday, February 23, 1936, were approved.

Chairman Saunders reported on the financial report for the fiscal year ending May 31, 1936. Entire report read. *Mr. Gwinn* made a motion that the report be accepted as reported. Seconded by *Miss Samuelson*. Unanimously carried.

Motion made by *Mr. Whittenberg* that we reimburse the Educational Policies Commission in the amount of \$288 for partitions to be constructed in the headquarters building. Seconded by *Mr. Doudna*. Carried.

Mr. Gwinn made a motion that the executive secretary be instructed to have a wall in the old building made water-proof, said wall having been damaged recently with heavy rains. *Mr. Whittenberg* seconded motion. Carried.

Mr. Doudna made a motion that the executive secretary be authorized to construct partitions suggested by *Business Manager Allan* in the headquarters building at a cost of \$230. Seconded by *Mr. Whittenberg*. Carried.

Mr. Allan made a brief statement that the headquarters building never had hot water during the summer, no equipment being installed for this purpose. Suggested at a small cost of \$75, a gas heater could be installed by our own engineer to take care of this emergency. Motion made by *Miss Samuelson* that the executive secretary be authorized to instal necessary equipment. Seconded by *Mr. Whittenberg*. Adopted.

Secretary Givens reported on the life membership situation.

Meeting adjourned at 4:45 p. m.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Friday Morning, July, 3, 1936

The Board of Trustees of the National Education Association met in the Multnomah Hotel at 9:45 a. m. Members present were: *Edgar G. Doudna*, *J. M. Gwinn*, *O. C. Pratt*, president; *Joseph H. Saunders*, and *A. L. Whittenberg*.

Trustee Gwinn made a motion, which was duly seconded, that *Joseph H. Saunders* be reelected chairman of the Board. Motion carried.

Trustee Gwinn also made a motion that *Edgar G. Doudna* be reelected secretary of the Board. Motion seconded and carried.

It was moved, seconded, and carried that the Trustees meet at the time of the Executive Committee in December.

On motion of *Mr. Gwinn*, seconded by *Mr. Whittenberg*, the following resolution was passed:

Resolved, That *Joseph H. Saunders*, chairman, and *Willard E. Givens*, secretary, be, and they are hereby, authorized to borrow from the National Metropolitan Bank of Washington, D. C., or from any other bank or banker, the sum of \$50,000 or as much thereof as may be needed for current obligations of the institution, when and as such needs occur.

Mr. Whittenberg made a motion that the present method of handling the securities of the Association be continued. Seconded by *Mr. Doudna*.

The Board, having concluded its business, adjourned, subject to call of the chairman.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

FINANCIAL REPORT 1935-36

Submitted herewith is a complete financial statement for the fiscal year ended May 31, 1936. It is prepared for the information of the Representative Assembly, the Board of Directors, and the Officers of the Association.

Included in the Financial Report is the Report of the Board of Trustees (financial), the Report of Auditors, in the form submitted by Wayne Kendrick and Company, Public Accountants, and covering completely the financial records of the Secretary's Office and the Permanent Funds in the custody of the Board of Trustees, and the Report of the Treasurer.

WILLARD E. GIVENS, *Executive Secretary*

Report of Board of Trustees—Financial

Your Board of Trustees submits for your consideration the following report of your finances and properties for the fiscal year ending May 31, 1936.

The Permanent Fund

Cash on Hand.....	\$6,033.23
Securities	110,494.66
Life Membership Notes.....	181,985.17
Real Estate, Less Mortgage.....	495,457.01
Elementary Principals Fund.....	7,312.86
Superintendents Research Fund.....	19,858.71
Teachers Welfare Fund.....	5,982.66
	\$827,124.30

The corresponding total in 1935 was \$802,664.47, a net gain for the year of \$24,459.83. The gain for the preceding year was \$19,224.55, making a net gain for the two year period of \$43,684.38.

Our headquarters building, grounds and equipment cost \$583,457.01. Its actual value is in excess of this figure. We reduced the mortgage on this property during the current year from \$100,000 to \$80,000. This mortgage bears interest at the rate of 5½%.

Interest on our securities has been promptly paid with the exception of the bonds of the St. Louis and San Francisco Railway which is in the hands of a receiver. The average yield is in excess of four and one-half percent. The income of the Permanent Fund was \$48,045.15. The disbursements covered interest on the mortgage \$4,837.50, repairs and improvements to the building \$1,217.57, attorney fees and deposit box rental \$827.00, leaving a net income of \$41,163.08 paid into our operating account. This appears to be a decrease of \$229.87. However, an item of \$250 included in the \$827 above was an item carried over from 1935. Reallocating this item, the net income from the Permanent Fund would show an increase of \$270.13. With this change, the net income from the Permanent Fund paid into the operating fund for the past five depression years is as follows:

1931-32.....	\$32,077	1934-35.....	41,143
1932-33.....	34,410	1935-36.....	41,413
1933-34.....	36,165		
		Five year period.....	\$185,208

The Parker Estate is still in process of liquidation. During the year we sold the Markwald mortgage note of \$1,000 for \$890 and collected \$400 in part payment of the Guettrich-Hisgen note.

Our operating receipts for the year were \$503,923.19, an increase over 1935 of \$31,620.37. Our operating expenses were \$513,471.54, an increase of \$18,438.40. The increased cost is more than accounted for by increased service in the N. E. A. Journal, the Research Bulletins and the larger expense for exhibit operation with consequent increase of share of profit to the Department of Superintendence. The operating deficit is \$9,548.35. To this is charged \$5,244.82 depreciation on equipment making the gross deficit \$14,693.67.

An itemized statement follows:

Permanent Fund—Principal Account

Cash Report—May 31, 1936

General Funds

Cash on hand, May 31, 1935.....	\$ 3,430.63	
Receipts from Life Members.....	23,022.60	\$26,453.23
Disbursements:		
Reduction on Mortgage, 1201 16th Street N. W., Washington, D. C., held by Penn Mutual Life Insurance Company, Phila- delphia, Pa.	20,000.00	
Purchase of Arkansas Bonds (Exchange of Cash for Coupons) received as income to be converted	420.00	20,420.00
Cash on hand, May 31, 1936.....		\$ 6,033.23

Elementary School Principals Fund

Cash on hand, May 31, 1935.....	\$ 665.37	
Receipts:		
Life Membership	\$ 589.00	
Adjustment by N. E. A.....	5.00	594.00
Cash on hand, May 31, 1936.....		1,259.37

Department of Superintendence—Educational Research Fund

Cash on hand, May 31, 1935.....	\$ 1,322.51	
Receipts:		
Memberships	\$ 1,612.35	
Proceeds of Liberty Bond.....	51.06	1,663.41
		\$ 2,985.92
Disbursements:		
Purchase of Six U. S. Treasury Savings Bonds—having a Maturity Value of \$3,000.00		2,250.00
Cash on hand, May 31, 1936.....		735.92

Teachers Home and Welfare Fund—Principal

Cash on hand, May 31, 1935.....	\$ 377.32	
Receipts:		
Sale of B. Markwald Mortgage.....	\$ 890.00	
Payment on Guettrich-Hisgin Note.....	400.00	1,290.00
Cash on hand, May 31, 1936.....		1,667.32

Teachers Home and Welfare Fund—Income

Cash on hand, May 31, 1935.....	\$ 953.39	
Receipts:		
Interest		176.38
		\$ 1,129.77
Disbursements:		
Taxes Paid on Real Estate held in Assets of Estate of Marilla Z. Parker.....	\$ 122.77	
Cash on hand, May 31, 1936.....		\$ 1,007.00
Total Cash, May 31, 1936.....		\$10,702.84
Deposited in American Security and Trust Company		
Checking Account	\$ 5,220.53	
Thrift Account	4,957.31	
On hand for deposit.....	525.00	
		\$10,702.84

Permanent Fund—Income Account—May 31, 1936

Receipts:			
Interest on Bonds.....	\$	4,255.63	
Interest on Bank Deposits.....		331.63	
Rent for Headquarters Building for year ended May 31, 1936		43,000.00	
Proceeds of State of Arkansas Bonds received as interest—sold to Permanent Fund, Principal Account.....		420.00	
Refund of Insurance Premium.....		37.89	\$48,045.15
Disbursements:			
Interest for One Year on Mortgage of Headquarters Building to Penn Mutual Life Insurance Company, Philadelphia, Pennsylvania	\$	4,837.50	
Alterations and Repairs to Building.....		1,217.57	
Ralph D. Quinter—Retainer Fee.....		750.00	
Rental Safe Deposit Box—2 years.....		77.00	
To Treasurer of National Education Association for Income 1935-1936		41,163.08	\$48,045.15

A full statement of the Permanent Fund is shown in Exhibit "D" page 800. The list of securities owned by the Permanent Fund is shown in Exhibit "E" pages 801 and 802. The Parker Estate properties are shown in Exhibit "F" page 802.

The Association does not carry as assets the cash surrender value of its Retirement Annuity Insurance policies amounting to \$120,642.54 of which the Association owns \$44,237.59.

Board
of
Trustees

{
JOSEPH H. SAUNDERS, *Chairman*
E. G. DOUDNA, *Secretary*
J. M. GWINN
A. L. WHITTENBERG
AGNES SAMUELSON, *President*

June 15, 1936.

Report of Auditors

WAYNE KENDRICK & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
RUST BUILDING, WASHINGTON, D. C.

June 11, 1936

Miss Agnes Samuelson, President
National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Madam:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1936, and submit herewith our report consisting of the following exhibits and comments:

- Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1936.
- Exhibit "B"—Condensed Comparative Statement of Income and Expenses for the Fiscal Years ended May 31, 1935 and 1936.
- Exhibit "C"—Income and Expenses for the Fiscal Year ended May 31, 1936.
- Exhibit "D"—Assets of Permanent Funds as at May 31, 1936.
- Exhibit "E"—Securities of Permanent Funds as at May 31, 1936.
- Exhibit "F"—Properties Held for the Credit of the Teachers' Home and Welfare Fund as at May 31, 1936.

Comments

Our examination consisted principally of the verification of assets and liabilities of the Association as at May 31, 1936, but we made sufficient tests of income and expense accounts to substantially determine the accuracy thereof.

Cash in banks was verified by a comparison of all checks paid by the banks with the amounts entered in the books of account. We also inspected the checks as to payees and endorsements. All bank accounts were verified by direct correspondence with the depositories, and where statements were furnished by the banks, the balances shown thereon were reconciled to the amounts shown by the books. Cash on hand was verified by actual count. Permanent Fund Income Checks were verified by inspection of the checks showing payments to the Regular Account.

Accounts Receivable amounting to \$8,632.18 were verified by inspection of the individual accounts in the ledger. The greater part of these accounts are for exhibit space and current advertising, and were verified thru inquiries in the Business Manager's Office.

Protested Checks, \$1,084.88, were examined by us insofar as possible. The majority of checks returned unpaid prior to February 1932, however, had been sent to the makers, and the only evidence available for our inspection was the letter of transmittal to the makers of such checks.

Postdated and Foreign Checks Receivable (Time Checks), \$439.58, were verified by inspection of the time checks and by inspection of bank pass books for foreign checks entered for collection. Such checks as were returned by the banks unpaid at maturity date are included in "Protested Checks." After a careful check of these accounts, we believe the Reserve for Doubtful Accounts amounting to \$1,134.46 is sufficient to take care of any loss from this source.

Commercial National Bank Receiver's Certificates were verified by inspection of the certificates. Another dividend of 10 percent was received during the current fiscal year in the amount of \$7,411.13. This payment makes a total of 60 percent received against \$74,111.42, the total amount on deposit in the General Fund at the time the bank was closed in 1933, leaving a balance of \$29,644.57 still held by the Receiver.

State, County, and Municipal Warrants were verified by inspection of such warrants.

Stamped Envelopes and Cards, \$504.33, and Office Supplies, \$332.96, were inventoried by your staff, and an inspection was subsequently made by us to determine the reasonableness as to quantities and prices thereof. The above amounts do not include \$132.85 Postage charged as expense but still in the mailing room on May 31, 1936. We also checked calculations and extensions.

Office Furniture and Fixtures, \$22,667.04, is the net value shown by the records after deducting the Reserve for Depreciation amounting to \$31,237.17. We verified the additions made during the year to this account by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory at May 31, 1935. Depreciation in the amount of \$5,144.82 has been charged off for the year.

While depreciation on the building is recognized, if such a deduction were made, it would be necessary to set aside cash from income accounts to increase the "Depreciation Fund." Depreciation has not been deducted for the past four years due to the fact that the income has been insufficient. If in the ensuing year the income should exceed the requirements of the Association, it is recommended that any such excess be withheld from transfer to the Operating Account from the Permanent Fund Income and invested in securities for the Reserve for Depreciation.

Notes Receivable—Life Members \$181,985.17, as shown in Exhibit "D" were examined and found to be in agreement with the books. These are non-negotiable instalment notes given in payment of Life Memberships. After deducting curtails on the original amounts of the notes, the above amount consists of notes on which the last payments were made during the fiscal years ended as follows:

1935-1936	\$ 62,516.65
1934-1935	19,176.52
1933-1934	14,190.50
Prior to 1933	86,101.50
	\$181,985.17

Letters have been written to all delinquent life members in an effort to determine how many desire to be carried as active members, and to also collect payments on such notes from all those who are to be retained on the rolls as Life Members.

Investments in Securities were verified by actual inspection. It will be noted from Exhibit "E" that no interest was received on the St. Louis and San Francisco Railroad bonds during the year. The St. Louis and San Francisco Railroad is in default on interest due January 1, 1933, and subsequent thereto.

It will be noted from Exhibit "A" that the total net equity value of the Permanent Fund Assets was \$827,124.30 at May 31, 1936, as compared to \$802,664.47 at May 31, 1935. The increase is accounted for as follows:

Gross Value at May 31, 1935, as shown by Prior Audit Report.....	\$902,664.47
Less: First Trust Payable—May 31, 1935.....	100,000.00
Net Equity shown above at May 31, 1935.....	\$802,664.47
<i>To Which Add:</i>	
Increase in Life Memberships.....	19,928.50
Increase in Elementary School Principals Account—Net.....	594.00
Department of Superintendence—Transferred from National Education Association	1,593.72
Teachers' Welfare Fund.....	2,343.61
NET EQUITY MAY 31, 1936—As shown by Exhibit "A".....	\$827,124.30

Vouchers Payable, \$45,542.47, were verified by inspection of invoices and statements from creditors and examination of the accounts in the voucher register. We also ascertained from the cash book that none of these liabilities had previously been paid. Inquiry was made of the purchasing department to determine that no purchases had been made that were not recorded on the books.

We checked the amounts due to the Elementary School Principals, American Educational Research, and Department of Superintendence with records kept by these Departments. Amounts due other Associated Departments were accepted as shown by the books. The total shown on Exhibit "A" consists of amounts due Departments as follows:

Superintendence	\$21,858.25
Rural Education	1,813.27
Lip Reading	138.01
Elementary School Principals.....	1,016.81
Adult Education	962.41
American Educational Research.....	7,585.88
Secondary School Principals.....	28.13
Supervisors and Teachers of Home Economics.....	738.70
Supervisors and Directors of Instruction.....	290.23
Science Instruction	512.68
School Health Education Service.....	1,876.79
	\$36,821.16

Included in the liabilities of the Association is the amount of \$9,276.44, as unexpended balance of funds received for the support of the Educational Policies Commission.

The first trust note payable, \$80,000, against the real estate and building at 16th and M Streets, was verified by direct correspondence with the holder of the note. This note was curtailed \$20,000 during the year reducing it from \$100,000 to \$80,000 as shown above.

Your Association owns certain personal and real property received from the Estate of Marilla Z. Parker, as shown in Exhibit "F" of this report. These assets

so listed have not yet been entered on the books, due to the uncertain value of some of the securities. As values are established by exchange or otherwise they are being recorded on the books as an increase to the Teachers' Home and Welfare Fund. This fund was increased during the current fiscal year by a payment of \$400 on the \$1000 note of Guettrich-Hisgen and by \$890 received from the sale of the note of B. Markwald.

The total expenditures authorized in the budget for the fiscal year ended May 31, 1936, were \$510,535 as compared to the actual expenditures of \$518,383.40. The excess of expenditures over allowance is amply accounted for by the increased payments to the Department of Superintendence and the larger expenses of the convention exhibit in February both of which exceeded budget estimates and both of which were automatically increased by the greater size and earnings of the exhibit beyond those estimated at the time the budget was prepared. It is suggested that Exhibit Income and Expense be considered by the Budget Committee on a net basis.

A comparative summary of budgeted and actual expenditures showing the amounts under or over the budget figures, is shown below:

	Actual Expenditures	Budget Allowance	Over or Under Budget
Board of Trustees.....	\$ 556.15	\$ 750.00	\$ 193.85
Executive Committee	3,250.31	2,800.00	450.31
President's Contingent Fund.....	313.90	750.00	436.10
Board of Directors.....	8,263.25	9,000.00	736.75
General Secretary's Office.....	40,938.22	40,215.00	723.22
Field Division—Legislative.....	11,502.88	12,800.00	1,297.12
Division of Business.....	21,332.31	22,590.00	1,257.69
Division of Publications.....	43,734.32	46,150.00	2,415.68
Division of Research.....	61,150.40	68,140.00	6,989.60
Division of Classroom Service.....	7,330.75	7,425.00	94.25
Division of Administrative Service.....	8,560.18	9,630.00	1,069.82
Division of Records and Membership.....	57,955.55	53,095.00	4,860.55
Physical Plant	57,702.92	56,040.00	1,662.92
General Office—Operating Expense.....	8,635.44	6,815.00	1,820.44
Furniture and Fixtures Purchases.....	4,911.86	2,500.00	2,411.86
Annual Conventions	31,654.07	23,235.00	8,419.07
National Education Association Journal...	85,940.94	75,000.00	10,940.94
Other Publications	23,180.21	19,550.00	3,630.21
Financing Delegates	6,610.50	9,000.00	2,389.50
Department and Committee Appropriations	23,156.33	29,450.00	6,293.67
Association Membership Fees.....	1,100.00	1,100.00	
Retirement Annuities and Insurance.....	10,602.91	9,500.00	1,102.91
Secretary's Contingent Fund.....		5,000.00	5,000.00
	<u>\$518,383.40</u>	<u>\$510,535.00</u>	<u>\$7,848.40</u>

It is noted that no cash value for the Retirement Annuities Insurance Policies owned by the Association on the lives of its employees is carried on books. The cash surrender value of all policies issued under this insurance plan at May 31, 1936, aggregate \$120,642.54, of which, under the operation of the plan, approximately \$76,404.95 belongs to employees and \$44,237.59 belongs to your Association.

Prepaid subscriptions and memberships have been treated as income at the time received. Likewise such items as costs of unprinted journals, prepaid insurance, prepaid commission on renewal of first trust note payable, etc., have been treated as expenses at the time the invoices were received.

The following is a summary of the Permanent Fund Income Account for the current year:

Income:	
Interest on Deposits.....	\$ 331.63
Interest on Bonds.....	4,675.63
Rent at Headquarters Building.....	43,000.00
Insurance Refund	37.89
Deduct:	
	\$48,045.15
Expenses:	
Attorney's Fee	\$ 750.00
Interest on First Trust Note Payable.....	4,837.50
Insurance	
Rent Safe Deposit Box.....	77.00
Building Repairs	1,217.57
	6,882.07

Balance Transferred to Treasurer of National Education Association \$41,163.08

Subject to the foregoing comments, we hereby certify that in our opinion, the attached Statement of Assets and Liabilities, marked Exhibit "A," reflects the true financial position of the National Education Association as at May 31, 1936.

Respectfully submitted,
WAYNE KENDRICK & COMPANY,
By T. DELOS PAXMAN, *Certified Public Accountant*

Statement of Assets and Liabilities as at May 31, 1936

Assets		EXHIBIT "A"
GENERAL ACCOUNTS		
Cash		
Special Account On Deposit and On Hand.....	\$ 13,505.06	
Regular Account		
On Deposit, in Transit and On Hand.....	63,854.07	
Petty Cash	469.62	
		\$ 77,828.75
Accounts Receivable		
Advertisers, Publications, Exhibits, etc.....	\$ 8,632.18	
Postdated and Foreign Checks.....	439.58	
Protested Checks	1,084.88	
	\$ 10,156.64	
Less: Reserve for Doubtful Accounts.....	1,134.46	
		9,022.18
Commercial National Bank Receiver's Certificate.....	\$ 29,644.57	
Less: Reserve for Unpresented Checks.....	185.00	
		29,459.57
State, County, and Municipal Warrants.....		9,345.03
Inventories		
Stamped Envelopes and Cards.....	504.33	
Office Supplies	332.96	
Volumes of Proceedings and Publications.....	500.00	
		1,337.29
Travel Advances		525.00
Office Furniture and Fixtures.....	\$ 53,904.21	
Less: Reserve for Depreciation.....	31,237.17	
		22,667.04
TOTAL GENERAL ACCOUNTS ASSETS.....		\$150,184.86
PERMANENT FUNDS ASSETS—From Exhibit "D".....		827,124.30
TOTAL ASSETS		\$977,309.16

EXHIBIT "A"

Liabilities and Net Worth

LIABILITIES			
Vouchers Payable	\$ 45,542.47		
Educational Policies Commission.....	9,276.44		
Due to Associated Departments.....	36,821.16		
Real Estate Trust Notes Payable (\$80,000 Contra— Deducted from Assets on Exhibit "D").....			
		\$ 91,640.07	
Suspense		40.83	
NET WORTH—REPRESENTED BY			
Permanent Funds—From Exhibit "D"			
General Fund	\$793,970.07		
Elementary School Principals Fund.....	7,312.86		
Department of Superintendence—Educational Re- search Fund	19,858.71		
Teachers' Home and Welfare Fund.....	5,982.66		
		827,124.30	
Surplus			
Balance June 1, 1935.....	\$ 73,917.36		
Add:			
Net Loss for the Fiscal Year ended May 31, 1936—From Exhibit "B".....	\$14,693.17		
District of Columbia Unemployment Tax Paid from Surplus.....	720.23	15,413.40	58,503.96
TOTAL LIABILITIES AND NET WORTH.....		\$977,309.16	

Condensed Comparative Statement of Income and Expenses
for the Fiscal Years Ended May 31, 1935 and 1936

EXHIBIT "B"

	Fiscal Year 1935	Ended May 31, 1936	1936 Increases or Decreases Over 1935
INCOME			
Memberships from Secretary's Office.....	\$166,443.33	\$173,246.08	\$ 6,802.75
N. E. A. Journal—Subscriptions and Ad- vertising	189,901.71	201,412.64	11,510.93
Commercial Exhibits	36,515.70	51,806.55	15,290.85
Research Bulletins	6,313.07	3,562.29	2,750.78
Honorariums	2,242.94	2,438.78	195.84
Rentals	9,176.87	9,380.47	203.60
Sales of Reports, Pamphlets, etc.....	9,333.82	19,247.06	9,913.24
American Education Week—Material Sales	7,581.20		7,581.20
Permanent Fund—Net Income.....	41,392.95	41,163.08	229.87
Sundry Income	354.42	864.58	510.16
Contributions—Legislative Commission for Federal Emergency Aid.....	3,046.81	801.66	2,245.15
TOTAL INCOME	\$472,302.82	\$503,923.19	\$31,620.37

				EXHIBIT "B"
				1936
				Increases or
				Decreases
	Schedule	Fiscal Year 1935	Ended May 31, 1936	Over 1935
EXPENSES				
Board of Trustees.....	"B- 1"	\$ 1,492.52	\$ 556.15	\$ 936.37
Board of Directors.....	"B- 1"	9,704.23	8,263.25	1,440.98
Executive Committee	"B- 2"	4,312.15	3,564.21	747.94
General Headquarters.....	"B- 3"	7,665.58	8,635.44	969.86
Physical Plant.....	"B- 4"	56,032.38	57,702.92	1,670.54
Institutional Expense.....	"B- 5"	122,808.14	140,775.22	17,967.08
Special Appropriations.....	"B- 6"	27,730.33	23,156.33	4,574.00
Association Membership Fees.....	"B- 6"	1,100.00	1,100.00	
Financing of Delegates.....	"B- 6"	6,488.75	6,610.50	121.75
Life Annuities and Insurance.....	"B- 6"	9,468.29	10,602.91	1,134.62
General Secretary's Office and				
Division of Accounts.....	"B- 7"	36,235.29	40,938.22	4,702.93
Division of Legislation.....	"B- 8"	12,888.41	11,502.88	1,385.53
Division of Business.....	"B- 9"	17,889.64	21,332.31	3,442.67
Division of Publications.....	"B-10"	45,120.27	43,734.32	1,385.95
Division of Research.....	"B-11"	63,115.71	61,150.40	1,965.31
Division of Classroom Service.....	"B-12"	7,308.14	7,330.75	22.61
Division of Administrative				
Service	"B-13"	9,162.69	8,560.18	602.51
Division of Records and				
Membership	"B-14"	55,032.03	57,955.55	2,923.52
TOTAL OPERATING EXPENSES.....		\$493,554.55	\$513,471.54	\$19,916.99
NET LOSS BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS AND DEPRECIATION		\$21,251.73	\$9,548.35	\$11,703.38
Deduct:				
Depreciation on Office Furniture and Equipment		705.75	5,144.82	4,439.07
NET LOSS FROM OPERATIONS FROM THE FISCAL YEARS ENDED MAY 31, 1935 AND 1936		\$21,957.48	\$14,693.17	\$7,264.31

Income and Expenses for the Fiscal Year Ended May 31, 1936

INCOME		EXHIBIT "C"
Membership from Secretary's Office.....		\$173,246.08
N. E. A. Journal		
Subscriptions (Part of Membership Dues)	\$159,123.62	
Advertising	42,289.02	
		201,412.64
Commercial Exhibits		51,806.55
Research Bulletins—Subscriptions		3,562.29
Honorariums		2,438.78
Rentals		9,380.47
Sales of Reports, Pamphlets, etc.....		19,247.06
Permanent Fund Net Income.....		41,163.08
Sundry Income		864.58
Contributions — Legislative Commission for Federal Emergency Aid		801.66
TOTAL INCOME		\$503,923.19

EXHIBIT "C"

EXPENSES

Schedule "B-1"

Board of Trustees.....	\$ 556.15	
Board of Directors.....	8,263.25	
		\$8,819.40

Schedule "B-2"

Executive Committee Expense		
President 1935-1936.....	\$1,063.94	
President's Contingent Fund 1935-1936.....	313.90	
President 1934-35.....	260.29	
President's Contingent Fund 1934-1935.....	150.21	
First Vicepresident 1935-1936.....	735.38	
First Vicepresident 1934-1935.....	179.03	
Treasurer	119.27	
Chairman, Board of Trustees.....	384.48	
Member by Election.....	357.71	
		3,564.21

Schedule "B-3"

General Headquarters Expense		
Auditing Association Accounts.....	\$450.00	
Express and Freight.....	457.77	
General Expense.....	123.89	
Insurance	653.29	
Interest and Discount Allowed.....	1,494.02	
Postage—Miscellaneous Reports.....	2.00	
Refunds of Overpayments.....	1.75	
Repairs—Office Furniture and Fixtures.....	473.74	
Surety Bonds.....	211.92	
Telephone Service.....	1,538.79	
Operators and Information.....	3,228.27	
		8,635.44

Schedule "B-4"

Physical Plant		
Rents	\$43,000.00	
Light and Power.....	1,892.36	
Heat	1,351.52	
Janitor Service.....	1,698.22	
Maintenance	3,760.82	
		57,702.92

Schedule "B-5"

Institutional Expense		
Annual Convention		
Departmental Expense.....	\$33.83	
Registration Bureau.....	219.22	
Stenographers and Typists.....	422.26	
Publicity	236.04	
Printing	2,049.42	
Express and Freight.....	654.56	
Telephone and Telegraph.....	1.24	
General Program.....	1,111.29	
Badges	206.22	
Representative Assembly Expense....	109.01	
		\$5,043.09
Operation of Exhibits		
Cost of Operation.....	\$10,566.16	
Portion of Net Income Paid to Department of Superintendence.....	16,044.82	
		26,610.98
Printing and Distribution N. E. A.		
Journal	\$85,940.94	
Volume of Proceedings.....	8,726.66	
Publications and Reports.....	6,649.23	
Research Bulletin.....	7,804.32	
		109,121.15
		\$140,775.22

EXHIBIT "C"

Schedule "B-6"

Special Appropriations

Commission on Enrichment of Adult Life	\$112.84
Committee on Economic Status of the Teacher	1,389.55
Committee on Economic Status of the Teacher Project and Personnel.....	121.29
Committee of 100 on Retirement.....	49.15
Committee on Social-Economic Goals of America	614.70
Committee on Tenure.....	2,630.27

Health Education

Department of School Health and Physical Edu- cation	\$16.57
Joint Committee on Health Problems in Education....	216.18

232.75

Legislative Commission	449.81
Department of Kindergarten—Primary Education	202.09
Department of Adult Education.....	400.00
Department of Classroom Teachers...	10,174.34
Department of Secondary Education...	1,002.76
National Council of Education.....	75.51
Joint Emergency Commission.....	573.79
Committee on Resolutions.....	77.00
Department of Business Education....	100.00
Department of Art Education.....	260.72
Committee on Amending Charter of N.E.A.	1,001.54
Library Committee	37.80
National Committee on Federal Aid to Education	25.92
World Federation of Education Asso- ciations	1,000.29
Department of Supervisors and Teach- ers of Home Economics.....	200.00
Committee of Seven on Reorganization of N.E.A.	1,993.16
Committee on Academic Freedom....	431.05

23,156.33

Association Membership Fees

American Council on Educa- tion	\$100.00
World Federation of Education Associations ...	1,000.00
	1,100.00
Financing of Delegates.....	6,610.50
Retirement Annuities and Insurance...	10,602.91

\$41,469.74

EXHIBIT "C"

*Schedule "B-7"*General Secretary's Office and
Division of Accounts

General Secretary's Office

Salaries and Clerical Services.....	\$28,075.55	
Traveling Expense.....	1,639.73	
Stationery and Office Supplies.....	473.91	
Postage and Stamped Envelopes....	614.11	
Telegrams	268.45	
		\$31,071.75

Division of Accounts

Salaries and Clerical Services.....	\$8,478.89	
Traveling Expense.....	283.82	
Stationery and Supplies.....	588.62	
Postage and Stamped Envelopes....	509.26	
Telegrams	5.88	
		9,866.47

40,938.22

Schedule "B-8"

Division of Legislation (Field Division)

Salaries and Clerical Services.....	\$10,615.74	
Traveling Expense	665.29	
Stationery and Supplies.....	81.50	
Postage and Stamped Envelopes.....	80.91	
Telegrams	59.44	
		11,502.88

Schedule "B-9"

Division of Business

Salaries and Clerical Services.....	\$18,149.27	
Traveling Expense	983.14	
Stationery and Office Supplies.....	160.85	
Postage and Stamped Envelopes.....	463.20	
Telegrams	44.68	
Advertising Expense	238.82	
Mailing Section—Postage and Clerical Service.....	1,284.79	
Multigraph Section	7.56	
		21,332.31

Schedule "B-10"

Division of Publications

Salaries and Clerical Services.....	\$37,232.80	
Traveling Expense	1,515.49	
Stationery and Office Supplies.....	715.16	
Postage and Stamped Envelopes.....	1,063.86	
Telegrams	77.71	
Cuts, Leaflets, and Packets.....	308.85	
American Education Week.....	2,261.82	
Reprints	264.49	
Photos and Prints.....	294.14	
		\$43,734.32

Schedule "B-11"

Division of Research

Salaries and Clerical Services.....	\$52,884.10	
Traveling Expense	1,240.54	
Stationery and Supplies.....	871.50	
Postage and Stamped Envelopes.....	929.06	
Telegrams	59.86	
Special Charts, Tables, etc.....	1,664.04	
Books and Pamphlets—Library.....	452.75	
State Legislative Service.....	468.78	
Rural Service	2,579.77	
		\$61,150.40

Schedule "B-12"		EXHIBIT "C"
Division of Classroom Service		
Salaries and Clerical Service.....	\$6,722.51	
Traveling Expense	351.54	
Stationery and Supplies.....	119.13	
Postage and Stamped Envelopes.....	132.36	
Telegrams	5.21	
		7,330.75
Schedule "B-13"		
Division of Administrative Service		
Salaries and Clerical Services.....	\$8,332.76	
Traveling Expense	147.30	
Stationery and Supplies.....	80.12	
		8,560.18
Schedule "B-14"		
Division of Records and Membership		
Salaries and Clerical Service.....	\$33,174.64	
Traveling Expense	676.20	
Stationery and Supplies.....	174.81	
Postage and Stamped Envelopes.....	409.83	
Telegrams	8.57	
Addressograph	1,418.45	
	\$35,862.50	
Promotion and Maintenance of Membership	21,871.13	
Radio Broadcasts	221.92	57,955.55
TOTAL EXPENSES		\$513,471.54
NET LOSS BEFORE PROVISION FOR BAD DEBTS, PRO- TESTED CHECKS AND DEPRECIATION.....		\$9,548.35

Assets of Permanent Funds as at May 31, 1936

GENERAL FUND		EXHIBIT "D"
Cash	\$ 6,033.23	
Notes Receivable—Life Members.....	181,985.17	
Investments in Securities (Book Value)—Exhibit "E"..	110,494.66	
Office Equipment	13,144.01	
Real Estate Building and Improvements... \$570,313.00		
Less: Reserve for Depreciation..... 8,000.00		
	\$562,313.00	
Less: First Trust Payable..... 80,000.00		
	482,313.00	\$793,970.07
ELEMENTARY SCHOOL PRINCIPALS FUND		
Cash	\$ 1,259.37	
Investments in Securities (Book Value)—Exhibit "E"..	6,053.49	
		7,312.86
DEPARTMENT OF SUPERINTENDENCE— EDUCATIONAL RESEARCH FUND		
Cash	\$ 735.92	
Investments in Securities (Book Value)—Exhibit "E"..	19,122.79	
		19,858.71
TEACHERS' HOME AND WELFARE FUND		
Cash	\$ 2,674.32	
Investments in Securities (Book Value)—Exhibit "E"..	3,308.34	
		5,982.66
TOTAL PERMANENT FUND ASSETS—To Exhibit "A".....		\$827,124.30

NOTE: Teachers' Welfare Fund includes \$1,007 income received since establishment of this fund.

Investments in Securities—Permanent Funds Bonds
as at May 31, 1936

			<i>EXHIBIT "E"</i>
			Interest Collected for Fiscal Year
	Par Value	Book Value	1935-1936
GENERAL FUND			
City of Monessen, Pa., 4½%			
Due 8-1-51	\$ 5,000.00	\$ 5,206.39	\$ 225.00
State of Arkansas Toll Bridge 5%			
Due 9-1-60	5,000.00	5,166.51	420.00*
State of Arkansas Toll Bridge 5%			
Due 9-1-44	23,000.00	23,558.90	1,063.30
State of Arkansas Series B 3½%			
Due 10-1-53	2,391.48	2,391.48	7.33
State of Arkansas In Progress of Issuance (See Footnote)	420.00	420.00*	
County of Columbus, N. C. 5%			
Due 1-1-54	5,000.00	5,470.75	250.00
County of Aiken, S. C., 4½%			
Due 2-1-39	5,000.00	5,064.38	225.00
City of Newport News, Va., 4½%			
Due 6-1-48	1,000.00	892.50	45.00
St. Louis and San Francisco R. R. Prior Lien 4% Due 7-1-50 Certificate of Deposit	5,250.00	4,331.25	
Atlantic Coast Line R. R. 1st Consolidated Mortgage 4% Due 7-1-52.....	10,000.00	9,600.00	400.00
Manhattan Railway Co. Consolidated Mortgage 4% Due 4-1-90.....	4,000.00	3,900.00	240.00
Baltimore and Ohio R. R. Co. (Pittsburgh, Lake Erie and W. Va. System) Refund- ing Mortgage 4% Due 11-1-41.....	20,000.00	19,942.50	800.00
Chicago, Indiana and Southern Ry. Co. 4% Due 1-1-56.....	10,000.00	9,500.00	400.00
Terminal Railroad Association of St. Louis General Mortgage 4% Due 1-1-53	15,000.00	15,050.00	600.00
TOTAL TO EXHIBIT "D".....	\$111,061.48	\$110,494.66	\$4,675.63
ELEMENTARY SCHOOL PRINCIPALS FUND			
Newport News City Street Improvement and Sewerage Construction 5½% Due 12-1-50	\$ 5,000.00	\$ 5,000.00	\$275.00
City of Portsmouth, Va., Waterworks 5% Due 12-1-48	1,000.00	1,053.49	50.00
TOTAL TO EXHIBIT "D".....	\$ 6,000.00	\$ 6,053.49	\$325.00

* Bonds to be issued for \$420 representing the difference in 3½% and 5% interest on \$28,000 par value of original 5% bonds. Such bonds received are in progress of being issued for such interest included herein as income.

EXHIBIT "E"			
Interest Collected for Fiscal Year			
	Par Value	Book Value	1935-1936
DEPARTMENT OF SUPERINTENDENCE—			
EDUCATIONAL RESEARCH FUND			
South Carolina Highway Certificates of Indebtedness 4¾% Due 12-1-46.....	\$ 2,000.00	\$ 2,077.28	\$ 95.00
Newport News City Street Improvement and Sewerage Construction 5½% Due 12-1-50	11,000.00	11,285.00	605.00
City of Portsmouth, Va., Waterworks 5% Due 12-1-48	3,000.00	3,160.51	150.00
U. S. Treasury Savings Bonds.....	3,000.00	2,250.00	
U. S. Treasury 3¼% Due 1944-46.....	150.00	200.00	10.80
U. S. Treasury 3¼% Due 1943-45.....	50.00		
U. S. Treasury 2⅞% Due 1955-60.....	150.00	150.00	
U. S. Fourth Liberty Loan.....			1.06
TOTAL TO EXHIBIT "D".....	\$19,350.00	\$19,122.79	\$861.86
TEACHERS' HOME AND WELFARE FUND			
Home Owners Loan Corporation Series B 2¾% Due 8-1-49.....	\$ 1,550.00	\$ 1,550.00	\$ 42.63
Home Owners Loan Corp. 3% Due 5-1-44	750.00	758.34	33.75
Pacific Gas and Electric Co. Series F 4½% Due 6-1-60	1,000.00	1,000.00	45.00
TOTAL TO EXHIBIT "D".....	\$ 3,300.00	\$ 3,308.34	\$121.38

Properties Held for the Credit of the Teachers Home and Welfare Fund
as at May 31, 1936

EXHIBIT "F"

(The properties listed below were secured thru settlement of the estate of Marilla Z. Parker. On account of unascertainable or doubtful values of some of these prop-
erties, they are not carried on the books of the Association as assets of permanent
funds.)

BONDS	
\$1,000.00 (a)	Charles B. Burkhardt, 6% First Mortgage Note, No. 39, due 1-9-32
600.00	Guetttrich-Hisgen, 5% First Mortgage Note, No. 31, due 10-15-37
1,000.00	John J. Duffin, 3% First Mortgage Note, No. 30, Due 2-28-37
1,000.00 (b)	208 South LaSalle Street Building, 5½% First Mortgage Bond, M-1834, Due 11-1-58
250.00	City of Park Ridge Improvement Bond, 6%, M-180, Balance Due 12-15-31
1,000.00	Allie M. Anderson, 6% First Mortgage Note, No. 32, Due 5-20-36
1,000.00 (a)	Albert Hokanson, Note Holder's Agreement on 6% Mortgage Note Due 6-16-32

STOCKS	
20 Shares	International Textbook Company Capital Stock (No Par Value)
5 Shares	International Educational Publishing Company Common Stock @ \$50 (Slight Market Value)
10 Shares	International Educational Publishing Company Preferred Stock 7%, @ \$50 (Slight Market Value)
10 Shares	Common Stock, 4000 Drexel Boulevard Corporation (Issued in lieu \$1,000 First Mortgage 6% Note, No. 28, of Richard and Gisela Rosen- heim, Due 10-20-32).

LAND	
One-half	Ownership of 192⅘/10 Acres of Land, Burleigh County, North Dakota
One-half	Ownership of Contract of Purchase for 320 Acres Land, Blaine County, Montana
(a)	Deposited at Drexel State Bank of Chicago for collection.
(b)	Proposed Plan of Reorganization of 208 South LaSalle Street provides for surrender of this note for 10 shares of capital stock. This proposal has not yet been accepted.

Report of Treasurer

WAYNE KENDRICK & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
RUST BUILDING, WASHINGTON, D. C.

June 12, 1936

Miss Agnes Samuelson, President
National Education Association of the United States
Washington, D. C.
Dear Madam:

We have examined the records of the Secretary of your Association for the fiscal year ended May 31, 1936, and have checked the cash transactions shown therein to the cash records of the Association, and have found them in agreement. We hereby certify that the attached Treasurer's Report correctly reflects the cash transactions for the fiscal year ended, and the cash balance at the close of business, May 31, 1936. The attached statement does not include a claim in the form of receiver's certificates against the Commercial National Bank, Washington, D. C., in the amount of \$29,644.57, representing forty percent of the balance of the Regular and Special Accounts on deposit at the time the bank was closed in March, 1933.

Respectfully submitted,
WAYNE KENDRICK & COMPANY
By T. DELOS PAXMAN
Certified Public Accountant.

Report of Treasurer for the Fiscal Year Ended May 31, 1936
R. E. OFFENHAUER, Treasurer

CASH ON HAND JUNE 1, 1935.....			\$ 63,569.15
RECEIPTS			
Thru Secretary's Office			
Memberships	\$335,931.99		
Advertising	42,289.02		
Exhibits—St. Louis	41,431.55		
Exhibits—Portland	10,375.00		
		\$430,027.56	
Miscellaneous Income			
Honorariums—Field Work	\$ 2,438.78		
Rental	9,380.47		
Sale of Reports and Publications.....	19,247.06		
Sundry Income	864.58		
Contributions for Legislative Commis- sion—Federal Emergency Aid.....	801.66		
Received from Trustees for 1935-36 In- come Permanent Fund.....	41,163.08		
		73,895.63	
			503,923.19
Proceeds of Notes Payable—Discounted at National Metropolitan Bank, Wash- ington, D. C. (See Contra).....		\$ 40,000.00	
	Balance May 31, 1935	Balance May 31, 1936	
Time Checks	\$11,555.26	\$ 9,784.61	
Receiver's Certificate — Com- mercial National Bank, Washington, D. C.....	36,870.70	29,459.57	
Stationery and Office Supplies.	403.99	332.96	
	\$48,829.95	\$39,577.14	
		9,252.81	
Suspense		40.83	
Carried forward.....		\$ 49,293.64	\$567,492.34

Brought forward \$ 49,293.64 \$567,492.34

INCREASE IN AMOUNTS DUE

Associated Departments

Superintendence	\$20,131.70	\$21,858.25	
Rural Education	1,421.48	1,813.27	
Lip Reading	91.99	138.01	
Elementary School Principals	1,899.63	1,016.81	
Adult Education	208.55	962.41	
American Educational Research	8,423.60	7,585.88	
Secondary School Principals.	24.00	28.13	
Supervisors and Teachers of Home Economics	414.03	738.70	
Supervisors and Directors of Instruction	107.73	290.23	
Science Instruction		512.68	
School Health Education Service		1,876.79	
	<u>\$32,722.71</u>	<u>\$36,821.16</u>	4,098.45
Educational Policies Commission		9,276.44	9,276.44

May 31, 1935 May 31, 1936

Increase in Vouchers Payable.	\$31,889.94	\$45,542.47	13,652.53
Received for Accounts Previously Charged Off.....			24.42
Received on Checks Previously Charged Off.....			4.86
			<u>76,350.34</u>

TOTAL CASH ACCOUNTABILITY..... \$643,842.68

DISBURSEMENTS (Deduct)

Board of Trustees, Directors, and Executive Committee	\$12,383.61	
Divisions	252,504.61	
Headquarters Expense	66,338.36	
Annual Conventions	5,043.09	
Operation of Exhibits.....	10,566.16	
Payment to Dept. Superintendence—St. Louis Convention	16,044.82	
National Education Association Journal..	85,940.94	
Volume of Proceedings.....	8,726.66	
Publications and Reports for Sale.....	6,649.23	
Research Bulletin	7,804.32	
Special Appropriations	23,156.33	
Association's Membership Dues.....	1,100.00	
Financing Delegates	6,610.50	
Retirement Annuities and Insurance.....	10,602.91	
	<u>\$513,471.54</u>	
Purchase of Furniture and Fixtures.....	4,911.86	
Payment of Notes to National Metropolitan Bank Bank (See Contra)	40,000.00	
District of Columbia Unemployment Tax.....	720.23	
Carried forward.....	<u>\$559,103.63</u>	<u>\$643,842.68</u>

Brought forward.....	\$559,103.63	\$643,842.68
	Balance	Balance
	May 31, 1935	May 31, 1936
Increase in Miscellaneous		
Asset Accounts		
Accounts Receivable		
(gross)	\$3,205.16	\$8,632.18
Protested Checks	865.80	1,084.88
Travel Advance	226.31	525.00
Envelopes — Cards.....	392.30	504.33
Bad Debts Charged		
Off		853.48
	<u>\$4,689.57</u>	<u>\$11,599.87</u>
		6,910.30
TOTAL DEDUCTIONS		<u>566,013.93</u>
CASH BALANCE MAY 31, 1936.....		<u><u>\$77,828.75</u></u>

BUDGET REPORT

BUDGET DATA AND RECOMMENDATIONS FOR 1936-37
APPROVED BY BOARD OF DIRECTORS, JUNE 30,
1936; ADOPTED BY REPRESENTATIVE
ASSEMBLY, JULY 2, 1936

Summary of Recommendations

1. Budget appropriations are recommended for 1936-37 for a total amount not exceeding the actual income for 1935-36.
2. Salaries are based on 1936-37 schedule, less 5% deduction, with normal scheduled increments.
3. Changes in budget form:

- a. Exhibit account on net basis with no appropriation for operation or share of Department of Superintendence and with income at amount of net profit.
- b. No appropriation for Furniture and Fixtures; purchases of equipment to be made and credited to assets.

4. Summarized financial statement:

A. Gross expenditures 1935-36.....	\$518,383.40	
Amount budgeted 1935-36.....	510,535.00	
Amount expended in excess of budget.....		\$ 7,848.40
B. Gross expenditures 1935-36.....	\$518,383.40	
Gross operating income 1935-36.....	503,923.19	
Operating loss 1935-36.....		\$ 14,460.21
Less expense Furniture & Fixtures.....		4,911.86
Net operating loss for year.....		\$ 9,548.35
C. Gross operating income 1935-36.....	\$503,923.19	
Less exhibit expense (Par. 3-a above).....	26,610.98	
Net income 1935-36 on basis applying to 1936-37		
recommendations		\$477,312.21
Amount budget appropriations recommended 1936-37.....		\$477,291.00
D. Gross expenditures 1935-36		\$518,383.40
Less items as in Par. 3 a and b above:		
a. Exhibit Operation	\$ 26,610.98	
b. Furniture & Fixtures.....	4,911.86	
		\$ 31,522.84
Expense of 1935-36 on basis comparable with recommended		
budget form		\$486,860.56
Amount budget appropriations recommended 1936-37.....		477,291.00
Amount of decrease in expense of 1936-37 from that of 1935-36		
which will be necessary.....		\$ 9,569.56

HELEN T. COLLINS, New Haven, Conn., *Chairman*

A. C. FLORA, Columbia, S. C.

THOMAS J. WALKER, Columbia, Mo.

EDITH LOUISE GROSVENOR, Washington, D. C.

CHARLES O. WILLIAMS, Indianapolis, Ind.

Budget Committee of the Board of Directors.

Recommendations for Appropriations

1. Board of Trustees:

Actual expenses for last five years:

1931-32	\$ 941
1932-33	784
1933-34	601
1934-35	1,492
1935-36	556

Amount recommended for 1936-37..... \$ 750

2. Executive Committee:

Actual expenses for last five years:

1931-32	\$ 3,261
1932-33	3,246
1933-34	2,382
1934-35	3,112
1935-36	3,100

Amount recommended for 1936-37..... \$ 2,800

3. Board of Directors:

Actual expenses for last five years:

1931-32	\$ 14,234
1932-33	9,822
1933-34	7,249
1934-35	9,704
1935-36	8,263

Amount recommended for 1936-37..... \$ 9,650

4. Office Expense for President:

Actual expenses for last five years:

1931-32	\$ 655
1932-33	1,636
1933-34	319
1934-35	1,200
1935-36	464

Amount recommended for 1936-37..... \$ 500

5. Executive Secretary's Office:

Actual expenses for last five years:

1931-32	\$ 36,320
1932-33	30,439
1933-34	29,985
1934-35	36,235
1935-36	40,938

Amount recommended for 1936-37:

Salaries and wages.....	\$30,768
Travel expense	1,700
Stationery and office supplies.....	480
Postage	650
Telegrams	250

Total \$ 33,848

NOTE: Expense shown above includes that for Division of Accounts. Estimated needs are for Executive Secretary's Office only.

6. Division of Accounts and Records:

All expenses for this division as now organized have been carried previously as charged in Executive Secretary's Office and former Division of Records and Membership.

Amount recommended for 1936-37:

Salaries and wages.....	\$29,159	
Travel expense	300	
Stationery and office supplies.....	500	
Postage	550	
Telegrams	5	
Addressograph supplies	600	
Total		\$ 31,114

7. Division of Membership:

Actual expenses for last five years:

1931-32.....	\$ 34,868
1932-33.....	27,094
1933-34.....	25,977
1934-35.....	28,968
1935-36.....	35,862

Amount recommended for 1936-37:

Salaries and wages.....	\$11,275	
Travel expense	650	
Stationery and office supplies.....	175	
Postage	300	
Telegrams	10	
Total		\$ 12,410

NOTE: Expense shown above includes that for membership records now transferred to Division of Accounts and Records. Estimated needs are for Division of Membership only.

8. Promotion and Maintenance of Membership:

Actual expenses for last five years:

1931-32.....	\$ 37,528
1932-33.....	27,500
1933-34.....	25,703
1934-35.....	26,065
1935-36.....	22,093

Amount recommended for 1936-37..... \$ 15,000

9. Division of Field (Legislative):

Actual expenses for last five years:

1931-32.....	\$ 16,686
1932-33.....	12,633
1933-34.....	12,020
1934-35.....	12,888
1935-36.....	11,503

Amount recommended for 1936-37:

Salaries and wages.....	\$10,775	
Travel expense	675	
Stationery and office supplies.....	80	
Postage	125	
Telegrams	40	
Total		\$ 11,695

10. Division of Business:

Actual expenses for last five years:

1931-32.....	\$ 19,087
1932-33.....	16,158
1933-34.....	16,308
1934-35.....	17,890
1935-36.....	21,332

Amount recommended for 1936-37:

Salaries and wages.....	\$19,363
Travel expense	750
Stationery and office supplies.....	165
Postage	400
Telegrams	40
Advertising	200
Mailing and multigraph sections and addressograph service	1,400
Total	\$ 22,318

11. Division of Classroom Service:

Actual expenses for last five years:

1931-32.....	\$ 8,237
1932-33.....	7,306
1933-34.....	7,314
1934-35.....	7,308
1935-36.....	7,331

Amount recommended for 1936-37:

Salaries and wages.....	\$ 7,080
Travel expense	350
Stationery and office supplies.....	100
Postage	125
Telegrams	5
Total	\$ 7,660

12. Division of Publications:

Actual expenses for last five years:

1931-32.....	\$ 44,614
1932-33.....	39,659
1933-34.....	42,325
1934-35.....	45,120
1935-36.....	43,734

Amount recommended for 1936-37:

Salaries and wages.....	\$28,346
Travel expense	775
Stationery and office supplies.....	500
Postage	700
Telegrams	80
Reprints, leaflets, and packets.....	575
American Education Week—promotion.....	2,250
Total	\$ 33,226

NOTE: Expense shown above includes that for Publicity Section. Estimated needs for Publicity Section not included above.

13. Publicity Section:

Expenses for this section as now organized have been carried previously as charges in the Division of Publications.

Amount recommended for 1936-37:

Salaries and wages.....	\$ 8,247	
Travel expense	750	
Stationery and office supplies.....	250	
Postage	350	
Telegrams	50	
Photographs and cuts.....	300	
Radio broadcast incidentals.....	175	
Total		\$ 10,122

14. Division of Administrative Service:**Actual expenses for last five years:**

1931-32.....	\$ 9,253
1932-33.....	8,631
1933-34.....	8,545
1934-35.....	9,163
1935-36.....	8,560

Amount recommended for 1936-37:

Salaries and wages.....	\$ 8,961	
Travel expense	250	
Stationery and office supplies.....	75	
Total		\$ 9,286

15. Division of Research:**Actual expenses for last five years:**

1931-32.....	\$ 60,251
1932-33.....	55,407
1933-34.....	54,900
1934-35.....	63,116
1935-36.....	61,150

Amount recommended for 1936-37:

Salaries and wages.....	\$51,049	
Travel expense	1,000	
Stationery and office supplies.....	800	
Postage	900	
Telegrams	60	
Books and pamphlets (Library).....	580	
Special charts, tables, and legislative ref. studies....	2,100	
Total		\$ 56,489

NOTE: Expense 1935-36 includes that for Division of Rural Service.

16. Division of Rural Service:

Expenses for this division as now organized were carried last year as charges in Division of Research.

Amount recommended for 1936-37:

Salaries and wages.....	\$ 7,218	
Travel expense	500	
Stationery and office supplies.....	120	
Postage	150	
Telegrams	25	
Total		\$ 8,013

17. Physical Plant:

Actual expenses for last five years:

1931-32.....	\$ 58,663
1932-33.....	54,529
1933-34.....	54,498
1934-35.....	56,032
1935-36.....	57,703

Amount recommended for 1936-37:

Rent	\$43,000
Light and power.....	1,875
Heat	1,350
Janitor service	7,610
Maintenance	2,400

Total	\$ 56,235
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18. General Office Expense—Operating:

Actual expenses for last five years:

1931-32.....	\$ 8,359
1932-33.....	7,170
1933-34.....	6,591
1934-35.....	7,666
1935-36.....	8,635

Amount recommended for 1936-37:

Auditing Association accounts.....	\$ 500
Express and freight.....	450
General expense	150
Insurance	650
Interest and discount allowed.....	1,500
Repairs—Office furniture.....	300
Surety bonds	253
Telephone service	1,560
Operators and information.....	3,762

Total	\$ 9,125
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19. Annual Conventions:

Actual expenses for last five years:

1931-32.....	\$ 8,437
1932-33.....	4,560
1933-34.....	3,948
1934-35.....	5,724
1935-36.....	5,043

NOTE: Expenses for operation of exhibit and payment of share to Department of Superintendence not included.

Amount recommended for 1936-37.....	\$ 4,500
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20. Journal of the National Education Association:

Actual expenses for last five years:

1931-32.....	\$101,806
1932-33.....	74,845
1933-34.....	69,183
1934-35.....	72,271
1935-36.....	85,941

Amount recommended for 1936-37.....	\$ 69,800
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21. Other Publications:

Actual expenses for last five years:

1931-32.....	\$ 25,604
1932-33.....	13,671
1933-34.....	12,007
1934-35.....	21,276
1935-36.....	23,180

Amount recommended for 1936-37:

Volume of Proceedings.....	\$ 8,000
Publications and reports.....	3,000
American Education Week material.....	3,000
Research Bulletin	6,000

Total	\$ 20,000
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22. Expenses of Delegates:

Actual expenses for last five years:

1931-32.....	\$ 9,122
1932-33.....	7,102
1933-34.....	9,352
1934-35.....	6,489
1935-36.....	6,611

Amount recommended for 1936-37.....	\$ 9,000
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23. Association Membership Fees:

Actual expenses for last five years:

1931-32.....	\$ 700
1932-33.....	700
1933-34.....	1,200
1934-35.....	1,100
1935-36.....	1,100

Amount recommended for 1936-37:

World Federation of Education Associations.....	\$ 1,000
American Council on Education.....	100

Total	\$ 1,100
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24. Retirement Annuities and Insurance:

Actual expenses for last five years:

1931-32.....	\$ 8,725
1932-33.....	9,220
1933-34.....	8,914
1934-35.....	9,468
1935-36.....	10,603

Amount recommended for 1936-37.....	\$ 10,000
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25. Unemployment Insurance Tax:

Act of Congress requiring payment of tax for District of Columbia unemployment insurance fund was effective as of February 15, 1936.

Amount recommended for 1936-37.....	\$ 3,250
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26. Departments:

Actual expenses for last five years:

1931-32.....	\$ 11,175
1932-33.....	11,288
1933-34.....	11,309
1934-35.....	12,174
1935-36.....	12,469

Amount recommended for 1936-37:

Classroom teachers	\$10,100	
Secondary education and other departments in amounts as determined by Executive Committee...	3,550	
Total		\$ 13,650

27. Committees and Commissions:

Actual expenses for last five years:

1931-32.....	\$ 3,216
1932-33.....	2,584
1933-34.....	16,208
1934-35.....	15,556
1935-36.....	10,687

Amount recommended for 1936-37:

Legislative Commission.....	\$ 500	
Committee on Resolutions.....	100	
Committee on Tenure.....	10,000	
Other committees and commissions in amounts as determined by Executive Committee.....	4,150	
Total		\$ 14,750

28. Secretary's Contingent Fund:

Amount recommended for 1936-37.....	\$ 1,000
GRAND TOTAL	\$477,291

REPORT OF COMMITTEE ON ACADEMIC FREEDOM ¹

HENRY LESTER SMITH, DEAN, SCHOOL OF EDUCATION, INDIANA
UNIVERSITY, BLOOMINGTON, IND., *Chairman*

AT THE 1935 SUMMER MEETING of the National Education Association the following resolution calling for the appointment of a Committee on Academic Freedom was passed:

The National Education Association believes that administrators, teachers, and schools should have full opportunity to present differing points of view on any and all controversial questions in order to aid students to adjust themselves to their environment and to changing social conditions. The National Education Association is instructed to appoint a Committee on Academic Freedom of five members, three of whom shall be classroom teachers. The duties of this committee shall be as follows:

- a. To make known to teachers and other friends of education any proposed legislation against freedom in teaching and to take the necessary steps to combat such legislation.
- b. To investigate and to report upon cases of discharge of teachers in violation of the principle of academic freedom.
- c. To seek public support for the right of teachers to academic freedom.
- d. To assist in every way efficient teachers deprived of their positions in violation of the National Education Association principle of academic freedom as embodied in Part II of the Platform.
- e. To cooperate with other reputable and recognized national organizations which are actively engaged in maintaining the principle of academic freedom.

Following the mandate of this resolution, Agnes Samuelson, president, appointed as the Committee: Henry Lester Smith, dean, School of Education, Indiana University, *chairman*; William H. Kilpatrick, Teachers College, Columbia University; Mildred Babcock, classroom teacher, Westwood High School, Westwood, N. J.; Ruth West, classroom teacher, Lewis and Clark High School, Spokane, Wash.; Emily A. Tarbell, classroom teacher, Vocational High School, Syracuse, N. Y.

The Committee has held five meetings and in addition a joint meeting with the executive committee of the Tenure Committee. At the first meeting the Committee outlined as its problems:

1. The demarcation of work as between the Academic Freedom and the Tenure Committees
2. Procedures
3. Selection of actual cases
4. Machinery for dealing with cases.

At the joint meeting of the Committee on Academic Freedom and the executive group of the Tenure Committee, February 24, 1936, the line of

¹ Accepted by Board of Directors, June 29, 1936.

demarcation between the work of the two committees was adopted as follows:

The profession of education exists to foster proper learning. Each member of the profession should feel secure in the practise of his work so long as he meets reasonable professional standards as interpreted by the judgment of his peers.

The Tenure Committee accordingly accepts as its primary function the promotion of support for the proper tenure of teachers and other educators and the crystallization of such support into adequate laws and understanding to safeguard tenure rights. The Committee will, therefore, as a rule take up controversial cases only as these promise illustrative qualities that will help to build support for better tenure conditions.

The Committee on Academic Freedom on its part is primarily interested in safeguarding intelligent teaching and therefore in defending teachers and other educators in the exercise of their just rights to academic and professional freedom both as educators in the classroom or office and as citizens outside. In the pursuit of these ends the Committee on Academic Freedom will investigate cases, report findings, discuss principles involved, and otherwise do what it can to promote a more adequate and intelligent support of the principles of academic freedom.

The Tenure Committee and the Committee on Academic Freedom arranged to have an interchange of material.

The Committee has considered ten cases of alleged infringement of academic freedom. With the exception of one, each case appears either to be cared for adequately by other groups or has been deemed inappropriate for our investigation. The one exception is the Victor Jewett case. This case is under study by the Committee at the present time.

The Committee has adopted a method of procedure for the investigation of cases.

The Committee has formulated for publication a statement on the significant implications in a case investigated by the Department of Classroom Teachers.

Thru the chairman approximately one thousand letters have been sent to key organizations and individuals urging support for the Sisson bill (H. R. 11375) to remove from the District of Columbia appropriations bill the infamous "little red rider." In addition copies of Representative Sisson's speech on "Coercion of Teachers" printed in the *Congressional Record* of February 6, 1936, were distributed.

The Committee prepared this statement on the so-called sedition bills (S. 2253 and H. R. 6427):

With regard to the ostensible and apparent intent of the Tydings-McCormick Military Disaffection Bill (S. 2253) and the Kramer-Russell Sedition Bill (H. R. 6427), we urge no complaint, but we believe both bills unnecessary and fraught with grave danger thru misinterpretation and misapplication. We therefore recommend that both bills be rejected.

The Committee requested the Central Office to convey this resolution to the appropriate committees and to give it appropriate publicity.

The Central Office has been requested thru Secretary Givens to write each state teachers association and all educational associations and depart-

ments affiliated with the N.E.A. asking that they appoint committees on academic freedom to cooperate with the National Education Association for effectual safeguarding of academic freedom.

The Committee has also requested the Central Office:

1. To prepare for the consideration of the Committee a pamphlet to go into the hands of various committees on academic freedom discussing for their benefit the general subject and giving them bibliographic material and suggesting steps that may be taken toward the education of the profession and of the public generally in regard to intelligent understanding of academic freedom and of the service that it properly renders the democracy.

2. To study the defining of academic freedom by school systems or professional organizations.

3. To watch for legislation in regard to academic freedom and to keep the Committee informed.

4. To ask the editor of the *N. E. A. Journal* to prepare a series of background articles in support of academic freedom and our efforts in its behalf.

In the light of its experience gained during the year the Committee has drawn up the following tentative brief Statement of Principles of Academic Freedom:

The *cause* of academic freedom is, like the cause of freedom of speech in general, the cause of democracy. An intelligent democracy depends upon an educated citizenship, which is itself a product of a social order where people thru freedom of speech, press, and assembly learn how to think and judge for themselves.

If our schools are to help in the development of such an educated citizenship, they must be free—free from restriction in their search for what to believe, free in helping their pupils to study actual social problems. Teachers must feel free in their teaching. It is futile to expect independent, judicious, and courageous minds in pupils and students to be developed in pupils and students by timid and submissive teachers.

Intellectual freedom is a public safeguard. It occurs in every field of human experience as the principal guarantee of orderly change and progress. Suppression of such freedom is the surest road to violent and reckless changes.

Freedom of teaching carries with it corresponding responsibility. The teacher is under obligation to help his pupils or students study fairly the various sides of each question. He must not use his position to hand out ready-made opinions. His duty is to help his students to think, not to tell them what to think.

Teachers are citizens and should be accorded the full legal rights of all citizens, to express publicly the views they hold and ally themselves with organizations of their own choosing. But in the exercise of these rights teachers should take care not to interfere with the proper discharge of their just educational duties. In all such matters the rule of reason must hold. Schoolboards owe serious duty here not to drive good teachers from the schools in favor of others unduly submissive.

In the effort to uphold the foregoing principles the Committee on Academic Freedom will investigate cases, report findings, discuss principles, and otherwise do what it can to promote the cause. To these ends it invites the cooperation of the entire profession and of other interested citizens in furnishing information regarding actual or threatened cases of infringement, and otherwise in aiding the Committee to the more adequate discharge of its duties.

REPORT OF COMMITTEE ON AMENDING THE CHARTER ¹

REUBEN T. SHAW, 1327 REAL ESTATE TRUST BUILDING,
PHILADELPHIA, PA., *Chairman*

The Committee on Amending the Charter was authorized by the Representative Assembly, 1934, and continued by the Representative Assembly, 1935. Members of the Committee are: L. Frazer Banks, assistant superintendent of schools, Birmingham, Alabama; M. Emma Brookes, principal, Miles-Cranwood Schools, Cleveland, Ohio; Fred D. Cram, Extension Division, Iowa State Teachers College, Cedar Falls, Iowa; Mrs. Myrtle Hooper Dahl, Hiawatha School, Minneapolis, Minnesota; Sara Ewing, Indianapolis, Indiana; H. Claude Hardy, superintendent of schools, White Plains, New York; and Reuben T. Shaw, head of the science department, Northeast High School, Philadelphia, Pennsylvania, *Chairman*.

Introduction

Many members of the Association and many members of the Representative Assembly of 1936 were not present at the meetings of the Representative Assembly in 1935.

The complete report as presented in 1935 was not printed in the 1935 *Proceedings*. Many members and delegates to the Representative Assembly of 1935 have lost or misplaced the copy of the 1935 report of the Committee on Amending the Charter. For these reasons, much of the material included in that report is being repeated in this report.

This report seems bulky, but the Committee wishes to make available for your information the results of its investigations. Approximately one-third of the report is made up of Exhibits which are referred to in the text or are submitted in support of the text. The Committee does not ask every delegate to read every detail of the report. It does ask, however, that each delegate read the summaries of each Chapter together with the general summary and recommendations placed at the end of the report under the general heading of Chapter VII.

The Committee on Amending the Charter has held the view that any approach to Congress was definitely limited and directed by the formal resolutions adopted at the Denver convention, as interpreted by the attorney of the Association. The Executive Committee refused to approve of the bill thus prepared because of the belief that the formal resolutions did not express what the Representative Assembly intended to do.

Thru correspondence with Directors and members of the Association, it has been brought out that the understandings and interpretations of what occurred at Denver not only are at great variance with the record, but they are at great variance with each other.

The confusion of thought and understanding seems to have grown out of the fact that the formal resolutions adopted at Denver lumped together

¹ See Minutes of Representative Assembly for action taken.

so many of the issues. The Committee, therefore, has deemed it wise to separate all the proposed amendments in such a way that each issue may be treated and voted upon separately. In the matter of recommendations at this time, the Committee has approached the matter with a point of view of determining its recommendation on each issue upon the basis of what it believes to be "the best interests of the Association."

In preparing the recommendations, the Committee has endeavored to give due, but not undue, consideration to comments and viewpoints that have been expressed directly or via correspondence. It has endeavored to give due, but not undue, consideration to the stenographic record of the meeting of the Representative Assembly at Denver. It has endeavored to give due, but not undue, consideration to the points of view expressed by the Executive Committee and others who hold that the intent of the Representative Assembly differed from that expressed by way of formal resolutions.

As the Committee on Reorganization was given specific direction by the Representative Assemblies of 1934 and 1935 to consider the need of changes in the charter, the Committee on Amending the Charter has given especial consideration to the viewpoint of that Committee.

The Committee on Reorganization, at its meeting in Washington, May 19, 1936, unanimously adopted the following resolution: "The Committee on Reorganization endorses the recommendations of the Committee on Amending the Charter as set forth in Chapter VI of the Report of that Committee."

The recommendations as set forth in Chapter VI represent what a majority of the Committee on Amending the Charter believe to be the present result of the evolution of thought of a majority of those members of the Association who have given serious thought to the problem.

Chapter I

Purposes, Assignments, and Activities of the Committee on Amending the Charter

SECTION 1. ACTION OF REPRESENTATIVE ASSEMBLY, 1934

The resolutions adopted by the Representative Assembly of 1934 provided that this Committee should do all that is legally possible to secure certain amendments to the charter. Two specific amendments to the charter had been proposed prior to the adoption of this resolution. The Executive Committee interpreted that the Committee on Amending the Charter as appointed should concern itself only with the amendment dealing with the question of life directors. The fact remained, however, that the other amendment, concerning the method of selecting the secretary, had been proposed.

The same Representative Assembly adopted a resolution providing for the appointment of a Committee on Reorganization which was to include among its duties the consideration of the need of changes in the charter.

SEC. 2. ACTIVITIES OF COMMITTEE 1934-35

An examination of our charter brought out the fact that it contained many provisions that were not found in other federal charters and which apparently should have been placed in the bylaws.

Two courses of procedure were open to the Committee on Amending the Charter; first, to proceed at once to ask Congress for an amendment to the charter concerning the life director question alone and the second, to join forces with all others interested in transferring from the charter to the bylaws provisions which properly belong there—including the portions of the charter dealing with life directors. In case the second procedure was followed, it would then be a simple matter for the Association to handle the life director question by amending the bylaws as revised.

If the Committee on Amending the Charter adopted the first procedure and proceeded at once to ask Congress for that point alone, it would probably become necessary for a committee representing the Association to ask Congress for further amendments at some time in the near future.

The Committee on Amending the Charter believed that such a situation would not be for the best interests of the N.E.A. and that the second course of procedure should be followed. The Committee on Amending the Charter believed that it had no authority to proceed to Congress with proposals for any amendments to the charter other than the one already mentioned, unless the Executive Committee should revise its interpretation. At the meeting in Atlantic City in February 1935, the members of the Committee on Amending the Charter felt that the sentiment in favor of simplification of the charter was so general and unanimous that the Executive Committee would be justified in authorizing immediate steps to be taken for the simplification of the charter, provided a simplification plan could be so drafted that it would still receive unanimous support.

In view of the latter problem in regard to charter changes, the Committee on Amending the Charter decided to ask for a joint conference with the Committee on Reorganization. This was held at Atlantic City and both committees agreed unanimously upon the general idea of simplification of the charter. A difference of opinion, however, immediately developed as to the time when a bill should be introduced into Congress providing for such simplification and also a question was raised as to what officer, committee, or board had authority to speak for the Association in authorizing the introduction of such a bill. The two committees asked for the opportunity to present their problem to the Executive Committee. The Executive Committee instructed the two committees to prepare a plan of simplification of the charter as promptly as possible and to notify the Executive Committee as soon as it was prepared. The drafting committee representing the two committees prepared a plan of simplification and presented it to the Executive Committee on March 23. The members of the Executive Committee indicated approval of the simplification plan in general but raised certain objections to the proposed changes concerning the Permanent Fund. The matter was then referred back to the two committees for further study and consideration in regard to that particular item.

Further conferences were held in regard to the matter of the Permanent Fund. The Committee on Reorganization at its Chicago meeting gave a great deal of consideration to this matter. The provisions, insofar as the Permanent Fund is concerned, were modified and were submitted as a part of the report of the Committee on Reorganization at Denver.

The Executive Committee authorized but did not direct the Committee on Amending the Charter to proceed with the life director question alone. The Committee on Amending the Charter believed that by deferring action for a short time, it might be able to secure not only the thing asked for in the motion which created the Committee but that it might assist in bringing about such a revision and simplification of the charter that it will never again be necessary to apply to Congress for charter changes.

SEC. 3. ACTION OF REPRESENTATIVE ASSEMBLY, 1935

The Representative Assembly accepted unanimously all the recommendations of the Committee except those in regard to Section 7.

By this action, they specifically directed that the provisions in Section 6 in reference to the trustees should be transferred to the bylaws. It seems clear to the Committee that the Representative Assembly, by voting to retain Section 7 in its present form, clearly indicated that it desired to have a Board of Trustees.

By adopting the recommendations of the committees concerning Section 6, they clearly indicated that they desired to have removed to the bylaws that portion of Section 6 which has to do with the Board of Directors. Here again, the decision on the part of the Representative Assembly to favor the retention of Section 7 in its present form clearly indicated that they desired to have a Board of Directors.

The debate preceding the action which determined that Section 7 should remain in the charter "as is" very clearly indicated that the great issue in the mind of each of the speakers who favored that proposal was the tri-partite control of the expenditure of the Permanent Fund. In considering the action of the Representative Assembly of 1935, it is important to note that the following resolution was presented by the Resolutions Committee and unanimously accepted by the Representative Assembly:

Committee on Amending Charter—The National Education Association commends the efforts of the Committee on Amending Charter and hereby directs the continuance of the Committee and authorizes it to take immediate steps to secure necessary federal legislation for the simplified charter.

Representative Assembly—It is essential for the welfare of the National Education Association that the adoption of policies by the Representative Assembly be binding on the administrative officers. The National Education Association therefore reaffirms with emphasis the importance of the powers and functions of the Representative Assembly.

SEC. 4. ACTIVITIES OF COMMITTEE 1935-36

The Committee on Amending the Charter asked the attorney for the Association to draw up a bill for introduction into Congress, covering the

simplification as approved of by the Representative Assembly of 1935 (Exhibit IV).

In the opinion of the Executive Committee of the Association, the bill as drawn by Attorney Quinter did not conform with what the Executive Committee believed that the Representative Assembly of 1935 thought it had adopted.

In September 1935, the chairman of the Committee on Amending the Charter presented to our sponsors in Congress the printed reports as they were submitted at Denver with marked indications as to what recommendations were accepted and what recommendations were rejected. At the request of Senator William H. King, the Legislative Counsel of the Senate prepared a bill upon the basis of this record, and Senator King introduced the bill on January 30, 1936. About two weeks later, Congressman Palmisano introduced the same bill in the House of Representatives.

The Committee on Amending the Charter met in joint session with the Committee on Reorganization at St. Louis, in February 1936. After carefully reviewing the stenographic report of the minutes at Denver and after carefully considering the viewpoint expressed by the Executive Committee, these two committees went on record by vote of 10 to 1 indicating that the bill as introduced by Senator King was, in their judgment, in conformity with the intended and recorded action of the Representative Assembly at Denver.

In spite of the fact that our committees by a vote of 10 to 1 indicated their belief that the bill as introduced was in proper form, the Executive Committee instructed Secretary Givens to appear before the Committee of the House of Representatives and present its viewpoint.

To hold a hearing and have such influential representatives of the Association take opposite viewpoints would result not only in the failure to get the bill passed this year, but would probably incur the opposition of certain members of Congress for any bill which we might present in the future.

It was therefore decided to let the matter rest until after the meeting of the Representative Assembly in Portland before pressing for amendments to the charter.

SEC. 5. REFERENCE TO REPORT PRESENTED TO REPRESENTATIVE ASSEMBLY, 1935

The amendments to the charter which were proposed in 1935 were included in Chapter I of the report of the Committee on Reorganization, and were not set forth in specific detail in the report of the Committee on Amending the Charter.

Each of these committees has labored persistently to draw up amendments to the charter and bylaws which would meet with the approval of the best thought of the Association. The committees have endeavored in every way possible to avoid presenting an amendment merely because the members of the committees were inclined personally to favor that particular

amendment. To ascertain the viewpoint of members they have resorted to letters, questionnaires, and to a certain amount of preferential voting. The debate upon the reports of the committees in the Board of Directors meeting and in the Representative Assembly afforded excellent opportunities to hear the expression of differences of viewpoint. The Committee on Amending the Charter is inclined to hold the opinion that the crystallized thinking of the present time differs somewhat from the thought which had crystallized prior to the Denver meeting and also differs somewhat from that represented by the recorded action at the Denver meeting, and also that it differs somewhat from the interpretation which the Executive Committee was inclined to put upon the action and intent of the Representative Assembly at the Denver meeting. Such a situation is not at all surprising and is, in fact, a natural development in the process of the evolution of thought which has occurred. In Chapter IV, the Committee has set forth the main points of controversy and differences of interpretation. In Chapter V the Committee has presented a somewhat modified set of recommendations for the simplification of the charter. This modified form represents, in the judgment of the Committee, a fair average viewpoint as between the extremes of viewpoints which exist in the membership of the Association.

SUMMARY

The Representative Assembly of 1934 authorized the appointment of the Committee on Amending the Charter for the purpose of having the charter amended so as to eliminate the provision for life directors.

The Committee was instructed by the president to keep in touch with the Committee on Reorganization in reference to the possibility of other amendments to the charter.

The two committees agreed that we should ask Congress for a general simplification of the charter.

The Representative Assembly in 1935 at Denver rejected some of the recommendations of the two committees, but authorized the Committee on Amending the Charter to proceed to Congress to ask for the approval of the simplification of the charter.

During the year 1935-36 differences of opinion have appeared as to what was intended by the Representative Assembly at Denver. The Executive Committee has indicated that its members believe that the recorded action of the Representative Assembly is not what was intended. The Committee on Amending the Charter has gathered together opinions from various members of the Association and has set forth in Chapter VI of this report recommendations which it believes to be in line with the viewpoint of a majority of the members of the Association.

Chapter II

General Principles and Expert Opinion

SECTION 1. CHARTER, CONSTITUTION, BYLAWS, RULES OF PROCEDURE

One of the resolutions adopted by the Washington convention contains the following expression: "The Committee to take what steps are legal." As this expression became part of the direction of this Committee it became necessary to carefully study not only our own charter and bylaws, but also the proper relationship of charter, constitution, bylaws, etc.

By a careful study of *Robert's Rules of Order* and other authorities, the Committee has found the following statements worthy of serious consideration:

Charter—A charter is the fundamental instrument governing the association when that association is incorporated by act of some legislative body. Authorities agree that it should be as simple as possible. The association may determine whether or not it shall take the place of a constitution. The legislative body always reserves to itself the right to amend the charter. The charter may contain provisions as to how the association may proceed to recommend that the legislative body make changes in the charter. Associations operating under charters are, in general, subject to the general laws applicable to all corporations created by that legislative body.

Constitution—A constitution is a body of fundamental rules accepted by an association for its government and should contain only rules or provisions that are to be exceedingly difficult to change. The constitution should always contain specific provisions as to how it may be amended.

Bylaws—Bylaws should include all the rules that are of such importance that they cannot be changed in any way without previous notice, except those placed in the constitution and the rules of order. . . . When a society is incorporated, the charter may take the place of the constitution and in such a case the bylaws would contain all the rules of the society except those that cannot be changed without previous notice. The bylaws should always provide for their amendment.—*Robert's Rules of Order*.

Rules of procedure—Rules of procedure are usually adopted by the representative assemblies of large organizations. They contain only those rules that are especially applicable to the peculiar problems or conditions of the organization which is to use them. They are usually adopted for the one year and are brought up for consideration as each new representative assembly is organized.

Our charter—The Act of Incorporation creating the National Education Association was adopted as the constitution of the National Education Association by the active members on July 10, 1907. As a charter, the Act of Incorporation contains a number of provisions that do not properly belong there. If we look upon it as a constitution, it again contains provisions that are unimportant and might properly be transferred to the bylaws.

In any plan of simplification of the charter, it will be proper to consider seriously the question of the possible need of a separate constitution. If the National Education Association desires to follow the example of certain other national organizations and provide for a constitution in addition to its charter, it is entirely within its power so to do. If the Association desires to provide that certain rules for its government shall be more difficult of change than others, it would be entirely proper for such a plan to be carried thru.

The creation of our charter—Our charter was created by special act of Congress, approved by the President, June 30, 1906.

It has been customary for all bills providing for federal charters to be handled by the Judiciary Committee of the House and Senate. Your Committee, however, was informed by the parliamentarian of the House of Representatives of the United States that the original Act of Incorporation was handled by the Education Committee of the House and the Judiciary Committee of the Senate. Your Committee was further advised that the amendment to the charter passed in 1920 followed the same route thru Congress, and, therefore, in all probability any new legislation affecting our charter would follow the same route. Your Committee decided, therefore, to select its sponsors in the House and Senate from these two committees.

SEC. 2. LEGAL OPINION

Members of the Committee have freely consulted their legal friends in regard to the legal side of charter amendment. The opinion received in every instance was something like this:

No matter what provision the corporation may make within its own bylaws, the legislative authority, either state or national, has always and always will put in a reservation to the effect that it reserves to itself the right to amend or repeal the charter granted.

They usually add that this has been true ever since the Dartmouth College Case which had to do with a change in the board of trustees and the method of their election.

The chairman has had several conferences and much correspondence with Attorney Quinter of Washington. The following questions and answers have been evolved and approved by Attorney Quinter. They are submitted as part of this report as Exhibit I.

Exhibit I

(a.) 1935

(1) In order that the charter of the National Education Association of the United States may be legally amended, is it necessary that the same preliminary steps be taken as are necessary for an amendment to its bylaws?

No, and for the following reasons:

In the case of an unincorporated association, the association's constitution or bylaws may provide the procedure for proposing and voting on amendments to the constitution. The association amends its own constitution.

Under general corporation laws, specific provisions thereof cover amendments to charters, which must be complied with, and when complied with the amendments are effective.

Where, however, a corporation is created by special charter, the legislature alone can bring the amendment into existence, and it alone can dictate, if it chooses, the preliminary procedure the corporation must adopt before the legislature will act. The legislature can pass the amendment with or without notice to the corporation, and no preliminary steps taken by the corporation would be other than persuasive in inducing the legislature to act.

(2) The point has been raised that the proposed amendments might be subject to legal attack in that they impaired vested rights. What is meant by "vested rights,"

and in view of Section 11 of the charter covering amendments, what limitation is there on Congress with respect to amendments?

The term "vested rights" relates to property rights only, and does not apply to personal rights. 12 C. J. 956 (Constitutional Law, Section 485).

The courts in deciding questions involving amendments to charters have based their decisions on property rights, not personal rights. Most of the cases have arisen where it has been contended that a state statute amending the charter of a private corporation impaired the obligation of a contract, in violation of the constitutional provision that no *state* shall pass any "law impairing the obligation of contracts." But the prohibition of the federal Constitution against laws impairing the obligations of contracts does not apply to the United States.

Theoretically, the legislative body which creates a corporation has absolute control over it. But such legislative power is subject, in the case of Congress, to the limitation that it cannot deprive persons of their property without due process of law, or take private property for public use without just compensation.

However, as a charter is a contract, it must be accepted to be binding on the corporation. Likewise, an amendment to the charter must be accepted by the corporation, for Congress has no more power to compel persons to continue as a private corporation under an amended charter than it has to create a private corporation without the consent of the members. However, unless the amendment violates the Constitution of the United States, one of the consequences of a refusal to accept it is that the corporation cannot conduct its operations in defiance of the power that creates it; and if it does not accept the amendment proposed, it must discontinue its operations as a corporate body. 14 C. J., Title Corporations, Sec. 190.

(3) The point has been raised that in order to legally amend the charter, a referendum vote of the members of the National Education Association should be taken. Is this legally necessary?

See the answers to questions (1) and (2), and further:

Corporate functions may be exercised by the stockholders or members of the corporation only at a meeting duly convoked. It is not sufficient that all or a majority of them may severally or individually have given their assent to any proposed corporate action. 14 C. J. 886. To the same effect see 7 R. C. L. 734.

When the charter of the Association was amended by adding Section 12, it was evidently because the growing membership rendered the conduct of the business of the corporation at its meetings difficult. So Section 12 was added to the charter and the bylaws changed to coincide with the amended charter, in order that the active members could express themselves at the meetings of the corporation thru a delegate or delegates elected by them.

Section 5 of the charter provides: "The rights of the members shall be prescribed by the bylaws of the corporation," and Article II of the bylaws provides that the election of officers and transaction of business at the annual business meeting shall be by a representative assembly composed of delegates who must be active members of the Association, elected by active members thereof.

It will thus be seen that insofar as the transaction of the business at meetings of the Association is concerned, the rights of the active members are limited to voting for a delegate or delegates to that meeting, to serving as a delegate thereto if elected, to attending the meeting, and to addressing the assembly on subjects pertaining to the Association.

(b.) 1936

1. The following expressions are used in the proposed changes in the charter
 "except as limited by this Act as amended" (see Sections 6 and 7)
 "except as limited by the provisions of this Act as amended" (see Section 9).

Which is preferable?

No difference. The legal effect is the same.

2. In the above expressions what is the meaning and effect of the words "as amended"?

Once the words "as amended" are included in the charter, those words are applicable to any amendments theretofore or thereafter made, unless those particular words are dropped from the charter by subsequent amendment.

3. What is the legal status of the action taken by the Representative Assembly of 1935 approving certain proposals to amend the charter?

The action taken by last year's Representative Assembly approving certain amendments to the charter stands until set aside by subsequent vote of the Representative Assembly.

SEC. 3. PARLIAMENTARY OPINION

The Committee believed that the opinion of an expert parliamentarian would be highly desirable in determining not only the bearing which parliamentary law might have on the legal side of the problem but also as a guide toward future steps in the revision of the charter. The Committee is indeed happy to report that it was able to secure the man who is undoubtedly the outstanding authority on parliamentary law in America. Not only have we secured his written advice but we have been able to have him sit in with us at some of our Committee meetings. Professor Henry M. Robert, Jr., has had the full responsibility for the interpretation of *Robert's Rules of Order* since the death in 1923 of his father, the original author, General Henry M. Robert. We are submitting as Exhibit II in this report his letter addressed to the chairman under date of February 23, 1935.

Exhibit II

(Copy)

HENRY M. ROBERT, JR.
 PARLIAMENTARIAN

53 Southgate Avenue,
 Annapolis, Maryland

February 23, 1935

Mr. R. T. Shaw, Chairman,
 Committee on Amending Charter, N. E. A.,
 1327 Real Estate Trust Building,
 Philadelphia, Pa.

Dear Mr. Shaw:

The Representative Assembly in 1934 adopted two amendments to the bylaws by large majorities, about 80 percent. You subsequently moved that a committee be appointed to secure certain changes in the charter, which was ruled out of order in the form in which you made it. You then made another motion which was stated several times in slightly varying form. On page 877 of the 1934 *Proceedings* is the following statement: "The Chair: The question is on the appointment of a committee to take what steps are legal now in the amendment of the charter (The motion

carried)." On page 879 is the statement: "The Chair: Mr. Banks moves our Committee just authorized be instructed to take all steps which are legally possible to amend the charter to comply with the amendments to the bylaws (Motion carried)."

Your charter contains a number of provisions that do not properly belong in a charter. They are especially improper when that charter can be amended only by Act of Congress. A good example is the provision that the Association shall have twelve vicepresidents. The reason that the number is twelve is because the National Teachers Association in 1857 had twelve vicepresidents. If the Association should wish at any time to decrease the number to ten, or to increase the number to fifteen, it could not do so without an Act of Congress. Such provisions should have been placed in the bylaws rather than in the charter.

It is my opinion that the charter, when amended, should be so amended that the provisions which belong properly in the bylaws rather than in the charter would be removed from the charter, and that the Association would be given the power to adopt bylaws which would govern such details. The bylaws then, instead of the charter, would contain the detailed provisions regarding the organization of the Association and the administration of its affairs. It would then no longer be necessary to go to Congress when it is desired to amend these provisions, but the provisions could be changed by the Association itself by amending the bylaws. There would still be all the restrictions and safeguards which are imposed by the rules which govern amendment of the bylaws.

I believe that the wise course to follow is to seek from Congress such an amendment to your charter. Congress has reserved to itself the right to amend your charter, and it is therefore legal for Congress to amend your charter now or at any time.

Some societies have both constitution and bylaws, others have only bylaws and still others have only a constitution. Any of these ways is proper. Usually the best way is to call all these important rules the bylaws. A society should not have both a constitution and bylaws unless it is desired that some of these rules should be more difficult to amend than others. In that case the bylaws can be divided into a constitution which contains the rules which are more difficult to amend, and the others are called the bylaws. But it should be borne in mind that the general term "bylaws" includes both the constitution and the other bylaws which are not a part of the constitution.

Yours very truly,

HENRY M. ROBERT, JR. (signed)

SUMMARY

The Committee made a study of the general principles of charter, constitution, bylaws, and rules of procedure with particular reference to our own governing charter and rules. The Committee secured the advice of the Association's attorney, Ralph D. Quinter, and parliamentarian, Henry M. Robert, Jr.

The charter is an act of Congress and may be amended only by act of Congress. No action or lack of action on the part of the Association would have any bearing upon the validity of an amendment to the charter which was passed by Congress.

Chapter III

Examinations, Investigations, and Interviews

SECTION 1. EXAMINATION OF FEDERAL CHARTERS OF OTHER NATIONAL ORGANIZATIONS

a. Federal Charters as Compared with State or District Charters

Thru the cooperation of the headquarters staff, an investigation was made as to kind and character of charters under which other national organizations are now working. It was found that, for each national organization acting under the authority of a federal charter, there were ten or more national organizations operating under a District of Columbia or state charter.

b. Simple or Complex Charter

A large number of charters granted by the federal Congress were examined, and we found no charter which was as complicated as is the charter of the N.E.A. Our charter contains a large number of provisions which, in other federal charters, are left entirely to the bylaws.

Your Committee has been unable to ascertain definitely the reason why such provisions were put into the charter originally. It would seem that the Association attempted to put into the federal charter much of the material which was in the constitution of the Association when it operated under the general corporation laws of the District of Columbia. It is uncertain whether the members of the Association at that time fully realized that by such a procedure they would be unable to make changes in the new type of constitution without getting authority from Congress.

c. History of Constitution and Charter of N.E.A.

It is interesting to note the history of the Association when considered in the light of Attorney Quinter's answer to the first question as heretofore presented under the heading of Legal Opinion in this report.

From 1857 to 1886 the Association operated as an unincorporated association referred to by Mr. Quinter as follows:

In the case of an unincorporated association, the association's constitution or bylaws may provide the procedure for proposing and voting on amendments to the constitution. The association amends its own constitution.

From 1886 until 1906 the Association was under a charter granted under the general corporation laws of the District of Columbia. Please note here Attorney Quinter's comment:

Under general corporation laws, specific provisions thereof cover amendments to charters, which must be complied with, and when complied with the amendments are effective.

From 1906 to the present, the Association has been operating as a corporation created by special charter. Please note again the particular restric-

tions under which such a corporation works as indicated by Attorney Quinter's comments as follows:

Where, however, a corporation is created by special charter, the legislature alone can bring the amendment into existence, and it alone can dictate, if it chooses, the preliminary procedure the corporation must adopt before the legislature will act. The legislature can pass the amendment with or without notice to the corporation, and no preliminary steps taken by the corporation would be other than persuasive in inducing the legislature to act.

d. Probable Explanation of the Complexity of Our Charter

It must be remembered that in the years prior to 1906 it was possible for the Association to amend its charter without appeal to legislative authority, provided, of course, the amendments to the charter complied with the general regulations covering corporations of that class.

It seems probable that the members of the Association's Committee, in preparing its bill for introduction into Congress in 1906, used the wording of many sections of the old charter, granted under the general corporation laws of the District of Columbia. It seems probable, also, that this was done without realizing that, by accepting the charter under special act of Congress, it would be necessary, therefore, to go to Congress each time that a change in the provisions of the charter was desired.

SEC. 2. EXAMINATION OF *Congressional Record* IN REGARD TO OTHER FEDERAL CHARTERS AND AMENDMENTS THERETO

All charters granted in the more recent years were relatively simple—so simple that there will probably never be any need for amendment. Older charters have been more complex and there have been more occasions for amendment.

We found no indication in the *Congressional Record* of a desire on the part of Congress to include in charters provisions of the type we now believe should be removed from our charter.

SEC. 3. INVESTIGATIONS OF DANGER OF LOSING THE CHARTER

The Committee has made inquiry directly and indirectly concerning this matter and has benefited by the cooperation of Attorney Quinter. Members of the Committee have conferred with members of Congress and with secretaries of important Congressional committees. They examined, also, the *Record of Debates in Congress* and they find that the question of any possible loss of charter already granted is remote indeed.

Certainly the proposal of an amendment does not of itself create a danger of loss of charter.

It is easy to understand, however, that if the Association carried its internal arguments and differences of opinion to the halls of Congress, many Congressmen might feel inclined to revoke the charter in order to get rid of the matter. Here again, therefore, there is clear evidence of the need of removing from the charter all points, which might be controversial within the Association, and, at the same time, be of little or no consequence to members of Congress.

During the years 1906 to 1928 twenty-five new charters were granted. During the same time forty charters were amended.

From 1928 up to 1935, fifteen new charters have been granted, and twenty-five charters have been amended.

In only two cases have we found charters repealed by Congress. In one of these cases Congress repealed the charter because of the unpatriotic activities of the association which held the charter. In the other case, it appears that the number of members fell off to such an extent that the charter was revoked. An examination of the lists of organizations holding federal charters would lead us to but one conclusion, and that is that the danger of loss of charter by the National Education Association is very, very remote.

SEC. 4. INTERVIEWS WITH MEMBERS OF CONGRESS

a. Prior to the 1935 Convention

We have had a number of interviews with members of Congress on the subject originally assigned to us, namely: the amendment pertaining to the removal of life directors. In every instance the member of Congress has raised this question, "I wonder why such a provision was in the original charter?"

Some Congressmen have added another question. "Don't you think you ought to remove all such matters from the charter at the same time you make this change?"

The Committee feels confident that the bill will move along rapidly after its introduction.

We conferred with Senator King, who is the ranking member of the majority party of the Judiciary Committee of the Senate. Senator King is on record in many places in the *Congressional Record* as opposed to federal charters in general. He has, however, indicated no desire to revoke or repeal those which have been issued. He was very cordial to us, but emphasized several things:

First—He was opposed to life directors in any organization.

Second—He recognized that many provisions of our charter were for internal problems of the Association, and therefore should be left to the bylaws.

Third—He did not think it wise to have a bill presented to cover the life director question only.

Fourth—He agreed to sponsor a bill providing for general simplification of our charter.

We conferred also with Congressman Palmisano, who is chairman of the Education Committee of the House of Representatives. He expressed himself as opposed to life directors in any organization.

He indicated with a great deal of emphasis, however, that we should not come to Congress with a bill on that item alone. He offered to sponsor a bill taking care of the whole question of transferring from the charter to the bylaws provisions which properly belonged there.

b. Subsequent to the 1935 Convention at Denver

The chairman conferred with Senator King in September and presented to him copies of the reports of the two committees as they were presented at Denver. When it was pointed out to Senator King that the Representative Assembly had rejected the recommendations of the Committee in regard to Section 7, the Senator expressed a great deal of regret, saying that such provisions had no place in a charter. They should be confined to the bylaws.

The Senator reiterated his objections in general to federal charters, but stated that he would be glad to sponsor the proposed amendments for the Association. He stated further that he would have the bill prepared for introduction sometime in January. (See Exhibit VII.)

SUMMARY

The Committee studied the question of federal charters in general. It found that federal charters were generally simple and contained little or none of the detail which exists in the charter of the National Education Association. The Committee found also that the danger of losing the charter granted by Congress is very remote indeed.

Members of Congress were greatly surprised to find that a charter had been granted containing so much detail and strongly recommended that details which belong in the bylaws should be transferred there without delay, as they are of no interest from a Congressional viewpoint.

Chapter IV

Controversial Issues and Differences of Interpretation

1. THE PERMANENT FUND

Every member of the Committee on Amending the Charter and every member of the Committee on Reorganization heartily join with the Executive Committee and the Board of Trustees in the expression of a desire to protect the Permanent Fund. Differences of opinion have existed and still exist as to what is necessary to protect the Permanent Fund. The two committees presented unanimous recommendations to the Representative Assembly at Denver which, in their judgment, would provide for adequate protection to the Fund and at the same time allow extensive simplification of the charter. The Board of Directors, at Denver, discussed these proposals very fully and recommended, by a vote of 31 to 10, that the Representative Assembly approve of all of them. The Representative Assembly, however, debated and voted to approve of all the recommendations of the committees in reference to all sections except Section 7. The Representative Assembly voted to keep Section 7 in the charter in its present form.

Section 7 of the charter contains certain provisions with reference to the Permanent Fund, but it also contains many other provisions which have little or nothing to do with the principal of the Permanent Fund.

Many delegates believed that the action taken did not clearly indicate what the Representative Assembly desired to have done with the portions of Section 7 which had not been debated. This situation is indicated in the record of the debate of the Representative Assembly, and the record further indicates that the President caused the question to be asked a second time as to just what the wishes of the Representative Assembly were. It seemed to be clearly indicated that the attitude of the Representative Assembly at that time was in favor of retaining Section 7 in its present form and of accepting all other recommendations of the committees.

Subsequent correspondence with directors and delegates together with conferences with the Executive Committee have brought out the fact that there is a wide difference of opinion as to just what the Representative Assembly intended to do or thought it had done. This doubt as to the action seems to exist, not only in reference to portions of Section 7 which have nothing to do with the principal of the Permanent Fund, but also with certain portions of Section 6, which deal with the selection of the Board of Trustees.

The two committees discussed the matter thoroly at the St. Louis meeting in February, and by vote of 10 to 1 indicated that they believed that the record must be followed and that no consideration should be given to any intent or interpretation which would be contrary to the formal resolutions as adopted. The Executive Committee, however, held the opposite view and indicated what it believed the Representative Assembly at Denver had intended to do. (See next section and also Exhibit XIII.) This resulted in a situation that made it impossible for us to make progress toward the passage of a bill with such divergence of opinion existing among our official committees.

2. THE BOARD OF TRUSTEES

The last paragraph of Section 6 of the present charter reads as follows: "The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the President of the Association, who shall be a member *ex officio* during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the board shall forfeit his membership."

The two committees, in 1935, recommended that this whole paragraph be transferred to the bylaws. The Board of Directors approved of the recommendation, and the Representative Assembly voted unanimously for such a change. See Article II, Section 1 (d) of the bylaws; also Article III, Section 4 (b).

In consideration of the facts of the action thus taken in 1935 and in consideration of the fact that these provisions are set up in identically this form

in the bylaws as indicated, the two committees by a majority vote again recommend that this provision be removed from the charter.

By way of explanation for this position, the Committee can see no reason why we should retain in the charter a provision that specifies that the Board of Trustees shall be made up of five members.

The Committee believes that the Association should be permitted to change that number from five to three or seven or some other number if it so desires, and *without going to Congress*.

The Committee feels also that the Association should have the right to change the length of the term of office of each trustee *without going to Congress*.

Still further, the Committee believes that the Association should have the right to make provisions for a change in the method of election or appointment from time to time *without going to Congress*.

The Committee, therefore, reaffirms its recommendation in regard to all matters pertaining to Section 6, including the provisions in regard to the trustees; that is, they recommend that these provisions be stricken from the charter as they are already set up in the bylaws.

In reference to the matter of Section 7, the Committee has given consideration to all suggestions received from other committees, from directors, and from members. It has studied carefully the suggestions made by the Executive Committee. The records of the debates in the Board of Directors and before the Representative Assembly concerning these items have been given repeated study. The Committee recommends that the tri-partite control of the principal of the Permanent Fund as set up in Section 7 of the charter be retained. By the tri-partite control is meant the provision that no part of the principal of the Permanent Fund or its accretions shall be expended, except by the approval of (1) the Board of Trustees, (2) the Board of Directors, and (3) a two-thirds vote of the Representative Assembly. As a further attempt toward effecting a compromise between the extreme viewpoints, the Committee recommends that there be inserted in Section 7 a phrase which provides that the Board of Trustees shall always remain small, said phrase to read "not less than three and not more than nine members."

3. SPECIFIC PROVISIONS UNDER DISCUSSION

The Committee on Reorganization was formed for the express purpose of presenting plans for reorganization of the Association that would give due consideration to the problem of correcting a situation referred to in the resolution as follows: "It is generally believed that there are too many boards, committees, trustees, and directors, whose duties overlap." The Committee on Reorganization has expressed the thought that it is impossible for them to present a thoro and complete plan which will carry out the purpose for which it was created, unless certain amendments are made to the charter. That Committee is deeply interested in carrying out the recommendations that were presented at Denver and which were unanimously

approved by the Representative Assembly with reference to Section 6. That Committee also has expressed the feeling that the other recommendations presented by it with reference to Section 7, in all respects except those dealing with the *principal* of the Permanent Fund, should be carried out. The Committee on Amending the Charter is in agreement with the Committee on Reorganization in regard to these proposals and recommends that the said changes be approved. They are presented here in substantially the same form in which they were presented at Denver. The stenographic record of the debate does not indicate that these points, as represented by issues set forth in Chapter VI, nos. 1-10, 12, 19, and 21-25, were discussed separately at all.

4. DIFFERENCES OF INTERPRETATION

a. The Set-up of the Board of Trustees

The expression "the set-up" here is interpreted by the Committee on Amending the Charter to mean the manner of election, the term of office, and the number of members on the Board. This particular set-up is set forth in the last paragraph of Section 6 of the charter. The Executive Committee has indicated that it believed the Representative Assembly intended to have the present set-up of the Board of Trustees retained in the charter when it voted to have Section 7 remain in the charter as it is and has been. The Executive Committee has indicated that it holds this view in spite of the fact that the specific set-up of the Board of Trustees was set forth in the last paragraph of Section 6, and which the Representative Assembly voted unanimously to have removed from the charter.

The majority of the members of the Committee on Amending the Charter do not share the view of the Executive Committee as to what was intended by the Representative Assembly at Denver.

Entirely aside from the intent of the meeting at Denver, however, is the fact that no action has, as yet, been taken by Congress. Therefore, the Committee on Amending the Charter believes that the whole issue should be approached at Portland with the thought of determining what is best for the Association and that no one should be unduly influenced by what anyone believes to have been the expressed or implied intent of the Representative Assembly at Denver.

5. CONTROVERSIAL ISSUES

As the matter now stands, and in the light of letters and communications which the Committee on Amending the Charter has received, the Committee is inclined to believe that the recommendations concerning certain issues meet with general approval. (See classification of issues in following pages. See Chapter V, Section 4.) The members of the Committee recognize, however, that there are some differences of opinion as to some of the issues, particularly nos. 8, 9, and 12. In presenting the recommendations con-

cerning all the controversial issues, the Committee wishes to emphasize again the factors which it believes should receive the most weight in determining the disposal of these issues.

1. The Committee is not recommending any change in the *modus operandi* of the Association. It is merely recommending that changes be made in the charter so that the Association may from time to time change its organization procedure in accordance with its best judgment and without the necessity of securing the consent of Congress.

2. The Committee is of the opinion that the proposed changes are essential prerequisites in order to permit the Committee on Reorganization to carry out the plans which, in the judgment of that Committee, are desirable for the Association.

SUMMARY

In general, members of the Association seem in agreement on transferring from the charter to the bylaws all points except those related to the Permanent Fund and Board of Trustees. Some members believe that the Permanent Fund will be more adequately protected by retaining in the charter some or all of the provisions relating thereto. Others are inclined to take the opposite viewpoint. The Committee hopes that delegates will bear in mind that the issue under discussion is not a change in the *modus operandi* of the Association, but merely that of determining what provisions shall be kept in the charter and what provisions shall be transferred to the bylaws.

Chapter V

Simplification of the Charter as Prepared for Consideration at the Portland Convention

Section 1. REVIEW OF DEVELOPMENTS

a. Chief stages—

Reviewing the whole situation regarding amending the charter, it is important to make note of the following separate distinct stages:

1. The authorization for a single amendment dealing with the life director question alone.

2. The recommendations of the committees in regard to simplification of the charter.

3. The action taken by the Representative Assembly in 1935.

4. The differences in interpretation placed upon that action by the Committee on Amending the Charter, the Committee on Reorganization, and the Executive Committee.

5. The consideration of the whole plan of simplification at Portland. As this report deals with this last stage, it is important to hold clearly in mind the fact that the previous stages nos. 1, 2, 3, and 4 are guides in the preparation of what shall be presented at Portland but are in no way binding upon the form and character of that report.

When this report is presented to the delegates at the Portland convention, two years will have passed since changes in the charter were first proposed.

The proposals have been published in the issues of the *Journal of the National Education Association* for May 1935, and again, somewhat revised, in the *Journal* of May 1936.

b. Steps toward simplification of the charter—

1. A simplified charter was drawn up in March 1935 by Cornelia S. Adair and R. T. Shaw, with the cooperation of Attorney Quinter, Parliamentarian Robert, and Secretary Givens.

2. This simplified charter was published in the *Journal* of May 1935, and suggestions and reactions were received from various directors and delegates.

3. The simplified charter was thoroly studied by the Committee on Reorganization and the Executive Committee, as well as the Committee on Amending the Charter.

4. At the first meeting of the Board of Directors at Denver, the matter was presented and thoroly discussed by the directors. By a vote of 31 to 10 the report was sent to the Representative Assembly with a favorable recommendation for its adoption.

5. The Representative Assembly of 1935 approved of all the proposals for amendment dealing with all sections of the charter except Section 7, but voted to retain Section 7 in its present form.

6. There was considerable sentiment to the effect that the vote as taken by the Representative Assembly did not clearly indicate the real thought of the Representative Assembly, and an attempt was made on the next day to have a second vote on the whole matter by the use of a printed ballot. This procedure was voted down.

7. A bill was prepared by Attorney Quinter on the basis of the formal resolutions adopted by the Representative Assembly.

8. When the bill was prepared for introduction into Congress, the Executive Committee indicated that, in its judgment, the bill did not represent the action which the Representative Assembly thought it had taken.

The recommendations of the Committee, therefore, printed in this report are the result of the evolution of thought that has occurred during these twenty-four months.

Sec. 2. Recommended Changes: The recommendations are set forth in the twenty-six issues listed below and are presented in this form because they include consecutively the proposed changes in Sections 5, 6, 7, 8, and 9 of the charter as it now is.

They include the changes that were approved by the Representative Assembly last year, as well as those upon which final or further action is requested at the Portland meeting.

Sec. 3. Effect of Proposed Changes: In considering the proposed changes, it is very important to give careful consideration to the following:

(a) The recommendations do not change the *modus operandi* of the Association. The provisions of the present charter were set up in the bylaws last year, or are included in the proposed revision of the bylaws for this year.

The right-hand column in the following pages indicates the location in the bylaws of the provisions which govern, as they are set forth in the present charter.

(b) The recommendations of the Committee, therefore, are made merely to place in the control of the Association the provisions indicated, so that it will not be necessary, in the future, to go to Congress for approval of changes therein.

Sec. 4. Classification of the Proposed Changes:

(a) Changes represented by issues nos. 1, 2, 3, 4, 5, 6, 7, 10, and 25 have been unanimously approved by the Committee on Amending the Charter, the Committee on Reorganization, the Representative Assembly of 1935, and by the Board of Directors by vote of 31 to 10. They are repeated here in order to make the complete statement of the sections of the charter entirely clear.

b. Changes represented by issues nos. 11, 15, 18, 19, and 26 are unanimously recommended at this time by the Committee on Amending the Charter and the Committee on Reorganization and are practically the same as the recommendations which were approved in 1935 by the Board of Directors and the Representative Assembly. The only differences are those of wording which were made necessary or advisable as a result of the action taken by the Representative Assembly in 1935 and the possible differences in interpretation which might be put upon the action taken.

c. Changes represented by issues nos. 8, 9, and 12 are recommendations which were unanimously approved by the Representative Assembly of 1935. The Executive Committee (see Exhibits XI and XIII) is of the opinion that the Representative Assembly did not intend to give its approval to these recommendations.

d. Changes represented by issues nos. 13, 14, 16, 17, and 20 are modifications of previous recommendations. Certain recommendations made in 1935 have been modified in the light of the development of the discussion and opinion at the Representative Assembly in 1935 and subsequently.

e. Changes represented by issues nos. 21, 22, 23, and 24 are recommendations which were presented at Denver in this form with the unanimous support of both committees and were discussed by the Board of Directors and approved by that body by vote of 31 to 10. They were not discussed in the Representative Assembly, but in spite of the fact that they have no particular bearing upon the present principal of the Permanent Fund, they were rejected by the Representative Assembly when it voted to have Section 7 retained in its old form.

SUMMARY

The recommendations for change are the results of the evolution of thought as to what is best for the Association as developed by a majority of the Committee on Amending the Charter during the past two years. The proposed changes are classified in 5 groups. (See Chapter V, Section 4.)

Chapter VI

*The Charter with the Proposed Changes Set Forth in Ballot Form**Comment of Committee*

In studying the proposed amendment it is important to note the method used in presenting the material. Sections of the charter as they now stand are printed in full in regular type. Brackets [] are placed around words, phrases, and sentences that are to be cut out of the charter if the recommendations of the Committee are approved or were approved by the Representative Assembly at Denver. Words, phrases, and sentences which are to be added in accordance with the formal resolutions adopted by the 1935 Representative Assembly are printed in **bold type**. Words, phrases, and sentences which should be added in accordance with the recommendations of this Committee are printed in *italics*.

The entire charter is printed here so that the proposed changes may be carefully studied.

The Charter

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

SECTION 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia, viz.: Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews, of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm, of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B.

Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarman, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

SECTION 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the

Purpose of Departments	National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Educa- tion; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; four- teenth, of School Administration; fifteenth, the Library Department; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Educa- tion may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.
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SECTION 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or be sued in any court of the United States, or other court of competent jurisdiction; Powers of Corporation	to make bylaws not inconsistent with the provisions of this act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.
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SECTION 4. That all real property of the corporation within the District of Co- lumbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income, and all personal property and funds of the corporation held, used, or Property To Be Tax-Exempt	invested for educational purposes aforesaid, or to produce in- come to be used for such purposes, shall be exempt from taxation; <i>provided</i> , however, That this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, <i>provided further</i> , That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.
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Issue No.	Recommended Changes in Sections 5, 6, 7, 8, and 9	Location in the Bylaws
1. Approved by Representative Assembly, 1935.	SECTION 5. [That the membership of the said corporation shall consist of three classes of members—viz., active, associate, and corresponding—whose qualifications, terms of membership, rights, and obligations shall be prescribed by the bylaws of the corporation.] The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.	Article I
2. Approved by Representative Assembly, 1935.	A. SECTION 6. [That the officers of the said corporation shall be a President, twelve Vicepresidents, a Secretary, a Treasurer, a Board of Directors, an Executive Committee, and a Board of Trustees.]	Article II Section 1 (a)
3. Approved by Representative Assembly, 1935.	B. [The Board of Directors shall consist of the President, the First Vice-president, the Secretary, the Treasurer, the chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by the active members for the term of one year, or until their successors are chosen, and of all Life Directors of the National Educational Association.]	Article II Section 1 (b)
4. Approved by Representative Assembly, 1935.	C. [The United States Commissioner of Education, and all former Presidents of the said Association now living, and all future Presidents of the Association hereby incorporated, at the close of their respective terms of office, shall be members of the Board of Directors for life.]	Omitted from charter in accordance with action of the Representative Assembly of 1934.
5. Approved by Representative Assembly, 1935.	D. [The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the corporation, excepting those herein intrusted to the Board of Trustees; and shall possess such other powers as shall be conferred upon them by the bylaws of the corporation.]	Article III Section 4 (a) and (e)

Issue No.	Recommended Changes in Sections 5, 6, 7, 8, and 9	Location in the Bylaws
6. Approved by Representative Assembly, 1935.	E. [The Executive Committee shall consist of five members, as follows: the President of the Association, the first Vicepresident, the Treasurer, the chairman of the Board of Trustees, and a member of the Association to be chosen annually by the Board of Directors, to serve one year.]	Article II Section 1 (c)
7. Approved by Representative Assembly, 1935.	F. [The said Committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board.]	Article III Section 5 (a)
8. Approved by Representative Assembly, 1935.	G. [The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years, and the President of the Association, who shall be a member ex officio during his term of office.]	Article II Section 1 (d)
9. Approved by Representative Assembly, 1935.	H. [At the first meeting of the Board of Directors held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.]	Article III Section 4 (b)
10. Approved by Representative Assembly, 1935.	I. That the officers of the said corporation shall be a President, one or more Vicepresidents, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees as shall be prescribed in the bylaws.	
11. In favor of ☐ Opposed to ☐	K. <i>Except as limited by this act as amended, the bylaws of the corporation shall prescribe the powers, duties, terms of office, and the manner of election or appointment of the said officers, boards, councils, and committees,</i>	

Issue No.	Recommended Changes in Sections 5, 6, 7, 8, and 9	Location in the Bylaws
12. Approved by Representative Assembly, 1935.	L. and the said corporation may by its bylaws make other and different provisions as to the numbers and names of the officers, boards, councils, and committees.	
13. In favor of ☐ Opposed to ☐	A. SECTION 7. That the invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created shall be held by such corporation as a Permanent Fund [and]	See Article XI Section 1
14. In favor of ☐ Opposed to ☐	B. <i>The Permanent Fund</i> shall be in charge of the Board of Trustees <i>which shall consist of not less than three and not more than nine members and which</i> [who] shall provide for the safekeeping and investment of such Fund and of all other funds which the corporation may receive by donation, bequest, or devise.	Article III Section 6 (b) and Article XI Section 2
15. In favor of ☐ Opposed to ☐	C. 1—No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the <i>Representative Assembly</i> [active members of the Association present at any annual meeting].	See Article XI Section 4
16. In favor of ☐ Opposed to ☐	2— <i>after the proposed expenditure has been approved by</i> [upon recommendation of] <i>the Board of Trustees.</i>	See Article XI Section 3
17. In favor of ☐ Opposed to ☐	3—[after such recommendation has been approved by vote of] <i>and the Board of Directors,</i>	See Article XI Section 3 and Article III Section 4 (c)
18. In favor of ☐ Opposed to ☐	4—and after printed notice of the proposed expenditure has been <i>printed in the Journal of the National Education Association</i> [mailed to all active members of the Association] <i>at least two months prior to the meeting of the Representative Assembly,</i>	See Article XI Section 3
19. In favor of ☐ Opposed to ☐	5—and after all other requirements of the bylaws have been fulfilled.	

Issue No.	Recommended Changes in Sections 5, 6, 7, 8, and 9	Location in the Bylaws
20. In favor of ☐	6— <i>Except as limited by this act as amended, the said corporation may by its bylaws provide for the custody, control, management, sale, mortgage, investment, and reinvestment of the principal of said Permanent Fund.</i>	
Opposed to ☐		
21. In favor of ☐	D. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of Proceedings, unless the terms of the donation, bequest, or devise shall otherwise specify, [or the Board of Directors shall otherwise order] <i>or as otherwise provided by the bylaws of the corporation.</i>	Article XI Section 4
Opposed to ☐		
22. In favor of ☐	E. [It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Secretary of the Association acting under the authority of the Board of Directors.]	Article III Section 6 (b)
Opposed to ☐		
23. In favor of ☐	F. [When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year.]	Article III Section 6 (b)
Opposed to ☐		
24. In favor of ☐	G. [The Board of Trustees shall elect the Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.]	Article III Section 6 (c)
Opposed to ☐		

Issue No.	Recommended Changes in Sections 5, 6, 7, 8, and 9	Location in the Bylaws
25. Approved by Representative Assembly, 1935.	SECTION 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; <i>provided</i> That the meeting of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained elsewhere, within the United States, as may be determined [by the Board of Directors, or otherwise] in accordance with the bylaws.	Article III Section 4 (d)
26. In favor of ☐ Opposed to ☐	SECTION 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-	Article — Section —

named Association, or any other person having charge of any of the securities, funds, books or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created.

Provided, that this corporation may by its bylaws make other and different provisions for the custody, control, management, sale, mortgage, or other disposition of its property, [in accordance with Section 7 of the Act of Incorporation as amended by this act.] except as limited by the provisions of this act as amended, and

Provided, That a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and, provided further, That in the event of the failure of the Association to accept the charter granted by this act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

SECTION 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorpo-

rated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this act.

SECTION 11. That Congress may from time to time alter, repeal, or modify this act of incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

SECTION 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

SUMMARY

This chapter contains the charter, showing in ordinary type the present provisions, in **bold type** the provisions as modified by the action of the Representative Assembly at Denver, in *italics* the words, phrases, and sentences which will be added if the recommendations of the Committee are accepted. Brackets [] are placed around words, phrases, and sentences which are to be removed from the provisions of the charter if the recommendations of the Committee are accepted.

The proposed changes have been arranged in the form of 26 issues because there are many separate issues, each of which should be considered on the basis of its own merits. As set forth in the previous Chapter, these 26 issues may be considered in 5 groups.

The Committee hopes that many of these issues will be disposed of by unanimous consent so that the number which must be placed upon the ballot may be very small.

Chapter VII

Summary

A. FACTS AND CONCLUSIONS

1. Congress alone has the power to amend the charter of the National Education Association.
2. No parliamentary action on the part of the Association or the lack of parliamentary action has any bearing whatever upon the legal status of what Congress may see fit to do in regard to any amendments.
3. The original charter was granted by Congress in 1906. It contained no provision for a Representative Assembly.
4. The provision for the Representative Assembly was added by an amendment to the charter in 1920. That amendment made no provision for other changes or modifications in the committees and boards which had been previously set up in the charter.
5. The charter contains, in the opinion of experts, many provisions which more properly belong in the bylaws.
6. Interviews with members of Congress seem to indicate very plainly that Congress will be willing to make changes in the charter which are definitely desired by the Association.
7. The "danger of loss of charter" appears to be very remote indeed.
8. The Committee is of the opinion that the Association should avoid annoying Congress with frequent requests for change of charter.
9. The proposed plan of simplification does not in any way change the *modus operandi* of the Association.
10. The proposed plan of simplification has been thoroly studied for two years, not only by the members of the Committee on Amending the Charter, but also by the members of the Committee on Reorganization, and many of the directors and others who are actively interested in securing the best provisions for governing our Association.

B. RECOMMENDATIONS

1. The Committee recommends that the Representative Assembly approve the plan of simplification of the charter as presented in this report.
2. The Committee recommends that the Representative Assembly make provision for a Committee to take immediate steps to have the charter amended by Congress, as provided for in this plan of simplification.
3. The Committee recommends that the Representative Assembly make adequate appropriation for the work of that Committee.
4. The Committee recommends that the Representative Assembly direct all officers and committees of the Association to give active support to the plan of simplification, as approved by the Representative Assembly.
5. In the event that the Representative Assembly should approve of some of the recommendations of the Committee, but not all, it is the inten-

tion of the Committee to explain to the Representative Assembly on Wednesday any inconsistencies that might thus develop, and to make further recommendations for action by the Representative Assembly toward removing said inconsistencies.

6. In the event that further study of the action thus taken by the Representative Assembly shall disclose any points concerning which the Executive Committee or the Board of Trustees or the Board of Directors should be in need of adjustment as to wording, the said items shall be referred to the attorney of the Association for an opinion. Final judgment as to whether the suggested adjustment shall be made shall rest with the Committee on Amending the Charter and the Committee on Reorganization.

Exhibit III

The History of Life-Directorship in the N.E.A.

A. The first Constitution was adopted by the National Teachers Association on August 26, 1857. In it there was no provision for *Life-Director*. At that time Article IV, Section 1, read as follows:

"The officers of this Association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, one Councilor for each State, District, or Territory represented in the Association and the officers charged with the administration of their respective departments."

B. In 1876 this section was amended by adding "Any friend of education may become a *Life-Director* by the donation of one hundred dollars to the Association at one time, either by himself or in his behalf."

C. In 1880 this section was further amended by adding "and any educational association may secure a *Perpetual Directorship* by a like donation of one hundred dollars, the director to be appointed annually or for life."

D. While the name was changed in 1870 from the National Teachers Association to the National Educational Association, the Association continued to operate under the Constitution until 1886 at which time it was incorporated under the laws of the District of Columbia. This Charter was not perpetual but was incorporated to exist for twenty years. To secure this Charter it was necessary for certain subscribers to sign a statement which read as follows:

"We whose names are subjoined, agree to adopt the following Constitution."

We find that Article IV, Section 1 of this Constitution read as follows:

"Section 1. The officers of this Association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, one Councilor for each State, District, or Territory represented in the Association, and the presiding officers of the several departments, and a Board of Trustees to be Constituted as hereinafter provided. Any friend of education may become a *Life-Director* by the donation of one hundred dollars to the Association at one time, either by himself or on his behalf; and any educational association may secure a *Perpetual Directorship* by a like donation of one hundred dollars, the director to be appointed annually or for life. Whenever a life-member desires to become a *Life-Director*, he shall be credited with the amount he has paid for his life-membership."

E. We find also that Article VII read as follows:

"This Constitution may be altered or amended at a regular meeting by the unanimous vote of the members present, or by a two-thirds vote of the members present, provided that the alteration or amendment has been substantially proposed in writing at a previous meeting."

It should be noted here that, as this Charter was granted under the provisions of an Act of General Incorporation, Class Three, of the Revised Statutes of the District of Columbia, the Constitution could be amended from time to time by the Association itself without going before an outside body such as the Congress of the United States or the Courts of the District of Columbia.

Apparently there was no further change in the Constitution in so far as Life-Directors or amendments were concerned until the twenty-year period was approaching a close.

Early in 1906 plans were set on foot for securing a Charter by a special act of Congress. This special act was passed by the Congress and approved by the President on June 30, 1906. This is the Charter which we still have except for the amendment of 1920. In this Charter there is no provision for the purchase of a *Life-Directorship*. There is, however, the following sentence in section 6, "The Board of Directors shall consist of the President . . . and of all *Life-Directors* of the *National Educational Association*." We also find the following sentence in section 6 of the new Charter, "The United States Commissioner of Education, and all former Presidents of the said Association now living, and all future Presidents of the Association hereby incorporated, at the close of their respective terms of office shall be members of the Board of Directors for life."

From these quotations it is clear that the new Charter provided that directors who had purchased a Life-Directorship in the Association as it existed formerly were carried over as Life-Directors in the Association under the new Charter. By examining the lists of Life-Directors we find that only four of those who were carried over in 1906 are still living. The fact that these four Life-Directorships were purchased for a consideration raises the possibility of a claim for vested rights. The Executive Committee, therefore, advised the Committee on Amending the Charter to deal with these four cases as separate problems.

The Life-Directorships acquired in an exofficio way apparently do not represent property rights and, therefore, may be handled in accordance with the will of the Association.

Exhibit IV

The Bill as prepared by Attorney Quinter in October 1935 upon the basis of his examination of the stenographic report of the meetings at Denver

An Act to amend an Act entitled "An Act To Incorporate the National Education Association of the United States" by changing Sections 5, 6, and 8 thereof:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that Sections 5, 6, and 8 of an Act entitled "An Act to incorporate the National Education Association of the United States" approved June 30, 1906, as amended May 13, 1920, be amended so that Sections 5, 6, and 8 thereof shall read as follows:

SECTION 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

SECTION 6. That the officers of the said corporation shall be a President, one or more Vice-Presidents, a Secretary, a Treasurer, a Board of Directors, an Executive Committee and other officers as shall be prescribed in the bylaws.

Except as limited by the provisions of Section 7 hereof, the bylaws of the corporation shall prescribe the powers, duties, terms of office and the manner of election or appointment of the said officers, Boards, Councils and Committees and may make other and different provisions as to the numbers and names of the Officers, Boards, Councils and Committees.

SECTION 8. That the principal office of the said corporation shall be in the city of Washington, D. C., provided, that the meetings of the corporation, its officers, com-

mittees and departments, may be held and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be provided in the bylaws.

Exhibit V

October 10, 1935

R. T. Shaw, Esq., Chairman
1327 Real Estate Trust Building
Philadelphia, Pa.

Dear Mr. Shaw:

In reply to your letter of the first instant, I have examined the minutes of the Representative Assembly, National Education Association of the United States, Denver, Colorado, July 2, 3, and 4, 1935, and the proposed amendments to the Charter of the Association approved by that Assembly.

I am of the opinion that the failure of the Assembly to approve the proposed amendments to Section 7 of the Charter rendered certain of the amendments approved inconsistent with Section 7.

I am of the opinion that in order to carry out the intention of the Representative Assembly and to remove the inconsistencies, it will be necessary to make the following corrections:

1. Change the wording of the second paragraph of the approved amendment to Section 6 to read as follows:

"Except as limited by the provisions of Section 7 hereof, the by-laws of the corporation shall prescribe the powers, duties, terms of office and the manner of election or appointment of the said Officers, Boards, Councils and Committees, and may make other and different provisions as to the numbers and names of the Officers, Boards, Councils and Committees."

2. Make no change in the present provisions of Section 9.

With these corrections, I am of the opinion your Committee would be carrying out the intention of the Representative Assembly in proceeding to obtain from Congress amendments to Sections 5, 6, and 8 of the Charter.

Very truly yours,

(Signed) RALPH D. QUINTER.

Exhibit VI

The Bill as prepared by Attorney Quinter upon the request of the Executive Committee at its meeting on December 28, 1935

An Act to amend an Act entitled "An Act To Incorporate the National Education Association of the United States" by changing Sections 5, 6, 7, and 8 thereof:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that Sections 5, 6, 7, and 8 of an Act entitled "An Act To Incorporate the National Education Association of the United States" approved June 30, 1906, as amended May 13, 1920, be amended so that Sections 5, 6, 7, and 8 thereof shall read as follows:

SECTION 5. The qualifications, classifications, rights and obligations of members of said corporation shall be prescribed in the by-laws of the corporation.

SECTION 6. That the officers of said corporation shall be a President, one or more Vice-Presidents, a Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such Boards, Councils, Committees and other officers as shall be prescribed in the by-laws.

Except as otherwise provided by Section 7 hereof, the by-laws of the corporation shall prescribe the powers, duties, terms of office and the manner of election or appointment of the said Officers, Boards, Councils, and Committees and may make other and different provisions as to the numbers and names of the Officers, Boards, Councils and Committees.

SECTION 7. The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the President of the Association, who shall be a member *ex officio* during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the board shall forfeit his membership.

That the invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the active members of the Association present at any annual meeting, upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors, and after printed notice of the proposed expenditure has been mailed to all active members of the Association. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of "Proceedings," unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.

Exhibit VII

74TH CONGRESS, 2D SESSION—S. 3855

IN THE SENATE OF THE UNITED STATES

JANUARY 16 (calendar day, JANUARY 30), 1936

Mr. King introduced the following bill; which was read twice and referred to the Committee on the District of Columbia.

JANUARY 16 (calendar day, FEBRUARY 10), 1936

The Committee on the District of Columbia discharged, and referred to the Committee on the Judiciary.

A BILL

To amend the Act entitled "An Act to incorporate the National Education Association of the United States," approved June 30, 1906, as amended.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 5 of the Act entitled "An Act to incorporate the National Education Association of the United States," approved June 30, 1906, as amended, is amended to read as follows:

"SEC. 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation."

SEC. 2. Section 6 of such Act of June 30, 1906, is amended to read as follows:

"SEC. 6. The officers of said corporation shall be a president, one or more vice presidents, a secretary, a treasurer, a board of directors, an executive committee, a

board of trustees, and such boards, councils, and committees as shall be prescribed in the bylaws.

"The bylaws of the corporation shall prescribe the powers, duties, terms of office, and manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its bylaws make other and different provisions as to the numbers and names of its officers, boards, councils, and committees."

SEC. 3. Section 8 of such Act of June 30, 1906, is amended by striking out in the proviso thereof the following: "by the board of directors, or otherwise,".

Exhibit VIII

It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year.

Exhibit VIII-A

February 11, 1936

Mr. Ralph D. Quinter
815 Fifteenth St.
Washington, D. C.

Dear Mr. Quinter:

Mr. Givens has sent to members of the Committee on Reorganization and the Committee on Amending the Charter an excerpt from the Minutes of the meeting of the Executive Committee when you and I both were present.

Among other paragraphs in this excerpt was the following: "In connection with a further discussion, Mr. Quinter remarked that it was the spirit of the convention that the Charter should retain the method of election of the Trustees."

This quotation does not seem to be in accord with my memory, but before I make further criticism of it, I should like to have your comments.

Very truly yours,

(Signed) R. T. SHAW, *Chairman*
Committee on Amending Charter.

RTS:MEB

Exhibit IX

815 Fifteenth Street
Washington, D. C.
February 13, 1936

Law Offices
Quinter & Sothoron

Dr. R. T. Shaw, Chairman
1327 Real Estate Trust Bldg.
Philadelphia, Pennsylvania

Dear Doctor Shaw:—

In reply to your letter of the 11th instant, I beg to state that if my memory is correct I stated to the Executive Committee in your presence that the members of the Executive Committee present at the meeting had informed me that they believed it was the spirit of the convention that the charter should retain the method of election of the Trustees.

My letter to you dated December 30, 1935, was written when my recollection was quite fresh about the matter. In that letter I stated with respect to the bill prepared at your request that:

"In suggesting the proposed changes, I took into consideration only the action of the Representative Assembly by way of formal resolutions."

And further:

"When I appeared before the Executive Committee, I informed the Committee that in my opinion it would be useless to attempt to have introduced in Congress a bill for amending the Charter asking for amendments inconsistent with other provisions of the Charter. The members of the Committee informed me that if they were to approve a bill in which the inconsistencies of record were to be removed, they thought the Charter should be amended so as to carry out the spirit of the Representative Assembly, which they interpreted was to leave the provisions affecting the Permanent Fund and the Board of Trustees as they were in the Charter, and requested me to prepare a bill providing for the retention in the Charter of the last paragraph of Section 6 entitled 'Board of Trustees.'

"The members of the Executive Committee expressed themselves as being of the opinion that the debate and vote on Section 7 of the Charter as they heard it, demonstrated to them that the Representative Assembly desired no change in the provisions of the Charter respecting the Permanent Fund and the Board of Trustees."

I also acknowledge the receipt of the mimeographed letter and accompanying papers you sent me on the 8th instant.

Very truly yours,

RDQ/dec

(Signed) RALPH D. QUINTER.

Exhibit X

Supplemental Report Prepared for Executive Committee, Late Afternoon

February 24, 1936

I have just learned that one of the officers of the Association has stated today that the controversy has settled down to the question of "record" vs. "intent." All reactions which have come to me since reaching Convention soon settled down to a very definite conclusion insofar as those two items are concerned. The conclusion is simply this, the "intent" is unknown and can never be determined. The intent readily divides itself into four headings:—

First, the item which they thought they were trying to have adopted, and

Second, that which they thought had been adopted, and

Third, those things which many believe would have been adopted had they been specifically discussed, and

Fourth, those that they believe would have been adopted had all "personalities" and extraneous matter been kept out of the discussion.

The four items above are only a few of the possible ramifications which one gets into when he attempts to find out what the delegates thought or what their intent was.

If, however, an officer of the Association feels that it is still an undecided question, then I feel it is only fair for me to express that which many of those who are delegates at Denver have indicated to me, namely, I believe that the entire report would have been adopted in approximately the same ratio as was voted by the Board of Directors if all personalities had been kept out of the discussion and if all delegates had given the same time and consideration to the matter individually as was given by the Board of Directors prior to their action.

Since I have been in St. Louis large numbers of delegates who attended the Convention at Denver last year have indicated to me their belief that they thought that

Section 7 had been approved of in principle, but that the ideas contained therein had been transferred to the By-Laws. Frankly this has been somewhat surprising to me and therefore when I have inquired what their basis was they have pointed out to me the fact that the same statements which now appear in Section 7 also appear in the By-Laws; they point out further that they were added to the By-Laws at the Denver meeting.

Again this whole discussion seems to point to but one conclusion, we must follow the record, we cannot permit ourselves to be swayed by the opinions of any individuals or by the ill feeling that has been created or that may be created by carrying out that which is definitely indicated in the record.

R. T. SHAW.

Exhibit XI

Action Taken by the Executive Committee of the National Education Association upon the Request of the Committee on Amending the Charter for Instructions with Reference to Senate Bill 3855, 3:00 P.M., Tuesday, February 25, 1936

WHEREAS: The Executive Committee of the National Education Association is required by the Charter and By-Laws of the Association to carry out the mandates of the Representative Assembly, and

WHEREAS, in the judgment of the Executive Committee Senate Bill 3855 does not by its provisions protect the Permanent Fund as the mandate of the Representative Assembly at Denver explicitly directed,

Therefore, the Executive Committee at the request for instruction made by the Committee on Amending the Charter, directs said Committee to request that Senate Bill 3855 be so modified as to conform to the action of the Representative Assembly at Denver.

(Signed) WILLARD E. GIVENS,
Executive Secretary.

Exhibit XII

February 25, 1936

My dear President Samuelson:

The communication setting forth the "Action taken by the Executive Committee of the National Education Association upon the request of the Committee on Amending the Charter for instructions with reference to Senate Bill 3855, 3:00 P.M., Tuesday, February 25, 1936," has been received.

The Committee on Amending the Charter requests the Executive Committee to point out:

- 1—WHEREIN, "The mandate of the Representative Assembly at Denver *explicitly directed*" anything with reference to the Permanent Fund except the retention of Section 7 in the Charter in the form in which it has been worded heretofore.

The Committee on Amending the Charter requests, also, that the Executive Committee point out:

- 2—WHEREIN, the provision of Senate Bill 3855 does not by its provision protect the Permanent Fund as the mandate of the Representative Assembly at Denver explicitly directed.

(Signed) R. T. SHAW.

Exhibit XIII

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Washington, D. C.

MEMORANDUM TO MEMBERS OF THE COMMITTEE ON AMENDING THE CHARTER

1. In order to be helpful to the Committee with reference to our communication on the action taken by the Executive Committee of the National Education Association upon the request of the Committee on Amending the Charter for instructions with reference to Senate Bill 3855, 3:00 p.m. Tuesday, February 25, 1936, we are sending herewith

- (a) a copy of the bill prepared by Attorney Quinter on December 29, 1935, which in the judgment of the Executive Committee, carries out the mandate of the Representative Assembly at Denver; (See Exhibit VI)
- (b) a copy of a suggested modification of Senate Bill 3855, which in the judgment of the Executive Committee likewise carries out the mandate of the Representative Assembly at Denver. (See Exhibit XIV.)

AGNES SAMUELSON,
President.

WILLARD E. GIVENS,
Executive Secretary.

Exhibit XIV

*Preliminary Draft of a Bill Subject to Any Revision by the Executive Committee
Made Necessary After Conference with Attorney Quinter*

To amend the Act entitled "An Act to incorporate the National Education Association of the United States," approved June 30, 1906, as amended.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Section 5 of the Act entitled "An Act to incorporate the National Education Association of the United States," approved June 30, 1906, as amended, is amended to read as follows:

Sec. 2. Section 6 of such Act of June 30, 1906, is amended to read as follows:

Sec. 6-A. The officers of said corporation shall be a president, one or more vice-presidents, a secretary, a treasurer, a board of directors, an executive committee, a board of trustees, and such boards, councils, and committees, as shall be prescribed in the by-laws.

B. The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the President of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

C. Except as herein provided, the bylaws of the corporation shall prescribe the powers, duties, terms of office, and manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its bylaws make provision for other officers, boards, councils and committees and shall determine the numbers and names thereof.

Sec. 3. Section 8 of such Act of June 30, 1906, is amended by striking out in the proviso thereof the following: "by the board of directors, or otherwise,".

Exhibit XV

(Copy)

March 2, 1936

Mr. Willard E. Givens
1201 Sixteenth St., N. W.
Washington, D. C.

Dear Mr. Givens:

I have been thinking over the many angles of that last conference with the Executive Committee. I have come to certain very definite conclusions which should have been very apparent to all of us at that time:

1st—No bill is going to make progress this session unless it has the endorsement of Senator King.

2nd—Any amendments which we might consider to his bill should be taken up with him first, or he may not receive the matter kindly.

3rd—Any approach to Senator Ashurst will, in my judgment, bring forth an immediate suggestion that we take the matter up with Senator King before we do anything else.

In the light of these conclusions, I, therefore, feel that the conference to be arranged should be with Senator King.

In order to keep matters as harmonious as possible, I feel such a conference should be arranged for by myself as Chairman of the Committee on Amending the Charter. However, I should certainly not want to have such a conference without having present either you, or Mr. Quinter, or Dr. Saunders, or President Samuelson, or all. I am sending a copy of this letter to each member of the Executive Committee and to Dr. Oberholtzer.

Very cordially yours,

R. T. SHAW, *Chairman,*
Committee on Amending Charter.

cc Executive Committee
cc Dr. Oberholtzer

REPORT OF COMMITTEE ON BYLAWS AND RULES

CORNELIA S. ADAIR, 3208 HAWTHORNE STREET, RICHMOND, VA., *Chairman*

The report of the Committee on Bylaws and Rules will be found in full in the minutes of the First Business Session of the Representative Assembly, Tuesday morning, June 30, 1936.

REPORT OF COMMITTEE TO COOPERATE WITH THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

N. C. NEWBOLD, STATE DIRECTOR OF NEGRO EDUCATION, STATE DEPARTMENT
OF EDUCATION, RALEIGH, N. C., *Chairman*

A meeting of the Committee was held in Room 304, Statler Hotel, St. Louis, Missouri, Wednesday, February 26, 1936, at 9 a.m. The meeting was called to order by the chairman. Present at the meeting were: Mabel

Carney, S. L. Smith, U. W. Leavell, A. C. Payne, Arthur D. Wright, Rufus E. Clement, Robert L. Cousins, Charles S. Johnson, H. Council Trenholm, E. A. Duke, Garth A. Akridge, John W. Davis, Ambrose Caliver, J. R. E. Lee, J. S. Lambert, Leo M. Favrot, W. J. Hale, W. J. Hale, Jr., R. S. Grossley, and N. C. Newbold.

Arthur D. Wright made a report of progress concerning the matter of office accommodations for the secretary of the National Association of Teachers in Colored Schools in Washington, D. C., whereupon a motion was offered by U. W. Leavell that the committee be continued. The motion prevailed.

S. L. Smith, chairman of the Subcommittee on Textbooks and Motion Pictures, made a brief statement with reference to the work of his committee, after which Mr. Leavell, consultant, was presented and distributed a Syllabus on the Treatment of Interracial Understanding, with an interesting and detailed statement of his work as a member of the committee.

The Subcommittee on Textbooks and Motion Pictures, composed of S. L. Smith, chairman, W. T. B. Williams, Robert B. Eleazer, Charles S. Johnson, Arthur D. Wright, and N. C. Newbold, has held two meetings within the past year and is filing the following progress report:

I. *The treatment of the Negro in textbooks*—This subcommittee continues to have the cooperation of school and college officials as well as textbook authors and publishers in efforts to have all the textbooks give fair and adequate treatment of the Negro. While all the members of the committee have given some attention to this, R. B. Eleazer of the Southern Interracial Commission has given special attention to the problem. A summary of his findings is shown in the Committee report on page 157 of the 1935 *Proceedings* of the National Education Association. This report clearly indicates that many textbooks now in use do not give adequate consideration to the Negro race.

U. W. Leavell has at the request of the committee continued to act as consultant in the study of textbooks, and has given much assistance in gathering authentic material for use in textbooks.

Charles S. Johnson is continuing to gather material for a Source Book on the Negro and Race Relations, which will furnish valuable authentic information to authors and magazine writers.

Martha Parks, state school librarian of Tennessee, has prepared a *Selected List of Books* by or about the Negro in Africa and America, which has been published by the Tennessee State Department of Education, and is available to school and library officials.

Because of frequent requests from schools and officials in the South, the Julius Rosenwald Fund has prepared a carefully selected list of thirteen books by and about Negroes for distribution at cost to both white and colored high schools. The demand for these books indicates the interest of white high-school students to know more about this important race.

II. *Motion pictures portraying Negro life in America*—The subcommittee continues to work on this problem and has made some progress since the last report published on page 202 of the 1935 *Proceedings* of the National Education Association. One member of the committee, Charles S. Johnson, has contacted a number of Negro artists within the past few months, including Mrs. Paul Robeson, for her husband. He reports that manuscripts have been prepared and placed in her hands for further consultation with producers in Hollywood and in London; that efforts are being initiated by her to interest the technical head or the British art director who filmed

the feature art picture of 1935, "Men of Aran"; that the interest of contributing Negro artists continues; and that one of these, John Work, is already engaged upon a study of possible musical themes.

Mr. Smith asked if the work of his subcommittee was what the full Committee desired. Dr. Caliver moved that the subcommittee be requested to continue the fine work it is doing. Motion passed enthusiastically.

Mabel Carney made the following statement: "The time is particularly auspicious for the opportunity to deal with textbooks. . . ."

Mr. Wright offered the following resolution:

That this Committee request the president of the National Education Association to change the name of this committee to the Committee on Special Problems in the Education of Negroes; . . .

After general discussion a committee was appointed to draft a resolution for the purpose above suggested. This committee includes: President J. R. E. Lee, Leo M. Favrot, and W. A. Robinson. This committee offered the following report which was adopted:

That the Committee To Cooperate with the National Association of Teachers in Colored Schools be changed to the "Committee To Cooperate with the National Association of Teachers in Colored Schools on Problems in the Education of Negroes." Such a committee shall be in effect a joint committee of members appointed annually by the presidents of the National Education Association and the National Association of Teachers in Colored Schools.

Dr. Caliver offered the following resolution which was adopted:

It is recommended that a subcommittee be appointed to draft and propose to the National Education Association's Legislative Commission and to Congress resolutions as safeguards against discrimination in the distribution of any federal funds that may be appropriated by the Congress for education during the present session.

Mr. Robinson called attention to the desirability of having articles on the education of Negroes published in the *Journal of the National Education Association*. Upon motion a committee was authorized "to present this matter thru our chairman or thru proper channels to the publisher."

The following resolution offered by Mr. Davis was voted upon favorably: "That this Committee, under plans suitable to the chairman, consider ways and means of using in any possible ways programs of adult education, community forums, and radio in constructively promoting the education of Negroes in America."

REPORT OF COMMITTEE ON EQUAL OPPORTUNITY

GERTRUDE MALLORY, FRANKLIN SCHOOL, LOS ANGELES, CALIF., *Chairman*

"Equal educational opportunity for every boy and girl" has been a slogan for schools for years. How sincere and honest are we in our belief in this statement? If we thoroly believe this, as educators we need to labor long and

hard to make it possible for girls as well as boys to realize equal opportunity after graduation. Such opportunity does not exist! Witness the proof in letters received by the chairman of this Committee. We need such a committee, according to a letter from a large city organization, to work "to protect married women from dismissal and to prevent sex differential in salary . . . Some of the board members are now toying with the idea of making a rule which retains the services of married women now employed but dispenses in the future with the services of women who marry while in the employment of the board." Another: "Last spring thirteen of us were dropped from the teaching staff for the coming year (now), because of being married women. We had no previous warning that such action was to be taken, on the contrary having been promised personally by members of this same board that we would be retained. The schoolboard failed to consider our efficiency, training, and services of the past, from five to twenty-five years of conscientious work in the system for the good of the child. It failed to follow the superintendent who recommended us, and whose plea at the board meeting that it would take from three to five years to approach the degree of efficiency that we have. It failed to recognize representative citizens and parents of this city, who went to it in good faith asking for our reinstatement. We have been replaced by some without teachers' certificates and only twelve weeks' training. This is against the state law, and it is illegal for them to accept pay."

Let us look at salaries. I quote from a report sent out by the N.E.A. Research Division, "In 1934-35, thirty-two cities of 100,000 or more had no difference in salaries for men and women; fifteen cities had." For example, three large cities, that I am sure in many ways are proud of their position in this country, show these differences: *City No. 1*—(1) Elementary, difference in favor of men is \$768, supermaximum difference is \$816; (2) intermediate or junior high school, \$672, and supermaximum \$816; (3) high school, \$288-816. *City No. 2*—Elementary, \$100-600. *City No. 3*—High-school teachers, \$316-646. One large city does not make such fine discriminations and therefore values all men at \$500 more than any woman. Lincoln said, "I do not believe this country can endure permanently, half slave and half free." Had he been speaking of the educational system of this country, he might well have said, "I do not believe this country can endure permanently with an educational system in which half the teachers have full rights and the other half have no rights."

How has the N. E. A. been thinking about this? Quoting again from the reports of the N. E. A. as follows: In 1863, "That the situation of the teachers must be made desirable by adequate compensation, by good treatment. . . ." Continuing, in selecting teachers "to give merit preference over every other consideration." In 1910, "The character and efficiency of the schools depend in the future, as in the past, upon the character and efficiency of the teachers. The profession of teaching should, therefore, attract men and women of the highest intellectual attainments, broadest culture, most thoro training, and loftiest ideals; to this end the salaries paid Ameri-

can teachers should be commensurate with salaries paid in other professions." In 1914, "The Association regards efficiency and merit, rather than sex, as the principle on which appointments and selections should be made, and therefore declares itself in favor of the political equality of the sexes and equal pay for equal services." In 1920, "To pay salaries attractive enough to retain good teachers now in the service and to induce promising young men and women to prepare for teaching . . . to pay equal salaries for equal service to all teachers of similar training, experience, and success." In 1929, "Equal salaries for all teachers, both men and women, of equivalent training and experience." In 1935, "Teachers of equivalent training and experience doing the same kind of work should receive equal pay regardless of sex."

Time does not permit even an enumeration of a few of the many court decisions that have discriminated against women. The reasoning, if it can be so called, in the cases is unusually interesting to one who thinks. By and large, reason or no reason, the old English Common Law attitude prevails. For interesting reading I recommend *The Denial of Justice to Women* and the analysis of the Equal Rights Amendment by Attorney Burnita Shelton Matthews. To insure a stronger foundation for our profession, we must extend the principles that make for a happy people. Those are embodied in the preamble of the well-known document: "We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." To further these principles, the Equal Rights Amendment is now before the people. It is: "Men and Women shall have Equal Rights throughout the United States and in every place subject to its jurisdiction."

The educators, men and women, of this nation are rightfully looking to us for leadership in the solution of such vital questions as concern equality. As chairman of the Equal Opportunity Committee I place these questions before the National Education Association and ask, "What shall the answers be?"

REPORT OF JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION ¹

THOMAS D. WOOD, TEACHERS COLLEGE, COLUMBIA UNIVERSITY,
NEW YORK, N. Y., *Chairman*

The Committee on Health Problems in Education was created by the National Council of Education in 1911. In the same year a cooperating committee of the American Medical Association was appointed. These two committees were soon fused into the Joint Committee on Health Problems in Education. The present chairman of the Joint Health Committee has held

¹ Accepted by Board of Directors, June 29, 1936.

this position since the Committee's organization in 1911. In July 1921 the Health Committee of the National Council of Education was formally adopted by the National Education Association and, in cooperation with the corresponding committee of the American Medical Association, became the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

Education and health officials as well as many organizations and individuals both in our own and other countries have turned to this Committee for information, advice, and leadership relating to literature and standards dealing with many phases of the health conditions and health programs of schools.

Committee Publications

Since 1912 the following reports have been published:

1. *Country Schoolhouses*, prepared in 1912 by the late Fletcher B. Dresslar. Distributed by the United States Office of Education.

2. *The Health Chart Set*, prepared in 1917. Sixty charts, each 22 x 28 inches. Nearly 100,000 individual charts have been distributed in our own and in foreign countries. (Out of print.)

3. *Minimum Health Requirements for Rural Schools*, prepared in 1914, revised in 1920, established standards which have had a far-reaching effect in improving the health conditions of rural schools. The printing of the first edition of this report (750,000 copies) was provided in a special gift of \$3000 from the Elizabeth McCormick Memorial Fund of Chicago.

4. *Health Essentials for Rural School Children*, prepared in 1916, revised in 1921, has served as a practical handbook for rural school teachers and supervisors.

5. *The Teacher's Part in Social Hygiene*, published in 1921, revised in 1926, was prepared thru the cooperation of the American Social Hygiene Association. (Out of print.)

6. *Daylight in the Schoolroom*, prepared in 1921 by a subcommittee under the chairmanship of Edward Jackson. (Out of print.)

7. *Health Improvement in Rural Schools*, published in 1922. Was completed thru the substantial cooperation of the staff of the Elizabeth McCormick Memorial Fund.

8. *Health Service in City Schools of the United States*, published in 1922, contains the results of a questionnaire survey with a summary of information from 340 leading school superintendents thruout the country.

9. *Ventilation of School Buildings*, published in 1925 thru the cooperation of the Elizabeth McCormick Memorial Fund, and under the chairmanship of Mary E. Murphy, director of this Fund. (Out of print.)

10. *Conserving the Sight of School Children*, published in 1925, revised in 1928 and 1935. The three editions of this report were prepared and supplied thru the generous cooperation of the National Society for the Prevention of Blindness.

11. *The Deafened School Child*, published in 1928, in cooperation with the American Federation of Organizations for the Hard of Hearing, has been used extensively by teachers, supervisors, and health workers.

This report is being revised with the cooperation of a special committee representing the Federation just mentioned, and will be published in the near future under the title, *The Hard-of-Hearing School Child*.

12. *Health Education*. The most important report prepared by and under the direction of the Joint Health Committee is entitled *Health Education—A Program for Public Schools and Teacher Training Institutions*. It was first published in 1924

after two years of preparation, with the constructive cooperation of twenty-seven health and education specialists.

The increasing demand for it in the next six years provided gratifying evidence of its recognition as the outstanding authoritative statement of principles, aims, and general objectives in health education.

Extensively revised in 1930 with the active and constructive cooperation of a technical advisory committee of fifty specialists, the second edition of the report is meeting everywhere with favorable opinions with reference to its scientific and educational value. Over 40,000 copies of this report have been distributed. Plans for a third revision were authorized by the Joint Health Committee in February.

13. *Health Inspection of School Children*, with blanks for recording the results of such inspection. This pamphlet, with a copy of the accompanying blank, was printed in 1933 and is now being used.

14. *School Health Policies*. This report published in 1935 was prepared by a special subcommittee composed of members within and outside the Joint Committee membership. An extensive questionnaire study of opinions of physicians and public health and school officials furnished valuable statistical data. Editorial work and production were provided by the American Medical Association.

The following new materials and reports approved by the Joint Health Committee are in preparation:

1. *New Series of Health Posters*. Ten health posters to be printed in colors have been approved by the Joint Health Committee. These posters, particularly planned for rural and small town schools, will be published as soon as economic conditions are sufficiently improved.

2. *Home and School Cooperation for the Health of School Children*. In preparation, by a special committee representing the Joint Health Committee and the National Congress of Parents and Teachers. It is expected that this report will be completed and available in print within the present year.

3. *Mental Health in the Classroom*. This report is being prepared thru the cooperation of a special joint committee of the American Orthopsychiatric Association and the National Committee for Mental Hygiene. It is confidently expected that this will be completed within the coming year.

4. *Mouth Health for School Children*. A report being prepared thru the cooperation of a special committee of the American Dental Association. It is expected that this report will be completed, published, and ready for distribution within the coming year.

5. *Open Air Classrooms*. In response to a request presented to the Joint Committee for a report on this problem of school administration, a special subcommittee has been appointed to prepare a report.

6. *Alcohol and Temperance Education*. The Joint Committee has authorized the appointment of a special committee to make a careful study of, and, if practicable, to prepare a report on this problem which is of great interest and importance at the present time.

7. To prepare a report on the Orthopedic Problems of School Children a special subcommittee of Orthopedic specialists has been organized.

8. A special committee has been authorized and appointed, with members within and outside the Joint Committee, to prepare a report on Nursing Service in Schools, with the cooperation of the National Organization for Public Health Nursing.

Early in the autumn of 1935, the American Child Health Association was dissolved. The Educational Service Program of that Association was transferred to the National Education Association, together with funds sufficient for its maintenance, with the understanding that this program would be con-

ducted for one year with the supervision of the Joint Health Committee. At the annual meeting on September 24, 1935, the emergency action of the chairman in accepting for the Joint Committee the supervision of the School Health Education service for this year was approved by the Joint Committee, the program to proceed with the continuation of the Advisory Committee which had been appointed.

At the 25th annual meeting of the Committee, held in St. Louis in February 1936, the motion was adopted that this Committee in its minutes and archives hereby express its sense of great loss thru the death of William Burdick, a member of long and faithful service and a true friend.

The Joint Committee on Health Problems in Education is striving to give constructive service in proposing optimum essentials, in clarifying health procedures, preparing reports, and disseminating knowledge for conserving and improving the health of school children and of teachers.

Cooperation of national groups and organizations has been, and continues to be, indispensable to progress in our Joint Committee program. Such constructive and substantial cooperation is being given to our Joint Committee in generous measure, even during this period of economic depression. For this splendid help our Committee is deeply grateful.

To continue the work of the Committee, and to provide for carrying thru to completion the projects which have, after careful deliberation, been approved by the Committee, the Committee expresses the hope that an appropriation of \$500 for the work of the Committee during the coming year, 1936-37, will be approved and granted by the National Education Association, with the expectation that, as has been the custom for many years, an equal sum will be made available by the American Medical Association for the expenses of the Joint Health Committee.

REPORT OF COMMITTEE ON HIGHER EDUCATION¹

A. G. CRANE, PRESIDENT, UNIVERSITY OF WYOMING, LARAMIE, WYO.,
Chairman

Owing to the short time that the present Committee on Higher Education has been organized, it is impossible to do more than present a report of progress at this time. The Committee met for organization at the Department of Superintendence meeting in St. Louis on February 26, 1936. It holds its second meeting at the Portland convention on June 29, 1936.

The officers of the National Education Association have seen the need for a closer affiliation by the higher education group with the elementary and secondary divisions in the N.E.A. The American school system is a unit from the kindergarten thru the graduate schools. America proudly maintains an open road for ambitious, capable youth from primary grade thru college. For the most efficient maintenance of such an open road, and for the fullest cooperation between the constituent divisions, essential to

¹ Accepted by Board of Directors, June 29, 1936.

render the utmost service to American youth, close contact must be maintained between all the groups involved.

The teachers colleges have continued to manifest an active interest in the N.E.A., but in the growth of special organizations in higher education there has appeared in late years an alarming separation of higher education from the other professional groups. Elementary-, secondary-, and higher-education groups each have contributions to make to the plans and policies of the others and to the educational system as a whole. No one of the divisions can proceed far independently and alone without attention to the work of the other partners in the school system. A more active participation in the councils of the elementary and secondary fields by college faculties is desirable. The problems are interrelated and the interests of all professional classes are mutual.

Some great organization should be devoted to the operation of education as a whole. College faculties need to know more of the schools thru which their college freshmen come and the elementary-secondary schools should know more of the colleges to which their graduates go.

The N.E.A. is the logical organization for united action. The Committee on Higher Education was given the task of devising ways and means to promote a closer liaison between the faculties of colleges and universities and the N.E.A., believing that an interchange of counsels and closer cooperation would be mutually helpful.

Education is not free from the common American fault of overorganization. The separating out of highly specialized groups generates centrifugal forces which disrupt, disintegrate, and weaken the centripetal forces which tend toward unity and power. Too many independent, special, exclusive class organizations will ultimately produce confusion, generate conflicting aims, and dissipate the power of education as a whole.

How can integrating forces be strengthened to balance the disintegrating forces of specialization? This is a basic problem in American education and has become especially acute in higher education with the growth in size and complexity of colleges and universities. This general question confronts the Committee on Higher Education in its effort to effect a closer union between college faculties and the N.E.A. representing the other great constituent groups. Specifically, is there a place for a unifying, integrating organization allied with the N.E.A. without adding to the complexity and diversity of existing agencies, already too numerous?

Such an integrating organization must not duplicate the functions of groups already existing; it must occupy its own distinct field and must arise in response to an actual need. Your Committee believes that there is a need for an organization to unite in common interest and counsel all the great professional groups of teachers. Your Committee maintains that such union should center in the N.E.A. as the most logical body to represent all of American education.

The task for the Committee then becomes that of devising an agency which shall have its own distinct task to perform and shall not interfere with existing special agencies.

No definite plan has been found but several are under consideration. Some general specifications are emerging in the Committee's study, namely:

Closer alliance of *college faculties* with the N.E.A. and its constituent groups.

A *democratic plan* interesting and instructional and research staffs as well as college administrators.

Promotion of *interest by college teachers* in the problems and plans of elementary and secondary schools.

Closer and more understanding contacts by *elementary and secondary* teachers with the objectives of higher education.

Creation of a *national forum* for the discussion of education as a whole in which teachers and administrators will unite.

Thru the mechanism of official representation give *official voice* to the teachers in the fields of higher education.

Create, thru organization of the instructional forces in higher education, a united agency that can cooperate with other groups in effective *action* whenever such is needed for the welfare of American schools as a whole.

The plan receiving the most favorable consideration to realize the above objectives is some form of representative assembly whose constituent groups might include (a) state higher education associations and (b) special professional organizations of college teachers and administrators.

This report has some of the character of a trial balloon. Your Committee will welcome information, suggestion, and counsel upon the questions raised by this report. Is the need for closer relations between the educators of all groups sufficient to justify the revival of the old N.E.A. Department of Higher Education or the formation of some new agency? What is the best form such agency should take to fill its own special field without confusion and complication to the existing set-up? Your Committee is willing to undertake an exceedingly difficult task if the objective appears worthwhile, and feasible plans for its accomplishment can be devised.

REPORT OF COMMITTEE ON THE HORACE MANN CENTENNIAL

PAYSON SMITH, 1805 BEACON STREET, BROOKLINE, MASS., *Chairman*

It is the custom to associate great achievements in our national history with the lives of men who gave them leadership. We refer to Washington as the founder of the Republic and to Lincoln as its savior. There is a third leader whose contribution to our national being is no less fundamental than that of Washington or Lincoln. They fostered and preserved the Union. The great humanitarian and pioneer educational evangelist, Horace Mann, taught the people to cherish and to cultivate that excellence and character without which democracy cannot endure.

On July 1, 1837, Horace Mann, having given up a career in the profession of law and having resigned the presidency of the Massachusetts State Senate, became secretary of the newly-created Massachusetts State

Board of Education. For twelve years Horace Mann held this secretaryship. With sustained personal dedication and the utmost zeal he traveled about the state speaking to the people. He became a veritable crusader on behalf of educational opportunity for the masses.

Thru his leadership the common schools of Massachusetts were reorganized and the first tax-supported normal schools were established. He wrote annual reports that had the force of national documents. His *Common School Journal* carried his philosophy and his ideals to every corner of America and even to other countries. As president of Antioch College, he continued to the end of his life his emphasis on character and citizenship as the goals of education.

In recognition of the fundamental contribution which Horace Mann made to the establishment and development of the American system of free schools, the National Education Association voted at its meeting in Atlanta, Georgia, in 1929 that the Association should sponsor the Horace Mann Centennial in 1937. The purpose of the celebration is to renew in this generation the ideals of free and universal public education as the foundation of democracy to which Horace Mann gave his life.

The time has now come to proceed with specific plans for the celebration. The Committee on the Horace Mann Centennial recommends:

Section I. Calendar of Events

First, that on October 16, 1936, the celebration begin with the dedication of the statue of Horace Mann which is being erected on the campus of Antioch College, Yellow Springs, Ohio, where Mann served as the first president.

Second, that in February 1937, the Department of Superintendence of the National Education Association, and the American Association of Teachers Colleges, at their annual conventions, be requested to give particular attention to the life and work of Horace Mann.

Third, that on May 4, 1937, there be appropriate exercises for Horace Mann's birthday in all schools and on all levels of instruction.

Fourth, that during May and June 1937, the life of Horace Mann be universally used as a commencement theme in schools and colleges.

Fifth, that on July 1, 1937, the convention of the National Education Association and its departments commemorate the anniversary on which Horace Mann took up his duties as secretary of the Massachusetts State Board of Education.

Sixth, that during American Education Week in November 1937, the Centennial be brought to a climax in a nationwide effort to bring the ideals of Horace Mann before the people of the country.

Seventh, that thru newspapers, magazines, and over the radio, information concerning the life of Horace Mann be disseminated thruout the country during the Centennial year.

Eighth, that parent-teacher associations thruout the country be requested to devote at least one meeting during 1937 to a study of the life and educational ideals of Horace Mann.

Ninth, that civic and professional groups give appropriate recognition at their meetings to the pioneer service of Horace Mann.

Tenth, that the National Council of State Superintendents give appropriate recognition to Horace Mann as the leading pioneer state school officer in America.

Eleventh, that each state education association make plans for the celebration in its state including the publication of suitable material and special addresses at the 1937 conventions.

Twelfth, that the life of Horace Mann be given particular attention in each teachers college and school of education thruout the country during 1937 in recognition of his work in establishing the first normal schools.

Section II. Administration of the Centennial

First, that the Committee on the Horace Mann Centennial be continued and be authorized to take such further steps as may in its judgment be necessary to carry the Centennial to a successful conclusion.

Second, that the Division of Publications of the National Education Association, in cooperation with the Centennial Committee, be asked to prepare handbooks, posters, bibliographies, and other materials to be used in the Centennial.

Third, that there be provided in the Association's budget for 1936-37 the sum of \$1000 and for 1937-38 the sum of \$10,000 to be used for publications and promotion of the Centennial.

Fourth, that the *Journal of the National Education Association* be the official organ of the Centennial.

The Committee further recommends that in reviewing the educational achievements of a century, the Centennial shall emphasize the work remaining to be done in the development of a system of free public education which shall be in keeping with the principles advocated by Horace Mann. Much of what Horace Mann worked for is still in the future. The ideals which Mann advocated in the pioneer days are still emphasized in the platforms of our state and national associations.

His spirit and influence live on in the purposes of the National Education Association as set forth in the "Welcome" sign at headquarters: "To advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people."

The final words of Horace Mann's last address in the baccalaureate at Antioch College remain a challenge today: "Be ashamed to die until you have won some victory for humanity."

REPORT OF COMMITTEE ON INTERNATIONAL RELATIONS

ANNIE C. WOODWARD, HIGH SCHOOL, SOMERVILLE, MASS., *Chairman*

The Committee on International Relations has been active in every one of our states. Because of the wide range of member activities, we have given service in many lines. Most earnest and enthusiastic letters have been received from various members of the Committee, telling of their efforts to advance in their sections a better international point of view. A few quotations may be of interest:

You will be glad to know that with the help of the secretary of our state teachers association we have formed a statewide International Relations Committee of ten members. I believe we are going to do some effective work now.

I have done more lecturing than usual this year and in that way have tried to carry forth to lay people a strong message that might stimulate better international thinking and reasoning.

I am doing my best work as a member of this committee during June when I accept invitations for high-school commencement activities. This offers one of the best avenues of approach to the public. Thru commencement programs centered around a theme relating to a friendlier world, we can reach people we could not otherwise touch.

As you no doubt know, our state teachers association thru its executive council of which I am a member, has raised its appropriation to the W.F.E.A. ten times our former amount, to \$100 for 1935-36.

It has been my privilege to speak upon the Oxford meeting before parent-teacher association meetings, teachers association meetings, a college faculty luncheon club, a high-school assembly, and other groups.

I am deeply interested in helping the cause of the League of Nations Association thru their examination contests. Our high school enrolled a large number last year and sent in 70 papers. Last year the approximate number of students in our country making preparation for the examination was 10,000, to whom had been distributed 8777 textbooks. It is regarded, so the report says, as "the most profitable and essential part of a modern civics class."

We have the largest and best international club that we have ever had. Our clubs all meet in the one club period and so the International Club has to compete with all other school clubs, yet it has the largest membership in our school system.

I would like to report that last year the pupils from our social studies department gave a broadcast on "The Saar." This year we are invited to broadcast on the subject of "The Neutrality Policy of the United States."

In our school system we have spread this work by radio, motion pictures, exchange of letters by the children, by definite programs for the furtherance of mutual understanding and acquaintanceship.

One of the Committee's forward-looking objectives is to have state committees in all the teacher organizations. The following states have formed international relations committees and have become active in their state teachers associations: Colorado, Massachusetts, Minnesota, Ohio, and Oklahoma. Several other state associations are considering favorably the creating of such a committee. We urge that it be hastened in order that more people may become active in this good work.

This year our Committee held an interesting meeting in St. Louis, Missouri, February 24, during the Superintendence convention. Another Committee meeting is to be held on Sunday, June 28, during the convention of the National Education Association in Portland, Oregon. An International Relations Dinner is to be given by the Committee, in Portland, to help create more interest in our work.

The disarmament of nations is the task of statesmen and politicians, but the disarmament of the mind which must precede the disarmament of nations is the work of the teacher. Neither teacher nor statesman has yet accomplished his task. To assist in achieving these ends all educational organizations as well as individual teachers are invited to cooperate with the World Federation of Education Associations and particularly to participate in the next biennial conference at Tokyo, Japan, in August 1937. The general topic of the conference will be "A Twentieth Century Program of Education." This is an opportunity for the American teachers to visit various countries of the Orient, or even to make the tour around the world, and at the same time to attend the most important world conference on education.

Into the working philosophy of every teacher we must incorporate the concept of world citizenship as an educational goal, not as a separate and unrelated objective but as an integral part of the whole educational program.

REPORT OF JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION ON SCHOOL LIBRARIES¹

EDITH A. LATHROP, ASSOCIATE SPECIALIST IN SCHOOL LIBRARIES, U. S. OFFICE
OF EDUCATION, WASHINGTON, D. C., *Chairman*

The Joint Committee of the National Education Association and the American Library Association on School Libraries presents the following activities and recommendations:

Contacts at N. E. A. and A. L. A. meetings—Mildred L. Batchelder was in charge of the informational service for schools which was held at the A. L. A. booth during the meeting of the Department of Superintendence in St. Louis in February 1936.

At the annual conference of the A. L. A. held in Richmond, Virginia, May 11-16, 1936, a round table on school library standards was held at which Walter C. Eells, coordinator of the Cooperative Study of Secondary School Standards, presented the library areas of the tentative checklists which have been issued for the purpose of criticism and discussion to a selected group of educators. A similar conference is scheduled for the meeting of the National Education Association in Portland, Oregon.

¹ Accepted by Board of Directors, June 29, 1936.

Contacts were made with presidents of the following departments of the National Education Association concerning the advisability of considering school library speakers and topics for their meetings in Portland: (a) Classroom Teachers, (b) Elementary School Principals, (c) Secondary Education, (d) Supervisors and Directors of Instruction, and (e) Rural Education. The Department of Secondary Education responded by placing two library speakers upon its programs, by inviting school librarians to its luncheon, and by arranging its meetings so that its members can attend the conference on school library standards that has been arranged by the Committee.

Cooperation with Cooperative Study of Secondary School Standards—All standards for secondary schools are now being revised by the Cooperative Study of Secondary School Standards, which is sponsored by the six regional associations of colleges and secondary schools of the United States. In order that committee members might have an opportunity to criticize the library areas of the checklists, arrangements were made with Walter C. Eells, the coordinator of the Study, to have their names placed on the mailing lists. Upon invitation, Dr. Eells explained to the Committee, at its meeting in St. Louis, plans for checking experimentally the standards in 200 carefully selected schools of various levels of enrolment.

Assistance to agencies collecting school library statistics—Last year's Committee began an investigation regarding the feasibility of making nationwide recommendations concerning the collection of school library statistics and recommended that this year's Committee continue the work.

The chairman felt that the most immediate service that the Committee could render in this connection was for its members to be informed regarding statistics that are now being collected and to ascertain how the Committee could assist the agencies collecting such statistics. Accordingly, advice was sought from the American Library Association and the United States Office of Education, which are the two agencies collecting such statistics on a nationwide scale.

William H. Clift, the statistician of the American Library Association, reported that the association publishes from time to time salary and other data from fifty-five widely scattered schools in the United States. He suggested that the Committee might be of help by persuading boards of education to keep complete statistics of their school libraries in the office of the superintendent of schools.

Emery M. Foster, the chief of the Statistical Division of the United States Office of Education, was invited to tell the Committee at its meeting in St. Louis what the Office has done and is doing in the field of school library statistics and to suggest how it might be of assistance. He explained that for a considerable number of years the Office has collected certain statistics relating to school libraries which have been published in a report that consolidated data for school, university, and public libraries. Since this was of little use to special groups, the Office has changed its policy and will publish hereafter separate reports for the various fields. This year data for

schools are being collected. Mr. Foster asked the help of the Committee in publicizing the school library statistics now being compiled and in stressing the need for accurate and prompt returns. The Committee recommended that he prepare articles on the subject. These have appeared in the *Bulletin of the American Library Association*, *Library Journal*, *Wilson Bulletin*, and other periodicals.

Representation at meeting of A. L. A. board—Jean C. Roos, chairman of the Board on Library Service to Children and Young People, invited the chairmen of all interested committees to meet in Chicago on December 30, 1935, for the purpose of discussing activities of the new School and Children's Library Division at A. L. A. headquarters. The Committee was represented at this meeting by Sabra W. Vought.

Promotion of studies—The promotion of studies is one of the purposes for the creation of this Committee. A manuscript entitled "Research Problems in the School Library Field," by Eleanor M. Witmer, a former chairman of the Committee, has been referred to the two associations for publication. Another manuscript, entitled "School Library Essentials," by Anna Clark Kennedy, a member and former chairman of the Committee, is in preparation.

At its St. Louis meeting the chairman was authorized to approach Bess Goodykoontz, the Assistant Commissioner of Education of the United States Office of Education, regarding the possibility of making a study of school and public library relationships thru the university research project that the Office is carrying on with WPA funds. Miss Goodykoontz reports that such a study requires a background of experience and the exercise of judgment which would probably not be found in sufficient quantities among relief workers. However, the Office will be glad to consider such a study in cooperation with the A. L. A. and the N. E. A. in its long-range program of school library studies.

The Committee recommends that next year's Committee consider the preparation of a plan for a study of school libraries with a view to presenting the same to the Carnegie Corporation.

Recommendations—The following recommendations are submitted to the two associations for consideration:

1. Since the Committee feels that school library contacts at N.E.A. and A.L.A. meetings thru special conferences and speakers at general and departmental meetings is one of its major activities and since the chairman is appointed so late in the year that it is impossible to arrange such contacts in connection with the meeting of the Department of Superintendence held in February of each year, the Committee has instructed the chairman to appoint a subcommittee, consisting of two representatives from each association, whose duty it shall be to arrange such contacts at N.E.A. and A.L.A. meetings and to recommend that these persons be reappointed on next year's committee. The personnel of the subcommittee follows: Mildred L. Batchelder (N.E.A.), chairman; Chloe C. Baldrige (N.E.A.); Mrs. Margaret Ross (A.L.A.); and Earle U. Rugg (A.L.A.).

2. Since committees cannot function without funds and since no monetary provision is made for the work of this committee by either association, the Committee recom-

mends that each association set aside next year in its budget \$200 for the work of this committee.

Members of the Committee are: Chloe Baldrige, Mildred L. Batchelder, W. H. Bristow, Annie Spencer Cutter, Myrtle Gustafson, Anna Clark Kennedy, Esther Irene Layton, Mrs. Margaret M. Ross, Earle U. Rugg, Irvin Schmitt, and Sabra W. Vought.

REPORT OF JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

MRS. B. F. LANGWORTHY, PRESIDENT, NATIONAL CONGRESS OF PARENTS
AND TEACHERS, 6 N. MICHIGAN AVENUE, CHICAGO, ILL., *Chairman*

During the past year, two meetings of this general Joint Committee have been held, one during the convention of the National Education Association at Denver in July 1935 and the other at the Superintendence session at St. Louis, February 1936.

Subcommittees have been working "To Evolve a Parent-Teacher High School Philosophy" with Superintendent Harry Langworthy as chairman and the other for "Developing a Program of Guidance" led by Dean Meta Steinhausen.

Thruout the states there is a continuously increasing cooperation between the state teachers associations and the state branches of our Congress. In some states this has taken concrete form in the preparing of pamphlets on curriculum revisions for the use of Congress study groups; in others it has been a participation of National Congress representatives on the general programs of state teachers meetings, and a corresponding representation of the teaching profession at state Congress conventions.

In the use of the Congress publication, *Our Public Schools*, there are many instances of teachers acting as leaders of study groups, explaining and helping the group to understand curriculum, administration, new methods of teaching, and the so-called "social studies." I have written reports in my files from the following states, telling of invitations to Congress officers to speak on parent-teacher work at meetings of state teachers associations:

Alabama	Idaho	Maine	New York	Tennessee
California	Indiana	Minnesota	North Carolina	Vermont
Colorado	Kansas	Mississippi	North Dakota	Washington
Connecticut	Kentucky	Missouri	Pennsylvania	West Virginia
Florida	Louisiana	Nebraska	Rhode Island	
Georgia	Massachusetts	New Mexico	South Dakota	

In every state, at state conventions, members of the teaching profession have been the most honored speakers.

In many reports there is special mention of cooperation with the legislative programs of the state teachers associations. In most cases this has embraced

the entire legislative program but in a few instances support was not given to certain items because it was apparent that the teachers association itself was not united on them.

There have been a few amusing instances where support was asked by certain schoolmen who refused to have parent-teacher associations in their schools. This, we take it, demonstrates a growing confidence in our organization.

In going about the states, one finds a vast improvement in program material being used in the Congress units. Study groups are multiplying everywhere, for the study of schools, of family life, parent-child relationships, of community influences and youth problems. This means, as you will be glad to know, a decided decrease in mere money raising activities and what some educators have characterized as "pink teas."

In this raising of the character of programs in parent-teacher associations, I beg that the teachers and administrative officers will continue to encourage and suggest finer and more lasting values.

As I have stated in several former reports to this board, the greatest results of this Joint Committee are to be seen, not in the semiannual committee meetings but in the reaction upon our mutual relations in the states where an ever-finer and more satisfactory condition is growing.

REPORT OF LEGISLATIVE COMMISSION

SIDNEY B. HALL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
RICHMOND, VA., *Chairman*

The promotion of a program of permanent federal assistance to the states for the support of public education has been the principal interest of the Legislative Commission during the year 1935-36. The chairman and the executive committee have, with the assistance of the professional staff of the N. E. A., conducted an investigation to determine the provisions that should be included in a bill, have drafted a bill, and made arrangements for its proper sponsorship in both Houses of Congress.

A series of guiding principles in the matter of federal aid for education were drafted and submitted to educational leaders including officers of state and national education associations and the chief state school officials. These principles together with the percentage distribution of the vote on each of them are as follows:

1. Federal aid to education should be provided by Congressional appropriation. Approved, 96.6 percent; not approved, 3.4 percent.
2. Aid should be distributed to the states by a method prescribed by Congress and not at the discretion of any federal official.
Approved, 96.6 percent; not approved, 3.4 percent.
3. The federal government should grant funds to the states for the support of public education, the states in turn using these funds in accordance with their respective state constitutions and statutes.

Approved, 92.1 percent; not approved, 7.9 percent.

4. After the first allotment no state should receive federal aid unless it maintains a system of schools uniformly thruout its territory open for not less than 160 days in each school year, epidemics and other emergencies excepted.

Approved, 86.8 percent; not approved, 13.2 percent.

5. Federal funds must not be used to decrease the efforts of each state in the education of its children. For this reason, no state should receive federal aid unless it levies and expends for its public elementary and secondary schools each year an amount of money not less than the amount thus expended in the school year 1933-34.

Approved, 86.3 percent; not approved, 13.7 percent.

6. The amount of money received by each state should be determined by a combination of two factors: the number of children to be educated and the financial ability of the state to provide that education.

Approved, 90.5 percent; not approved, 9.5 percent.

7. All statistics used in the calculation of state allotments should be regularly collected by federal agencies.

Approved, 93.0 percent; not approved, 7.0 percent.

8. In calculating the amount of aid for each state, consideration should be given to such factors as the number of children between the ages of five and twenty, the sparsity of the population, living costs, and taxpaying ability as indicated by such items as retail sales and taxable incomes.

Approved, 90.5 percent; not approved, 9.5 percent.

9. New federal grants to the states should be for education in general and not earmarked for specific purposes.

Approved, 98.3 percent; not approved, 1.7 percent.

10. Appropriations for specific purposes now being made should be continued.

Approved, 85.1 percent; not approved, 14.9 percent.

In accordance with the principles outlined above, the bill carries the following provisions:

1. The sum of \$300,000,000 shall be appropriated by Congress to the states to be spent by the state departments of education for schools in such manner and by such methods of apportionment as the legislatures of the respective states shall provide.

2. Of the \$300,000,000 three-fourths shall be apportioned to the states on the basis of \$5 per person five to twenty years old residing in each state, and one-fourth on the basis of the needs of the states as reflected by taxpaying ability. The first of these funds is known as the per capita apportionment and the second as the equalization fund. The distinguishing characteristic of the equalization fund is that the poorer the state as measured by the ability to pay taxes the greater the amount per pupil to be received by the state.

3. All matters of administration and supervision of schools shall be left entirely to state and local school officials, free from federal regulations.

4. In order to qualify for receiving federal funds, each state after the first apportionment shall (a) maintain thruout the state, schools open at least 160 days each year in order that every child will have a reasonable educational opportunity, and (b) expend for schools from all state and local sources combined at least as much as was expended for schools in the year 1933-34. The purpose of this latter provision is to guarantee that the funds received shall be used for more adequate school advantages and not merely for tax reduction.

5. All statistics used in calculating the amount to be apportioned to each state shall come from data regularly collected and disseminated by departments of the federal government. The purpose of this provision is to insure the use of data not

collected directly by any beneficiary of the funds. For this reason census data as to population rather than enrolment or average daily attendance will be used.

At the meeting of the Legislative Commission held in St. Louis, February 23, the foregoing principles and provisions of the bill were submitted by the executive committee to the entire Legislative Commission, and were unanimously approved with only one dissenting vote. Since the St. Louis meeting, arrangements have been made for sponsorship of the bill in both Houses of Congress; in the Senate by the chairman of one of the important committees and in the House by a ranking member of the Committee on Education. After considerable deliberation and consultation with friends of the bill in both Houses, it was decided that it would be unwise to urge the passage of the bill during the 74th session of the Congress. It was decided, however, that the bill should be introduced and copies disseminated together with information concerning it. The same sponsors of the bill will introduce the act at the opening of the 75th session of Congress and a definite and concerted campaign for its enactment into law will be made.

The executive committee during the months preceding the general election of 1936 will, thru the cooperation of state education associations, endeavor to get pledges of support for this bill from all candidates for the Senate and the House of Representatives of the United States. Publications presenting the necessary facts and arguments have been prepared with the assistance of the Research Division and other members of the headquarters staff of the N. E. A. and will be widely disseminated.

The Legislative Commission has kept in contact with the work of the Educational Policies Commission and generally commends the statement of that commission concerning state and local control in education.

During the early part of the fiscal year 1935-36 effort was continued to secure the passage of an act providing for the refinancing of school indebtedness by the Reconstruction Finance Corporation. As a result of this activity the Robinson-Terry Act was passed by Congress and approved by the President on August 4, 1935. While this Act came too late to be of great value to schools it bids fair to become of material assistance to some distressed school districts. Recently, it has developed that certain amendments to this Act are needed, and approval of officials of the RFC has been secured.

The Legislative Commission has continued its advocacy of the expenditure of federal funds for the construction of school buildings. Altho specific legislation on this subject has not been enacted, more than \$325,000,000 in grants and loans for more than 3000 educational buildings have been made thru the Public Works Administration, and more than \$78,000,000 for school improvement projects was allocated by the Works Progress Administration. Officials of the headquarters staff of the N. E. A. have kept in constant touch with the situation and have been of great assistance in representing the interest of many school districts and school officials.

The legislative service inaugurated in 1933 by the Legislative Commission has been continued thru the Research Division of the headquarters staff. During the past year three publications on Teacher Tenure Legisla-

tion, one on Teacher Retirement Legislation, four on State School Legislation, and one on Trends in State School Legislation have been issued.

In December 1935 the Executive Committee of the N. E. A. appointed Howard A. Dawson as director of the Division of Rural Service and delegated to him the work of assisting the Legislative Commission in carrying on its work. This assistance has been of great value to the Commission.

The chairman wishes to take this opportunity to direct attention of the members of the Association to the increasing and widespread interest of both educators and laymen in the necessity for federal participation in the support of public education. He also wishes to express his appreciation of the wholehearted and prompt cooperation received from the officials of state education associations, state school officials, and school people generally. The assistance and cooperation of the Research Division of the N. E. A. have been especially valuable.

The executive committee of the Legislative Commission of the N. E. A. consists of the following: Sidney B. Hall, *chairman*, state superintendent of public instruction, Richmond, Va.; Ben G. Graham, superintendent of schools, Pittsburgh, Pa.; Frank Grove, secretary, Alabama Education Association, Montgomery, Ala.; Bertram E. Packard, commissioner of education, Augusta, Maine; George D. Strayer, professor of education, Teachers College, Columbia University, New York, N. Y.; David Weglein, superintendent of schools, Baltimore, Md.; and John Callahan, state superintendent of public instruction, Madison, Wis.

REPORT OF NATIONAL COMMISSION ON THE ENRICHMENT OF ADULT LIFE

JAMES A. MOYER, STATE DIRECTOR OF UNIVERSITY EXTENSION,
BOSTON, MASS., *President*

The work of the National Commission on the Enrichment of Adult Life is at present centering around four principal objectives: (1) commission meetings and regional conferences; (2) survey committee reports; (3) publications, and (4) cooperation with other adult education agencies.

During the past year, a well-attended regional meeting was held in the New England district at Amherst, Massachusetts. At this meeting the Commission had the active cooperation of the Massachusetts State Commission, Massachusetts State College, the Massachusetts Federation of Teachers, and the Massachusetts Adult Teachers Association. The conference was held for an entire day and evening, the evening session being a dinner meeting held jointly with the Massachusetts Adult Teachers Association.

Regional meetings of this kind, when local cooperation is enthusiastic and adequate, do much, I believe, to promote the influence of the Commission. It has been suggested that regional meetings of this type be held another year in Philadelphia, Chicago, and the Albany, New York, district.

The second principal objective of the Commission is the preparation of reports on adult education activities that yield life enrichment. Last year, the following reports were published:

No. 29. *Parent Education for Crime Prevention*. Mrs. A. H. Reeve, chairman (report prepared in cooperation with the International Federation of Home and School).

No. 30. *Bibliography of Adult Education*. William G. Carr (report prepared in cooperation with the National Education Association).

No. 31. *Adult Education in a Large City*. Edwin C. Broome, chairman (report prepared in cooperation with school departments in Philadelphia, Boston, and Denver).

No. 32. *Dramatic Arts in Community Life*. Ethel Rockwell (report prepared in cooperation with the University of Wisconsin).

At present there are three active committees at work on new reports for the Commission: the Committee on Forums and Discussion Groups, William F. Stearns, Prospect Union Educational Exchange, Cambridge, Mass., chairman; the Committee on Adult Education Techniques, Robert C. Deming, State Board of Education, Hartford, Conn., chairman; the Committee on Adult Education in the Library, John Chancellor, Adult Education Specialist, American Library Association, Chicago, Ill., chairman.

Heretofore, the publications of the Commission that were in greatest demand have been distributed in printed form, while those not called for as often have been available only as mimeographed pamphlets. The Executive Committee of the National Education Association, after studying this situation, has recommended that hereafter all of the publications of the Commission should be in the form of mimeographed pamphlets.

The publications of the Commission are in exceptionally good demand for the reference shelves in public and institutional libraries. Many of the largest libraries in the country have availed themselves of the opportunity to obtain complete sets of the publications for \$1.50. The money received from these sales is added to the appropriation for the Commission, to be used in the replacement of the mimeographed pamphlet stock.

The distribution of the publications of the National Commission to libraries, especially those connected with institutions of higher education, has been assisted a great deal by the announcement of these publications in the Vertical File Service catalog, published monthly by the H. W. Wilson Company, 950 University Avenue, New York, N. Y.

The cooperation of the American Library Association and other organizations furthering the interest of adult education with the Commission has always been a principal objective, and the recent appointment of John M. Chancellor, as chief of the Division of Adult Education in the American Library Association, will doubtless make possible a continuation and extension of the cooperation that has always existed between the Commission and this national library association.

A conference committee of those engaged in correspondence study activities of secondary-school rating has been working during the last three years on the problems that have arisen in connection with the introduction of correspondence courses in high schools, as a means of enriching the secondary-school curriculum. The Commission has in view the preparation of a report on secondary-school curriculum enrichment at some future time when this work is more fully developed than it is now.

A very successful meeting of the Commission was held in the auditorium of the Y. W. C. A. in St. Louis on Tuesday afternoon, February 25, 1936. About one hundred persons were present at the meeting, and an unusually good program was presented. Probably of greater significance, however, in the activities of the Commission was the series of group meetings on the following afternoon which were in the general charge of the president of the Commission, and which were actively sponsored by the Department of Superintendence. There were five group meetings, for one of which the United States Commissioner of Education was the presiding officer. The general themes for these group meetings were the following: Public School Adult Education, Forums—Good and Bad, Publicly-Supported Adult Education in 1950, Parent Education, and Responsibility of Public Schools for a Comprehensive Program of Adult Education.

REPORT OF COMMITTEE ON NECROLOGY

HAROLD V. TEMPEL, PRINCIPAL, HENRY CLAY HIGH SCHOOL,
SHELBYVILLE, KY., *Chairman*

Today in the midst of our convention we pause to pay tribute of love and appreciation to those of our profession who have departed this life since we met in convention one year ago.

Years of professional service have stamped the splendid personality of these teachers upon thousands of students, and they have influenced the direction and course of many lives. We shall greatly miss them, but the memory of their deeds and thoughts will be an inspiration in all our work.

Many of these were educators, nationally known, who were outstanding citizens of diversified interests and talents. Others were classroom teachers, unknown except in their local communities. All have written the true story of themselves on the tablets of character and service. They have made a great contribution to education and to the enrichment of home and family living. Their task is done; may their spirit inspire us to carry on the work.

Our records will show in the necrology report for this year that over two thousand educators have passed away. In appreciation of the great service of these teachers, we hereby submit their treasured names for national memory.

ALABAMA

Barksdale, Mary
Beck, Lou
Breland, Q. E.

Brooks, P. C.
Brosiers, Curtis
Brown, J. M.
Burdick, Ruth
Camp, H. Fred

Camp, Wylie
Carroll, Nella
Cary, A. C.
Clements, R. L.
Cranshaw, B. A.

Creeby, W. C.
 Crump, B. F.
 Fick, George L.
 Fikes, Mrs. E. B.
 Franks, G. E.
 Grimmer, J. B.
 Hayes, Annie M.
 Heath, Mrs. A. P.
 Henry, V.
 Hill, Annie
 Hodgens, A. Briggs
 Holston, H. O.
 Houston, Mattie
 Hughes, Grace
 Hughes, Mrs. Grace
 Joiner, Iula
 Kenamer, Katherine
 Kilpatrick, Mrs. Nova
 Lovett, Mary
 Martin, Morine
 Moore, D. J.
 Moore, J. D.
 Moore, Virta Lee
 McGaugh, Alma
 McLemore, Verner
 Norman, Addie Priester
 Quarles, A. D.
 Sargent, H. O.
 Sevier, Susie
 Shaddix, Willie Mae
 Sims, Willie Pearl
 Storey, W. H.
 Tate, A. W.
 Watson, Rowe
 Wright, Edgar M.

ARIZONA

Beals, Emma O.
 Breasted, James S.
 Dotson, Edna
 Freeman, Marian
 Gardiner, Phoebe
 Haage, A. E.
 Hirst, Anna Cook
 Hurley, Harriet
 Legitt, Harriette
 Luca, Joseph de
 Lutz, Mary T.
 McCauley, Willard Jay
 Merrill, Margreta S.
 Power, Veronica
 Sather, Esther
 Stearns, Bobbie Ellie
 Woods, J. A.

ARKANSAS

Gray, Lucy
 Harris, Mary Louise
 Hasty, Thomas T.
 Parkin, Kate
 Riggs, Mrs. R. L.

CALIFORNIA

Adams, Mary A.
 Bain, Christine
 Baker, Martha
 Brownell, E. E.
 Burke, Elizabeth T.
 Carmichael, Cecelia
 Cassels, Margaret
 Coffman, Wilmer E.
 Coleman, Hugh C.
 Conroy, Margaret
 Cooper, William John
 Denison, Robert C.
 Dungan, Elmer Judson
 Fonda Charles F.
 Garver, Raymond J.
 Goodman, Julia T.
 Grinstead, J. R.
 Hall, Cccile B.

Hoxie, Mary J.
 Kelly, Mary Josephine
 Leiseuring, Sara
 McGirr, Lucy
 Murphy, Victoria M.
 Nevison, Beverly M.
 Nichols, Walter H.
 Olsson, Ella
 Owen, Frederick A.
 Ralph, J. M.
 Ratzell, J. Perry
 Rebok, Horace
 Ross P. W.
 Scott, L. W.
 Sebrig, Mae
 Shafer, Harvey M.
 Shaw, E. Louise
 Sherman, M. P.
 Sisson, Sallie
 Taber, May Belle
 Weaver, Evelyn M.
 Webb, Mattie M.
 Whaley, Guy V.
 Whiteneck, Hosea A.
 Wilson, Elizabeth S.

COLORADO

Alford, Agnes Hartman
 Amadea, Sister Marie
 Atkinson, Eleanor
 Badger, Milton E.
 Barton, Sue
 Bishop, Charles E.
 Brooks, Lena M.
 Brown, Josepha L.
 Cameron, Alice O.
 Cavenah, Sophia
 Clarke, Perry L.
 Cohn, Sara Ruth
 Coletta, Sister Mary
 Copeland, A. B.
 Daily, Anne E.
 Donohue, Jessie
 Douglas, Earl
 Elder, Professor
 Fashbaugh, Carrie E.
 Floyd, John M.
 Flynn, Emma
 Flynn, Helen
 Francis, Minnie
 Frost, Florence Temple
 Grenfell, Helen
 Griswold, Myrtle
 Gormley, Kathryn
 Hagus, Louis
 Hall, Lucy
 Haskill, Rosepha
 Huntton, Sarah
 Johnson, Abner
 Kennedy, Elizabeth M.
 Killie, Martha Elissa
 Lakin, James W.
 Lanenstein, Minnie V.
 Lange, Maxine Beal
 Lowell, Florence R.
 Mack, Martha S.
 Marchiori, Elizabeth McK.
 Mason, Margaret B.
 Mays, Josephine Berkeley
 Monroe, Floyd S.
 Motherwell, James Stewart
 McAninch, J. E.
 McCullough, Jack
 McKensie, Maud
 McMichael, Earl L.
 Nichols Rachel
 Olson, Elsie Anne
 Palmer, Irving A.
 Parker, Frances E.
 Pease, Martha A.
 Pershing, Howell T.
 Philleo, Estelle
 Rippon, Mary

Robinette, Bernice F.
 Rogers, Hattie M.
 Rogers, Mildred
 Saunders, Florence
 Schmitt, Jakob
 Shaw, Mary L.
 Shreve, Clara G.
 Smith, Estelle
 Soltese, Michael M.
 Starbuck, Etta
 Steele, Wilbur F.
 Terrell, Nota
 Todd, John
 Ward, Nellie Higgins
 Whitaker, Clara Warner
 Willard, James F.
 Wright, Mary
 Zingg, O. C.

CONNECTICUT

O'Connell, Lelia

DISTRICT OF COLUMBIA

Baylor, Adelaide Steele
 Bowie, Jane McKee
 Carlton, Mrs. A. J.
 Childs, C. W. Jr.
 Clark, Marion
 Coppage, E. A.
 Cramer, Stephen W.
 Flora, I. A.
 Gibbs, M. E.
 Glenn, A. H.
 Hand, Ada C.
 Isenberg, M. R.
 Johnson, Haydon
 Kessler, Eva F.
 Lutz, Paul E.
 Lynch, S. P.
 Maltby, R. D.
 Monroe, Mrs. E. B.
 McNamara, R. L.
 McLearn, Martha
 O'Neal, I. F.
 Patterson, P. L.
 Pumphrey, W. P.
 Richardson, Anna B.
 Roberts, E. H.
 Robertson, W. H.
 Sargent, Anna L.
 Schwartz, C. J.
 Shinn, E. F.
 Shumaker, Ann
 Thomas, J. J.
 Toy, M. R.
 Weiner, Martha E.
 Wormley, G. Smith

FLORIDA

Abraham, Pearl
 Beeler, Lora L.
 Bucholz, L. W.
 Chilson, Blanche
 Combest, W. L.
 Dowling, Samuel S.
 Harris, Amy
 Hemming, Grace
 Kelly, J. L.
 Knight, Belle Ragan
 Knight, Clarence
 Knox, Daisy
 Long, Elizabeth
 Lynch, George M.
 Miller, E. H.
 Moore, Lorain
 O'Hara, James
 Plank, Christine G.
 Rutherford, R. B.
 Sheppard, C. R. M.
 Thompson, L. L.
 Watts, Frank E.

GEORGIA

Ballard, Nathaniel H.
Cannon, Hal W.
Ellison, M. Paul
Fitzgerald, Elizabeth
Hale, Charles M.
Lasseter, Florence
Marshall, W. M.
McGee, Mattie
McMichael, Merrill
Purks, William A.
Redding, Irene
Rhodes, Alex
Warner, Lula

TERRITORY OF HAWAII

Crockett, Mrs. Ida H.
Harris, Mrs. Leonilde
Kahale, Edward
Lane, Ralph
McNicoll, Mrs. Lilinoe
Morishige, Mrs. Fusayo
Serrao, William

IDAHO

Hughes, L. C.
Stewart, Emily
Teeters, J. C.
Tweedy, Ira

ILLINOIS

Adams, Samuel M.
Armbruster, Bertha S.
Barbre, Alpheia
Bartlett, Louise
Bartlett, Rhoda Ann
Belknap, Sarah J.
Benson, John
Bloyer, Mrs. Wesley
Bogan, William J.
Boggs, Elizabeth McW.
Bolsar, Josephine L.
Bonnell, James E.
Bowers, Hattie
Boyes, W. F.
Boyle, Anna B.
Bradford, Ella
Breasted, James H.
Brown, Frank L.
Brua, Sophia
Buchele, Edith E.
Bunch, Emma
Busiek, George H.
Cafky, Helen L.
Cain, H. F.
Campbell, May G.
Cooper, Deborah J.
Cooter, S. M.
Corwell, Ralph
Crain, Mary
Crissey, Mary Alice
Dean, H. A.
Donovan, Hanna
Duisdieker, Clara
Eckerman, C. J. E.
Ellinger, Earl
English, S. P.
Fallon, Nellie
Fells, W. T.
Felts, W. F.
Fenton, Elizabeth R.
Fortin, Y. F.
Fuller, Emily Lora
Furr, W. A.
Garrity, Alice
Gobert, James E.
Grant, Nora Lilly
Greeley, Romanza A.
Green, Alice

Grover, Olive Lathrop
Hanks, Addie
Haslam, Mary Olive R.
Hathaway, A. May
Hetley, James
Hunter, Minnie E.
Joiner, Elizabeth
Joiner, Charles E.
Kehoe, Maggie
Kirk, Samuel J.
Klontz, Jacob B.
Koons, G. J.
Kramer, James H.
Lampe, Margaret H. J.
Levi, Elpha M.
Lewis, Elsie
Lowe, Francis A.
Lucas, Mattie L.
Maul, Hedwig M.
Martin, Helen Lois
McClelland, Charles
McLindon, Lauretta M.
McQueen, Donald A.
Montgomery, Laura
Moore, Jefferson
Moore, Ollie M.
Myers, Laura E.
Nance, D. J.
Oppenheimer, A.
Peel, Ella Rebban
Ragland, L. W.
Richardson, Susan R.
Short, Cathren B.
Shryock, H. W.
Smith, Flora
Smith, R. V.
Snyder, Thomas A.
Sperry, Maud
Sumner, Louise M.
Tate, Hallie M.
Thomson, Henrietta
Turner, Edwin A.
Vance, Edith
Vacey, Frank T.
Ward, Flora A.
West, Salathiel
White, Laura C.
Wilderman, Augusta A.
Wilson, Susie P.
Womack, John Wesley

INDIANA

Ackerman, Louise
Alexander, Eva C.
Almond, Adelaide
Alvey, Sister M. Clotild
Bailey, Cleveland A.
Barker, Vincent
Barnes, Marie
Beck, Josephine
Behrens, Anna E.
Bender, Robert
Bennett, Eleanor M.
Bennett, Florence Harvey
Bisber, Maria
Blossom, Gertrude L. Hinshaw
Boardman, Florence E.
Boss, Laura
Boucher, C. W.
Bouke, Mata
Boulden, Mortimer D.
Boyd, Martha P.
Branain, Arthur
Broecker, Lucille
Brown, Grace
Brown, Levi V.
Brucci, August
Burton, James W.
Cain, A. E.
Cain, William
Caine, Daniel W.
Calvert, Belle

Campbell, William E.
Carey, Angeline
Carle, Lucy
Carnine, L. E.
Carter, John
Case, Lula J.
Cauble, Commodore
Chamber, Rachel
Childress, Leslie A.
Collins, Henry
Colville, Hazel
Condo, Lucretia
Costner, William
Courtney, Catherine
Cox, Josephine
Cox, Ora
Crawford, Anna
Crawley, Grace M.
Creahan, Kathryn
Crevison, Hazel
Crider, Noble Warren
Cushman, Olive Marie
Cuzzort, Ed. J.
Daly, Mary
Daniel, Nellie
Dark, Rosa
Deich, Charles
Dickinson, William
Dillon, William
Dixon, Dudley
Doddridge, Mary Leeson
Donaldson, John
Donnan, Emma
Downey, Nettie
Edwards, E. E.
Edwards, Ivan
Ekwall, Alberta R.
Elenore, A. J.
Ericksen, Edythe E.
Fike, Jacob
Fisher, Louisa O.
Foreman, John W.
Fox, Viola
Frank, Ada
French, Melissa
Gardner, Edward
Gates, Mrs. Olentice
Geary, Ida
Gerkin, Eunice
Gilbert, Myrtle
Gillaspie, James
Giltner, Merrill
Glockner, Gertrude
Goepper, Emma
Gourley, Elizabeth
Greist, Robert A.
Grenard, Charles E.
Griffith, May
Grill, Mattie
Grubbs, William E.
Hahn, Lulu Josephine
Hamilton, Robert R.
Hartman, Elisha M.
Hays, Ernest L.
Hendricks, Abraham
Hendricks, Hazel
Herbst, Clara
Hockett, Oliver
Humphreys, Bessie May
Irish, Ruth Rabold
Irvin, Vane
Jacoby, Gertrude S.
Johann, Lydia
Johnson, J. S.
Jones, Elsie
Kasserman, Bessie
Keely, Etta M.
Kennedy, Margaret
Kercheval, Robert C.
Kirklin, Sara
LaDuke, Helen
Lambert, Mary
LeMasters, James
Little, Goldie

Lloyd, Clarence
 Lupton, Anna M.
 Lynch, Dorothy
 McArtor, Edgar
 McCormick, Jean
 McDonald, Caroline
 McDougal, Stella
 McGrew, Fannie G.
 McKay, Jennie
 McKeay, Ellen
 McNabb, William
 McNally, Maggy
 Maish, Dorothy
 Mark, Maude
 Markle, Bessie
 Marlow, Cora
 Martin, Wendell
 Meredith, N. Carolyn
 Merrill, Rosalinda
 Meyer, Hilda
 Miller, Delilah
 Moore, May
 Morgan, Kate Wise
 Neely, Daniel
 Neville, Ethel Deal
 Nolan, Margaret
 Norman, William H.
 Olson, Sophia B.
 Parkhill, Martha Bird
 Parkis, Ruth
 Perkins, Lola
 Peyton, Elizabeth
 Phillips, Ethel
 Phillips, Florence Mueller
 Phillips, James E.
 Plaskett, S. B.
 Plegge, Anna
 Pollen, Orville R.
 Poston, Elvessa
 Purfield, Horace Traiton
 Reel, Kate
 Rielag, Raymond E.
 Rizer, Eldridge B.
 Robbins, Effie
 Roberts, Mattie F.
 Robling, Thelma
 Rockwood, Frances E.
 Roerk, Henry H.
 Roosa, Grace Miles
 Roush, Charles
 Rubey, Fred P.
 Ruddell, George E.
 Rulag, Raymond
 Saylor, Carrie
 Scherer, Peter
 Schluer, B. H.
 Schmidt, Anna
 Schultz, Magdalene
 Scudder, Cimmer
 Shealy, Josephine
 Shields, George H.
 Shigley, Sarah Goldia
 Shirley, Mary C.
 Sholl, Joseph
 Shrader, Margaret H.
 Sites, Dorothy Caroline M.
 Smith, Alpha
 Smity, Dorothy
 Snider, Gus
 Snow, J. F.
 Stalker, Esther K.
 Stalker, Sara
 Starkey, Ray W.
 Starr, Mrs. Martha
 Stephenson, Irma
 Stitt, Sherman
 Street, Hazel
 Stubblefield, Katherine
 Sturm, Helena
 Suter, Edgar Melvin
 Taylor, Mary
 Thacher, Kate
 Thatcher, Gertrude
 Thomas, Alsa Jane

Thomas, Onita
 Thomas, William H.
 Thompson, William
 Tomlin, James H.
 Tomson, Lena
 Tomson, Lorena
 Towell, Kenneth
 Trent, J. C.
 Tucker, Truly Ray
 Uncaper, Elsie Marsh
 Vaughn, Emma P.
 Venderhoff, Stella E.
 Vickrey, Elbert A.
 Waits, C. J.
 Wagner, Ernest
 Walker, William A.
 Wallace, Ruth
 Watts, Fannie
 Wells, Eleanor T.
 Whaley, Alvin Thomas
 Whaley, Velva B.
 Whitehouse, N. S.
 Wilhite, Hubert
 Williams, Arlam
 Winesburg, Martha A.
 Winstroth, Ella Sophia
 Winter, Mary
 Wiseman, George H.
 Worthman, M. F.

IOWA

Alford, Harold W.
 Bemis, Hazel
 Benorden, Mrs. William
 Berg, Edith
 Bogen, Mrs. Leonard
 Brandt, Lettie
 Brown, Winnina
 Cain, Margaret
 Collins, J. H.
 Cresap, W. A.
 Dunmire, Maurice V.
 Dutton, J. H.
 Fillmore, H. F.
 Fitzpatrick, H. F.
 Garden, Mary
 Greenhow, Mary Louise
 Hart, I. H.
 Harvey, Harold W.
 Holmburg, Jennie C.
 Horlacher, Elizabeth
 Huffman, Josie
 Irish, Thomas M.
 Kelly, Harvey M.
 Kiefer, Nellie Marie
 Kull, Carrie
 Lamson, Herbert G.
 Lange, Stella
 Lukens, L. Ella
 Lynn, E. C.
 McClure, Mrs. E. B.
 Manifold, W. H.
 Martin, Lyman Q.
 Matthews, Mae
 Miller, Georgia L.
 Mills, Sadie Ruth
 Morgan, M. F.
 Neese, Levi
 Nelson, Agnes L.
 Newton, George W.
 Norton, George W.
 O'Brien, Lillian
 Pasek, James C.
 Peitzman, H. F.
 Phillips, David P.
 Sawyer, George
 Shank, Sophronia W.
 Stillian, Mrs. E. V.
 Stuck, Geneva
 Tapper, John G.
 Theleman, Frances
 Tiedemann, Kitty
 Toll, Harriet B.

Van Benthuyssen, S. S.
 Warren, Nellie G.
 Webb, Frances Jane
 Weidert, Helen
 Weisensee, Mrs. J. P.
 Welch, Frances J.
 Willard, Della
 Williamson, Florence
 Wishman, Mrs. Charles
 Whittaker, M. L.
 Young, Charles H.
 Young, Dorothy

KANSAS

Beach, Frank A.
 Vaughn, Armon P.

KENTUCKY

Baird, Nell Fink
 Ballinger, Bessie K.
 Bartley, Mrs. Vertie
 Bass, Emily F.
 Beadles, Mrs. Walter
 Billiter, J. M.
 Bromme, Dorothy
 Caylor, Robert
 Chapin, Ernest P.
 Chaudion, Mayme Nell
 Commons, Lydia B.
 Croft, Fred
 Crook, W. H.
 Dade, Anna K.
 Goodwin, M. J.
 Hancock, S. E.
 Johnson, James
 Jones, Lula Ann
 Lay, J. C.
 Mason, William
 Matthews, Mildred
 May, Samuel
 Moore, Herbert
 McEwan, Mary L.
 Oots, Mildred
 Proctor, Georgia
 Rice, Sadie
 Richey, Nell Hall
 Sargent, Lucy Belle
 Shouse, Lucille
 Snoddy, E. E.
 Spears, Rutherford B.
 Stipe, Harold J.
 Thacker, Chalma
 Thompson, Abbie Lou
 Thompson, Hallie
 Wallace, Mary Esther
 Warren, Carrie B.
 Worthan, J. D.

LOUISIANA

Archer, Annie
 Barr, Wilda
 Carnahan, Velma
 Cooper, Hazel Rae
 Crowley, Timothy F.
 Dawson, Nettie
 Dinwiddie, A. B.
 Edwards, Mrs. W. S.
 Faulk, Minnie
 Garig, Louise
 Graham, Helen
 Greneaux, Leon
 Hall, Alfred
 Harbour, Mollie
 Huber, Ursula
 Lee, F. J.
 Morgan, Pearl L.
 Norton, Lydia
 Pounders, Marie
 Reich, Ada
 Sandoz, Sylvia
 Seaman, J. H.

Smith, Andrew V.
Tassin, Yolande
Wagner, Charles A.
Williamson, George

MAINE

Adams, Gladys
Bragg, Irving O.
Capen, Elsie Heath
Clancey, Alice L.
Coleman, Elizabeth L.
Field, Sara L.
Hathaway, Madeline C.
Lord, Elvira J.
Perry, Alice
Philbrook, Edward E.
Silsby, Fanny Sands
Simmons, Paulinah

MARYLAND

Adams, Charles E.
Bennett, Emma
Bromley, Luther F.
Burdick, William H.
Chism, Margaret E.
Crotty, Anna Betti B.
Dare, Virginia C.
Eversfield, Eugenia
Fleetwood, Nola P.
Gross, Howard M.
Hearn, Frances Fay
Heimiller, L. Ruth
Holloway, William J.
Jaffe, Harry
Johnson, Edna E.
Lace, Robert D.
Langley, Blanche
Mathews, Laura
Mitchell, Emma
O'Rourke, Nellie
Reddish, Georgia M.
Shotta, Anna E.
Summers, Janice
Ward, Albert Norman
Williams, Susan F.

MASSACHUSETTS

Cooney, Philip J.
Comery, Sanford B.
Fickett, M. Grace
Galvin, Frederick A.
Ireland, Ralph P.
Mead, Fred S.
Plant, Mrs. Natalie B.
Power, William D.
Wallace, Joseph A.

MICHIGAN

Alward, Ella H.
Anderson, Katherine J.
Andrews, John R.
Anspach, Rose
Arbury, F. W.
Bateman, Grace N.
Beadle, Mary D.
Berkner, Amos W.
Blair, Lvdia
Block, William H.
Bolyard, Mrs. Jason
Bradshaw, Elma
Brann, Ethel
Breitenbach, Helene H.
Brothwell, Helen
Bryan, Charles H.
Buchan, Ida A.
Burns, Charles G.
Burton, Fannie C.
Busse, Elizabeth R.
Cain, Clarence
Campbell, Christine

Carlisle, Charles
Chilvers, Thomas H.
Clark, Ruth D.
Cogswell, Estella
Comstock, Nettie
Conrad, Stella
Cook, Harriet
Cottrell, Elsie K.
Cowgill, Paul A.
Dawes, Ella G.
DeWitt, Katherine S.
Diamond, Mary M.
Dow, Grace C.
Duprow, Bernadine C.
Eagleson, Stuart
Edger, Ernest
Ellingsen, Mildred C.
Evans, Evelyn
Field, Cyrus W.
Fitch, Amory Eleanor
Fortune, Augusta C.
Fox, Sarah
Freeman, Mary C.
Fuller, Jason B.
Gardner, Charles F.
Graham, Wilda Wade
Grant, Elmer D.
Grover, Marie
Gulliford, Bessie M.
Hahn, Anita C.
Hare, Elizabeth
Harrington, Ella
Harris, Annie Smith
Haskell, Irene Ellis
Hatch, Charlotte
Herron, Wendell M.
Hetley, James H.
Hodge, M. Alfreda
Hollinger, Maude
Holmes, Clarence E.
Huneker, Emma G.
Jewett, Carrie Belle
Johnson, Annie
Johnson, Mrs. Gus
Johnston, Ruth Young
Johnston, Lois Allan
Kean, Ralph
Kennedy, Mrs. Franc
Kerns, Mattie
Kieft, Anna Frances
Kirby, Rose
Kitching, Winnifred
Ladd, Lucille D.
Lamb, Mrs. William H.
Lane, Rachel
Lillie, Madge
Logan, Jean W.
Long, Mary
Long, William
Looney, Agnes
Lott, Henry C.
Luther, Dorothy
McCool, Addie
McCurdy, Cora
McGowan, Alice E.
McNitt, Mrs. H. Clay
Mabley, Margaret D.
Marcuse, Sylvia W.
Marvin, Ella
Maynard, Anna
Milligan, Ella
Mitcoff, Ruth K.
Moody, Iva Upton
Moore, Mary
Morrison, David
Mueller, Ida C.
Myers, Mrs. C. A.
Nelson, Albert H.
Nelson, Arla
Newington, Hannah
Nikko, Lydia
Nygard, Mrs. Alfred
Pahl, Mildred Irene

Parker, Edythe Ward
Parmalee, Olive
Payne, Frances R.
Pearce, Abigail
Pommerenk, Marie
Pope, Anna
Powers, Marjorie
Price, Charles Wayne
Rauch, Mark Bruner
Reynolds, Jennie I.
Rider, Iva Lois
Roberts, Wellington
Root, Marie
Schafer, John G.
Schuyler, Paul M.
Scranton, Jennie
Shaw, E. Mabel
Spencer, Claribel
Spofford, Ellatheda
Stark, Evelina M.
Steen, Mrs. Ernest R.
Straight, Eugene
Streng, Frances J.
Styles, Lema Smith
Suffinski, Stella
Vance, Albert J.
Vanderhorst, Mrs. Alfred
VanEvery, Marion M.
Van Giesen, Mary
Van Looy, Evelyn L.
Waite, Grace M.
Wakeley, Catherine
Wendell, Laura E.
Whedon, Sarah
Wheeler, William H.
Wiegman, Edna Joanna
Woldt, Mae Kroenig
Wright, Bernice
Yackels, Mrs. Chester A.
Zeigler, LeyMar M.
Zoll, Mary

MINNESOTA

Ahrens, Vera
Anderson, Margaret
Anderson, Margaret E.
Arndt, Anna C.
Austin, Mae
Bank, Orpha Hulbert
Borgesen, Alberta P.
Brown, George E.
Bryan, Lillian
Buell, Carolyn T.
Burns, Jennie
Byholt, Stella H.
Dever, Anna
Dreves, Louise
Evans, Margaret
Everson, Cleo
Fanning, Mary
Fish, Florence
Hamilton, Elizabeth
Haug, David B.
Helming, Oscar
Hern, Ethel T.
Jones, Addie
Jordan, Charles M.
Judd, Edward Starr
Keyes, Olive
Kingsley, Myra E.
Lucas, Mary B.
Maxson, Frances E.
Mullane, Hortense
McGuire, Margaret
Nelson, Anna S.
Nessel, Martha E.
Olson, Carrie
Peterson, Agnes B.
Riedell, Adaline
Ryan, Mildred Smith
Santo, Julius H.

Seefeldt, Doris C.
Smith, Irma P.
Snyder, Alzina
Speckman, Bertha
Sweeney, E. J.
Williams, Fay N.
Young, Margaret

MISSISSIPPI

Baker, Laura
Berry, P. W.
Ford, Joe
Jacobs, R. D.
James, J. W.
Mansfield, Agnes
McKee, Betty
Myers, Adolyn Vernon
Onsby, George
Shelton, D. R.
Stinson, Emma B.
Stonestreet, L. F.
Storment, Susie
Sullivan, K. O.
Teunisson, Mrs. J. H.
Tucker, R. H.
Walley, C. W.
Wright, D. M.

MISSOURI

Douglas, Mabel
Douglas, Stephen
Evans, William P.
Ittner, William B.

MONTANA

Blakeslee, Mrs. George
Carpenter, Jennie L.
Christensen, Clara C.
Clapp, C. H.
Cobb, Luella
Cowery, Virginia P.
D'Arcy, Alice
Foot, Cora Bateman
Frederick, Annie Ray
Frisbee, Frances
Gannon, Mary E.
Garver, Raymond J.
Glisson, C. O.
Huddleston, Agnes
Jackson, Nellie
Johnson, Clifford H.
Leipheimer, Marie M.
Lenning, J. W.
Liscomb, Bessie O.
Lougee, Willis E.
Lovell, Florence
Lowney, Anastasia
MacDonald, Mary L.
Mashin, John
Nelson, Belle B.
Plymale, Wilda
Provo, Mary M.
Remington, S. K.
Rice, H. O.
Roberts, Edna
Ronan, Margaret
Scudder, Mrs. Ralph
Service, Della Lowry
Soper, William L.
Streibich, Annie G.
Tarbett, Mrs. Marion
Vance, Margaret
Venus, Helen M.
Wilson, Matthew R.

NEBRASKA

Abart, Ardie
Allen, Elizabeth

Avery, Samuel
Bauer, Mary M.
Burnett, Lida S.
Carmelita, Mary
Castle, Vernon
Chapin, Marguerite
Colburn, Mrs. T. A.
Conn, U. S.

Danihy, John
Elson, S. R.
Ethell, David S.
Fisher, A. E.
Giffen, W. C.
Haight, Clarence A.
Haywood, Lucy M.
Hecker, Juliet
Hoffman, Clarence
Huse, Olive
Hutchinson, Mayme
Irwin, Anna
Jansen, Marada
Johnson, Annis Marie
Johnson, Henry T.
Kates, Mrs. E. J.
Kelly, Lilly
Kreuger, John F.
Lambert, Suzie C.
Landgraf, Ernest W.
Lantz, Dora M.
Lewis, Eber Brock
Lewis, Edward R.
Mercer, A. J.
Mercer, Rachel A.
Milroy, Anna M.
Moffitt, Mrs. A. W.
Moore, Josephine
Mulfinger, George A.
McBrien, Jasper M.
Norman, Mrs. Fred
Osterhout, A. W.
Parker, Emma P.
Pulsifer, Lillian
Peterson, A. O.
Reid, Mary
Rice, E. J. A.
Rose, C. D.
Russell, Harry N.
Sager, Jerome
Sans, Beulah
Schell, W. E.
Schreckengast, Isaac B.
Schumacher, Margaret
Sealock, W. E.
Searson, Ethel
Seeley, Helen
Shook, Elizabeth
Stimbert, Elsa Marie
Stoltenberg, Erma
Tangerman, Alice
Timm, Olive
Tremaine, Mary
Waterman, Mrs. W. W.
Watson, Robert H.
Weller, J. P.
Wilds, Mrs. Fred
Wille, Amelia
White, Virginia
Young, Linnea

NEVADA

Billinghurst, B. D.
Bryant, Alice
Mineer, F. Edgar
Rieve, Anna J.

NEW HAMPSHIRE

Abbott, Stanley H.
Cilley, Harry D.
Curtis, Carrie
Dudley, Fred W.

Eaton, Catherine F.
Falvey, Henrietta
Farrington, Susie
Fletcher, Robert
Foss, Aletta J.
Glancy, Margarita
Melifant, Mary E.
Melifant, Julia Martha
O'Dowd, Mary H.
Rundlett, Louis J.
Towle, George H.
Willand, Alta

NEW JERSEY

Acker, Marie
Anderson, William C.
Armstrong, William C.
Baker, Beebe
Baker, Ruth M.
Baldwin, William
Bate, George C.
Bateman, Lillie
Beebe, Grace
Bensinger, Emily
Bimler, Joseph F.
Blakeslee, Charles F.
Blue, Vera
Bodin, Francis C.
Bosquet, Margaret S.
Boyd, Irving G.
Boyer, Charles B.
Brelle, Olga
Brody, Julia
Brahm, Marie
Brown, Eleanor
Brumbaugh, C. A.
Bullock, Russell E.
Burke, Minnie V.
Bumiller, Veronica C.
Burke, William J.
Byrne, Helen M.
Calman, Gustave
Carlin, Theresa L.
Carrick, Florence M.
Carty, Flora
Cooley, Kathryn M.
Corbin, Wade B.
Coulter, Jane E.
Cusick, John M.
Donovan, Martha
Doremus, Emma S.
Edgar, William D.
Egan, Eileen
Elias, Amelia
Engel, Flora Bauer
Filiatreault, Le Claire
Fisher, Oscar A.
Frame, Jean W.
Freeland, Emilie
Flynn, Eileen M.
Galluba, Mildred A.
Gaul, Catherine A.
Giehl, Jennie A.
Groome, Myrtle E.
Gunnion, Florence R.
Hamlin, Eden C.
Hart, Roy H.
Hawkins, Gwendolyn
Heery, Mary
Hess, Josephine
Hill, Annie B.
Hoag, Winifred
Hockenbery, Alberta M.
Huston, Jennie
Jackson, Anna E.
Johnson, Melvin
Johnson, Ruth Grant
Johnson, Virginia
Jones, Antoinette
Kehoe, John
Koehler, Harry R.

Kelly, Margaret
 Konopka, Helen
 Kuntz, Henry J.
 Lawton, Ann F.
 Leine, Martha A.
 Lembeck, Lillian R.
 Lewis, Mabel A.
 Lienhardt, Mary
 Lightcap, Bloomie E.
 Lowenstein, Joseph
 Major, Clara Lane
 Martin, Ralph E.
 Mets, William F.
 Moller, E. Fred
 Morais, Emma M.
 Mueller, Elizabeth S.
 Mulford, Sarah
 Murphy, Virginia
 Murray, Hallie M.
 McCarthy, Robert F.
 McConnell, Florence B. E.
 McClosky, David B.
 McFadden, Clara
 McHenry, Frank B.
 McLaughlin, Nora F.
 Nafe, Julia M.
 Norcross, Susan M.
 Oaks, Alexander M.
 Parsell, Harriet
 Phelps, Sara M.
 Picken, Janet
 Pierpont, L. May
 Portin, Margaret
 Potts, Fennelle
 Powell, E. Louisa
 Pyle, Estelle
 Quinlan, May L.
 Raube, R. Louise
 Reaser, Sarah Madden
 Rice, Mary
 Riordan, Helen L.
 Rogers, Lydia
 Rowe, Mabel
 Russo, Lucy
 Ruttenberg, Freda L.
 Sears, Harriet R.
 Shoemaker, Evelyn
 Shull, Samuel E.
 Shultz, Myrtle
 Sitler, A. Grace
 Staats, E. May
 Stage, Lulu C.
 Stanton, Nina
 Stephens, Mabel Y.
 Stults, Jennie
 Sullivan, Arthur
 Tewksbury, Lucia
 Thomas, Maud S.
 Thornhill, Mary E.
 Traum, Fannie B.
 Trick, J. Francis
 Trimnell, Robert
 Tyler, Genevieve
 Underwood, Alfred
 Wamsher, A. Myrtle
 Warren, Viola M.
 Weaton, Stephen A.
 Witmer, Mary Eleta
 Whiting, Florence

NEW MEXICO

Brooks, Avis
 Butts, Theresa I.
 Euloc, Lillian
 Gladson, Roy T.
 Miller, Ethel
 Montoyo, Atanacio

NEW YORK

Ablett, Helen
 Aley, Robert J.

Auld, Jessie
 Barrett, Ellen
 Barry, Thomas
 Benson, Rebecca
 Book, Arthur E.
 Borner, George
 Broderick, Philomene
 Brown, Winnina
 Bugbee, Percy I.
 Burger, Bertrand
 Baxter, George
 Campbell, Eva
 Cassidy, Mary K.
 Chandon, Valentine
 Colledge, Edith E.
 Cooke, George
 Copeland, Grace
 Corbin, Adelene
 Cullen, Michael
 Darms, Anna R.
 Davis, Mary R.
 Desmond, Anna
 Devlin, Katherine
 Doris, Charles
 Downing, August S.
 Eagen, Geraldine
 Eaton, Joseph J.
 Fabb, Virginia
 Fitzgerald, Mary
 Follett, Regina E.
 Frawley, Helen
 Gallup, Elizabeth C.
 Glasby, Edward W.
 Gluck, Bessie
 Gordon, Ann
 Graham, Gertrude
 Gregory, Harmon L.
 Halliday, Clark W.
 Hallock, Evelyn
 Hannigan, Lillian R.
 Haniphy, Joseph A.
 Hardie, George
 Hayden, Elizabeth
 Hays, Jewel Johnson
 Hazelette, Isabel
 Higgins, Eliza A.
 Higgins, Lillian
 Hill, George U.
 Hoag, Lelia R.
 Hogan, Mary C.
 Holly, Harold
 Hoffman, Alfred
 Houck, Edward
 Hoss, Amelia
 Huck, Marjorie
 Keane, Katherine
 Kersey, John J.
 Kirley, Bertha
 Kelhi, Ann
 Kloster, Mary M.
 Kraft, Gertrude
 Kron, Ida
 Jordan, Anna
 Johnson, Ruth
 Jones, Ruth
 Lasko, Grace
 Lear, Mildred
 Leddy, Alice G.
 Lefkowitz, Joseph
 Leonard, Richard
 Lester, Fred
 Ludwig, Mary
 Lynch, Loretta
 Mapou, Celia B.
 Meland, Edna
 Mendel, Martin
 McBain, Howard Lee
 Oates, Katherine
 O'Connor, Katherine
 O'Flaherty, William
 O'Grady, Winifred
 McCormick, Viola

Peyser, Nathan
 Place, Sarah U.
 Price, William R.
 Smith, Grace
 Senn, Ella
 Smith, Louise
 Swan, Giles J.
 Villiaume, Emma L.
 Yanowitz, Jessie
 Yerkes, Frances
 Whitley, Ermina

NORTH CAROLINA

Able, Lucy B.
 Artan, Henry
 Boyles, Irene
 Chestnutt, Lilie
 Dale, Julia
 Edwards, Lee H.
 Edwards, Ward Bowles
 Fetner, Pansy
 Keats, Robert
 Kenny, Margaret M.
 Matthews, Mary P.
 McGee, Annie
 Norton, A. M.
 Poole, Eliza
 Richmond, T. W.
 Roberts, Marie T.
 Sawyer, H. C.
 Shaffer, Meta
 Spilman, J. B.
 Stewart, D. K.
 Tinnin, Mary I.
 Triplett, Wilhelmina
 Walker, Nathan W.
 Yount, D. L.

NORTH DAKOTA

Bigler, Lottie B.
 Davis, Mattie M.

OHIO

Aiken, Walter H.
 Andrew, M. F.
 Babb, Edwin Forrest
 Barker, Ida Mae
 Boger, Anna B.
 Bowman, J. B.
 Bunger, Charles S.
 Burress, Mabel
 Calhoun, Marguerite E.
 Carroll, Ethel Crute
 Chaffer, Charles M.
 Chapman, Cora
 Christman, Julia
 Clark, Leander A.
 Close, Marshall E. D.
 Coffin, Helen J.
 Collins, Catherine
 Copeland, Fred
 Crellin, Kathryn L.
 Dress, Walter
 Ernst, Lynn B.
 Everett, C. D.
 Fairley, R. B.
 Fickle, Benjamin F.
 Fissel, Inez Lora
 Frey, Rose Marion
 Gale, Mary C.
 Garst, Clifford E.
 Gifford, Florence J.
 Gray, Arthur
 Hall, Stanley
 Haveman, Edwin
 Helter, Henry H.
 Howdyshell, Henson H.
 Jenkins, Bertram W.
 Johnson, Laura E.
 Joyse, Darrell

Kieth, Elizabeth V.
 Lee, Norma
 Marquardt, William H.
 Mast, Emma E.
 Mehollin, Clara
 McBurney, Bessie
 McConagha, D. C.
 Newman, Alex B.
 Orahoad, Frank L.
 Rader, Irma Louise
 Rees, Marvretta Ruth
 Remley, William H.
 Reynolds, F. M.
 Reidel, Louis R.
 Rothe, Ella A.
 Runyan, O. L.
 Sargent, Lucy Bell
 Shepard, Walter J.
 Shields, Harriet
 Slocumb, Dorothy
 Stafford, Frank K.
 Swartzell, Ida M.
 Tissel, Inez
 Vaughn, R. P.
 Weiss, B. F.
 Wild, Clement L.
 Willis, Ruth
 Wheeler, Grant
 Woodruff, Elmyra
 Woolpert, C. Maude

OKLAHOMA

Anderson, Ora
 Bodine, Mary E.
 Clayton, John T.
 Dill, Franklin G.
 Downey, William
 Frye, Dora Cox
 Ghormley, W. H.
 Godbey, Joe J.
 Haynes, Russell
 Holmberg, Frederick
 Hudiberg, Joe
 Keffer, Howard H.
 Kennon, William D.
 Martin, J. H.
 Page, Inman E.
 Peak, C. N.
 Phelan, W. W.
 Robbins, Madeline
 Shelton, Georgia
 Schreck, Charles F.
 Sutton, Cora Mae

OREGON

Breary, Robena S.
 Buel, Lillie
 Case, Josephine
 Crowe, Verona M.
 Cloran, Timothy
 Downs, Samuel U.
 Dugan, Anna
 Endicott, Charles H.
 Halferty, Annie
 Heckman, Frank
 Holloway, C. R.
 King, Lotella
 Lemon, Mary E.
 McIntosh, Alice
 Moore, Elizabeth
 Moore, E. J.
 Norton, Lillian P.
 Oxford, Klein
 Sandstrom, Helen
 Schmitt, Katherine
 Schmitz, Nina
 Thayer, Viola

PENNSYLVANIA

Aberle, Bertha
 Aldinger, Mildred

Anderson, Edith
 Armstrong, Elizabeth E.
 Baldinger, Cora L.
 Barry, Sara J.
 Benchoff, Loudon F.
 Boal, N. Marjorie
 Bragdon, Carrie
 Brosius, Guy C.
 Brown, Albert G.
 Budde, Wesley E.
 Burchival, Mary C.
 Burleigh, Joseph
 Carl, Levi
 Carroll, Minnie A.
 Cassel, Carl L.
 Chambers, George G.
 Christian, Flora G.
 Clarke, Hazel Pride
 Cleaver, Amanda
 Coffman, Ideall
 Collins, Marvin L.
 Conrad, Eva A.
 Coughlin, Nan S.
 Cromwell, A. D.
 Dehaven, John J.
 Detweiler, C. E.
 Diehl, Harvey J.
 Emery, Nat M.
 Faloon, Catherine
 Fisher, J. M.
 Fisher, Kathryn
 Foley, Margaret
 Fredholm, Mrs. C. L.
 Gilmore, George W.
 Graper, Marie C.
 Grover, Orel S.
 Groth, Herman
 Hager, Robert E.
 Hall, Herman E.
 Hamilton, W. J.
 Harding, Curtis M.
 Hays, S. Clyde
 Hehir, Martin A.
 Helm, Viola
 Henderson, Lida
 Henneberger, R. B.
 Herb, James
 Hess, Madeleine B.
 Hill, Abigail E.
 Hoffman, Mary Louise
 Hood, John D.
 Hughes, Marion Lee
 Hughes, Thomas A.
 Jenkins, Ray
 Jones, Anna M.
 Kennedy, W. F.
 Klinger, Henry C.
 Knight, G. A.
 Kurtz, A. R.
 Lawhead, Alice
 Linn, Carl H.
 Lippincott, Alice V.
 Loftus, Tessie A.
 McClenahan, Howard
 McCrea, Lona B.
 McCutcheon, Matilda
 McGlynn, Edward F.
 McHale, Mary Jane
 Markel, Marie
 Marvin, Edward E.
 Maybury, Ida
 Milholland, Edith P.
 Miller, George
 Minter, Margaret
 Missimer, Henry Clay
 Moedinger, Agnes E.
 Morrison, Lydia A.
 Muirhead, Pearl D.
 Mundorff, Henrietta L.
 Murdock, Grant B.
 Murphy, J. Prentice
 O'Connor, J. V.
 O'Connor, Sara

Ogden, Nelson C.
 Owen, F. A.
 Parkinson, Harry G.
 Priddy, Allan Leach
 Radcliffe, Ralph R.
 Reisfar, Charles, Jr.
 Ridgley, Margaret
 Riggs, Margaret S.
 Rowe, Bertha Martin
 Rutherford, Edith M.
 Sager, Bertha M.
 Sands, L. Florence
 Sarig, Wilson B.
 Savage, Matt
 Seabright, Jennie O.
 Sheppard, Margaret
 Shimer, Leeta
 Shulenberg, A. Lee
 Slinger, Thomas
 Smith, L. E.
 Smith, Martha I.
 Snoke, John W.
 Speece, May W.
 Sphar, Lucy S.
 Sprague, Levi L.
 Squibb, Finley W.
 Starkey, Foster H.
 Stayer, Lloyd B.
 Strausser, Flossie I.
 Thomas, M. Carey
 Tomer, Carrie
 Troxell, Madeleine O.
 Utz, Samuel S.
 Walter, Genifrede
 Whorley, Ida B.
 Wildman, Kathryn
 Wilson, Nellie G.
 Witherow, Alice
 Wolfe, E. E.
 Yeager, Margaret T.

RHODE ISLAND

Carroll, Charles
 Carroll, M. Davitt
 Fenner, John K.

SOUTH CAROLINA

Ackerman, C. O.
 Austin, Blanche
 Bowers, Ida
 Cromer, George
 Culp, Bonnie
 Doyle, Elizabeth
 Edmunds, Samuel H.
 Evans, Emma C.
 Farrell, Jewell I.
 Gooding, Hattie
 Grant, Ella
 Gready, G. L.
 Grimke, Anna
 LaCoste, Sadie
 Latham, Mrs. O. I.
 Lott, Mrs. J. A., Jr.
 Martin, Marie
 Royall, R. V.
 Smith, Mrs. James
 Smith, Mrs. J. W.
 Stewart, Lena
 Tiedemann, J. A.
 Walkup, Cooper C.
 Watkins, Ellen S.

SOUTH DAKOTA

Bigler, Lottie G.
 Bowles, Charles S.
 Buck, Mildred E.
 Clark, S. K.
 Eberling, Charlotte
 Eddy, Anna M.
 Forde, Lillian B.

Frederickson, Peter
Hill, Homer A.
Jones, J., Jr.
Keffer, C. A.
Keller, J. D.
Larson, Laura Ann
Liklater, Jessie
Luschei, Eric G.
Mathews, H. B.
Miller, I. L.
O'Connor, Margaret L.
Parish, Ellwood C.
Pettigrew, Hattie
Rice, H. O.
Smith, Ellison G.
Sullivan, Hubert A.
Tiffany, Burton E.
Van Camp, Kate

TENNESSEE

Alden, C. F.
Beaty, W. A.
Beddingfield, Alice
Cloyd, Alice W.
Crim, Marion E.
Culling, Margaret
Davis, Kary C.
Dortch, Della
Duke, Ivie
Essex, Hilary
Farley, Elizabeth
Fulcher, Ida M.
Gaines, Lula
Grice, Mrs. George
Harp, G. W.
Henry, Charles W.
Hunt, Minn Elois
Johns, D. J.
Jones, R. L.
McClanahan, Norma
McClanahan, Rose
McDonald, L. H.
McMahan, William
Matthews, Mary W.
Nail, Mrs. J. M.
Oliver, Georgia A.
Peck, R. L.
Peterson, Joseph
Roberts, J. A.
Robinson, Claydye
Rochell, W. L.
Schott, Josie V.
Smith, Mattie L.
Trotter, J. W.
Wallace, Joe
Wison, E. B.

TEXAS

Angell, George
Baker, Nell
Bogges, Temple W.
Callaway, Morgan
Clothier, Mary B.
Combest, W. L.
Connell, Olive
Cook, Eula Blanche
Davenport, Laura
De Capree, Ruth
De Chaumes, Hortense
Dodd, Alexander S.
Dodson, Rosa N.
Duggan, Arthur P.
Dunmire, Mrs. Maurice
Dunlavy, George W.
Flowers, Allen G.
Frederick, Kealy
Garrett, M. J.
George, Alice Mae
Godbey, J. J.
Griffin, Cora M.
Hale, L. L.

Hammett, T. F.
Hardin, Mary C.
Hightower, Hattie
Hill, Marylee
Hooker, Joe Bill
Johnson, A. C.
Jones, Melba
Kerr, Geraldine
Kinsey, Sarah M.
Kuykendall, Laura
Littlejohn, Elbridge G.
Lockett, Lenna Donna
Loftin, Ida
Lyles, Gladys D.
Maddox, Elizabeth
Mandry, Mamie Belle
Martin, Oscar Baker
Mast, C. S.
Miller, B. H.
Nears, Mary Grinnell
Nelson, E. C.
Newton, Alice
Nooc, Delos E.
Normington, Marian L.
Owen, C. R.
Owen, F. A.
Parker, Jessie M.
Priddy, Allan Leach
Royalty, Evelyn
Shepherd, W. W.
Stiles, Francis
Swenson, Suzanne
Temple, Ida May S.
Ward, Henshaw
Ware, Agnes
Wheeler, William H.

UTAH

Altman, Barbara S.
Beach, Mary
Bowman, Amy
Clay, Mariza
Connelly, Ethel M.
Green, Della
Hagar, Gertrude
McKell, R. D.
McKendrick, Wilford
Morrill, Alice
Mortenson, Andrew
Newman, Bessie
Payne, Carolyn H.
Qualtrough, Lizbeth M.
Reynolds, F. W.
Ridges, Wilford O.
Rock, Percival J.
Salisbury, Dorothy
Savage, Willis
Sherdeman, Eva F.
Sorenson, Vio

VIRGINIA

Akers, Mabel A.
Baker, Verna
Barrow, Sallie
Bohannon, Elizabeth P.
Burnett, Henry
Burtner, Helen E.
Byrd, W. H.
Campbell, C. L.
Cooper, Roberta S. C.
Cottrell, Stuart C.
Darst, E. L.
Dickinson, Hallie
Doughty, Sara W.
Evans, Mattie M.
Gresham, W. D.
Hanger, Harry B.
Hawkins, Cora
Hodges, Mary E.
Houghton, Elizabeth L.
Huffman, E. V.
Huffman, O. L.

Johns, Anna Deane
Jones, Hugh W.
Long, Cotella
McClung, Alice V.
Mander, Kate J.
Mitchell, Benjamin B.
Moreland, Mary T.
Puckett, Kathleen
Radford, Lucie C.
Richardson, Henrietta H.
Richardson, Mattie W.
Robey, R. W.
Sanders, Mary S.
Schreckengast, I. B.
Scott, F. W.
Semons, Angie
Shannon, Minnie
Smoot, T. J.
Stair, W. W.
Steger, Livie S.
Sydnor, Bessie C. B.
Thomas, Minerva Moomaw
Tuck, Ida Apt
Vaden, Lavinia R.
Wallace, Joe
Weast, John C.
Williams, H. C.
Wingfield, Martha
Wheatley, C. S.

WASHINGTON

Bennett, R. E.
Bentz, Perry L.
Blades, May
Breen, Margaret
Brockmueller, Orlando
Buck, Mildred E.
Cox, Marning
Culver, Ida
Davidson, R. L.
Douglas, Elizabeth
Frederick, Annie Ray
Garvin, Mildred
Grafmiller, Noma
Graham, Mabel
Greenburg, Edith L.
Hubbard, Alice
Kimble, Edith
Leithauser, Margaret A.
Lynch, Isabelle
McAnnally, T. R.
McLeran, Grace
McLellan, Harry V.
Moore, Norman L.
Round, W. M.
Shelley, Myrtle
Stinson, Maude M.
Stowell, E. F.
Sweet, E. H.
Unton, Ralph
Wallace, Mary A.
Wayne, Alta
Wert, Marguerite A.
Wheeler, Gertrude
White, D. R.
Williams, Blanche
Willis, Eleen
Woodard, Ruth

WEST VIRGINIA

Akers, Bernice
Ayers, J. W.
Black, Henry J.
Bowles, William L.
Burgess, Adena
Bullion, James
Chapman, John Fred
Corbley, L. J.
Cornell, Anna
Crum, Ralph B.
Faber, Shelley O.
Ferguson, Margaret D.

Fisher, W. A.
 Fortney, J. L.
 Hamrick, Hazel
 Herold, Virgil
 Holt, Carrie
 Hylton, Mrs. D. W.
 Jackson, Anna
 Kum, Marie
 Martin, Elizabeth W.
 Martin, Fuller
 Merritt, Julia
 Miller, R. N.
 Reese, Carrie L.
 Reuter, Bernice D.
 Ryan, Lucille
 Self, Esther
 Snodgrass, A. M.
 Spaid, Arthur B.
 Tolbert, Mrs. Frances
 Westfall, J. A.

WISCONSIN

Adrian, Henry A.
 Ahlstrom, Mabel
 Aldrich, Mildred I.
 Alexander, A. S.
 Averell, Alfred P.
 Bacon, Emma Helena
 Bauer, Fred
 Beardsley, Mildred E.
 Benedict, Bernice E.
 Best, Augusta
 Birner, Jessie C.
 Bleyer, Willard G.
 Bradfield, Ruth M.
 Brooks, Myra W.
 Burns, Nellie
 Byrne, Isabel
 Carlisle, Harriet J.
 Carroll, Charles T.
 Case, Sarah
 Chappelle, Jennie
 Collins, Joanna A.
 Cotton, Lizzie F.
 Creutz, Lester R.
 Curtis, Edwin E.
 Dahl, Mrs. A. H.
 Dempsey, Irma
 Desmond, Anna Z.
 Devine, Mary Jane
 Dhein, Ellen
 Doherty, Ellen
 Donnelly, Margaret
 Drake, Minnie Olds
 Dresden, B. Mack
 Duft, Carl
 Duxbury, Mabel
 Eckerman, C. J. E.
 Edler, Raymond C.
 Edsall, Winifred
 Egan, Ella
 Ellison, Mildred
 Fielstad, Mrs. P. J.
 Flynn, Jerome
 Fuller, Laura M.
 Ga'land, Alice S.
 Geilfuss, Alma

Gilboy, Mrs. Bert.
 Gleason, Charles M.
 Glenn, Alice
 Graf, Nona
 Hall, Isabelle Frey
 Harris, Mrs. E. A.
 Hanson, Conrad
 Hembrook, Mrs. F. H.
 Hewitt, Izette S.
 Hobart, Lillian
 Hohle, Ole J.
 Hodge, Maud W.
 Hoefling, Pearl M.
 Holcomb, Ernest
 Hubbard, Ira O.
 Itzin, Lucy
 Jacobsen, Eleanor M.
 Jaekel, Mrs. Charles
 James, Albion K.
 Jamieson, Mrs. R. L.
 Jermain, L. F.
 Johnson, Ella B.
 Jorgensen, Myrtle
 Judson, Lucy J.
 Keatch, Harriet
 Kellar, George M.
 Kellar, Paul G. W.
 Kellogg, Ada
 Ke'ly, Neal E.
 Kelly, Florence W.
 Kennedy, Agnes
 Kent, Ruth Stevens
 Klovstad, Marie
 Larsen, Alantser F.
 Lauderdale, Clara M.
 Lay, Nellie Malloy
 Leich, Frederick W.
 Leonard, Mary Louise
 Logan, Mrs. H. C.
 Lynch, Mrs. John L.
 Lyons, Mary McGovern
 Lyons, Alice
 McCaffrey, Joseph L.
 McCormick, Margaret L.
 McDonald, Rose
 McIntosh, Alice
 McKy, Mae Kerrigan
 McLeod, Kathryn M.
 McGregor, Alice
 McNelly, Stephen S.
 McGee, J. F.
 Marion, Agnes
 Mathison, Alma Z.
 Montgomery, Ella N.
 Moore, Lydia
 Morev, Edith Viola
 Nazum, John E.
 Nelson, Bertha H.
 Northway, Lois E.
 Oldewelt, Clara
 Oliver, Edith Helen
 Olson, Della Mae
 O'Sullivan, Eugenia
 Parkinson, W. A.
 Paterson, Jennie C.
 Penchi, Rose
 Pieters, Aleida
 Perisho, Ellwood C.

Perry, Charles F.
 Phillips, Amy Louise
 Phillipson, Paul H.
 Porter, Edna Lucille
 Price, Winifred
 Pottle, Dorothy
 Rasmussen, Irene
 Reichenbach, Carl
 Reichardt, Hattie
 Rickerman, Lenora
 Rogers, George A.
 Russell, Jennie A.
 Rutherford, Mary
 Schaffner, Ernest
 Schneider, Loretta G.
 Schuessler, Cathryn Ann
 Schultz, Louis M.
 Schultz, Mildred
 Scott, Walter A.
 Shattuck, Anna R.
 Shattuck, Florence
 Sippel, Marie
 Sisson, Marietta
 Small, M. H.
 Spear, Louella G.
 Spindler, Frank N.
 Stanley, Milton
 Stephenson, Marion
 Stumbaugh, Edna McKee
 Tate, Alda
 Tate, F. A.
 Taylor, Mildred R.
 Teasdale, Howard
 Turner, Maria
 Thiel, Harold
 Tilson, Ida Elwell
 Torgerson, Walter
 Titus, Emma
 Tutkin, Ida
 Uecker, Frank E.
 Utendorfer, W. E.
 Vanderhoof, Ellen H.
 Veeder, Grace Harris
 Voss, Edna J.
 Wade, C. G.
 Walter, B. C.
 Warren, Annie Wyman
 Webster, Thomas
 Wheeler, Lorraine
 Whitmore, L. W.
 Whitnall, Emma Rowe
 Winsey, W. F.
 Wood, Lettie E.
 Yeager, Jennie H.
 Young, Effie H.

WYOMING

Clark, Edith K. O.
 Dukes, J. Z.
 Gilstrap, Mary Ruth
 Metcalf, Dorothy
 Rouche, Kathryn
 Royal, Eugene
 Saltzgaber, Anna
 Senevey, Bernice
 Smith, Hugh
 Templeton, Marie

REPORT OF COMMITTEE ON RESOLUTIONS ¹

AMY H. HINRICHS, PRINCIPAL, AUDUBON SCHOOL, 428 BROADWAY, NEW ORLEANS, LA., *Chairman*

I. Teacher Tenure

The National Education Association reaffirms with emphasis its stand in full support of tenure of position for teachers as a means of insuring

¹ Adopted by Representative Assembly, July 2, 1936.

to the children of the land the best possible instruction. The officers and the Board of Directors, the Division of Research, and the editor of the *Journal* are instructed to make tenure a major project for the next year's work of the National Education Association; the executive secretary is instructed to work with the Committee on Tenure, using all necessary services of the National Education Association to support, assist, and initiate movements to secure tenure, to improve tenure laws, and to repel attacks on tenure. The Board of Directors is instructed to appropriate the sum of ten thousand dollars when and as needed by the Committee on Tenure.

II. Academic Freedom

The National Education Association reaffirms its position with reference to freedom of teaching and full opportunity to present differing points of view on any and all controversial questions. It commends the work of the Committee on Academic Freedom and recommends its continuance. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress. Suppression of such freedom inevitably leads to violent and reckless changes in the social order.

As concerns controversial issues, it is to be understood clearly that freedom of teaching implies presentation of facts on all sides, with interpretations. Freedom of teaching includes the right and duty of the teacher to participate in the determination of the objectives for teaching and freedom in the treatment of subjectmatter.

The Association reaffirms its condemnation of the passage of special loyalty oath bills by state legislatures and will offer every possible assistance to prevent the passage of such bills, to secure the repeal of special loyalty oath laws in states where they already exist, and to oppose the activities of special groups promoting such legislation.

Teachers must not be intimidated by administrators, boards of education, or pressure groups thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authority.

The Association demands prompt and thoro investigation by the Committee on Academic Freedom of cases in which teachers have been intimidated or discharged for their efforts to teach the truth.

III. The District of Columbia Appropriation Rider

The National Education Association believes that great danger to the fundamental principles of democracy comes thru any attempt to suppress freedom of speech, teaching, inquiry, or discussion. It opposes and condemns the enactment of such legislation, national, state, or local, as has for its direct or implied purpose the abrogation of such civil liberties. It therefore urges on the Congress of the United States early repeal of the Rider attached to the Appropriation Bill of the District of Columbia, passed in June 1935, which limits freedom of teaching in the District of Columbia.

IV. Opposition to War

The National Education Association definitely opposes war as a method of settling international disputes and reaffirms its opposition to compulsory military training in the public schools, in colleges, and in universities. The Association further urges that when military training is included in the curriculum it be under the direction and administration of regular school authorities.

The Representative Assembly recommends the appointment of a National Education Association Peace Committee to devise ways and means of making this resolution effective thru education.

V. Inter-American Conference

The National Education Association expresses its approval of the Inter-American Conference for the Maintenance of Peace in the Western Hemisphere, which will meet in its extraordinary session in Buenos Aires in the fall.

VI. Youth Division in the United States Office of Education

Data available from the United States Office of Education and from the United States census indicate that there are now millions of youth who are out of school and unemployed. The problem of transfer from schools to productive employment is a permanent one. The Association recommends the establishment by act of Congress of a permanent division for youth education and guidance in the United States Office of Education. Major purposes for the proposed division would be:

1. To coordinate into a single division the various agencies of the government intended to aid youth educationally.
2. To make studies to determine the employment needs of youth and the conditions of employed youth in industry.
3. To serve as a clearing-house for information affecting problems of youth.
4. To stimulate communities to make more effective provision for youth.
5. To provide effective guidance and vocational education to enable youth to qualify for employment.
6. To provide adequate financial aid for all needy youth to continue education until gainfully employed.

As a basis for the establishment of this division, the Association recommends an immediate survey by the Office of Education to show the present status and the needs of youth in making adjustments to adult citizenship and employment, and also of the facilities provided by communities and available to youth in making the transition from school to employment.

VII. Restoration of Educational Programs

The National Education Association urges complete restoration of full educational programs in those states that have suffered serious curtailment.

VIII. Federal Aid for Education

The National Education Association reaffirms with emphasis its endorsement of the principle of federal aid for education. The Association urges upon the Congress of the United States early passage at the next session

of such legislation as is embodied in Senate Bill 4793 introduced in the second session of the 74th Congress, entitled "A Bill to promote the general welfare thru the appropriation of funds to assist the states and territories in providing more effective programs of public education."

IX. Special Committees

Committee on Amending Charter—The National Education Association commends the efforts of the Committee on Amending Charter and hereby directs the continuance of the committee and authorizes it to take immediate steps to secure necessary federal legislation for the simplified charter.

Committee of Seven on Reorganization of the NEA—The National Education Association commends the work of the Committee of Seven on Reorganization and hereby directs the continuance of this committee.

X. Independence of Educational Administrative Organization

The Association reaffirms its position with reference to the necessity for independence of education in the administrative organization of the federal, state, and local governments. It herewith registers its opposition to the administrative merging of education with functions generally classified as welfare services. The Association commends such welfare services, but believes that education and welfare work are distinct functions and should be independently administered.

XI. Use of New Radio Facilities

The Federal Communications Commission has held hearings as a basis for allocations of short wave radio frequencies. These additional radio channels will be of great usefulness in the service of education. The National Education Association strongly urges the Federal Communications Commission to reserve suitable and ample bands of these unallocated natural resources for the exclusive use of organized non-profit educational agencies. The Association urges that educators seek to develop suitable technics and programs for utilization of these new facilities.

XII. Appreciation

The National Education Association expresses its appreciation of the hospitality and courtesy of the city of Portland thru its city school system, Chamber of Commerce, and other civic organizations. The Association also tenders appreciation to the press, to the National Broadcasting Company, to the Columbia Broadcasting System, and to all who contributed to the success and pleasure of this convention.

Platform of the National Education Association

The National Education Association believes that education is the inalienable right of every American; that it is essential to our society for the promotion and preservation of democratic ideals. Therefore, the Asso-

ciation declares its convictions and challenges its members to leadership in attaining the objectives of this covenant:

I. The Child

Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, and physical health, and in the attitudes, knowledge, and skills that are essential for individual happiness and effective citizenship in a democracy. As means to this end, the Association advocates:

A. Enriched curriculums that prepare the child for his cultural, vocational, recreational, and civic responsibilities and that take into account the interests, needs, and abilities of individuals.

B. Socially desirable environment that will give a background of more fertile experience. The radio and motion pictures are of such momentous force in the life of the child that every effort should be exerted to continue the recent improvement of motion pictures and radio programs.

C. Healthy minds and bodies that will strengthen the effectiveness of individuals as citizens.

1. The school should fight the evils of malnutrition, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru coordinated efforts of local, state, and federal agencies for the children who are in need.

2. The Child Labor Amendment should be ratified.

3. Complete and scientific instruction regarding the effects of alcohol and narcotics upon the human body and upon society should be given in the school.

D. The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy, which should be taught, demand that students be informed concerning controversial issues.

E. Systematic programs of vocational and educational guidance, in charge of competent persons especially equipped for the work.

F. Recreational programs that lead toward constructive use of leisure time.

II. The Teacher

Teachers, regardless of position or title, are professional workers in a common cause and, as such, have certain responsibilities and rights. The interests of the child and of the profession require:

A. Teachers of sound character and good health who have been effectively trained for the service which they are to perform. Their preparation should be rich in cultural, professional, and subjectmatter content, and adapted to the demands of actual service.

B. Teachers who have the professional attitude in regard to self-improvement.

1. Those in service should be students of professional problems, seeking in every way to develop better educational practises.

2. Principles of conduct set forth in the Code of Ethics adopted by the Association should be observed. (See the March 1935 *Journal*, p. 90.)

3. Teachers should have membership in local, state, and national education associations.

C. Teachers who are guaranteed the constitutional rights of freedom of speech, press, and assembly.

1. The teacher's conduct outside the school should be subject only to such controls as those to which other responsible citizens are subjected.

2. Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community.

3. They should have the right to organize, and to support organizations that they consider to be in their own and in the public interest. Likewise, they should have the right to participation in determining school policies and school management.

D. Teachers who are protected, in case of disability or old age, by means of retirement plans.

E. Teachers who are protected from discharge for political, religious, personal, or other unjust reasons by effective tenure laws.

III. The Adult

The adult furnishes to society leadership and vision; therefore, it is essential that he be schooled in the fundamentals of education, be made responsive to the demands upon him as a citizen, and be enabled to give guidance to youth. The Association advocates concerted local, state, and national efforts to attain these ends thru:

A. Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, improves or retrains for greater efficiency, remedies deficiencies in education, and emphasizes the responsibilities of social life.

1. The existence of illiteracy in the United States presents an insistent challenge to laymen and teachers.

2. The minimum requirements for naturalization should include the ability to read and to write the English language understandingly; a general knowledge of local, state, and national government; the desire to exercise the right of suffrage; and evidence of mental and economic competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

B. Recreational programs that will give instruction in the use of leisure time.

IV. Administration

A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

A. The national government should study, stimulate, and support education in the interest of a high type of citizenship.

1. The federal government should give financial assistance to the states for the support of education, and disseminate authentic information on problems of education.

2. A Department of Education with a Secretary in the President's Cabinet should be established.

3. Until Congress establishes this Department, funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.

B. The state government should organize, direct, and support education within the state.

1. The state department of education in each state should:

a. Thru experimentation and leadership, stimulate local communities to provide adequate programs of education.

b. Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation.

c. Certify as to the adequacy of local programs of education in meeting state standards.

2. Each state should provide for the support from public funds of a system of free schools, beginning with the nursery school and extending thru the university, including adult education, with a full school day, a full school year, and class enrolments not to exceed thirty, with provision for special attention to groups of exceptional children.

a. Schools for children in rural communities should be recognized as essential parts of the public school system.

b. Gifted, exceptional, and handicapped children should receive instruction, guidance, and special care in accordance with their respective needs.

c. Every state should provide a complete program of vocational education for youths and adults.

(1) Classes should be organized and maintained as integral parts of local school systems.

(2) Part-time and evening classes should be provided when necessary.

3. Every state should provide for the training of teachers, and should establish standards of qualification.

C. The local district should organize and administer its school system in conformity with the standards set by the state.

1. The local, district, and state boards of control should be chosen on a non-partisan basis, selected at large from the areas that the board is to serve. Terms of office should be such that a majority of the board will not come into power at any one time.

a. Lay boards should be guided by the recommendations of professional educators.

b. The selection and promotion of teachers should be on a professional basis.

(1) Teachers of equivalent training and experience should receive equal pay, regardless of sex.

(2) Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

2. The local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership for administration and supervision.

3. School budgets should be prepared by the school superintendent and his staff and approved by the board of education.

V. Finance

A complete program of education requires liberal support from public revenues. In order to make this program possible, the Association advocates:

A. A coordination of local, state, and national units of taxation.

1. Whenever local districts are unable to finance this program, state and federal funds should be available in order to equalize educational opportunity within the state.

2. Federal funds should be provided with the understanding that the expenditure of such funds and the shaping of educational policies shall be matters of state and local control.

3. Special federal funds should be made available without federal dictation to prevent the interruption of education in areas devastated by widespread disasters.

B. Research in public finance to discover and disseminate facts concerning the best sources for revenues.

VI. Relationships

Education should prepare each generation to meet the social, economic, and political problems of an ever-changing world. All activities of the school should contribute to the habits and attitudes that manifest themselves in integrity in private and public life, law observance, and intelligent participation in civic affairs and world citizenship. To establish thru education closer relationship of people, the Association advocates:

A. Programs to interpret to the community the aims, practises, and achievements of the schools.

B. National movements among parents and teachers to safeguard the welfare of children and to bring the school, the home, and the community into closer cooperation.

C. World education associations that will encourage systematic interchange of professional knowledge, visits, and conferences.

D. Teaching children the truth about war, its costs in human life and ideals and in material wealth; the values of peace; and the need of international cooperation by such means as courts of arbitration.

E. The teaching of history in such a manner that, while at all times presenting accurate statements of fact, it will emphasize the virtues and the achievements of all nations and increase international goodwill.

REPORT OF COMMITTEE ON RETIREMENT ALLOWANCES ¹

M. EMMA BROOKES, MILES-CRANWOOD SCHOOLS, CLEVELAND, OHIO,
Chairman

Your chairman has but a brief report to offer at this time but would like to submit some observations whereby more effective help can be given.

The present size of the Committee is too large and too widely scattered to accomplish anything worthwhile. A committee consisting of from three to five should meet occasionally and do intensive work together with a group from the National Council of Teachers' Retirement Systems.

This is a most opportune time to promote and enact retirement systems, for the country is pension-minded at present evidenced by old age pension laws, the Townsend Plan, social security acts, and also the activity of insurance companies to sell annuities! At such time of great public interest there is danger of retirement systems being constructed by well-meaning but poorly prepared people. However well meaning, the planning of a system *must* be kept in the hands of experts.

There are two underlying principles in every good retirement system; first, it must be financially and actuarially sound, and, second, it must be sufficiently generous to encourage teachers to retire voluntarily.

The National Council of Teachers' Retirement Systems is a body of experts, the N. E. A. Committee is not one of experts, and the duplication of effort is wasteful.

¹ In the absence of Miss Brookes, the report of the Committee on Retirement Allowances was read by Charles S. Gibson, president of the National Council of Teachers' Retirement Systems.

In the platform of the N. E. A. there appears this statement, "To promote efficiency in public education, every state should adopt a sound plan for the retirement of aged and disabled teachers."

At the St. Louis meeting the National Council voted to appoint a committee to act with a similar committee from the N. E. A. to bring if possible an amalgamation of the two groups to the end that more effective work might be done in helping those states that are endeavoring to form substantial retirement systems.

These committees have been working together in perfect harmony and after discussions and conferences it is our opinion that the National Council of Teachers' Retirement Systems should immediately become a department of the N. E. A. under the title "Department of Teacher Retirement of the N. E. A." The purpose of such consolidation is to unify the efforts of those interested in teacher retirement.

Mr. Gibson, president of the National Council, reports, as follows:

While the Council can go on as heretofore discussing its technical problems, and helping states and committees as occasion arises, having its own officers, maintaining its own treasury, publishing its own reports, etc., if incorporated its benefits would be greatly extended by the fact that its proceedings would be included in the publications of the N. E. A. and its program printed in the general program. Moreover it can render more help to the N. E. A. than it can possibly receive. It can produce, almost at a moment's notice, correct and effective information in regard to retirement systems generally. It can advise those who wish to promote retirement systems not only as to the proper form that experience has shown a statute should take but as to the manner in which it should be presented; the strategy to be used with legislative bodies which has been successful in the past; the matter of presenting a case to the teaching body to secure vigorous support; and a multitude of pitfalls to avoid. These matters will not be supplied out of theory but out of experience, not by people who are perfunctory members of a committee but by experienced experts who are in daily contact with the problem of teacher retirement and who are doing successful jobs in that line. Moreover it will not need to make any call upon the Association for financial support at the present time. It can pay its own way.

Because of the state of the public mind and the statements submitted here, the N. E. A. should immediately assume a decided leadership in the matter of teachers' retirement pensions. It is more important than tenure. If pensions precede tenure they help to establish tenure later. If tenure precedes the pension, it tends to hinder the development of the retirement system. Every new, sound, well-constructed and wisely administered retirement system helps to strengthen the position of those good systems now in existence. Every poor or inadequate system hereafter established will tend to weaken the whole structure. The time is opportune. The issue is vital. There is need for concentrated and cooperative effort.

The National Council has always insisted upon maintaining its own organization and electing its own officers. With hardly an exception, every member is or has been a teacher. Those who are not now teaching are people who have been promoted to their present positions from the ranks of the profession. They are educational experts doing a special type of educational work, just as definite and perhaps more specialized than that of any other department of the N. E. A. It would be a group small in numbers, it is true, but a group of highly trained, long experienced, deeply devoted, professionally-minded teachers whose special service to the profession can be of such importance as to be worthy of every consideration.

REPORT OF COMMITTEE OF SEVEN ON REORGANIZATION OF THE NATIONAL EDUCATION ASSOCIATION¹

E. E. OBERHOLTZER, SUPERINTENDENT OF SCHOOLS, HOUSTON, TEXAS,
Chairman

The Committee of Seven on Reorganization of the National Education Association was authorized by the Representative Assembly, 1934, and continued by the Representative Assembly, 1935. Members of the Committee are: Cornelia S. Adair, 3208 Hawthorne Street, Richmond, Virginia, *secretary*; Daisy Lord, 1027 West Main Street, Waterbury, Connecticut; Birdine Merrill, Shattuck School, Portland, Oregon; Robert C. Moore, Illinois State Teachers Association, Carlinville, Illinois; Reuben T. Shaw, head of the science department, Northeast High School, Philadelphia, Pennsylvania; W. S. Taylor, dean, School of Education, University of Kentucky, Lexington, Kentucky; and E. E. Oberholtzer, superintendent of schools, Houston, Texas, *chairman*.

Introduction

In considering charter and bylaw amendments, it is important to note the following brief history of the Association to date.

The Association was originally organized under a constitution and bylaws. In 1886 it was incorporated under the laws of the District of Columbia. In 1906 it was incorporated under a special act of Congress, referred to commonly as the charter of the Association. In 1920 an amendment to the charter was secured by another act of Congress. This amendment provided for a Representative Assembly.

A more detailed examination of the history of the Association will show that a general reorganization has taken place after the lapse of a period of about sixteen years. It is not surprising, therefore, to find a strong movement under way at the present time for a reorganization of the Association. The charter of the National Education Association contains many restrictive provisions that are not common to other national charters.

These restrictive provisions cannot be changed by the Association. They can only be changed by another act of Congress.

The Committee on Reorganization has found it impossible to bring about certain of these plans for reorganization without further amendment to the charter. The Committee on Amending the Charter has cooperated with the Committee on Reorganization in preparing recommendations for changes in the charter. Both committees believe that the charter should be simplified as much as possible in order to avoid the necessity of a return to Congress for future amendments.

The two committees joined in presenting proposals for the consideration of the Representative Assembly at Denver. It appeared that the action taken at the Denver convention was not interpreted in the same way. Opinions

¹ See Minutes of Representative Assembly for action taken.

differed as to the intent of that Representative Assembly. It was agreed that the amendments to the charter should not be urged before Congress until the matter of amendment has been given further consideration at the Portland meeting.

In examining the proposed changes, please note the use of the following indicated markings: Brackets [] indicate portions to be stricken out; *italics* indicate portions to be added; parentheses () indicate explanatory notes which are a part of the report and not a part of the charter or bylaws.

Chapter I

Charter Amendments

The Committee on Reorganization at its meeting in Washington on May 18, 19, and 20, 1936, reviewed in detail the proposals in Chapter VI in the report of the Committee on Amending the Charter. For the most part the proposals are the same as those which were presented for both committees at Denver. Certain slight modifications have been made in the wording of some of the proposals. Certain modifications have been made in other proposals to place them in line with the development of thought at the Denver convention and at the St. Louis convention. The following resolutions were unanimously adopted:

The Committee on Reorganization endorses the recommendation of the Committee on Amending the Charter as set forth in Chapter VI of the report of that Committee.

The Committee reaffirms the recommendation it formerly made as expressed in the second and third paragraphs of Section 2 of Chapter IV of the printed report of the Committee on Amending the Charter.

The Committee on Reorganization finds that it is a prerequisite to have many of the proposed amendments to the charter made official by act of Congress before it can complete plans of reorganization which it believes are desirable for the Association. The Committee on Reorganization therefore recommends that the Representative Assembly approve the recommendations of the Committee on Amending the Charter.

Chapter II

Unanimous Consent Material

The Committee believes that the amendments presented in this chapter will meet with general approval and has grouped them together with the hope that they will be adopted by unanimous consent. In case unanimous consent is not given it is the understanding of the Committee that the proposed amendment will be placed upon the printed ballot in the classification appropriate to it as set forth in the outline of the chapters of this report. The material for this chapter logically divides itself into three subheadings:

- A. Amendments as proposed at Denver or earlier
- B. Amendments as proposed in the *May Journal*
- C. Amendments as proposed in this report.

A. AMENDMENTS AS PROPOSED AT DENVER OR EARLIER

A-1. Printed ballots for amendments to bylaws

The Committee, therefore, recommends the adoption of Section 2 of Article X as follows:

SEC. 2. In all voting on amendments printed ballots shall be used except where unanimous consent is given by the Representative Assembly.

A-2. Amending bylaws by two-thirds vote and printing in May Journal

The Committee recommends that the provision presented to the Denver convention by Reuben T. Shaw of Pennsylvania be approved, namely to amend Article X, Section 1, of the bylaws by the addition of the following:

Provided that these bylaws may be amended at the annual meeting of the Representative Assembly in 1936 by a two-thirds vote if such amendment has been printed in the May Journal of the National Education Association.

A-3. Amending bylaws at 1936 Representative Assembly by two-thirds vote without previous notice

The Committee recommends that the provision presented to the Denver convention by M. E. Hurst of Oklahoma be approved, namely to amend Article X, Section 1, of the bylaws by the addition of the following:

Provided, however, that these bylaws may be amended at the annual meeting of the Representative Assembly in 1936 by a two-thirds vote, without previous notice.

A-4. Qualifications of trustees

The Committee is of the opinion that the bylaws should set forth specific qualifications for trustees. The Committee, therefore, recommends that Article III, Section 4 (b), be further amended as indicated by the following:

SEC. 4 (b). At the first meeting of the Board of Directors held during the annual meeting of the Association at which they were elected they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership. Only members who have the qualifications required for directors may be elected trustees.

A-5. Qualifications of directors

Any person to qualify to serve as director, shall have been an active member with dues paid in the National Education Association and in the state or district or territory and local association, if organized, for a five year period immediately preceding the election. Only delegates who are active members of the National Education Association and whose dues have been paid in the state or district or territory and local association, if organized, respectively, shall have the right to vote for such directors. On the fourth day . . . (to the end of Sec. 2 of the old bylaws. Article II).

B. AMENDMENTS AS PROPOSED IN THE MAY JOURNAL

B-1. Further qualifications of trustees

The Committee recommends that the following addition be made to Section 4 (b) of Article III:

No member of the Board of Trustees shall be eligible to succeed himself after two consecutive terms—8 years.

C. AMENDMENTS AS PROPOSED IN THIS REPORT

C-1. Reference of resolutions

The Committee recommends that Article VI, Section 3, first sentence, be amended to read as follows:

SEC. 3. The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent, *or by a two-thirds vote of the delegates present*, all resolutions shall be referred to said committee without discussion.

C-2. Proposed addition of Article XI to the bylaws, entitled "Permanent Fund"

ARTICLE XI. PERMANENT FUND

SECTION 1. *The invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.*

SEC. 2. *The Permanent Fund shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. (Article III, Section 6 (b), first sentence.)*

SEC. 3. *No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.*

SEC. 4. *The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of "Proceedings," unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.*

C-3. Selection of Chairmen of Committees

The Committee recommends that the following section be added to Article VI, Section 8:

SEC. 8. *In all committees, boards, or councils in which the entire personnel is named that year by the president, the president shall appoint the Chairmen. In all other cases, the committee, board, or council shall elect its own Chairman.*

C-4. Publishing Committee

Robert's Rules of Order Revised contains the following suggestion (page 296):

If the proceedings of a convention are usually published, a Publishing Committee should be appointed, which should have the power to edit the proceedings.

When the Representative Assembly was first formed the minutes were greatly condensed before they were published. In more recent years a certain amount of editing has been done by the Secretary's Office. Representatives of your Committee conferred with the executive secretary and found that the problem was a serious one. The Committee therefore recommends the addition of another section to Article VI to read as follows:

There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional

Representation. Nomination shall be made by petition signed by 10 delegates and presented to the Executive Secretary on the second day of the annual meeting.

The election in 1936 shall be held on Wednesday, by printed ballot. Provision shall be made by the Rules Committee for the nomination and election in 1937 to be held on the first day upon which the Representative Assembly meets.

This Committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed proceedings. (The Committee recommends that at least five copies of the stenographic report covering every detail of the transactions of the Representative Assembly shall be prepared and kept available at the Secretary's Office for the information of members, officers, and committees.)

Chapter III

The amendments to the bylaws set forth in this chapter may become effective if approved by a two-thirds vote because they were presented at Denver or earlier.

A-1. Printed ballots for amendments to bylaws

The Committee recommends the adoption of the amendment to Article X, Section 2, providing for the use of printed ballots in connection with the vote upon proposed amendments to the bylaws. The amendment is specifically set forth in Chapter II of this report in the division marked A-1.

A-2. Amendment to method of amending insofar as proposals printed in the *May Journal* are concerned

The Committee recommends the adoption of the amendment proposed at Denver and set forth in Chapter II, under the heading A-2.

A-3. Amendment to method of amending insofar as the meeting of 1936 is concerned

The Committee recommends the approval of the amendment presented by M. E. Hurst, of Oklahoma, and set forth in Chapter II, A-3.

A-4. Qualifications of trustees

The amendment is indicated in the following:

At the first meeting of the Board of Directors held during the annual meeting of the Association at which they were elected they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership. *Only members who have the qualifications required for directors may be elected trustees.*

A-5. Nominating committee

The Committee on Reorganization by majority vote recommends that the Association return to the nominating committee consisting of one representative from each state. This proposal is set forth in Chapter IV of this report.

Chapter IV

The proposed amendments to the bylaws as set forth in this chapter may be adopted by a two-thirds vote at Portland, provided the Representative

Assembly at Portland approves also of the amendments set forth in Chapter II, Sections A-1, A-2, and A-3.

A. QUALIFICATIONS OF DELEGATES

The Committee recommends that Article II, Section 8, be amended to read as indicated by the following:

(a) [Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a State or Local Affiliated Association.] *To be eligible to the election as delegates to the Representative Assembly, the person elected must have been for two years immediately preceding the election an active member of the National Education Association and a member of a State, District, or Territorial Association; and if the delegate is to represent a Local Affiliated Association, then two years' membership in such Local Association immediately preceding the election shall be added to the above-named qualifications. Provided that the two years' restrictions shall not apply to newly-organized Local Associations.*

(b) An active member shall be permitted to vote for the election of delegates in but one affiliated [Local] Association.

(c) For determining the apportionment of delegates, an active member may be counted in [two] *one* Affiliated Association [s], and no more; [and that one of these shall be the State Association].

B. FURTHER QUALIFICATIONS OF TRUSTEES

As set forth in the *May Journal*, the Committee recommends that the following addition be made to Section 4 (b) of Article III: "No member of the Board of Trustees shall be eligible to succeed himself after two consecutive terms—eight years."

C. ADDITION OF ARTICLE XI TO THE BYLAWS

The Committee recommends the adoption of a separate article in the bylaws which shall include all the provisions and regulations in reference to the Permanent Fund. The proposed amendment is set forth in detail in Chapter II of this report.

D. SELECTION OF CHAIRMEN OF COMMITTEES

The Committee recommends the addition of a section to Article VI, providing for the method of selection of chairmen of committees. This proposed section is set forth in detail in Chapter II, Section C-3, of this report.

E. CHANGES IN AFFILIATION FEES

The Committee recommends that the affiliation fee be made the same for Local and State Associations. It further recommends that this fee be \$10 per association. More specifically, it recommends that the following changes be made in the present bylaws:

(1) Change in fees for Affiliated State Associations

The Committee recommends that the third sentence of Article II, Section 3, be amended to read as indicated in the following: The annual dues of an

Affiliated State Association shall be \$10 [for each delegate to which said state shall be entitled, with a maximum of \$100].

(2) Change in fees for Affiliated Local Associations

The Committee recommends that the third sentence of Article II, Section 4, be amended to read as indicated in the following: The annual dues of an Affiliated Local Association shall be \$10 [\$5] which shall entitle said Association. . . .

F. REFERENCE OF RESOLUTIONS

The Committee recommends a change in the requirements set forth in Article VI, Section 3, which provides that resolutions must be referred to the Committee on Resolutions except by unanimous consent. The Committee is of the opinion that a two-thirds vote of the delegates present ought to be sufficient to authorize the immediate consideration of any resolution proposed. The Committee, therefore, recommends that Article VI, Section 3, be amended as specifically set forth in Chapter II, Section C-1, of this report.

G. NOMINATING COMMITTEE

By majority vote, the Committee on Reorganization recommends that the Association return to the old plan of a nominating committee. More specifically, therefore, the Committee recommends that Article II, Section 2, be amended to read as follows:

SEC. 2. At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following officers shall be made: President, Vicepresidents, and Treasurer. *The nominating committee shall submit its report and immediately thereafter opportunity shall be given for nominations to be made from the floor.* [Candidates for said offices shall be nominated from the floor upon roll call of the states.] On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States shall nominate one person for member of the Board of Directors and the name of such person shall be reported to the Representative Assembly at the first business meeting [upon roll call of the states]. Any person to qualify to serve as Director shall have been an active member with dues paid in the National Education Association and in a State, or District, or Territory, and a Local Association, if organized, for a five-year period immediately preceding the election. Only delegates who are active members of the National Education Association and whose dues have been paid in a State, or District, or Territory, and a Local Association, if organized, respectively, shall have the right to vote for such directors. On the fourth day of the annual meeting officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 a. m. to 6 p. m., at such place or places as the President of the Association shall designate. The candidates for President, Treasurer, member of Board of Directors from each State, Territory, or District, respectively, and the eleven candidates for the office of Vice-president receiving the highest number of votes shall be declared elected. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the annual business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided. The

Executive Secretary and the Treasurer shall enter upon their duties at a date which shall be determined by the Board of Trustees and which shall not be later than the first of October and shall continue in office during the term for which they are separately chosen and until their successors are duly elected.

The Committee also recommends that Article VI, Section 2, be amended to read as indicated in the following:

SEC. 2. On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the President of the Association, the accredited delegates to the Representative Assembly from each State, District, or Territory shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology. *The accredited delegates to the Representative Assembly from each State shall also elect from their own number one member and one alternate to serve on the nominating committee for the current annual meeting.* The Committee on Credentials shall receive the official list of delegates from the Executive Secretary and report thereon to the Representative Assembly.

The Committee also recommends the addition of Section 8 to Article VI.

SEC. 8. *On the first day of the annual meeting of the Association at such time and place as shall be designated on the annual program by the President of the Association, the nominating committee shall meet for the consideration of nominations for the elective officers of the Association, which shall be presented to the Association on the following day.*

H. PUBLISHING COMMITTEE

In accordance with the suggestions contained in *Robert's Rules of Order Revised*, on page 296, the Committee on Reorganization recommends that provisions be made for the selection of a publishing committee. More specifically, the Committee recommends the addition of certain sections of Article VI, providing for this committee as set forth in Chapter II, C-4, of this report.

I. DEPARTMENTS

The Committee on Reorganization recommends certain amendments to the sections of Article V as indicated in the following:

1. That the second sentence of Section 4 be amended to read as follows:

The programs of these meetings shall be prepared by the respective presidents [in conference with and] under the general direction [,] of the President of the Association.

2. That the first sentence of Section 5 be amended to read as follows:

The officers of each Department shall consist of a President, a Vicepresident, a Secretary, and such other officers as may be deemed necessary by the Department, who shall be elected at the last formal session of the Department to serve [one year] *for the term of office specified in the regulations of the Department* and until their successors are duly elected; and who shall at the time of their election, be active members of the Association.

3. That the last sentence of Section 7 be cut out as indicated in the following:

All Departments shall have equal rights and privileges, with the exception stated in Section 3 of this article. They shall be named in Section 1 of this article in the order of their establishment and shall be dropped from the list when discontinued. [Each Department may be governed by its own regulations insofar as they are not inconsistent with the Act of Incorporation of these bylaws.]

4. That a Section 10 be added as follows:

Each Department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; provided, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

K. DUTIES OF VICEPRESIDENTS

The Committee recommends that specific duties be assigned to the Vice-presidents of the Association by amending Article III of the bylaws by adding a new section as follows:

The Vicepresidents of the Association shall serve as assistants to the President for any services which the President may require of them. Such services shall include attendance at professional organization meetings in the home State and presentation of the National Education Association together with its plans and policies. As a group, the Vicepresidents shall constitute a membership committee, acting under the direction of the President and Executive Secretary of the Association. Vicepresidents may be called upon to carry out these duties in states which border upon their own. This Board of Vicepresidents shall be given a budget sufficiently large to enable them to serve the National Education Association in an effective way in their respective districts.

L. NOMINATION OF STATE DIRECTORS

Because the meeting of delegates by states is necessarily short and because of the importance of care in the election of a state director, the Committee recommends that an additional subject section be added to Article II, Section 2, providing for a change in the method of nomination of directors as set forth in the following paragraph:

The director for each state, the District of Columbia, and each territorial possession shall be nominated at least 30 days preceding the annual meeting of the National Education Association. It shall be the duty of the state director to arrange for the method of nominating his successor. Such nomination may be by ballot or by a called meeting of the active members of the National Education Association or by some other procedure which will secure the full support and satisfaction of the membership in each state, each district, or each territorial possession. Each director shall certify the name of the nominee to the Executive Secretary of the National Education Association at least 30 days before the annual meeting.

Chapter V

The amendments to the bylaws proposed in this chapter may become effective if and only when the charter is amended.

A. BOARD OF DIRECTORS

The Committee recommends that the Board of Directors shall be made up as set forth in the following:

Amend Article II, Section 1 (b), so that it shall read as indicated in the following:

The Board of Directors shall consist of the President, the First Vicepresident, [the Secretary] the Treasurer, the Chairman of the Board of Trustees, and one additional member from each State, Territory, or District to be elected by [the active members for the term of one year] *the Representative Assembly for the term of three years* or until their successors are chosen, *seven directors to be elected at large by the Representative Assembly for a term of one year or until their successors are chosen*, and of all Life Directors of the National Educational Association.

B. DIRECTORS AT LARGE

In order that the Representative Assembly may be directly represented on the Board of Directors, the Committee recommends the election of seven members at large using the system of voting known as the Hare System of Proportional Representation.

(1) Amend Article II, Section 2, by the addition of the following:

All members at large shall be nominated to the Representative Assembly as are other officers and shall be elected by that body by the system of voting known as the Hare System of Proportional Representation.

C. TERMS OF DIRECTORS

In order to provide for greater continuity in plans and policies the Committee on Reorganization recommends that the terms of the "state" directors be changed to three years as set forth in the following:

Amend Article II, Section 2, by the addition of the following:

(1) *The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, District of Columbia, and territorial possessions to the Representative Assembly for election by that body. All members so elected to take office at the close of the annual meeting in 1937 shall draw lots to determine which ones shall serve one year, which two years, and which three years. Thereafter all terms of office for such members shall be for a three-year period. No such member shall be eligible to succeed himself after serving two consecutive terms.*

(2) *The Directors at Large shall be elected for terms of one year each and shall not be eligible to succeed themselves for more than six consecutive terms.*

D. BOARD OF TRUSTEES

The Committee recommends that Article II, Section 1 (d), be amended to read as follows:

The Board of Trustees shall consist of four members elected by the [Board of Directors] *Representative Assembly*, for a term of four years and the President of the Association, who shall be a member ex officio during his term.

The elective members shall be nominated to the Representative Assembly as other elective officers of the Association and shall be elected by that body by the Hare

System of Majority Preferential Voting. All vacancies occurring in the Board of Trustees whether by resignation or otherwise, shall be filled by the Executive Committee until the next meeting of the Representative Assembly, at which time a Trustee shall be elected to serve for the remainder of the unexpired term. The absence of a Trustee from two successive annual meetings shall forfeit his membership.

Chapter VI

Proposed Amendments To Be Presented at Portland for Future Action

The Committee on Reorganization has given much time and thought to the question of the reduction in size of the Delegate Assembly. It, therefore, presents the following scale for determining the number of state and local delegates for consideration and future action.

SCALE FOR DETERMINING NUMBER OF DELEGATES

Article II, Section 6.

SEC. 6. Each affiliated state association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association; *provided, however, that the quota of delegates thus determined for a state association shall be reduced by the number of delegates chosen from local affiliated associations within that state in accordance with Section 7 of this Article, and provided further that each affiliated state association shall be entitled to not less than three delegates. Delegates from state associations shall be designated state delegates.*

SEC. 7. Local affiliated associations shall be entitled to elect one delegate and one alternate to the Representative Assembly in accordance with the numbers set forth in the preceding section as amended; *provided, however, that in no case shall the total number of delegates representing the state and local associations combined exceed the number to which the state is entitled as set forth in Section 6 as amended. If the number of delegates from the local associations within the state equals the number of delegates to which the state is entitled, the local associations shall draw lots, or provide in some satisfactory way for an orderly succession of representation, and any new locals created shall take their places in this schedule. Delegates from local associations shall be designated as local delegates.*

Not later than thirty days prior to the date set for the election of the state delegates in each state, the local associations shall give notice of their intentions in regard to the number of delegates which said local associations intend to select for the next meeting of the Representative Assembly. Said notice shall be filed with the secretary of the state association and also with the Executive Secretary of the National Education Association. A local association which fails to file said notice shall forfeit to the state association of that state its rights to select delegates for that year.

The State Directors of the National Education Association shall be responsible for the administration of this program within the states.

ALL-INCLUSIVE MEMBERSHIP AND CONSOLIDATED DUES

In order to establish a closer relationship between national, state, and local associations and build a permanent and abiding profession among the teachers of the nation, this Committee recommends that this Association proceed at

once to formulate plans for an all-inclusive membership and consolidation of dues. The Committee believes that this step will do much toward advancing professional growth and integration of interests resulting in a unified profession. To this end we recommend that the following be held and considered for action at the next annual meeting.

A. That the dues of the National Education Association be changed as follows:

1. Teachers receiving less than \$1000 shall pay annual dues to the National Education Association of \$1 per year.
2. Teachers receiving salaries in the range from \$1000 to \$1999 shall pay annual dues to the National Education Association of \$2 per year.
3. Teachers receiving salaries of \$2000 annually or more shall pay annual dues to the National Education Association of \$3 per year.

B. We recommend the following plan for all-inclusive membership and consolidated dues:

1. That the National Education Association shall proceed to effect a closer relationship of national, state, and local associations as suggested by the following steps:
 - a. Encourage the organization of local units.
 - b. Make the state association the federation of these local units.
 - c. Require the local units to collect the consolidated dues for the local, state, and national associations.
 - d. Require either the local or state association to be the agent for remitting to the national association the dues of paid memberships.
2. As a preliminary basis for considering the consolidation of dues we recommend the following:
 - a. That the dues be collected as one membership fee.
 - b. That the dues for a trial period be set as follows:
 1. Teachers receiving salaries of less than \$1000 shall pay consolidated dues out of which the National Education Association shall receive \$1 per year.
 2. Teachers receiving salaries ranging from \$1000 to \$1999 shall pay consolidated dues out of which the National Education Association shall receive \$2 per year.
 3. Teachers receiving a salary of \$2000 or more shall pay consolidated dues out of which the National Education Association shall receive \$3 per year.

At present the National Education Association membership is slightly less than 200,000 while the combined membership of state associations is approximately 750,000. It can readily be seen that the consolidated membership would increase greatly the revenue of the National Education Association. At the same time a federation of local associations to form the state association would result also in increased membership in the state association. It is the opinion of the Committee that the enduring welfare of the profession depends upon these two rather fundamental ideas, namely, all-inclusive membership and consolidated dues. We recommend, therefore, that the Association, thru its Representative Assembly, approve these recommendations and designate some existing committee or new committee to continue the study with the purpose of presenting full information concerning the effect of the proposed plan, preparatory to taking action on the proposed plan at the next annual meeting.

CONVENTIONS

The Committee on Reorganization suggests that study be given to the plan of holding conventions in the future. The states that have adopted the plan of holding district educational meetings have found this plan most satisfactory. The Committee believes that the membership and service of the National Education Association may be greatly increased by dividing the United States into districts and holding a district meeting of the Association each alternate year.

Your Committee suggests, therefore, that consideration be given to the plan of holding the national association convention biennially and of holding district conventions on alternate years. If such a plan is approved the President and Vicepresidents shall be elected to serve for two years.

If such a plan is considered favorably, your Committee suggests further that the district convention be held under the direction of Vicepresidents elected from the respective areas, the programs to be formulated by the Vicepresidents of the N. E. A. in conference with the President and the Executive Secretary.

As an alternate plan the national association and the district associations might hold conventions annually, the district convention joining with the national convention when the national meets in any district. This plan would, of course, provide for annual meetings both of the national and district associations and for the election annually of a President and district Vicepresidents.

As a basis for discussion, the Committee suggests the following regions of the N. E. A.:

- | | | | |
|---------------|-------------------|------------|----------------|
| 1. Maine | 2. New York | 3. Ohio | 4. Kentucky |
| New Hampshire | Pennsylvania | Indiana | Tennessee |
| Vermont | New Jersey | Illinois | Mississippi |
| Massachusetts | Delaware | Michigan | Alabama |
| Connecticut | Maryland | Wisconsin | Georgia |
| Rhode Island | Dist. of Columbia | | Florida |
| | Virginia | | North Carolina |
| | West Virginia | | South Carolina |
| | | | Puerto Rico |
| | | | Virgin Islands |
| 5. Texas | 6. Iowa | 7. Montana | 8. California |
| New Mexico | Minnesota | Wyoming | Nevada |
| Colorado | North Dakota | Idaho | Utah |
| Missouri | South Dakota | Washington | Arizona |
| Arkansas | Nebraska | Oregon | Hawaii |
| Oklahoma | | Alaska | |
| Louisiana | | | |

THE ELECTION OF A RESOLUTIONS COMMITTEE

It was decided to re-submit this amendment changing the number of members from nine to fifteen, but not to urge the passage.

The Committee feels that the Resolutions Committee can be made more effective if the number of members is reduced to fifteen, and the Committee

believes further that this committee of nine should be selected in a manner that will represent a cross-section of the Representative Assembly. The system of voting known as Proportional Representation is an excellent device for accomplishing this. The Committee, therefore, recommends that Article IV, Section 3, be amended as indicated by the following:

SEC. 3. *A Committee on Resolutions, composed of fifteen members, shall be elected by the Representative Assembly by the Hare System of Proportional Representation. The Committee shall elect its own chairman.* The Committee on Resolutions shall report at the *next* annual business meeting of the Representative Assembly, and except by unanimous consent, *or a two-thirds vote of the delegates present*, all resolutions shall be referred to said committee without discussion. The Committee shall receive and consider all resolutions proposed by active members, or referred to it by the President. On the second day of the annual meeting of the Association the Committee shall meet for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them at a place and time to be announced in the printed program.

(If the above revision of Section 3 is approved of, it will be necessary to amend Section 2 of the same article by striking out the word "resolutions." A separate motion should be made to cover this item.)

Chapter VII

Suggestions for Further Study

The report heretofore submitted by this Committee has to do with the internal structure of the National Education Association, the relations of the component parts of its governing and administrative bodies, and a revision of its charter and bylaws to adapt them to present needs and to modern methods of conducting organization affairs.

After these first and necessary steps are taken, much remains to be accomplished in coordinating and integrating the educational forces of the nation into a harmonious whole with definite purposes and organized, directed activities.

Some of the problems challenging us for study and solution are as follows:

1. The functions, objectives, and relations of national, state, and local organizations must be clearly defined and coordinated before there can be completely harmonious cooperation and effective activities. This problem should be attacked at once and should be the subject of continuous study and frequent recommendations by the Board of Directors or some committee thereof. It might be well to call a conference of the Board of Directors of the National Education Association, the leading officers of state and local organizations, and state superintendents of public instruction to study this problem and make recommendations.

2. In order to support such an integrated educational organization and to increase its efficiency, the following principles should have early consideration:

I. RELATIONSHIP

- A. There should be established a closer relationship between the national association, state and local associations. This might be accomplished in various ways, of which some one or combination of these suggestions is promising (see Chapter VI) :
 - 1. Consolidated dues according all privileges of membership in local, state, and national associations.
 - 2. Closer relationship established thru field representatives employed as agents of the N. E. A., assigned to regional divisions.
 - 3. Greater emphasis on organization to effect greater professional responsibility and interest among members, which would oblige all present teachers and new teachers to become members of the Association before certification is granted and active service permitted. This interest should spread from the lowest to the highest realm of educational service, kindergarten thru college.
- B. There should be established closer relationship with other professional, business, and industrial associations, not direct affiliation but advisory and goodwill affiliation.
 - 1. By cooperation with advisory committees on policies relating to social, economic, and educational movements selected from outstanding leaders among the laymen.
 - 2. By establishing a department of public relations in the N. E. A. with an adequate employed staff.

II. REPRESENTATIVE ASSEMBLY

- A. Size and working procedures of the Assembly
 - 1. The Representative Assembly should be reduced in size to overcome its unwieldy nature (see Chapter VI).
 - 2. A cross-section of all groups of the profession on the basis of their membership should be recognized in constituting the membership of this Representative Assembly.
 - 3. The working program of the Representative Assembly should be simplified, devoting certain sessions to business and other sessions to policy, delimiting minor matters, with authority over such minor matters delegated to committees or to other official groups, such as directors or the executive board.
- B. Authority of the Representative Assembly
 - 1. The Representative Assembly should be given adequate and specific authority principally legislative. This Assembly should be the final authority for determining new policies and new adventures, as well as fixing the major control policies of the National Education Association.

2. The Representative Assembly should be set up so that at least one-third of the members would be in overlapping terms, so as to obviate too frequent and too complete turnover in membership.
3. The membership in the Representative Assembly should be chosen upon the basis of loyalty to the profession, of educational standing, and of ability to contribute service. No one should be a delegate to this Assembly until he has been in service for an adequate preliminary period.

III. PROFESSIONAL IMPROVEMENT AND EDUCATIONAL SERVICE

A. The most needed advance in the N. E. A. would seem to be the type of movement which would eliminate class and group prejudice and bias. There should be united effort in all undertakings.

1. Establish equitable representation for all classes.
2. Provide a general code of ethics applicable to all members of the profession.
3. Provide for group action when necessary to protect members from the influence or impact of pressure groups.

B. A definite program should be set up for the N. E. A., which will—

1. Emphasize publicity and information regarding educational service.
2. Make the Association a militant organization for socio-economic progress.
3. Seize the opportunity for places of leadership and action in community movements.
4. Place the chief objectives of citizenship and character-building foremost in the appeal to the public.

The above fundamental principles are the foundation upon which your Committee has builded in the hope that a greater and better organization would result.

REPORT OF COMMITTEE ON SOCIAL-ECONOMIC GOALS OF AMERICA

FRED J. KELLY, CHIEF, DIVISION OF COLLEGES AND PROFESSIONAL SCHOOLS,
U. S. OFFICE OF EDUCATION, WASHINGTON, D. C., *Chairman*

The Committee on Social-Economic Goals of America has spent its efforts the past year in trying to complete the ten special committee reports dealing with the ten goals set forth in the first Committee report. These are to comprise a volume the purpose of which will be to make clear the meaning and significance of these goals in American life.

It has been the hope of the Committee that the volume would be available for distribution at the 1936 meeting. This has proved impossible. The manu-

script is now completed, however, and is being edited. It will surely be available for distribution in the early fall.

REPORT OF COMMITTEE ON THE STATUS OF THE RURAL TEACHER

WILLIAM MC KINLEY ROBINSON, DIRECTOR, DEPARTMENT OF RURAL
EDUCATION, WESTERN STATE TEACHERS COLLEGE, KALAMAZOO, MICH.,
Chairman

"Certainly no one questions the inadequacy of the salaries of rural teachers. How can you justify the expenditure of time and money for the verification of that well-recognized fact?" queried one well-known educator when he learned of the appointment of an N. E. A. committee to study the economic status of the rural teacher. But the Committee does not accept as its function the assembling of a mass of data on the meager salaries of most rural teachers.

Serious consideration of the most effective way of approaching the subject has led the Committee to the conclusion that its functions are:

1. The assembling of data on living costs in rural areas for teachers and other occupational groups.
2. The analyzing of costs for the major expenditures—food, shelter, clothing, health, recreation, education, savings—of a standard of living compatible with (a) the expectations and demands laid upon the teacher by the public and profession, (b) the maximum return to society for its investment, and (c) the competition for an individual with desirable personality and ability from other groups within the profession as well as other occupational groups.
3. The studying of those administrative policies—salary schedules, state aid, county units, higher professional requirements, etc.—which seemingly have made for more nearly adequate salaries for some rural teachers, as well as for a greater degree of security even in times of depression.

As an end in themselves, not even these would justify the necessary expenditure of time, effort, and money. The members of the Committee have unanimously and unequivocally gone on record as uninterested in the study unless they have the assurance that the information collected will be used in a carefully planned campaign of education to improve conditions. And altho a study which will meet the standards of scientific accuracy demanded by the research student is being undertaken, the major concern of the Committee is that their findings be put into a form which the laymen, schoolboard members, legislators, and urban as well as rural teachers will find understandable and stimulating to thought and action.

Since a large proportion of the Negro population is to be found in rural areas and since some rather extensive rural areas are largely or predominantly occupied by the Negro, it is desired to include in the report data on the economic status of the Negro rural teacher. To make such possible, inasmuch as considerable data will be necessitated and the information must obviously be kept separate for the two groups in spite of their interrelation-

ship, an attempt is being made to obtain funds from one of the foundations to finance the study of the Negro teacher.

During the February meetings of the Department of Superintendence in St. Louis, the Committee held three sessions of several hours each in addition to several subcommittee meetings. Orientation of the group as a whole, determination of the scope and purpose of the study, and plans for a tentative questionnaire form held their attention. In accord with the federal Census Bureau, other professional workers, rural sociologists and economists, the Committee agreed upon the now commonly accepted interpretation of the word "rural": The open country and centers of 2500, or less, in population.

In the weeks preceding the time of the Committee meeting, the chairman had conferred with seven members of the Committee individually, with members of the staffs of eight universities and eight state departments of education scattered from coast to coast, and with members of the several government bureaus and commissions in Washington which gather data on living costs. To requests for information concerning similar studies made or planned within the various states, replies were received from one-half of the state departments of education and the state teacher associations, both white and Negro. Their expressed interest in the subject indicates a willingness on their part to cooperate in both the collection and dissemination of information, upon which cooperation much of the ultimate success of the study will depend.

Desire to obtain data during the school year 1936-37 necessitates another meeting of the Committee in the early fall. At that time the tentative questionnaire, which has been given trial by a widely distributed group of rural teachers, will be put in final form. Other phases of the study—selection of areas to be studied, cooperation of state and county agencies in launching the survey, laws and regulations bearing upon the problem, comparable studies on salaries or living costs, historical background, and publishing and publicizing the findings—which are now being worked upon by subcommittees—will be given further and more definite consideration.

To the Research Division of the N. E. A. the Committee is grateful for the services of Richard R. Foster and his clerical assistants. Mr. Foster's services are valued particularly since he served in a similar capacity for the Committee on the Economic Status of the Teacher. It was the excellence and significance of the report of that committee on the economic status of city teachers which occasioned the request on the part of the Representative Assembly in July 1935 for a similar study of the rural teacher. To Agnes Samuelson, whose administration as president of the N. E. A. has been colored with her interest in and understanding of rural education, was left the appointment of the Committee on the Economic Status of the Rural Teacher.

REPORT OF COMMITTEE ON TENURE

DONALD DU SHANE, SUPERINTENDENT OF SCHOOLS, COLUMBUS, IND.,
Chairman

The Committee on Tenure has been very active during the year. It has published three bulletins and a mimeographed report which are worthy of study by everyone interested in tenure. The titles of these bulletins are (1) *Court Decisions on Teacher Tenure in 1935*; (2) *Handbook on Teacher Tenure*; and (3) *Teachers' Contracts: With Special Reference to Adverse Conditions of Employment*. The title of the report is *The 1936 Report of the Tenure Committee of the National Education Association*.

In addition to these research activities, the Committee has investigated a large number of tenure cases. These investigations have been helpful in many situations, as shown by a brief quotation from a letter recently received which states: "The assurance of the interest of your Committee was the determining factor in bringing to a close a situation which has been intolerable for me, but more than that it furnishes a source of security for all the members of our faculty. I am deeply grateful to the National Education Association for this help."

THE ANNUAL REPORT OF THE SECRETARY

THE NATIONAL EDUCATION ASSOCIATION was founded in the city of Philadelphia in 1857 by forty-three earnest and far-sighted educators. A study of the actions and resolutions thru the years shows that our Association has consistently worked for a constructive program by the federal government with respect to education. We have been solicitous for the welfare of childhood, supporting one fundamental policy of general social and economic importance—the provision of a reasonable equality of educational opportunity for all children thruout the nation. We have scrupulously avoided interfering with the policies of state and local education associations. We have built our program to an increasing degree on the basis of research. We have relied on committees and commissions of educational leaders to think thru the larger problems facing American education.

Our Association has held to the position thruout the years that it serves both the welfare of its members and the improvement of education. These two purposes broadly conceived are inseparable. We have sought to solicit the interests of lay groups in our program and to advise them in the formulation of educational policies. We have encouraged plans for co-inclusive membership in local, state, and national professional associations. We have undertaken to create a public sentiment which would defend public schools and seek the improvement of education.

As we face the future, our Association should aggressively focus the work of the Association on the development of a vital relationship between education and the life of today. We should strengthen our organization so that we

may render increased service to children and teachers. Our service to our members and to schools should be improved. To meet the growing demands of the profession, we must carefully gather, analyze, and present facts so that our entire program may be based on the best available knowledge. We must seek to improve the status of teachers, their salaries, security, tenure, and conditions of work. We must encourage teacher participation within the schools and within the Association. Every effort should be made to develop higher standards of teaching and administration. We must secure federal aid without federal control for the schools of our nation. We must support in every way the work of the Educational Policies Commission in its efforts to create a sane, aggressive, long-time program for education in America. We must continue to develop an intelligent public opinion regarding the work and importance of the schools in our democracy.

The activities of our Association during the year are discussed in the following reports from the divisions and departments housed in the headquarters building.

Accounts and Records

The Divisions of Accounts and Records were consolidated this year into one division in an effort to render better service to our members. The work of this Division has been done by Mary J. Winfree and her co-workers.

Miss Winfree has the responsibility of assisting the Treasurer in accounting for all regular funds, and of working with the Board of Trustees in accounting for the Permanent Fund of the Association. All receipts and disbursements, and life membership notes and payments, are handled in this office; also, all individual membership records.

A permanent addressograph plate file has been completed. This contains 80,000 names of presidents of institutions, officers of associations, and superintendents and principals of schools. Including the records of our individual members, we have about 280,000 addressograph plates in this Division, which is equivalent to a record for each man, woman, and child in a city the size of Dallas, Texas, or Atlanta, Georgia. By the use of these addressograph plates and the new addressograph machine which was added to our equipment during the year, we are now able to address envelopes to 8000 of our members per hour.

A simplified method of recording receipts has reduced the time in which membership cards can be sent thruout the country, and has enabled us to get all cash orders for publications to the sales unit within two hours after the receipt of cash in our office.

An audit of the affiliated memberships has been made during the year, and the audit of the life memberships is under way and will be continued until completed.

The master file of the Association is now in process of verification, and a number of projects which have been part of the reorganization will result in a saving for the Association.

The foundation laid this year will enable this Division to function as a practical and economical office handling all accounts and records.

All members are earnestly requested to cooperate in helping us to solve one of the difficult problems of this Division, which is the keeping of all names and addresses correct and up to date. We can render you better service if you will keep us informed at all times concerning your correct name and address.

Business

The business of the National Education Association has been handled during the year by the Business Manager, Harold A. Allan, and his assistants.

The principal functions of the Business Division may be summarized as follows:

Administration—Assistance to the Secretary in matters relating to finance, business administration, and personnel, including budget preparation, Permanent Fund, and constant study of financial conditions.

Advertising—Solicitation, contracts, records, collections, copy handling, and advertising policy combined with general business management of the *Journal of the National Education Association*.

Conventions—Arrangement and administration of annual Association convention, and cooperation in administration of convention of the Department of Superintendence.

Convention exhibits—Arrangement, assignment of space, and operation of exhibits at both Association and department conventions.

Financial—Approval of accounts, assignment of charges, computation and distribution of service charges, inventories, and preparation of special statements.

Institutional service—Operation of multigraph and mailing sections, and coordination of activities related thereto.

Personnel—Attendance records, payrolls, unemployment insurance, tax records, and administration of retirement annuity insurance plan.

Property supervision—Director of building service and responsibility for building operation and equipment.

Publications—Specifications, estimates, contracts, schedules, and production service for all institutional printing; planning and design in special cases.

Purchasing—Material, supplies, and printing used by the Association and its departments.

Sales of publications—Orders, records, and invoices, with promotion of sales of Association publications.

The past year, like preceding years, has had its financial problems. Although there has been an operating deficit, this deficit has been reduced considerably below that of the preceding year. Expense in excess of budget appropriations has been justifiable on account of additional service rendered to the Association's membership. The time has definitely arrived, however, when an operating gain must be shown. A direct step in that direction is the planning of our budget on the basis of an income not exceeding that of the preceding

year, and a clear and final understanding on the part of all who have any part in spending Association funds that budgeted appropriations must not be exceeded.

Classroom Service

The work of the Division of Classroom Service was carried on during the year by Agnes Winn and her assistants. Closely allied with this work is the service rendered to the local affiliated organizations.

Under the reorganization plan put into effect at headquarters during the past year, all duties and activities not pertaining to classroom teachers that had been carried on in this office were transferred to the Secretary's Office, thus leaving the Director and her staff free to carry on the work of the Department of Classroom Teachers and related activities. This arrangement is similar to that followed by the Department of Elementary School Principals and the Department of Superintendence, both of which have secretaries at headquarters who give their entire time to the work of their respective departments.

The work of the Department may be summarized as follows: to plan field trips and conferences for the officers, and the follow-up correspondence with leaders in the places visited; to assist in editing the *News Bulletin* five times a year, and be responsible for its distribution; to prepare the official report and other publications; to cooperate with the Research Division in handling the yearbook; and to assist the officers with convention plans, committee work, and other activities that arise.

The other major activity concerns local affiliated organizations. A complete analysis of these groups has been made by a committee of three, the Director of this Division acting as chairman. The points considered in this study were: status as to payment of dues; whether delegates had been sent to the Representative Assembly; and whether, according to the N. E. A. bylaws, a group qualified for affiliation.

Many of those that were in arrears in their affiliation dues have paid, and others have been transferred to another type of membership. As a result of the study and extensive correspondence, the records have been cleared and only those groups whose dues are paid thru the current year, 1935-36, are carried in the active file, and are, therefore, entitled to send delegates to the Representative Assembly at Portland. Thru this Division, the Association keeps in close touch with these affiliated units and assists them with their professional programs. The keeping of the official records of these groups has also been assigned to this office. A survey of local organizations has been made this spring, and a report covering this study, which will contain valuable information on organization work among teachers, will be ready for distribution in the fall.

The Department of Classroom Teachers was organized for the purpose of bringing before the Association the special problems of teachers in the classroom. The Division of Classroom Service was established at headquarters for the purpose of rendering service to the classroom teachers in carrying out their important work with the children of the nation.

Field Service

The Field Service has been carried on by Charl Ormond Williams and her office assistants.

Strengthening the tie of interests between educational and lay groups is the chief task of the Field Division. To perform this task during the past year, Miss Williams spent 285 days in the field, traveling 39,440 miles, visiting 64 cities in 45 states, including the District of Columbia and Hawaii, and working with and speaking formally and informally to local, state, and national groups of laymen and educators.

Miss Williams' field activities this past year have been devoted largely to teachers, parents, and business and professional women. A trip to Hawaii last fall, under the auspices of the Business and Professional Women's Clubs, furnishes one example of how field activities serve all three groups. In fifteen cities en route, and in Hawaii, she met individually or in large and small meetings representatives of these organizations. As president of the National Federation of Business and Professional Women's Clubs—20 percent of whose membership are teachers—and as chairman of the Committee on School Education of the National Congress of Parents and Teachers, as well as representative of this Association, she was able to bring together members of the three groups for discussion of topics of mutual concern. This trip gave the Association its first opportunity to have either officer or staff member do field work in Hawaii.

The radio effectively supplemented Miss Williams' field work last year. Important among her radio broadcasts were interviews with Mrs. Franklin D. Roosevelt and with Mrs. Florence P. Kahn, and an international broadcast in which representatives of three countries participated. In view of the Association's national educational program, Mrs. Roosevelt's pronouncements on federal relations to education, in the radio interview with Miss Williams at the White House on March 18 are significant and should be preserved in the records of the Association. Mrs. Roosevelt said:

It is my hope that ultimately when normal conditions are restored and we are not obliged to concentrate primarily on keeping groups of our people from actual want, and economy will not be our main object, that we will be able to have in our own national government a new department which will include education, the arts, social welfare, and health.

It is becoming strikingly evident, I believe, that the federal government must acquaint the nation with the condition of education throughout the nation, and perhaps give certain states some assistance in their educational programs. I know that this thought creates opposition because of the fear that it will mean controlled programs of education and less freedom for individual educators to experiment and carry out independent theories which have brought us progress along educational lines in the past. It seems to me that this can be avoided if the people are sufficiently aroused to the preservation of their own independent rights, in education as in all other matters.

There has been the usual office work during the year: correspondence; planning itineraries; preparation for and follow-up of field trips; and preparation of articles and messages for lay publications, speeches and radio broadcasts, and publicity material.

Holding contacts presents one of the difficult problems of the Division. The Field Secretary meets many influential laymen thruout the country whose support of educational programs would speed their progress considerably. Their interest in educational affairs should not be left to chance or to themselves to sustain. The Association might well, thru correspondence, supply these men and women with current educational news to stimulate and keep their interest, pending the time that their support of education in their own communities will be needed. Such follow-up work is done by the Field Division so far as time and assistance permit, but often it must give way to more pressing and immediate demands of new field work.

Membership Division

The work of the Membership Division has been done by T. D. Martin and his co-workers.

The Division of Records and Membership, organized in May 1925, was reorganized in August 1935. The detailed work of keeping the individual membership records, including the addressograph and graphotype set-up, was transferred to the Division of Accounts, and the name of this Division was changed from Records and Membership to the Membership Division.

The chief function of this Division is the maintenance and promotion of membership. This involves the preparation of letters, enrolment and renewal blanks, leaflets, magazine articles, and other promotion materials to be sent to members of the Association, superintendents, principals, officers of local associations, and other leaders; maintaining the 100 percent Honor Roll; handling the Life Memberships; and field work.

In the development of the various membership projects, the Director of the Division has had the advice and counsel of a committee of seven members of the headquarters staff.

State directors, secretaries of state teachers associations, and other state and local leaders have cooperated in the development of special enrolment campaigns adapted to the particular conditions prevailing in the various communities. The growth of membership in such states as Colorado, Iowa, Missouri, and in the Northwest, shows the results of such special enlistment plans.

Interest in the "Co-inclusive" enrolment plan employed with marked success for several years in Pennsylvania and a few other states, is spreading. This plan reduces recruiting work by making possible the enrolment in local, state, and national associations in a single transaction, and eliminates the irritations which sometimes result from numerous solicitations to join the different professional organizations which are in reality but parts of a single institution—the organized profession.

There are 5172 life members. Two hundred and six of these were enrolled as new life members during the past year. Fourteen received the life membership as a testimonial presented by admiring friends and co-workers; twenty-five, nominated by life members, accepted personal invitations sent

by the Executive Secretary, and forty responded to advertisements published in the *Journal*.

During the past year, 6126 schools have reported the enrolment of all their teachers in the Association. This was 534 more than were on the Honor Roll in 1934-35. Frequently complete school systems take pride in achieving the 100 percent goal. This year 17 counties reported 100 percent enrolments, and 290 cities also achieved this goal. Three of these cities had a population of more than 100,000—South Bend, Indiana, Kansas City, Kansas, and Wichita, Kansas; nine had a population of between 50,000 and 100,000; twenty-two had a population of between 25,000 and 50,000; and two hundred and fifty-three had a population of less than 25,000.

The student membership experiment was continued for the second year in cooperation with the Division of Publications. The plan makes student memberships available the last half of the school year to seniors in professional schools for teachers. These students receive the *Journal* from February thru May with the understanding that they will become regular active members in the fall if they secure positions as teachers. In 1935, twenty-five selected schools participated in the experiment, enrolling 2000 of their students. This year eighty schools participated, enrolling 5000 of their students.

The total membership for the year was increased 3300. Pennsylvania again won first place for the largest total (23,620); California, second (18,952); Ohio, third (17,185); New York, fourth (11,952); Illinois, fifth (11,633). Twenty-eight states made increases, ranging from 11 to 1553. Colorado made the largest net increase (1553) as well as the largest percent of increase (41 percent). Fourteen states and Alaska achieved the membership goal set by the Representative Assembly at Denver—"At Least a Ten Percent Increase in Every State"—Alabama, Colorado, Idaho, Iowa, Kansas, Nevada, New Mexico, North Carolina, Oregon, South Carolina, Texas, Vermont, Washington, and West Virginia. States having more than 50 percent of their teachers enrolled were: Hawaii (87 percent); Nevada (85 percent); Alaska (80 percent); District of Columbia (68 percent); Colorado (58 percent); Arizona (57 percent); Delaware (55 percent); Utah (52 percent). Cities having more than 2000 members were: Los Angeles (4138); Chicago (3412); Philadelphia (3064); St. Louis (2842); Milwaukee (2728); Detroit (2354); Washington, D. C. (2009). States having 100 percent counties were: Utah (4); Ohio (3); Pennsylvania (2); Nevada (2); Tennessee (2); Florida (1); Georgia (1); Maryland (1); Virginia (1).

The chief problem with which the Membership Division is confronted is the development of procedures by which a larger number of members may be enlisted. This involves a more definite interpretation of the services of the Association, a more appealing presentation of these services, a more widespread understanding of the need for collective action among teachers, and more aggressive cooperation on the part of state and local leaders in the enlistment of their associates.

Publications

The work of the Division of Publications has been in charge of Joy Elmer Morgan and his staff.

The *Journal* is at the heart of the Association's publishing program—the one publication that reaches the entire membership regularly. This membership is now far beyond the point where it can be reached personally or thru meetings. The significance of the *Journal* comes from the fact that the National Education Association is the one organization that has the possibility of uniting the teachers of the United States into an all-inclusive and effective cooperative movement in the service of universal education and stabilized democracy. The *Journal* is the instrument by which we achieve among ourselves in the profession a common mind, a unity of purpose and background, which underlies the success of our whole enterprise.

The *Journal* as the organ of the Association devotes a large percentage of its space to the work of the committees and departments. During 1935-36 a series of news articles presented the Association in action. The September *Journal* carried a special 4-page feature presenting the enlarged program of the Association by President Samuelson and the program of action for 1935-36 by the Executive Secretary. Out of 304 text pages in 9 issues from September 1935 thru May 1936, 100 pages were devoted to activities of the National Education Association and its departments and committees. Many pages of the *Journal* were given to the dissemination of curriculum material.

New recruits come into the teaching profession each year in large numbers—ranging from 70,000 to 100,000—taking their degrees from more than a thousand institutions. Their contact with professional organizations, both as students and young teachers, has usually been left to chance. If these young people are to have the personal growth and professional development which organization implies, there must be more emphasis on organization as a part of the preparatory process for entrance into the profession. First, the officers of the various schools must be interested in the problem. Second, senior classes must be enrolled in the Association and guided in a study of the *Journal*. Third, the faculties of schools preparing teachers must be enrolled and led to appreciate the Association's work and to wish to recommend it to students. Fourth, the history and work of professional organizations must be taught thruout the preparatory period as a regular part of the course of instruction. Fifth, following graduation the school must keep in touch with the graduate until he has found his place in the profession.

The Division's work in the field of educational interpretation includes: material published thru the *Journal*; American Education Week; convention publicity; radio programs; and material furnished magazines and newspapers.

American Education Week has grown year by year in significance as a national celebration of public education. During 1935 approximately six million citizens visited the schools; 35 governors issued special proclamations; more than a million copies of a special leaflet, *The Schools and Democracy*, were distributed. In addition to a 64-page *Handbook*, colored an-

nouncement posters, stickers, leaflets, and other material, 8393 special packets were prepared and sold to guide the observance of this Week. Plans are well under way for the sixteenth annual observance of American Education Week, November 9-15, 1936. "Our American Schools at Work" has been selected as the general theme.

Convention publicity at the St. Louis and Denver meetings showed a widening public interest in the work of the Association and in the problems of education. Radio programs over nationwide hook-ups added greatly to the effectiveness of both conventions.

The National Education Association expanded its educational radio service during the past year to include two quarter-hour programs each week over a nationwide hook-up, provided thru the courtesy of the National Broadcasting Company. "Our American Schools" began its fifth year on the air September 11, 1935, and continued thru the Portland convention in July. The first period is broadcast on Wednesday evenings from the National Education Association headquarters under the direction of Belmont Farley, Assistant Director of the Division, and presents educational problems from the standpoint of the citizen. The second period on Saturday mornings is directed by Past President Florence Hale from New York City, and is devoted largely to classroom problems of the teacher.

In the years following 1929, the publication of books in general fell off nearly 50 percent. During that time, the publications of the National Education Association increased 10 percent. The Association is now the largest publisher in the world of material on the profession of education. Material from these publications is quoted widely in lay and professional press. The Division of Publications handles the greater portion of Association publications. The following services are included: management of the printing of the Association and its departments; the improvement of publications thru a special service of design; and publicity for and encouragement of a wider use of Association publications. Not counting circulars, small reports, and other minor publications; our Association published a total of 128,055,258 impression pages during the year of 1935-36.

The outlook for 1936-37 is the best that it has been in many years for a *Journal* of uniform excellence thruout the year. Members will receive thru the *Journal* next year a continuing interpretation of Association policy and activities. They will receive the announcements and reports of two great national conventions. They will have the plans for American Education Week and the Horace Mann Centennial—more material on this alone than could be had in a substantial book. They will have a comprehensive discussion of the teaching of reading and other school subjects. They will be kept in touch with basic economic and social movements. They will receive several new units of curriculum material and many timely articles by leading educational authorities. Important special features will include: "Teaching of Reading," by Arthur I. Gates; "The Constitution of the United States," by H. L. Donovan; "The Teaching of English," by Howard R. Driggs; "Plain Talk," by J. W. Studebaker; and "The Co-operative Movement in America," by Benson Y. Landis. The *Journal* staff

is now giving special study to the improvement of design with the aim of increasing the *Journal's* legibility, attractiveness, and appeal. The major problem of the *Journal* is the need for more text space. The *Journal* cannot perform for members the service which they have a right to expect from it, nor can it meet the demands now made without a substantial increase in text pages. This means more money, which in turn means more members. The valuable work which could be done by our Association if each of the million teachers in the United States belonged to our national professional organization is incalculable.

Research Division

The general planning of the research work is directed by William G. Carr, who is giving one-twelfth of his time as Director of the Research Division. The remainder of his time he is serving as Secretary of the Educational Policies Commission. The administration and immediate direction of the Research Division are being done by Frank W. Hubbard, Associate Director of the Research Division, assisted by a staff of efficient helpers.

The main activities of the Research Division are made tangible in the form of *Research Bulletins*, committee reports, special studies, yearbooks of departments, circulars of the Educational Research Service, answers to inquiries, bibliographies, and special compilations and memorandums.

At least 19,000 copies of each of the five *Research Bulletins* have been published during the year. Briefly, the bulletins for 1935-36 may be characterized as follows: the September bulletin, "The Economic Status of the Teacher," presented a careful analysis of the 1932-33 receipts and expenditures of some 2000 city teachers; the November bulletin, "Better Reading Instruction," summarized research and better practises in the field of elementary-school reading. This bulletin has been a "best seller"—about 30,000 copies having been printed to date; the January and March bulletins, "The Preparation of Teachers' Salary Schedules," comprised a helpful collection of research and practises in the solution of salary problems; the May bulletin, "The Efforts of the States To Support Education as Related to Adequacy and Ability," was the first comprehensive study of the relationships between these primary factors in school support. The May bulletin was a study made by Lyle W. Ashby, Assistant Director of the Division of Publications.

Continuing an early practise, the Research Division has been instrumental in advancing the activities of many committees. The helpful nature of this work may be illustrated by the three reports prepared in cooperation with the Tenure Committee: *Court Decisions on Teacher Tenure in 1935*; *A Handbook on Teacher Tenure* (summarizing legislation and rules both in the United States and abroad); and *Teachers' Contracts: With Special Reference to Adverse Conditions of Employment*.

Numerous special reports are made by the Division in accordance with the Association's program. The growing interest in youth led to the 16-page *Journal* feature entitled "Today's Youth Problems." A mimeographed

study on state school revenue legislation for 1934 supplemented an earlier *Research Bulletin* in this field.

A large share of the services of the Division to departments is made thru the technical research, editing, compiling, and secretarial activities required in the preparation of yearbooks and official publications. Questionnaires were circulated and tabulated in the field of teacher health for the forthcoming yearbook of the Department of Classroom Teachers. Important contributions were made to the *Social Studies Curriculum*, 1936 yearbook of the Department of Superintendence, and to *Personality Adjustment of the Elementary-School Child*, the 1936 yearbook of the Department of Elementary School Principals. Extensive checking of bibliographies and editing have also contributed much to the *Review of Educational Research*, published five times a year by the American Educational Research Association, a department of the National Education Association. A series of five articles for teacher discussion groups on the topics of school finance, guidance, social studies, social trends, and the economic status of the teacher were prepared for *Secondary Education*, publication of the Department of Secondary Education. Several articles were prepared for the *News Bulletin* of the Department of Classroom Teachers.

The Educational Research Service is a joint enterprise of the Research Division and the Department of Superintendence. Nine circulars were issued by this service during the past year. Each year in cooperation with the Educational Research Service the Research Division answers about 4000 inquiries. Most of these are letters from classroom teachers, principals, superintendents, and from high-school and college students. The work involves the mailing of hundreds of bibliographies and publications as well as the supplying of professional information on many problems.

In addition to the lists of selected references prepared in answering letters of inquiry, the Division has prepared several extensive bibliographies in fields of current interest. Two of the most important of these were the bibliography on adult education and the one on state school legislation in 1935.

From time to time during the year, the Research Division has prepared special reports and memorandums for the officers and the Executive Secretary. Many of these statements have been influential in shaping the course of state and federal legislative activities. One of the most comprehensive of these was a 100-page mimeographed source book on federal aid.

The Research Division has also been instrumental during the year in placing its material at the disposal of educational leaders thruout the nation. In response to urgent letters, telephone calls, and telegrams, data have been supplied. Systematically during the year various publications and reports have been distributed thru the state school legislative reference service.

The future holds great possibilities for continued service by the Division to the profession. Many of the activities reported for the current year will continue during 1936-37. The Division has already begun preparation for its eighth biennial study of the salaries of teachers. Unlike many surveys, this one does not become dusty upon library shelves. Long before all of the

data have been tabulated the Research Division begins its salary information services to local teachers associations, principals, superintendents, and schoolboards. Thru the cooperation of hundreds of superintendents and other administrative officers there is made available this information concerning nearly 400,000 local school employees. -

It is hoped that 1936-37 will see the opening for exploration of two new areas. These are the curriculum and higher education. Just how far the Division may advance in these fields depends to no small degree on the enlistment of active membership.

One great need is for a wider distribution of the Research Division's many contributions. Teacher groups, to an increasing extent, should find the *Research Bulletin* a fundamental basis for professional study. Principals and superintendents need the various reports not only for their staff conferences, but in the development of an informed public opinion. Professional classes in some teacher-training institutions may not be aware of the possibilities of the available materials in their efforts to prepare teachers for successful work. No public or professional library should overlook its duty in having on hand a complete collection of the Division's publications. These are matters requiring not so much special allotments in the Association's budget as foresight and cooperation on the part of all who benefit from the Research Division's many services.

Rural Service

The work of this Division has been done by Howard A. Dawson and an office assistant.

This Division was established January 1, 1936, and is made responsible for work of the Association dealing with problems and persons in the field of rural education, looking after the affairs of the Department of Rural Education, and conducting the legislative work of the Association.

During the year the Director has prepared and delivered nineteen addresses on subjects in rural education before state educational associations and other meetings in Pennsylvania, Ohio, Virginia, Wisconsin, North Carolina, and the District of Columbia, and before five meetings at the St. Louis convention of the Department of Superintendence. He has written a 4-page feature article on rural education for the *Journal of the National Education Association*, and has prepared and taken part in two radio programs on rural education—one thru the Future Farmers Radio Hour, and one thru the National Education Association Radio Program. Besides conducting a membership campaign, he has helped to set up a state committee on rural education in each state, and organized the National Conference Board on Rural Education. He has assisted in editing and preparing for publication the yearbook of the Department, *Rural School Libraries*, and has done the preliminary work on two future yearbooks.

The Director of this Division has assisted in drafting our federal aid bill, and helped to make arrangements in the Senate and the House of the United States Congress for the sponsorship of the federal aid bill, in addition to preparing a radio broadcast on federal aid. He has assisted in getting

support for the following legislation: the Sisson bill; the bill to prohibit block-booking of moving pictures; the appropriation for the Office of Education; the repeal of Section 213 of the Economy Act (employment of married women). He has had numerous conferences with PWA and RFC officials concerning allotments for construction of school buildings and loans to school districts.

This Division has only been in existence for a short time. It has ahead of it the task of doing everything possible to improve rural schools, thus bringing to the rural child better educational opportunity, and to the rural teacher more security, better salary, and higher qualifications.

Secretary's Office

The Executive Secretary is assisted in his office by Harriett M. Chase and a secretarial staff.

He is responsible for planning and administering the work of the headquarters staff, and for determining policy under the direction of the Executive Committee, the Board of Trustees, Board of Directors, and the Representative Assembly. He holds weekly individual conferences with directors, a weekly staff meeting with all directors, and a monthly council meeting with fifty members of the staff. He holds conferences with many individuals and groups, and makes contacts with individuals and groups both in Washington and thruout the country.

He serves as a member of the American Youth Commission, the Educational Policies Commission, and the Federal Radio Education Committee.

He has spoken at educational conventions in twenty-one states—Arizona, California, Colorado, District of Columbia, Florida, Kansas, Maryland, Missouri, Massachusetts, Mississippi, Montana, Nevada, New York, North Carolina, Illinois, Oregon, Pennsylvania, Utah, Virginia, Washington, and Wyoming. In addition to these educational meetings, he has addressed such groups as public forums, graduating classes of colleges, Federated Council of Churches of Christ in America, World Narcotic Defense Association, American Lutheran Statistical Association, Phi Delta Kappa, Ad Clubs, Kiwanis Clubs, Rotary Clubs, Schoolmasters Clubs, and national radio audiences.

The mail for the headquarters building is opened, stamped, and distributed in this office. The mail is delivered to the building three times a day. There are many days when as many as two thousand letters and three hundred pieces of second-class mail arrive. The handling of this correspondence daily is a gigantic task.

The Association has twenty-four departments. The secretarial work for all of those that do not have paid staffs is done in this office.

Work in connection with the general program for the annual convention is done under the direction of the President. Preparation of the manual for delegates, the summary of committee reports, and the preconvention work in connection with the registration of delegates at the summer convention is done here. Much work is done with Association committees and commissions.

Departments

There are twenty-four departments in the National Education Association, three of which are housed in the headquarters building in Washington.

Deans of Women

The work of the Department of Deans of Women has been carried on by Gwladys W. Jones.

Among the activities and accomplishments of the Department during the past year have been the holding of two conferences marked by cooperation with other groups—with the National Congress of Parents and Teachers in a panel discussion at the summer session in Denver, and with the personnel groups in St. Louis, when real point was given to the theme, "Cooperation with Youth," by the participation of student speakers; the publishing of a yearbook and four bulletins; the completion of a study by the Research Committee on the public relations of the members, printed in mimeographed form under the title, "My Public Relations"; increasing the amount of publicity in newspapers and journals about meetings of deans and their work with students; cooperating with state and local groups of deans and with seventeen standing and special committees of the Department toward the furthering of mutual interests.

The Department is desirous of obtaining for all secondary-school students the benefits of advice and guidance from well-qualified advisers. State associations of deans are at work on this problem of bringing to the direct attention of local communities the need for advisory work in the small as well as the large high school. The membership feels the need of more research on the problems of the dean from a scientific approach. Dependence upon voluntary workers and a limitation of funds have to date prevented as much progress as is desirable in this field. The setting up of standards for the training of deans is another matter of interest. Several institutions, following different procedures, are experimenting with small groups of student deans, and these experiments in due time may show what are the essentials necessary for success in the field of the dean. Another problem calling for attention is greater coordination among the various personnel groups working with youth so that the needs of youth may be better served. The joint sessions of the American Council of Guidance and Personnel Associations held during the mid-winter meetings are an effort to clarify the work of each group, and to increase the effectiveness of all advisory work with students.

Elementary School Principals

Eva G. Pinkston and her assistants have done the work in the headquarters office for the Department of Elementary School Principals.

A brief summary of the work accomplished during the year is as follows: the publishing of the Fourteenth Yearbook on the *Socializing Experiences in the Elementary School*; the publishing of five issues of the regular bulletin of the Department, *The National Elementary Principal*; the designing and adoption of a seal for the Department; helping to plan and administer two

conventions, Denver and St. Louis; development of plans for the Portland program; furthering the interests of the group with special attention to salary and tenure problems; and giving increased time and attention to individual problems of principals. The officers of the Department are proud of a 10 percent increase in membership for the year 1935-36.

The Department invites the cooperation of all elementary principals of the United States. It wishes to share in improving the education of the children in the schools of the nation by extending its services in 1937 to holding a two weeks' conference on elementary education immediately following the National Education Association convention.

Superintendence

S. D. Shankland and his staff of assistants have done the work at headquarters for the Department of Superintendence, which was organized in 1870 as one of the four original departments of the National Education Association.

The sixty-sixth annual meeting of this Department, held at St. Louis, Missouri, during the last week in February 1936, gave evidence of better times. Over 10,000 persons registered. There were 328 exhibit booths in use as compared with 167 three years ago. President A. J. Stoddard presented unusually stimulating programs. Meetings were better attended and the listening audiences were more responsive than at any time since the beginning of the depression. The paid membership in the Department increased 16 percent.

The 1936 yearbook on the *Social Studies Curriculum* represents over two years' work by a well-qualified commission. It deals in a realistic fashion with teaching problems in fields which are largely controversial.

The Educational Research Service has gained in membership and in usefulness. The bimonthly abstract entitled *Education Discussed in Lay Magazines* has been continued and has been reprinted by the National Education Association for distribution to 100 percent schools. Other studies have dealt with topics such as *State School Legislation*, *Teachers' Salaries in Suburban School Systems*, *Recent Trends in Public Expenditures*, *The Organization of Teachers' Salary Schedules*, *Teachers' Salary Cuts and Restorations*, and *Size of Class in Public Schools in 61 Cities*. Thru the Educational Research Service, subscribers draw upon nationwide experience in the solution of their local problems.

A permanent Educational Research fund is being gradually built up, the income of which is to be used to increase the Department's research activities. More than \$20,000 is now on hand in this fund.

The Division of Administrative Service was officially made a part of the National Education Association headquarters organization in 1923, with the Executive Secretary of the Department of Superintendence as its Director, ex officio. It provides machinery by which superintendents, principals, supervisors, and other school officials may better work together in solving educational problems of national interest. Among its other functions, this Division handles a heavy correspondence which daily pours into the national headquarters on all types of questions of school administration and supervision.

MEMBERSHIP OF THE NATIONAL EDUCATION ASSOCIATION BY STATES, 1926-35 *

COUNT MADE DECEMBER 31 OF EACH YEAR

	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
Total	170,053	181,350	193,145	205,678	216,188	220,149	207,418	189,173	187,645	190,944
Ala.	1,142	1,150	1,331	1,635	1,580	1,485	1,204	886	1,249	1,404
Ariz.	2,095	2,186	2,262	2,524	2,671	2,683	2,305	1,929	1,928	2,000
Ark.	765	810	857	876	876	755	654	547	392	306
Calif.	17,924	18,497	19,486	20,887	23,615	24,731	20,416	18,361	19,467	18,952
Colo.	4,450	4,582	4,663	4,620	4,680	4,766	4,381	3,645	3,750	5,303
Conn.	1,986	1,997	2,051	1,893	1,973	1,937	1,916	1,830	1,753	1,530
Del.	802	756	721	759	983	1,051	1,035	1,048	961	903
Fla.	2,225	2,819	2,651	2,490	2,063	2,090	1,898	1,132	1,470	1,383
Ga.	671	645	1,909	2,713	2,567	2,277	1,589	1,232	1,215	1,273
Idaho	950	1,049	1,050	988	902	769	664	685	631	729
Ill.	9,303	11,253	11,197	12,045	11,802	11,831	9,842	11,045	11,321	11,633
Ind.	6,439	5,315	5,902	6,457	6,364	6,519	6,144	5,333	5,476	6,322
Iowa	3,313	3,342	3,342	3,218	3,324	3,634	3,605	3,324	3,055	3,436
Kans.	2,696	2,789	3,020	3,256	3,294	3,567	3,225	2,903	3,084	3,566
Ky.	1,244	1,321	1,362	1,428	1,613	1,579	1,469	1,315	1,303	1,303
La.	906	770	636	807	819	733	685	520	963	892
Maine	1,782	1,643	1,769	1,696	1,547	2,125	2,395	1,766	1,548	1,470
Md.	1,371	952	882	1,592	2,102	2,059	1,854	1,345	1,575	1,227
Mass.	5,415	5,646	6,340	5,191	4,828	4,801	4,634	4,793	4,947	5,024
Mich.	10,311	11,256	12,230	13,652	14,541	14,103	9,739	6,889	7,141	7,080
Minn.	3,800	5,773	7,518	5,805	4,540	4,424	4,945	4,903	3,834	3,557
Miss.	312	274	361	560	669	569	473	645	875	929
Mo.	3,186	2,973	3,219	3,287	3,097	4,425	6,165	6,323	6,058	6,381
Mont.	313	612	886	985	1,014	935	730	667	656	616
Nebr.	2,602	2,376	2,313	2,331	2,407	2,379	2,313	2,143	2,257	2,479
Nev.	684	778	753	783	803	694	680	559	571	762
N. H.	460	431	454	337	378	515	558	547	530	477
N. J.	6,488	7,173	7,678	9,080	10,333	10,359	11,183	9,744	8,374	8,162
N. Mex.	286	354	430	536	637	676	662	562	577	671
N. Y.	9,278	8,666	10,315	10,522	10,481	11,461	12,505	12,756	12,689	11,952
N. C.	634	716	854	1,066	1,277	1,249	1,026	750	595	660
N. Dak.	508	517	588	556	836	924	762	748	743	712
Ohio	14,587	16,785	19,490	23,850	26,469	24,859	21,523	18,446	17,360	17,185
Okla.	1,565	1,801	1,781	1,880	2,135	2,460	2,474	2,082	2,036	1,858
Oregon	2,877	2,316	2,794	2,770	2,808	3,003	2,792	1,939	1,949	2,708
Pa.	17,650	18,459	19,316	21,206	24,363	26,794	29,408	27,770	25,237	23,620
R. I.	474	319	371	336	345	386	400	306	280	291
S. C.	614	633	635	1,165	1,286	1,075	759	568	603	671
S. Dak.	1,188	1,198	1,288	1,269	1,264	1,213	980	908	866	933
Tenn.	1,126	1,115	1,457	2,215	2,029	1,776	1,827	1,812	2,309	2,064
Texas	3,726	4,997	3,469	3,440	3,577	3,570	3,356	2,903	3,112	4,084
Utah	2,093	2,562	2,842	2,994	2,807	2,639	2,409	2,231	2,422	2,581
Vt.	330	417	450	370	417	403	432	386	597	759
Va.	1,717	1,794	2,015	2,010	2,107	2,546	2,644	2,508	2,809	2,848
Wash.	5,465	6,899	5,625	4,778	4,355	3,942	3,741	3,115	3,080	3,791
W. Va.	2,729	2,603	2,513	2,602	2,403	2,535	2,642	1,950	1,844	2,261
Wis.	3,826	4,062	4,228	4,368	4,344	4,764	4,713	6,531	6,333	6,675
Wyo.	1,133	1,206	1,146	1,100	1,068	952	841	770	748	788
Alaska	163	161	161	171	152	188	192	148	167	216
Canal Zone	95	107	65	65	46	36	7	3	13	12
D. C.	1,449	1,432	1,370	1,276	1,409	1,531	1,563	1,209	2,178	2,009
Hawaii	2,506	2,593	2,624	2,573	2,630	2,669	2,618	2,371	2,396	2,180
P. I.	59	83	110	117	125	127	121	98	105	105
P. R.	64	79	86	338	1,212	364	137	90	63	47
V. I.	108	105	56	11	8	8	11	8	8	7
Foreign	168	203	223	199	213	204	172	146	142	157

* Figures for the years 1857-1925 appear on page 1162 of the 1926 *Proceedings*.

THE SIXTEENTH REPRESENTATIVE ASSEMBLY

Delegates who attended the seventy-fourth annual meeting of the National Education Association in Portland, Oregon, June 28-July 2, 1936. The classification of positions includes (1) directors and supervisors, (2) superintendents, (3) principals, (4) classroom teachers, (5) college and normal school presidents, (6) educational editors and secretaries, and (7) ex-officio members.

ALABAMA

- Duvall, R. A. (Principal), North Birmingham School, 3135 Norwood Blvd., Birmingham; Birmingham Teachers Association.
- Graston, Harley S. (Teacher), 2234 Highland Ave., Birmingham; Alabama Education Association.
- Gray, M. P. (Teacher), 238 South Fifty-ninth St., Birmingham; Birmingham Teachers Association.
- Grove, Frank L. (Secretary), 21 Adams Ave., Montgomery; Alabama Education Association.
- Scott, Vera (Teacher), West End High School, Birmingham; Birmingham Teachers Association.
- Wager, Lottie (Teacher), 320 Ninth Court, West, Birmingham; Birmingham Teachers Association.
- Williams, J. D. (State N. E. A. Director), 5708 Sixth Ave., South, Birmingham; Birmingham Teachers Association.

ALASKA

- Erickson, Everett R. (Teacher), Juneau; Alaska Educational Association.
- Miller, Marjory (Supervisor), Ketchikan; Alaska Educational Association.

ARIZONA

- Anderson, Kenneth D. (Teacher), R. R. #4, Box 531, Tucson; Arizona Education Association.
- Balzer, Leona (Teacher), 2506 North Eleventh St., Phoenix; Arizona Education Association.
- Boehringer, C. Louise (Editor), State Department, Phoenix; Arizona Education Association.
- Booth, Jonathan L. (Principal), Carrillo School, Tucson; Tucson Teachers Association.
- Grieder, T. G. (Superintendent), Winslow; Arizona Education Association.
- Hall, C. A. (Principal), Mansfeld Junior High School, Tucson; Tucson Teachers Association.
- Hendrix, H. E. (State Superintendent of Education), Phoenix; Arizona Education Association.
- Kessler, R. V. (Principal), 1023 Penn Pl., Tucson; Tucson Teachers Association.
- Larson, Emil L. (State N. E. A. Director), 2246 East Helen St., Tucson; Arizona Education Association.
- Stevenson, H. E. (Superintendent), Globe; Arizona Education Association.
- Wilkinson, Nellie B. (Teacher), 840 North Fourth Ave., Phoenix; Arizona Education Association.
- Williams, Marguerite K. (Principal), 344 North Second Ave., Phoenix; Phoenix Teachers Mutual Benefit Association.

ARKANSAS

- Craig, Mary M. (Teacher), Friederica Hotel, Little Rock; Women Teachers Association.
- Hall, W. F. (Supervisor), State Department of Education, Little Rock; Arkansas Education Association.

- Henry, Beryl (Superintendent), Hope; Arkansas Education Association.
- Lawson, Miss Willie A. (Secretary), Little Rock; Arkansas Education Association.

CALIFORNIA

- Aase, Esther A. (Teacher), 893 Fell St., San Francisco; California Kindergarten Primary Association.
- Allen, Mrs. Rhea (Teacher), 2121 Locust Ave., Long Beach; City Teachers Club of Long Beach.
- Anderson, C. Darsie (Teacher), 2635 K Ave., National City; San Diego County Teachers Association.
- Andrew, Paul E. (District Superintendent), Clovis; California Teachers Association.
- Ayers, Arthur C. (Principal), 2148 W. Twenty-ninth Pl., Los Angeles; High School Principals Association of Los Angeles.
- Bagwell, A. A. (Director), 3916 South Grand Ave., Los Angeles; Classroom Teachers Federation.
- Baker, Alfred E. (Teacher), 6149 Hill Rd., Oakland; Oakland Teachers Association.
- Balch, A. E. (Principal), Longfellow Junior High School, Fresno; Fresno City Council of Education.
- Baldwin, Minnie (Teacher), 3118 W. Seventy-ninth St., Inglewood; Los Angeles Elementary Teachers Club.
- Barber, Dorothy (Teacher), 1150 Thirty-eighth St., Sacramento; Sacramento City Teachers Association.
- Batdorf, Lucile (Teacher), 470 Chetwood St., Oakland; Alameda County Educational Association.
- Best, Mrs. Mabel (Teacher), 1726 E. Second St., Long Beach; City Teachers Club of Long Beach.
- Beyer, Louise (Teacher), Hotel Durant, Berkeley; Classroom Department, Bay Section, California Teachers Association.
- Bjornson, Anga M. (Teacher), 2079 Oakland Ave., Piedmont; Bay Classroom Teachers League.
- Blackstone, Anna E. (Teacher), 1562 Seventh Ave., San Pedro; Los Angeles Elementary Teachers Club.
- Bloch, Louis M. (Teacher), 2338 West Blvd., Los Angeles; High School Teachers Association.
- Bowe, Grace C. (Teacher), 4421 W. Sixty-first St., Los Angeles; Los Angeles Kindergarten Club.
- Brady, John F. (Chief Deputy Superintendent), 3839 Twenty-second St., San Francisco; California Teachers Association.
- Briggs, Mrs. Delia R. (Principal), Ausaymas School, Hollister; California Teachers Association.
- Broadwater, C. L. (Superintendent), El Segundo; California Teachers Association.
- Buckham, W. Bayard (Teacher), 50 Buckeye Ave., Oakland; Oakland Teachers Association.
- Burkhard, William (Principal), 701 Forty-fifth St., Sacramento; California Elementary School Principals Association.
- Cagney, W. J. (Rural Supervisor), Lancaster; California Teachers Association.

- Cave, Elmer L. (Superintendent), Vallejo; Classroom Department, Bay Section, California Teachers Association.
- Chasteen, Evelyn (Teacher), 536 Second St., Oakland; Oakland Teachers Association.
- Cloud, A. J. (President), San Francisco Junior College; California Teachers Association.
- Cloud, Roy W. (Secretary), 155 Sansome St., San Francisco; California Teachers Association.
- Clough, Mrs. Frances W. (Teacher), 932 E. Second St., Long Beach; City Teachers Club of Long Beach.
- Cohn, Flora N. (Teacher), 1500 Wooster St., Los Angeles; California Teachers Association.
- Cooper, Mrs. Ruby M. (Teacher), Ninth and Kadota Sts., Pomona; California Teachers Association.
- Corey, Arthur F. (Assistant County Superintendent), Court House, Santa Ana; California Teachers Association.
- Couch, E. B. (High-School Registrar), 1133 N. Everett St., Glendale; California Teachers Association.
- Crabbe, Earl (Teacher), Auburn; California Teachers Association.
- Crow, Florence Mabel (Head of English Department), 307 Macneil St., San Fernando; High School Teachers Association.
- Dare, Cordella (Teacher), 3516 Emerson St., Oakland; Oakland Teachers Association.
- Davis, Ethel (Teacher), 260 Juanita Way, San Francisco; Classroom Department, Bay Section, California Teachers Association.
- Denny, Helen H. (Teacher), Hotel Alameda, Alameda; Oakland Teachers Association.
- Dickison, Mary Ellen (Head of Commercial Department), Hamilton High School, Los Angeles; High School Teachers Association.
- Dodson, May (Teacher), 3516 Downey Ave., Glendale; Los Angeles Elementary Teachers Club.
- Ebaugh, Mrs. Edith Jewett (Teacher), 3142 Eastman Ave., Oakland; California Kindergarten Primary Association.
- Edgemon, John W. (Auditor), Board of Education, Oakland; Alameda County Educational Association.
- Edmonds, Mattie (Teacher), 2234 Inez St., Los Angeles; Los Angeles Elementary Teachers Club.
- Eisner, Miriam (Teacher), 3098 California St., San Francisco; Classroom Department, Bay Section, California Teachers Association.
- Enyeart, B. F. (Superintendent), Burbank; California Teachers Association.
- Ferguson, R. C. (Teacher), Newman; Stanislaus County Teachers Association.
- Ferrell, Sarah C. (Teacher), 470 Chetwood St., Oakland; Classroom Department, Bay Section, California Teachers Association.
- Foley, Ellen J. (Principal), Benecia; California Teachers Association.
- Frick, Mary E. (Attendance Officer), Jordan High School, Los Angeles; High School Teachers Association.
- Fuller, Elnora (Teacher), 4534 Fulton St., San Francisco; San Francisco Classroom Teachers Association.
- Gamble, Grace (Principal), 224 Pearce St., Hayward; California Teachers Association.
- Glenn, Elston (Teacher), 55 N. Meredith Ave., Pasadena; Pasadena Teachers Association.
- Glenn, Maude (Principal), 55 N. Meredith Ave., Pasadena; Pasadena Teachers Association.
- Green, Bertha M. (Teacher), 1722 Delta St., Rosemead; Los Angeles Elementary Teachers Club.
- Gustafson, Myrtle (Teacher), Claremont Junior High School, Oakland; National Council of Teachers of English.
- Gwinn, Joseph Marr (Teacher), 415 S. 14th St., San Jose; California Teachers Association.
- Hampton, Charles L. (Teacher), 5536 Thomas St., Oakland; Classroom Department, Bay Section, California Teachers Association.
- Hampton, Florence (Teacher), 1210 Granada Ave., San Marino; Los Angeles Elementary Teachers Club.
- Harris, Beecher (Principal), 700 Keeler Ave., Berkeley; Berkeley Teachers Association.
- Haw, Harry H. (Principal), 1413 Golden Gate Dr., San Diego; California Elementary School Principals Association, Southern Section.
- Hawkins, Vera (Teacher), 4134 Stephens St., San Diego; San Diego Teachers Association.
- Heacock, A. B. (Principal), 4737 Hollywood Blvd., Los Angeles; California Teachers Association.
- Heacock, Carrie (Teacher), 709 E. Windsor Rd., Glendale; Los Angeles Elementary Teachers Club.
- Henderson, Frank A. (State N. E. A. Director), Superintendent of Schools, Santa Ana; California Teachers Association.
- Heuer, Margaret A. (Teacher), 4259 South Hoover St., Los Angeles; Los Angeles Elementary Teachers Club.
- Hey, Lydia C. (Teacher), 1292 Trestle Glen Rd., Oakland; Oakland Teachers Association.
- Hicks, Ellen T. (Teacher), Roosevelt High School, Fresno; Fresno City Council of Education.
- Hill, Amzetta (Teacher), 750 Sutter St., San Francisco; San Francisco Classroom Teachers Association.
- Hitchcock, Mrs. Eileen (Teacher), 800 W. Thirtieth St., Los Angeles; Los Angeles Elementary Teachers Club.
- Hoffman, Mrs. Howardine (Principal), Chino; California Elementary School Principals Association, Southern Section.
- Holt, Helen (Teacher), 1543-B Santa Clara Ave., Alameda; Classroom Department, Bay Section, California Teachers Association.
- Hubbard, Irene (Teacher), 118 N. Chandler Ave., Monterey Park; Los Angeles Elementary Teachers Club.
- Hummel, Leonard G. (Superintendent), Palos Verdes Estates; California Elementary School Principals Association.
- Hutchinson, John L. (Teacher), 1710 Bushnell Ave., South Pasadena; Los Angeles Elementary Teachers Club.
- Huxtable, R. Byron (Teacher), 1100 W. Forty-fifth St., Los Angeles; High School Teachers Association.
- Ingraham, L. L. (Teacher), 129 W. Pedregosa St., Santa Barbara; Santa Barbara City Teachers Club.
- Isensee, I. F. (Principal), Livermore; Alameda County Educational Association.
- Jaster, Vincent E. (Principal), Brea; Elementary Education Association of Orange County.
- Jenkins, Anna Irene (Teacher), 344 S. Boyle Ave., Los Angeles; California Kindergarten Primary Association.
- Johns, Watson L. (Teacher), San Juan Union High School, Fair Oaks; Sacramento County Teachers Association.
- Johnson, Vivian (Teacher), 4459 Eleventh St., Riverside; California Kindergarten Primary Association.
- Jones, Dorothy (Teacher), 233 San Luis Ave., Lomita Park; San Mateo County Teachers Association.

- Jones, Mrs. Eugenia West (Teacher), 318 S. Benton Way, Los Angeles; California Kindergarten Primary Association.
- Karr, Irene (Teacher), 342 S. Berendo, Los Angeles; California Kindergarten Primary Association.
- Kelley, Mrs. Viola (Teacher), 1700 Golden Gate Ave., San Francisco; San Francisco High School Teachers Association.
- Kelly, H. W. (County Supervisor), 115 Goshen, Visalia; California Teachers Association.
- Kersey, Vierling (Ex Officio), State Superintendent of Public Instruction, Sacramento.
- Kilgo, Alice (Teacher), 2317 Fruitvale Ave., Oakland; Oakland Teachers Association.
- Knezevich, Laurel O. (Teacher), Los Angeles; Los Angeles Elementary Teachers Club.
- Kratt, Edwin C. (Principal), 1581 Stafford Ave., Fresno; Fresno City Council of Education.
- Kwapil, Mrs. Genevieve (Teacher), 3872 Nineteenth St., San Francisco; San Francisco Classroom Teachers Association.
- LaTourrette, Lyman D. (Teacher), 1532 W. Fifty-seventh St., Los Angeles; High School Teachers Association.
- Leach, Helen M. (Teacher), 275 Park View Terrace, Oakland; Oakland Teachers Association.
- Lefevre, Ora L. (Teacher), 3962 Michigan Ave., Los Angeles; California Teachers Association.
- Linn, George (Teacher), Rt. 7, Box 4676, Sacramento; Sacramento City Teachers Association.
- Long, E. W. (Teacher), 4157 Park Blvd., Oakland; Alameda County Educational Association.
- Long, Mrs. Vivian (Principal), 4677 San Sebastian St., Oakland; California Teachers Association.
- Lord, Helen M. (Teacher), 847 S. Grand Ave., Los Angeles; Los Angeles Elementary Teachers Club.
- Lovejoy, Ida May (Teacher), 601 Commonwealth Bldg., San Diego; San Diego Teachers Association.
- Lucas, Catharine G. (Teacher), 2634 Coolidge Ave., Oakland; Oakland Teachers Association.
- Lyon, Harley W. (Principal), 95 N. Sierra Bonita Ave., Pasadena; California Elementary School Principals Association.
- McDonald, Mrs. Mary O. (Teacher), 8 Esther St., Pasadena; Pasadena Teachers Association.
- Mackinder, Irene (Teacher), 1821 Sixth Ave., Oakland; Oakland Teachers Association.
- Mallory, Gertrude (Librarian), 1518 Ardenale Ave., San Gabriel; High School Teachers Association.
- Marbut, John W. (Principal), 3429 California Ave., Long Beach; California Teachers Association.
- Marshall, Ella (Teacher), 935 Warfield Ave., Oakland; Oakland Teachers Association.
- Maslin, Helen (Teacher), 1919 Marin Ave., Berkeley; Berkeley Teachers Association.
- Mason, Sophia (Teacher), 2221 Twenty-third St., Sacramento; Sacramento City Teachers Association.
- Mattes, Helen (Teacher), 4001 Greenwood Ave., Oakland; California Kindergarten Primary Association.
- Mendenhall, Mrs. Arbie (Teacher), 1407½ A Kenneth Rd., Glendale; Glendale City Teachers Club.
- Merchant, Mrs. Pauline (Teacher), Garden Grove; California Teachers Association.
- Mitchell, Evelyn D. (Teacher), 470 Chetwood St., Oakland; California Kindergarten Primary Association.
- Murray, Earl (Teacher), 3029 Calle Nogueria, Santa Barbara; Santa Barbara City Teachers Club.
- Natwick, Warren (Principal), 711 Highland Ave., San Mateo; California Teachers Association.
- Naylor, Blanche (Teacher), 3940 Alameda Pl., San Diego; San Diego Teachers Association.
- Nealson, Willis (Teacher), Rose and Josephine Sts., Berkeley; Alameda County Educational Association.
- Nicholson, Genevieve (Teacher), 6438 Benvenue St., Oakland; Classroom Department, Bay Section, California Teachers Association.
- Norton, Elizabeth (Teacher), 2555 Virginia St., Berkeley; Berkeley Teachers Association.
- Noyes, Vivienne E. (Teacher), 1746 N. Cherokee Ave., Hollywood; Los Angeles Elementary Teachers Club.
- O'Bannon, Mary (Principal), Jefferson School, Berkeley; California Elementary School Principals Association.
- Palmer, Gladys E. (Teacher), 231 E. Willow St., Stockton; Stockton Elementary Teachers Association.
- Parker, Helen (Teacher), Richmond; Richmond Teachers Association.
- Parsons, Neil M. (Principal), Mendocino High School, Mendocino; California Teachers Association.
- Perry, Edith (Teacher), Gates Hotel, Sixth and Figueroa Sts., Los Angeles; Los Angeles Elementary Teachers Club.
- Peterson, Lolita (Teacher), 611 E. Twentieth St., Oakland; Oakland Teachers Association.
- Plumb, Max A. (Teacher), 5836 Lawton Ave., Oakland; San Francisco Classroom Teachers Association.
- Post, M. E. (Head of Science Department), 36 Northampton St., Berkeley; Alameda County Educational Association.
- Potter, Mrs. Gladys (Teacher), 511 Library and Courts Bldg., Sacramento; California Teachers Association.
- Price, Ruth (Teacher), 1270 Upas St., San Diego; San Diego Teachers Association.
- Pryor, Leland M. (Teacher), 1827 San Pasqual St., Pasadena; California Teachers Association.
- Purdy, Rena (Teacher), 623 West Fifth St., Los Angeles; Los Angeles Elementary Teachers Club.
- Raisner, Wilbur W. (Teacher), 419 Munich St., San Francisco; Classroom Department, Bay Section, California Teachers Association.
- Redfern, A. S. (Viceprincipal), 807 South Highland, Fullerton; California Teachers Association.
- Ricciardi, Nicholas (President), Junior College, San Bernardino; California Teachers Association.
- Rivers, Paul (District Superintendent), Madera; California Teachers Association.
- Robbins, Jessie May (Teacher), 521 S. Cummings St., Los Angeles; High School Teachers Association.
- Robbins, S. P. (Principal), Box 581, Chico; California Teachers Association.
- Roberts, Holland D. (Teacher), Stanford University; National Council of Teachers of English.
- Robison, Eleanor G. (Teacher), 150 Lake St., Oakland; Oakland Teachers Association.
- Root, W. Darwin (Teacher), 605 S. Verdugo, Glendale; High School Teachers Association.
- Rowell, Virginia (Teacher), 200 W. 107th St., Los Angeles; High School Teachers Association.
- Ruch, Lutie A. (Viceprincipal), 403 Adams St., Oakland; Oakland Teachers Association.

Rutland, Asenath (Teacher), 544 Twenty-eighth St., Oakland; Alameda Grade Teachers Club.

Rutledge, R. E. (Principal), 787 Mandana St., Oakland; Oakland Teachers Association.

Ryan, Thomas P. (Principal), 15 N. Thirty-first St., San Jose; California Teachers Association.

Sandmeyer, Elmer C. (Teacher), 1110 Fourteenth St., Santa Monica; Classroom Teachers Association.

Sarkisian, Hanum (Teacher), 660 W. Jefferson Ave., Los Angeles; Los Angeles Elementary Teachers Club.

Scalapino, William (Teacher), 1315 Alta Vista St., Santa Barbara; Santa Barbara County Teachers Association.

Schwellinger, Olga (Teacher), 78 Buchanan St., San Francisco; California Teachers Association.

Sexson, John A. (Superintendent), 320 E. Walnut St., Pasadena; California Teachers Association.

Shafer, Paul (Principal), 2234 Hollister Dr., Glendale; Elementary Principals Club of Los Angeles.

Shafer, Vivian (Teacher), 2234 Hollister Terrace, Glendale; Los Angeles Elementary Teachers Club.

Shepard, Anne Loomis (Principal), 928 Eighth Pl., Los Angeles; Elementary Principals Club of Los Angeles.

Shaw, Albert M. (Teacher), Box 885. Arcade Annex, Los Angeles; California Teachers Association.

Shoesmith, Earl B. (District Superintendent), 103 Emerson St., Tracy; California Teachers Association.

Skelton, H. R. (Teacher), 1631 Achor Court, Modesto; Stanislaus County Teachers Association.

Smith, John Allan (Teacher), 847 S. Grand St., Los Angeles; California Teachers Association.

Spriggs, Elisabeth M. (Teacher), 450 S. Kenmore Ave., Los Angeles; Los Angeles Elementary Teachers Club.

Sterling, Harriet B. (Teacher), 336 N. El Molino Ave., Pasadena; Pasadena Teachers Association.

Stevenson, Gordon K. (Principal), 4722 Bancroft St., San Diego; San Diego Principals and Supervisors Club.

Stoker, Pearl J. (Teacher), 2241 Fourth Ave., San Diego; San Diego Teachers Association.

Strawn, Alice K. (Teacher), Los Angeles; Classroom Teachers Federation.

Swan, John Henry (Teacher), 4316 Russell Ave., Los Angeles; High School Teachers Association.

Teal, Evelyn (Teacher), 155 S. Eighth St., San Jose; Santa Clara County Teachers Association.

Thomas, Mrs. Theodocia F. (Teacher), 315½ N. Atlantic Blvd., Alhambra; California Teachers Association.

Thompson, Roy H. (Teacher), 1533 E. Third St., Long Beach; City Teachers Club of Long Beach.

Thurston, F. L. (Secretary), Southern Section, California Teachers Association, 408 S. Spring St., Los Angeles; California Teachers Association.

Ticknor, Adelaide C. (Teacher), 2182 E. Mountain St., Pasadena; Pasadena Teachers Association.

Tucker, W. A. (Teacher), 721 E. Burnett St., Long Beach; City Teachers Club of Long Beach.

Vicklund, Marie (Teacher), 3835 W. Fifty-ninth Pl., Los Angeles; Los Angeles Elementary Teachers Club.

Vineyard, Marguerite (Teacher), 2721 Park Blvd., Oakland; Alameda County Educational Association.

Walker, Flora (Teacher), Box 414, Woodland; Classroom Department, Bay Section, California Teachers Association.

Walker, Lesley C. (Teacher), 251 Santa Rosa Ave., Oakland; Classroom Department, Bay Section, California Teachers Association.

Walton, T. A. (Teacher), 2526 Pamo Ave., San Diego; San Diego Teachers Association.

Watts, J. Hampton (Superintendent), Hermosa Beach; California Teachers Association.

Weeks, Florence E. (Supervisor), 1025 Second Ave., Oakland; Oakland Teachers Association.

Weller, G. Carl (Principal), 500 Baden Ave., South San Francisco; San Mateo County Teachers Association.

Werner, Catherine (Teacher), 1227 Ronan Ave., Wilmington; Los Angeles Elementary Teachers Club.

Wiggington, Pauline (Teacher), 114A W. Dryden St., Glendale; Glendale City Teachers Club.

Winkler, Lucy Rice (Teacher), 927 S. Ogden Dr., Los Angeles; High School Teachers Association.

Winterstein, Herbert (Teacher), R. R., Box 1341, Sacramento; Sacramento County Teachers Association.

Withrew, Mrs. Ada V. (Teacher), 129 Page St., San Jose; California Teachers Association.

Wixman, Samuel M. (Teacher), 870 N. Kenmore St., Los Angeles; Classroom Teachers Federation.

Wood, Thomas W. (Teacher), 705 Harvard Ave., Fresno; Fresno City Council of Education.

Woodfin, Joseph (Teacher), 403 Adams St., Oakland; Alameda County Educational Association.

Wuerth, Ruth (Teacher), 1741 Hopkins St., Berkeley; California Kindergarten Primary Association.

Young, Sarah (Principal), 2451 Seminary Ave., Oakland; Oakland Teachers Association.

Zeek, Frank (Principal), Calistoga; California Teachers Association.

Zemmer, Mrs. Virginia W. (Teacher), 11 Virgil Walk, Long Beach; City Teachers Club of Long Beach.

COLORADO

Avery, George T. (Ex Officio), Department of Education, Colorado State College, Fort Collins.

Beatty, J. Ewing (Adviser), 2235 S. Clayton St., Denver; Denver Classroom Teachers Association.

Bent, C. A. (WPA Educational Director), 1544 Race St., Denver; Colorado Education Association.

Biggs, Mary E. (Teacher), 656 Albion St., Denver; Denver Classroom Teachers Association.

Brenn, Mabel A. (Teacher), 1526 Pennsylvania St., Denver; Denver Classroom Teachers Association.

Buck, Robert D. (Teacher), 1323 S. Lafayette St., Denver; Denver Classroom Teachers Association.

Burgess, Grace E. (Teacher), 142 W. Cedar St., Denver; Denver Classroom Teachers Association.

Carnall, Daisie E. (Teacher), 26 S. Sherman St., Denver; Denver Classroom Teachers Association.

Daugherty, Dixie (Teacher), 1602 Thirteenth Ave., Greeley; Greeley Classroom Teachers Association.

Eagleton, Elizabeth H. (Teacher), 2346 Fairfax St., Denver; Denver Teachers Club.

Eagleton, W. H. (Principal), 2346 Fairfax St., Denver; Denver Teachers Club.

Easley, Ray K. (Teacher), 1821 Dahlia St., Denver; Colorado Education Association.

Ellis, Douglas B. (Adviser), 1200 Newport St., Denver; Denver Classroom Teachers Association.

Fitzpatrick, Jemi (Principal), 936 Mapleton Ave., Boulder; Boulder Community Education Association.

Force, Anna Laura (Principal), 2254 Lowell Blvd., Denver; Colorado Education Association.

Gardner, Nellie T. (Teacher), 1369 Madison St., Denver; Denver Classroom Teachers Association.

Hall, Dorothy (Teacher), 703 Polk Ave., Pueblo; Classroom Teachers Department, Colorado Education Association.

Hardin, Achsah (Teacher), 2420 E. Routt St., Pueblo; Colorado Education Association.

Hunt, L. M. (Teacher), 719 S. Prospect St., Colorado Springs; Colorado Springs Classroom Teachers Association.

Lind, Nellie V. (Principal), Thirtieth and York Sts., Denver; Denver Principals and Directors Association.

McBean, Addie K. (Teacher), 4187 Winona Court, Denver; Denver Classroom Teachers Association.

Maher, Teresa (Teacher), 1420 Gilpin St., Denver; Denver Classroom Teachers Association.

Mathews, A. L. (Superintendent), Fruitvale Consolidated School, Grand Junction; Colorado Education Association.

Mooney, W. B. (Secretary), 230 Coronado Bldg., Denver; Colorado Education Association.

Moreland, Jerre F. (County Superintendent), Weld County, Greeley; Colorado Education Association.

Morton, Max D. (Principal), Thatcher School, Pueblo; Colorado Education Association.

Nethery, Ruby (Teacher), 202 S. Division Ave., Sterling; Sterling Federated Teachers Club.

Olson, Naomi K. (County Superintendent), Golden; Colorado Education Association.

Porter, Maude B. (Teacher), 2575 Dahlia St., Denver; Denver Classroom Teachers Association.

Porter, M. M. (Principal), Fairmount Apartments, Pueblo; Pueblo Education Association, District #1.

Richmond, Emma (Teacher), Rt. 1, Arvada; Denver Teachers Club.

Smith, Mrs. Margaret M. (Principal), 1522 Lafayette St., Denver; Denver Teachers Club.

Steele, William H. (Teacher), 106 E. Jefferson St., Colorado Springs; Colorado Springs Classroom Teachers Association.

Taylor, Mavme (Teacher), 2628 Court St., Pueblo; Pueblo Classroom Teachers Association.

Thompson, Nellie V. (Teacher), 119 E. Dale St., Colorado Springs; Classroom Teachers Department, Colorado Education Association.

Threlkeld, A. L. (Superintendent), Denver; Colorado Education Association.

Walker, M. Eugenia (Adviser), 2653 Cherry St., Denver; Denver Classroom Teachers Association.

Willey, Gilbert S. (Principal), 2160 S. Clayton St., Denver; Colorado Education Association.

Wilson, Claude E. (Teacher), 1315 Ninth St., Boulder; Colorado Education Association.

Wilson, Glenn T. (Superintendent), La Junta; Colorado Education Association.

Worley, Vivienne (Teacher), 1591 S. Franklin St., Denver; Denver Teachers Club.

Zelliot, Ernest A. (Teacher), University of Denver, Denver; Eastern Commercial Teachers Association.

CONNECTICUT

Butterfield, E. W. (Ex Officio), State Commissioner of Education, Hartford.

Collins, Helen T. (State N. E. A. Director), Ezekiel Cheever School, New Haven; New Haven Teachers League.

Dwyer, Anna E. M. (Teacher), 174 Willow St., Waterbury; Waterbury Teachers Association.

Fitzgerald, Joseph A. (Principal), 564 Townsend Ave., New Haven; New Haven Teachers League.

Haggard, Roy S. (Principal), New London Rd., Mystic; Connecticut State Teachers Association.

Harrington, F. E. (Secretary), Connecticut State Teachers Association, State Office Building, Hartford; Bridgeport Teachers Association.

Jeffords, H. Morton (Superintendent), Wallingford; Connecticut State Teachers Association.

Lord, Daisy (Teacher), 1027 W. Main St., Waterbury; Connecticut State Teachers Association.

McAndrews, Walter F. (Teacher), 280 Grandview Terrace, Hartford; Connecticut State Teachers Association.

O'Connor, Mary E. (Teacher), Commercial High School, 203 Mansfield St., New Haven; Connecticut State Teachers Association.

Pilcher, Daisy (Teacher), West Willington; Connecticut State Teachers Association.

Richardson, Herman H. (Teacher), Moodus; Connecticut State Teachers Association.

Rock, Margaret M. (Teacher), 118 Lenox Ave., Bridgeport; Connecticut State Teachers Association.

DELAWARE

Burnett, Marguerite (Supervisor), State Department of Public Instruction, Wilmington; Delaware State Education Association.

Helm, Charles P. (Superintendent), Laurel; Delaware State Education Association.

Holloway, H. V. (State N. E. A. Director), State Superintendent of Public Instruction, Dover; Delaware State Education Association.

Martin, Rosalie (Teacher), Georgetown; Delaware State Education Association.

Miller, Barbara (Field Worker), Eleventh and Washington Sts., Wilmington; Delaware State Teachers Association.

Stahl, H. E. (Superintendent), Claymont; Delaware State Education Association.

DISTRICT OF COLUMBIA

Aiton, Maude E. (Principal), 2624 Garfield St., N. W., Washington; Education Association of the District of Columbia.

Bonell, Hannah E. (Teacher), Elliott Junior High School, Washington; Education Association of the District of Columbia.

Getty, Nancy (Teacher), 1673 Columbia Rd., N. W., Washington; Education Association of the District of Columbia.

Givens, Willard E. (Ex Officio), Executive Secretary, National Education Association, Washington.

Keliher, Annie C. (Teacher), 1555 Forty-fourth St., N. W., Washington; Education Association of the District of Columbia.

Morin, Mrs. M. C. (Teacher), Eastern High School, Washington; High School Teachers Association of the District of Columbia.

O'Neill, George T. (Teacher), 1329 Belmont St., Washington; High School Teachers Association of the District of Columbia.

Powers, J. Orin (Teacher), 822 Emerson St., N. W., Washington; Education Association of the District of Columbia.
 Smith, Hugh S. (Principal), 5318 Broad Branch Rd., N. W., Washington; Education Association of the District of Columbia.
 Studebaker, J. W. (Ex Officio), United States Commissioner of Education, Washington.

FLORIDA

Henderson, Leon (Teacher), 3602 San Pedro St., Tampa; Florida Education Association.
 Kelley, Martha M. (Teacher), 1104 Grove St., Clearwater; Florida Education Association.
 Morse, C. Marguerite (Teacher), 1615 Maple St., Clearwater; Florida Education Association.
 Newsome, W. T. (County Superintendent), Live Oak; Florida Education Association.
 Putnam, Mrs. W. W. (Teacher), 501 S. Bronough St., Tallahassee; Florida Education Association.
 Stulpner, Bertha May (Principal), 1818 Evans Ave., Fort Myers; Florida Education Association.

GEORGIA

Andrews, W. J. (County Superintendent), Toccoa; Georgia Education Association.
 Avery, Andrew (County Superintendent), Bainbridge; Georgia Education Association.
 Collins, M. D. (State N. E. A. Director), State Superintendent of Schools, Atlanta; Georgia Education Association.
 Perry, L. L. (State School Supervisor), Atlanta; Georgia Education Association.
 Saxon, J. Harold (Superintendent), Quitman; Georgia Education Association.
 Sutton, W. A. (Superintendent), Atlanta; Georgia Education Association.
 Witcher, Elma (Teacher), 43 Gold Circle, Atlanta; Georgia Education Association.

HAWAII

Amoy, Mrs. Phoebe H. (Principal), 3755 Waialae Ave., Honolulu; Oahu Education Association.
 Bell, Daisy (Teacher), Kamehameha School, Honolulu; Oahu Education Association.
 Berman, Mrs. Frances (Teacher), 2442-A Cleghorn Dr., Honolulu; Hawaii Education Association.
 Belt, Wm. E. (Teacher), Hilo; Hilo Teachers Union.
 Chang, Mrs. Nora K. (Teacher), Waimea, Kauai; Kauai Education Association.
 Cooley, Mrs. Bertha (Teacher), Waialua, Oahu; Oahu Education Association.
 Corbaley, Carroll D. (Teacher), Wahiawa, Oahu; Hawaii Education Association.
 Crawford, J. E. (Principal), Box 118, Kahului, Maui; Maui Teachers Association.
 Drummond, Mrs. Lucy (Teacher), 2207 Ala Wai Blvd., Honolulu; Oahu Education Association.
 Dung, Mrs. Lingtai (Teacher), 760 Ninth Ave., Honolulu; Oahu Education Association.
 Engle, Mary Ella (Principal), 2391 Koa Ave., Honolulu; Oahu Education Association.
 Fincke, Mrs. Nellie (Teacher), Spencer St., Honolulu; Teachers Council of the Territory of Hawaii.
 Gault, Janet (Teacher), Kauluwela School, School St., Honolulu; Teachers Council of the Territory of Hawaii.
 Inter, Mrs. Clara Haili (Teacher), 1002 Fourth Ave., Honolulu; Oahu Education Association.

Kaluakini, Calanthe (Teacher), Box 42, Lahaina, Maui; Maui Teachers Association.
 McBride, Virginia (Teacher), 1511 Thurston Ave., Honolulu; Oahu Education Association.
 Millam, Elizabeth (Teacher), 1821 Keeau-moku St., Honolulu; Oahu Education Association.
 Mitchel, Eva (Principal), 2457 Parker Pl., Honolulu; Hawaii Education Association.
 Morrell, Mrs. Ruth (Teacher), Honolulu; Oahu Education Association.
 Roberts, Harlan (Principal), Kohala; Kohala Teachers Association.
 Smith, Mrs. Bessie Nash (Teacher), Courtland Hotel, Honolulu; Hawaii Education Association.
 Tom, Mrs. Margaret (Teacher), Wailuku, Maui; Hawaii Education Association.
 Van Keuren, Helen (Principal), Haiku, Maui; Maui Teachers Association.
 Webling, Mrs. Marie (Teacher), 1932 Bingham St., Honolulu; Oahu Education Association.
 Williams, Mrs. Edith W. (Teacher), Puunene, Maui; Hawaii Education Association.
 Yim, Mrs. Tillie P. (Teacher), 927 Eighteenth Ave., Honolulu; Oahu Education Association.
 Young, Helen (Teacher), 925 Hookipa Way, Honolulu; Oahu Education Association.

IDAHO

Bayer, Elsie C. (Teacher), Hotel Temple, Pocatello; Pocatello Education Association.
 Condie, John W. (State Superintendent), State House, Boise; Idaho Education Association.
 Denman, George E. (Superintendent), Burley; Idaho Education Association.
 Haller, Helene (County Superintendent), St. Maries; Idaho Education Association.
 Hillman, John I. (Secretary), 331 Sonna Bldg., Boise; Idaho Education Association.
 Snyder, Raymond H. (Ex Officio), President, Albion State Normal School, Albion.
 Todd, Glenn W. (Superintendent), Lewiston; Idaho Education Association.
 Vincent, W. D. (State N. E. A. Director), 311 N. Tenth St., Boise; Idaho Education Association.

ILLINOIS

Abbe, Mary M. (Teacher), 127 N. Dearborn St., Chicago; Chicago Teachers Federation.
 Arford, E. H. (Principal), Aledo; Blackhawk Division, Illinois State Teachers Association.
 Atkin, Edith I. (Teacher), 815 S. Fell Ave., Normal; Central Division, Illinois State Teachers Association.
 Ball, B. H. (Viceprincipal), Deerfield Shields High School, Highland Park; Lake Shore Division, Illinois State Teachers Association.
 Benham, Morton M. (Teacher), 618 N. Thirteenth St., E. St. Louis; E. St. Louis Teachers Association.
 Biester, Fred L. (Principal), Glen Ellyn; Illinois State Teachers Association.
 Bissell, Florence H. (Teacher), 2709 Milled Ave., Chicago; Chicago Division, Illinois State Teachers Association.
 Blakeway, Herbert (Principal), 8525 South Carpenter St., Chicago; Chicago Division, Illinois State Teachers Association.
 Blodgett, D. R. (Teacher), 312 Scott St., Edwardsville; Southwestern Division, Illinois State Teachers Association.
 Border, Clara (Teacher), 6042 Kimbark Ave., Chicago; Chicago Teachers League.

- Bright, Orville T. (Superintendent), Flossmoor; Lake Shore Division, Illinois State Teachers Association.
- Brown, W. L. (Business Manager), New Trier High School, Winnetka; Lake Shore Division, Illinois State Teachers Association.
- Byrne, C. J. (Superintendent), 311 Cornell St., Ottawa; Illinois Valley Division, Illinois State Teachers Association.
- Carmody, Frances (Teacher), 1177 S. Grove Ave., Oak Park; Chicago Division, Illinois State Teachers Association.
- Cassady, Clara E. (Teacher), 3625 Sunnyside Ave., Brookfield; Chicago Division, Illinois State Teachers Association.
- Cassady, E. N. (Superintendent), 3625 Sunnyside Ave., Brookfield; Lake Shore Division, Illinois State Teachers Association.
- Coburn, Miner (Teacher), 915 Linden Ave., Wilmette; Lake Shore Division, Illinois State Teachers Association.
- Coe, Mrs. Ethel (Teacher), Woodstock; Northeastern Division, Illinois State Teachers Association.
- Day, Ruth (Teacher), 736 W. Packard St. Decatur; Decatur Public School Teachers Association.
- Dubson, Gladys (Teacher), 313 S. Capitol St., Pekin; Pekin Teachers Club.
- Fahy, Mildred (Principal), 1101 Pratt Blvd., Chicago; Chicago Division, Illinois State Teachers Association.
- Fetherston, Roy (Superintendent), Monmouth; Illinois State Teachers Association.
- Fisher, E. C. (Superintendent), Peoria; Peoria Division, Illinois State Teachers Association.
- Fitzgerald, Margaret (Teacher), 5349 Sheridan Rd., Chicago; Chicago Division, Illinois State Teachers Association.
- Fletcher, L. W. (Teacher), 611 W. Main St., Collinsville; Southwestern Division, Illinois State Teachers Association.
- Flynn, Jewel (Teacher), 7655 S. Coles Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Frye, Ellis K. (Teacher), 103 Alice St., Peoria; Illinois State Teachers Association.
- Garvin, W. B. (Superintendent), 403 S. Railway Ave., Mascoutah; Illinois State Teachers Association.
- Gilligan, Lena Belle (Teacher), 5918 N. Knox Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Gleason, Mae (Teacher), 8115 South Maryland Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Gordon, B. E. (Assistant Principal), Lyons Township High School, La Grange; Lake Shore Division, Illinois State Teachers Association.
- Green, Will A. (Superintendent), Witt; Southwestern Division, Illinois State Teachers Association.
- Grimm, Lester R. (Director), 100 E. Edwards St., Springfield; Illinois State Teachers Association.
- Harden, Frances (Teacher), 127 N. Dearborn St., Chicago; Chicago Division, Illinois State Teachers Association.
- Hansen, Herbert C. (Principal), Sullivan High School, Chicago; Chicago Principals Club.
- Helms, Virgil (Teacher), 1201 Thirty-sixth St., Rock Island; Illinois State Teachers Association.
- Hogan, Margaret L. (Teacher), 3948 Pine Grove Ave., Chicago; Chicago Teachers Federation.
- Hoskins, Luella (Teacher), 4237 N. Paulina Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Hostettler, E. H. (County Superintendent), Olney; Southeastern Division, Illinois State Teachers Association.
- Janneson, Elizabeth W. (Teacher), 5733 Peterson Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Jeter, Jessie (Teacher), 3424 Grand Blvd., Chicago; Chicago Division, Illinois State Teachers Association.
- Keenan, Ann (Teacher), 2465 E. Seventy-fourth Pl., Chicago; Chicago Division, Illinois State Teachers Association.
- Keenan, Robert C. (Principal), 2465 E. Seventy-fourth Pl., Chicago; Chicago Division, Illinois State Teachers Association.
- Kelly, Ethel (Teacher), Forest Park; Chicago Division, Illinois State Teachers Association.
- Laney, Mary (Teacher), 4720 North Racine Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Larimore, Mrs. Leona E. (Principal), 4203 Du Bois Blvd., Congress Park; Lake Shore Division, Illinois State Teachers Association.
- Lewis, Lillian (Teacher), Norman Hotel, 1325 Wilson Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Lockhart, A. V. (Superintendent), 4 Detroit St., Calumet City; Lake Shore Division, Illinois State Teachers Association.
- Long, Ruth (Teacher), 1120 W. Edwards St., Springfield; Elementary Classroom Teachers Association.
- Loy, W. M. (Superintendent), Gibson City; East Central Division, Illinois State Teachers Association.
- McDonald, Hattie (Teacher), 2621 New England Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- McIntosh, Charles (County Superintendent), Monticello; Illinois State Teachers Association.
- MacLeod, Grace (Teacher), 7058 North Paulina St., Chicago; Chicago Division, Illinois State Teachers Association.
- McMillen, Prima (Teacher), 4901 Drexel Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- McNulty, Elizabeth (Teacher), 3047 E. Seventy-ninth Pl., Chicago; Chicago Division, Illinois State Teachers Association.
- Mahoney, Elizabeth (Teacher), 441 Main St., W. Chicago; Du Page Valley Division, Illinois State Teachers Association.
- Manning, Mrs. Ada M. (Superintendent), Lombard; Du Page Valley Division, Illinois State Teachers Association.
- Mathews, Winifred (Teacher), 1325 Wilson Ave., Chicago; Chicago Teachers Federation.
- Meyer, Frank (Teacher), 326 Garfield Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Miller, Helen Rand (Teacher), Evanston Township High School, Evanston; National Council of Teachers of English.
- Miller, L. W. (County Superintendent), Dixon; Illinois State Teachers Association.
- Milligan, Alice J. (Teacher), 309 West College St., Carbondale; Southern Division, Illinois State Teachers Association.
- Mitchell, Cora (Teacher), 948 Edgecomb Pl., Chicago; Chicago Division, Illinois State Teachers Association.
- Mitchell, Ethelyn L. (Teacher), 5535 Kenmore Ave., Chicago; Chicago Public School Kindergarten Primary Association.
- Moore, Robert C. (Secretary), 100 E. Edwards St., Springfield; Illinois State Teachers Association.
- Moynihan, Laura (Teacher), 626 S. Kenilworth Ave., Oak Park; Chicago Division, Illinois State Teachers Association.

- Muffley, E. J. (Assistant Principal), Roosevelt Junior High School, Decatur; Decatur Public School Teachers Association.
- Mull, Cora E. (Assistant Principal), 5543 Kimbark Ave., Chicago; Chicago Association of Assistant Principals.
- Nichelson, Arthur M. (Principal), Hirsch High School, Chicago; Chicago Principals Club.
- Nichelson, Florence (Teacher), 154 N. Mason Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Obye, Katherine (Teacher), High School, Rockford; Illinois State Teachers Association.
- O'Leary, Frances (Teacher), 5098 Monroe St., Chicago; Chicago Division, Illinois State Teachers Association.
- Osborn, L. G. (Principal), 10852 Southeast Stark St., Portland; Illinois State Teachers Association.
- Page, William J. (Principal), 4345 Adams St., Chicago; Illinois State Teachers Association.
- Pampel, Claude (Superintendent), Flanagan; Illinois State Teachers Association.
- Parker, Alice (Teacher), 1703 E. Seventy-second St., Chicago; Chicago Division, Illinois State Teachers Association.
- Paulsrud, Alice (Teacher), 550 Kenmore Ave., Chicago; Evanston Teachers Club.
- Pearsons, Evelyn (Principal), Ravinia School, Ravinia; Lake Shore Division, Illinois State Teachers Association.
- Peterson, Bertha (Teacher), 4821 Belle Plaine Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Peterson, Mollie (Teacher), Kewanee; Blackhawk Division, Illinois State Teachers Association.
- Pettersen, Mrs. Lillian T. (Teacher), 8026 Champlain Ave., Chicago; Chicago Teachers League.
- Petty, W. C. (County Superintendent), Lake County, Waukegan; Lake Shore Division, Illinois State Teachers Association.
- Preble, Mrs. F. Blanche (Teacher), 10855 Vernon Ave., Chicago; Chicago Teachers Federation.
- Price, Helen M. (Teacher), Robinson; Illinois State Teachers Association.
- Puffer, Noble J. (County Superintendent), 1121 County Bldg., Chicago; Lake Shore Division, Illinois State Teachers Association.
- Reed, Ethel May (Teacher), 906 Belden Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Reeder, C. A. (Superintendent), Nashville; Illinois State Teachers Association.
- Reinhardt, Emma (Head, Department of Education), Eastern Illinois State Teachers College, 859 Eleventh St., Charleston; Eastern Division, Illinois State Teachers Association.
- Reinheimer, Pearl (Teacher), Broadview Hotel, E. St. Louis; E. St. Louis Grade Teachers Fellowship Society.
- Roesch, Esther (Teacher), Yorkville; Northeastern Division, Illinois State Teachers Association.
- Rueben, Helen M. (Teacher), 4817 N. Sawyer Ave., Chicago; Illinois State Teachers Association.
- Russell, Charlotte (Teacher), 448 W. Sixty-second St., Chicago; Chicago Division, Illinois State Teachers Association.
- Saam, Theodore (Superintendent), Elgin; Illinois State Teachers Association.
- Shanley, Catherine (Teacher), 1318 Thornedale Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Shants, John (Teacher), Rock Island; Blackhawk Division, Illinois State Teachers Association.
- Shortall, Lucille (Teacher), 144 W. Seventy-fourth St., Chicago; Chicago Division, Illinois State Teachers Association.
- Siebens, H. Agnes (Principal), Washington Junior High School, Pekin; Peoria Division, Illinois State Teachers Association.
- Siepert, Albert F. (Dean), Bradley Polytechnic Institute, Peoria; Peoria Division, Illinois State Teachers Association.
- Smith, Helen (Principal), 5413 Woodlawn Ave., Chicago; Chicago Division, Illinois State Teachers Association.
- Smith, Olen (Superintendent), Plymouth; Illinois State Teachers Association.
- Smith, Robert G. (Superintendent), Rushville; Mississippi Valley Division, Illinois State Teachers Association.
- Snowden, Bertha M. (Teacher), 5111 North Bernard St., Chicago; Chicago Division, Illinois State Teachers Association.
- Snowden, Bertha S. (Supervisor), Mendota; Illinois Valley Division, Illinois State Teachers Association.
- Steele, M. E. (Superintendent), Mendota; Illinois State Teachers Association.
- Stephenson, Floyd S. (Teacher), 551 Veronica Ave., E. St. Louis; Southwestern Division, Illinois State Teachers Association.
- Stone, Millard F. (Teacher), Lockport; Northeastern Division, Illinois State Teachers Association.
- Sullivan, S. B. (Principal), W. Frankfort; Illinois State Teachers Association.
- Thalman, John W. (State N.E.A. Director), Superintendent of Schools, 1612 North Sheridan Rd., Waukegan; Waukegan Township High School Association.
- Tillman, Mrs. Lilas (Teacher), 566 Locust St., Elgin; Elgin Council of Education.
- Varraveto, Marie (Teacher), 5471 Division St., Chicago; Chicago Division, Illinois State Teachers Association.
- Vaughan, Maud (Teacher), 818 Hillside Ave., Glen Ellyn; Chicago Division, Illinois State Teachers Association.
- Vaughn, Mary F. (Teacher), 4050 Monroe St., Chicago; Chicago Division, Illinois State Teachers Association.
- Vigles, Maude E. (Principal), 932 South Webster St., Decatur; Decatur Public School Teachers Association.
- Walker, Albert (Superintendent) Sullivan; Illinois State Teachers Association.
- Walker, David E. (Superintendent), 800 Greenleaf St., Evanston; Lake Shore Division, Illinois State Teachers Association.
- Wieland, John A. (State Superintendent of Public Instruction), Springfield; Illinois State Teachers Association.
- Williams, C. R. (Superintendent), Waterman; Rock River Division, Illinois State Teachers Association.
- Wilson, J. Lynn (Superintendent), Nashville; Southwestern Division, Illinois State Teachers Association.
- Young, O. O. (Superintendent), Library Bldg., Galesburg; Western Division, Illinois State Teachers Association.

INDIANA

- Achttien, Evelyn (Teacher), R. R. 5, Box 93, Indianapolis; Grade Teachers Association.
- Billman, Dale (Superintendent), Sullivan; Indiana State Teachers Association.
- Blanchard, H. H. (Teacher), 319 N. Taylor St., South Bend; South Bend Teachers Federation.
- Callis, C. D. (Principal), Greentown; Indiana State Teachers Association.
- Cassady, Minnie E. (Teacher), 3510 N. Meridian St., Indianapolis; Grade Teachers Association.

- Chapman, Marian (Teacher), Hammond High School, Hammond; First District Teachers Association.
- DeMunbrun, Charles (Principal), Rushville; Indiana State Teachers Association.
- Dome, Maud (Teacher), 2110 N. New Jersey St., Indianapolis; Federation of Indianapolis Public School Teachers.
- Combs, Lex (Teacher), 233 E. Jefferson St., Fort Wayne; Indiana State Teachers Association.
- Ellingson, Gladys (Teacher), 802 N. Lafayette St., South Bend; South Bend Teachers Federation.
- Ewbank, Gladys M. (Teacher), 3456 Salem St., Indianapolis; Federation of Indianapolis Public School Teachers.
- Ewing, Sara C. (Teacher), 5461 Pleasant Run Parkway, Indianapolis; Indiana State Teachers Association.
- Featherstone, Mary C. (Teacher), 806 Adams Ave., Evansville; Evansville Federation of Public School Teachers.
- Fortner, J. Ord (Principal), 1618 S. Eighth St., Terre Haute; Indiana State Teachers Association.
- Free, Juel (Teacher), Spencer; Indiana State Teachers Association.
- Calvin, Cecelia (Principal), 836 N. Rural St., Indianapolis; Federation of Indianapolis Public School Teachers.
- Godwin, W. R. (Principal), 112 Ridge St., LaPorte; Indiana State Teachers Association.
- Gosch, Carrie (Principal), E. Chicago; Indiana State Teachers Association.
- Hall, L. E. (Principal), 1219 N. Tuxedo St., Indianapolis; Indiana State Teachers Association.
- Hargrave, E. B. (Viceprincipal), 339 Lesley St., Indianapolis; Federation of Indianapolis Public School Teachers.
- Huntsinger, Thelma (Teacher), 201 W. Spring, New Albany; Indiana State Teachers Association.
- Jones, Dorothy I. (Teacher), 430 Corby Blvd., South Bend; South Bend Teachers Federation.
- Julian, Roy (Superintendent), Valparaiso; Indiana State Teachers Association.
- Kirby, Elizabeth (Principal), 6021 Bellefontaine St., Indianapolis; Federation of Indianapolis Public School Teachers.
- Kumpf, W. A. (Head, Commercial Department), Hammond High School, Hammond; First District Teachers Association.
- Leonard, Elizabeth (Teacher), 6036 Carrollton Ave., Indianapolis; Federation of Indianapolis Public School Teachers.
- Maehling, Hilda (Teacher), 1357 Third Ave., Terre Haute; Indiana State Teachers Association.
- Michael, L. E. (Principal), Cloverdale; Indiana State Teachers Association.
- Murphy, Mrs. Clara (Teacher), 620 Woodlawn, Bloomington; Bloomington Public School Teachers Association.
- Nicholson, Guy (Head, Commercial Department), Bosse High School, Evansville; Federation of Evansville Public School Teachers.
- Phillips, L. V. (Principal), 502 Broadway, Vincennes; Indiana State Teachers Association.
- Rav, Ethel M. (Teacher), 28 S. Twentieth St., Terre Haute; Terre Haute Teachers Federation.
- Rector, Mrs. Charline (Teacher), 215 S. Ebright St., Muncie; Muncie Teachers Federation.
- Schadd, Laura (Teacher), George R. Clark School, Hammond; Hammond City Teachers Association.
- Scheiber, H. J. (Principal), Huntington; Indiana State Teachers Association.
- Smith, Ara Kenneth (Teacher), 401 Tremont St., Michigan City; Michigan City Teachers Federation.
- Smith, Henry Lester (Ex Officio), Dean, School of Education, Indiana University, Bloomington.
- Swenson, Mrs. Clara A. (Teacher), 4806 E. Washington St., Indianapolis; Grade Teachers Association.
- Thornton, Helen M. (Teacher), 4815 E. Washington St., Indianapolis; Federation of Indianapolis Public School Teachers.
- Weeks, Ora E. (Teacher), 1304 S. Fourth St., Terre Haute; Terre Haute Teachers Federation.
- Williams, Charles O. (State N. E. A. Director), Indianapolis; Indiana State Teachers Association.
- Wolfe, Ruby (Teacher), 1451 Central Ave., Indianapolis; Grade Teachers Association.
- Wyatt, Robert H. (Teacher), 233 E. Jefferson St., Fort Wayne; Fort Wayne Teachers Association.

IOWA

- Aarvig, Bertha O. (Principal), 1234 Second Ave., N., Fort Dodge; Fort Dodge Teachers Federation.
- Anderson, Hilma (Physiotherapist), 4035 Ovid Ave., Des Moines; Des Moines Teachers Federation.
- Bensing, Elsie O. (Teacher), 932 Thirty-eighth, Des Moines; Des Moines Teachers Federation.
- Blake, Alice (Teacher), 709 Sixteenth St., Sioux City; Senior High School Teachers Association.
- Brannen, Esther M. (Teacher), 915 Thornton Ave., Des Moines; Des Moines Teachers Federation.
- Clark, Lillian E. (Teacher), 2315 Ridgeway Dr., Cedar Rapids; Cedar Rapids Classroom Teachers Association.
- Cram, Fred D. (State N.E.A. Director), Iowa State Teachers College, Cedar Falls; Iowa State Teachers Association.
- Cusack, Loretto (Assistant Principal), Creston; Iowa State Teachers Association.
- Davis, M. G. (Superintendent), Ames; Iowa State Teachers Association.
- Dirr, Margaret (Teacher), 4505 Fifth Ave., Sioux City; Sioux City Teachers Club.
- Divelbess, Margaret (Supervising Critic), Iowa State Teachers' College, Cedar Falls; Faculty of the Iowa State Teachers College.
- Ellerbusch, Florence (Teacher), 206 Smith Apartments, Sioux City; Sioux City Teachers Club.
- Ely, Blanche T. (Teacher), Winterset; Grade Teachers Association of Mason City.
- Fitzgerald, J. E. (Principal), Sioux City; Elementary Principals Section of the Iowa State Teachers Association.
- Freshwaters, Fay (Teacher), 2301 South Olive St., Sioux City; Sioux City Teachers Club.
- Garber, Doris (Teacher), 2727 Pierce St., Sioux City; Sioux City Teachers Club.
- Kercheval, James (Teacher), 521 Pine St., Waterloo; E. Waterloo Teachers Club.
- Kirn, G. W. (Principal), Abraham Lincoln High School, Council Bluffs; Iowa State Teachers Association.
- McDowell, Mrs. Lillian (Teacher), 227 High, Keokuk; Elementary Teachers Club of Keokuk.
- Molsberry, W. W. (Superintendent), Randolph; Iowa State Teachers Association.
- Pease, C. A. (Superintendent), Clear Lake; Iowa State Teachers Association.
- Petersen, Christine (County Superintendent), LeMars; Iowa State Teachers Association.

Pye, Charles F. (Secretary), 415 Shops Bldg., Des Moines; Iowa State Teachers Association.
 Rae, James (Principal), Mason City; Iowa State Teachers Association.
 Samuelson, Agnes (Ex Officio), State Superintendent of Public Instruction, Des Moines.
 Schnasse, Mrs. Florence (Girls Adviser), 705 Locust St., Waterloo; W. Waterloo Teachers Association.
 Siverson, A. G. (Teacher), 3319 S. W. Ninth, Des Moines; Des Moines Teachers Federation.
 Van Hettinga, H. (Superintendent), Muscatine; Iowa State Teachers Association.
 Wood, W. C. (Supervisor), 2701 Bridge Ave., Davenport; Scott County Teachers Association.

KANSAS

Biotherson, Marie (Teacher), 644 Ohio, Kansas City; Kansas City Grade Teachers Club.
 Bryan, Leota (Teacher), 339 Nebraska, Kansas City; Du Bois Teachers Club.
 Curry, Grace (Teacher), 60 N. Valley, Kansas City; Kansas City Grade Teachers Club.
 Herron, Mae (Teacher), 268 S. Tremont, Kansas City; Kansas State Teachers Association.
 Holton, E. L. (Dean), School of Education, Kansas State College, Manhattan; Kansas State Teachers Association.
 Irwin, Madaline A. (Teacher), Rt. 4, Kansas City; Kansas City Grade Teachers Club.
 Kemp, Rae (Teacher), 3621 Virginia, Kansas City, Mo.; Kansas State Teachers Association.
 Lund, John E. (Teacher), 1118 Western Ave., Topeka; Topeka Teachers Association.
 McCarthy, Helen (Teacher), 3621 Virginia, Kansas City, Missouri; Kansas State Teachers Association.
 Martin, Minnie (Principal), 1118 Haskell, Kansas City; Kansas State Teachers Association.
 Miller, Elizabeth S. (Principal), Cooper School, Kansas City; Kansas State Teachers Association.
 Phinney, R. V. (Superintendent), Larned; Kansas State Teachers Association.
 Schlagle, F. L. (State N. E. A. Director), Superintendent of Schools, Kansas City; Kansas State Teachers Association.
 Shotwell, H. D. (Teacher), 1283 Lane St., Topeka; Topeka Teachers Association.
 Skelton, J. Dale (Teacher), 317 S. Lincoln, Chanute; Chanute Teachers Association.
 Sunter, Ethel M. (Principal), 851 Barnett, Kansas City; Elementary School Principals Club.
 Swanson, Martha (Teacher), Grund Hotel, Kansas City; Kansas State Teachers Association.
 Van Slyck, W. N. (Principal), Senior High School, Topeka; Kansas State Teachers Association.
 Voss, Viola W. (Teacher), 1016 E. Fourth St., Alton, Ill.; Topeka Classroom Teachers Club.
 Wright, C. O. (Assistant Secretary), 315 W. Tenth, Topeka; Kansas State Teachers Association.

KENTUCKY

Dunn, D. Y. (County Superintendent), Lexington; Kentucky Education Association.
 Holliday, Della (Teacher), Newport; Kentucky Education Association.

King, W. P. (Secretary), 1423 Heyburn Bldg., Louisville; Kentucky Education Association.
 Snapp, C. V. (Superintendent), Jenkins; Kentucky Education Association.
 Tempel, Harold V. (Principal), High School, Shelbyville; Kentucky Education Association.
 Walker, Morton (Teacher), 4559 S. Parkway, Louisville; Kentucky Education Association.
 Yunker, Emilie (Teacher), 1140 Everett Ave., Louisville; Kentucky Education Association.

LOUISIANA

Colvin, W. L. (Principal), Jeanerette High School, Jeanerette; Louisiana Teachers Association.
 Davis, J. O. (Supervisor), Elementary Schools, La Salle Parish, Jena; Louisiana Teachers Association.
 Hinrichs, Amy H. (Principal), Audubon School, 7336 Hurst St., New Orleans; New Orleans Principals Association.
 Moncla, R. O. (Supervisor), Elementary Schools, Lafourche Parish, Thibodaux; Louisiana Teachers Association.
 O'Reilly, Violet (Principal), F. T. Nicholls School for Girls, 3220 Louisiana Ave., New Orleans; Louisiana Teachers Association.
 Poche, J. N. (Supervisor), Elementary Schools, St. Charles Parish, Hahnville; Louisiana Teachers Association.
 Talbot, E. L. (Principal), Terrebonne High School, Houma; Louisiana Teachers Association.

MAINE

Abbott, John W. (Principal), High School, Island Falls; Aroostook County Teachers Association.
 Adams, Ivan (Superintendent), Oakland; Kennebec County Teachers Association.
 Beauchesne, Mrs. Helen G. (Teacher), Topsham; Maine Teachers Association.
 Crandall, Linwood T. (Teacher), Cumberland Center; Cumberland County Teachers Association.
 Farrington, Elizabeth (Teacher), Cumberland Center; Cumberland County Teachers Association.
 Freeman, Helen M. (Teacher), 11 Winter St., Waterville; Maine Teachers Association.
 Gatcomb, Ernest K. (Principal), Washington Academy, E. Machias; Washington County Teachers Association.
 Gray, A. D. (Principal), Mexico High School, Ridlonville; Maine Teachers Association.
 Greene, Victor N. (Principal), Box 183, Searsport; Waldo County Teachers Association.
 Jack, William B. (State N.E.A. Director), City Hall, Portland; Maine Teachers Association.
 Packard, Bertram E. (State Commissioner of Education), Augusta; Aroostook County Teachers Association.
 Robinson, Helen (Teacher), Cumberland Center; Cumberland County Teachers Association.
 Smith, Charles (Principal), 39 Mill St., Orono; Penobscot County Teachers Association.
 Smith, Everett P. (Principal), Leavitt Institute, Turner Center; Androscoggin County Teachers Association.
 Stone, Frank G. (Principal), Foxcroft Academy, Dover-Foxcroft; Maine Teachers Association.

Strout, A. Everett (Principal), 23 Amherst, Portland; Cumberland County Teachers Association.

MARYLAND

Compton, Carolyn V. (Principal), Brunswick; Maryland State Teachers Association.

Compton, Lillian (Assistant Superintendent), Cumberland; Maryland State Teachers Association.

Wenner, E. Virginia (Principal), Middletown; Maryland State Teachers Association.

MASSACHUSETTS

Bryant, Mary L. (Teacher), 41 Mason St., W. Somerville; Massachusetts Teachers Federation.

Buxton, Mrs. Maria C. (Teacher), Douglas; Massachusetts Teachers Federation.

Chase, Chrystal M. (Teacher), Middleboro; Massachusetts Teachers Federation.

Curtis, Eleanor L. (Student), 32 Beaconsfield St., Worcester; Massachusetts Teachers Federation.

Curtis, William E. (Principal), 32 Beaconsfield Rd., Worcester; Worcester County Teachers Association.

Curtis, Mrs. William E. (Editor), 32 Beaconsfield Rd., Worcester; Worcester County Teachers Association.

Dunham, Annie D. (Principal), 192 Washington St., Wellesley Hills; Massachusetts Teachers Federation.

Holmes, Clarence W. (Principal), E. Douglas; Massachusetts Teachers Federation.

Holmes, Mabel V. (Teacher), E. Douglas; Brookline Teachers Club.

Lyman, Cassius (Educational Writer and Lecturer), 39 Walnut St., Stoughton; Massachusetts Teachers Federation.

Lyman, Warren B. (Superintendent), 39 Walnut St., Stoughton; Norfolk County Teachers Association.

McIntosh, Everett J. (Teacher), 62 Front St., Weymouth; Massachusetts Teachers Federation.

Miller, Etta M. (Teacher), 64 Sewell Ave., Brookline; Brookline Teachers Club.

Nixon, Hugh (Secretary), 15 Ashburton Pl., Boston; Massachusetts Teachers Federation.

Smith, Edgar B. (Principal), 120 High St., Greenfield; Massachusetts Teachers Federation.

Smith, Gertrude M. (Teacher), Douglas; Massachusetts Teachers Federation.

Smith, Jane Morse (Speaker on Education), 120 High St., Greenfield; Franklin County Teachers Association.

Stuart, Mary (Teacher), Brighton High School, Brighton; Eastern Commercial Teachers Association.

Woodbury, Charles H. (Principal), 4 Lakecroft Court, Melrose; Melrose Teachers Club.

Woodbury, Mrs. Grace I. (Teacher), 4 Lakecroft Court, Melrose; Massachusetts Teachers Federation.

Woodward, Annie C. (State N. E. A. Director), 78 Highland Ave., Somerville; Massachusetts Teachers Federation.

MICHIGAN

Barton, Nellie (Teacher), 714 Clifford, Flint; Michigan Education Association.

Berger, William R. (Teacher), 2000 Witherell, Detroit; Detroit Teachers Association.

Beutler, H. A. (Superintendent), Standish; Michigan Education Association.

Bradley, Dorothy (Teacher), Lowell Junior High School, Flint; Michigan Education Association.

Chapelle, E. H. (Superintendent), Ypsilanti; Michigan Education Association.

Christen, Ralph S. (Teacher), 4333 Twelfth, Detroit; Michigan Education Association.

Cody, Frank (Superintendent), Board of Education, Detroit; Detroit Teachers Association.

Comella, James (Teacher), 3954 Balfour, Detroit; Michigan Education Association.

Crosby, Otis (Editor), Board of Education, Detroit; Detroit Teachers Association.

Dacey, Cecile M. (Teacher), 15055 Hubbell, Detroit; High School-College Division of the Detroit Teachers Association.

Dacey, Rosemarie (Teacher), 9374 Wildebere, Detroit; Michigan Education Association.

Debus, Earl (Teacher), 18875 Ryan, Detroit; Detroit Teachers Association.

Des Roches, Irene (Teacher), 18040 St. Aubin, Detroit; Detroit Teachers Association.

Dodge, Mrs. Reta (Teacher), 8411 Northfield, Detroit; Detroit Teachers Association.

Ellis, William (Principal), 8245 John R, Detroit; Detroit Teachers Association.

Ensfield, Mary (County School Commissioner), Kalamazoo; Michigan Education Association.

Gagen, Catherine (Teacher), 6045 Stanton, Detroit; Detroit Teachers Association.

Gleason, Minnie (Teacher), 401 Dickerson, Detroit; Detroit Teachers Association.

Gleason, Walter (Teacher), 12800 Kelly Rd., Detroit; Michigan Education Association.

Grant, Margaret (Teacher), 5525 Martin, Detroit; Detroit Teachers Association.

Griffinger, Mrs. Tenta (Teacher), 5525 Martin, Detroit; Detroit Teachers Association.

Haist, A. B. (Teacher), 1826 W. Michigan, Saginaw; Michigan Education Association.

Harper, Hazel (Teacher), 18040 St. Aubin, Detroit; Detroit Teachers Association.

Hart, V. M. (Teacher), 21431 Grand River, Detroit; High School-College Division of the Detroit Teachers Association.

Hutchings, Ruahmah J. (Teacher), Rt. No. 4, Howell; Michigan Education Association.

Kay, Esther (Teacher), 17501 Brush, Detroit; Detroit Teachers Association.

Kelsey, Minnie (Teacher), 2535 W. Grand Blvd., Detroit; Detroit Teachers Association.

Kingan, J. Constance (Teacher), 309 E. University, Royal Oak; Royal Oak Teachers Club.

Knoblauch, A. L. (Superintendent), Cassopolis; Michigan Education Association.

Lockwood, Ida (Teacher), 14450 Burt Rd., Detroit; Detroit Teachers Association.

McGuiness, Clara M. (Teacher), 17211 Northlawn, Detroit; Detroit Teachers Association.

McGuinness, J. P. (Teacher), 6300 Grand River, Detroit; High School-College Division of the Detroit Teachers Association.

McGuiness, Maud (Teacher), Detroit; Detroit Teachers Association.

MacKay, Jean Armour (Teacher), 121 Highland Ave., Highland Park; Classroom Teachers Association of Highland Park.

Mumford, Grace (Teacher), 2525 Brooklyn, Detroit; Michigan Education Association.

Phillips, A. J. (Secretary), 422 S. Butler, Lansing; Michigan Education Association.

Schaffer, Dorothea (Teacher), 530 S. Colonial, Detroit; Detroit Teachers Association.

Shannon, Ina (Teacher), Jefferson School, Ferndale; Ferndale Teachers Club.
 Stout, Grover (Principal), 4221 Cortland, Detroit; Michigan Education Association.
 Shepard, Ethel (Teacher), 923 State St., Petoskey; Michigan Education Association.
 Smith, Minnie K. (Principal), 99 E. Fourteenth, Holland; Michigan Education Association.
 Turrell, Mrs. Celia (Teacher), 770 E. Grand Blvd., Detroit; High School-College Division of the Detroit Teachers Association.
 Van Buskirk, D. A. (Superintendent), Hastings; Michigan Education Association.

MINNESOTA

Anderson, Dana M. (Teacher), 1916 Second Ave., S., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Anderson, J. E. (Superintendent), 116 Shau-bot St., Mankato; Minnesota Education Association.
 Ballard, Huldah I. (Teacher), 5301 Thirty-eighth Ave., S., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Bank, Albert M. (Teacher), 4537 Colfax Ave., S., Minneapolis; Minneapolis Teachers League.
 Batzer, Susan W. (Teacher), 422 Fourth St., S., Virginia; Virginia Education Association.
 Bishop, Helen M. (Psychologist), 679 Lincoln Ave., St. Paul; St. Paul Education Association.
 Bullard, Irma L. (Teacher), 3539 Blaisdell Ave., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Byrnes, Mary R. (Teacher), 4426 Upton Ave., S., Minneapolis; Minnesota Education Association.
 Carlson, Myrtrice (Teacher), Center City; Minneapolis Division of the Minnesota Education Association.
 Carlson, Philip E. (Principal), 4234 Twenty-fifth Ave., S., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Chase, P. W. (Superintendent), Warroad; Minnesota Education Association.
 Cook, Elizabeth (Teacher), 4428 Abbott Ave., S., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Dahl, Mrs. Myrtle Hooper (Teacher), Hiawatha School, Minneapolis; Minneapolis Classroom Teachers Association.
 Diederich, Rose (Teacher), 1933 Ashland Ave., St. Paul; Minneapolis Classroom Teachers Association.
 Dunn, Sara A. (Teacher), 1213 Ashland Ave., St. Paul; St. Paul Education Association.
 Gallagher, Mary A. (Principal), 515 Fifth Ave., S., St. Cloud; Minnesota Education Association.
 Groesbeck, Mrs. Agnes M. (Teacher), 2020 Fremont Ave., N., Minneapolis; Minneapolis Classroom Teachers Association.
 Henderson, Lettisha E. (Teacher), 136 N. Western Ave., St. Paul; St. Paul Education Association.
 Hoppe, George F. (Superintendent), Pine Island; Minnesota Education Association.
 Johnson, Mabel O. (Teacher), 3613 Pleasant Ave., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Keating, Anna B. (Teacher), 2020 N. Fremont Ave., Minneapolis; Minneapolis Classroom Teachers Association.
 Knudson, Viola (Teacher), 3807 E. Fiftieth, Minneapolis; Grade Section of the Minneapolis Teachers League.
 Knutson, Violet H. (Teacher), Leamington Hotel, Minneapolis; Senior High Section of the Minneapolis Teachers League.
 Larkin, Anne E. (Teacher), Curtis Hotel, Minneapolis; Minneapolis Classroom Teachers Association.
 Larpenteur, Marie S. (Teacher), 4103 Pleasant Ave., Minneapolis; Grade Section of the Minneapolis Teachers League.
 Lynch, Maria (Principal), 1786 Hennepin, Minneapolis; Minneapolis Division of the Minnesota Education Association.
 MacDonald, Mrs. Nellie C. (Teacher), 1104 Twenty-fourth Ave., N. E., Minneapolis; Special Teachers Section of the Minneapolis Teachers League.
 Meldahl, Andrew (Principal), 105 Carlisle St., Duluth; Minnesota Education Association.
 Minton, Marion (Teacher), 1900 Park, Minneapolis; Grade Section of the Minneapolis Teachers League.
 Moe, Floyd B. (Dean), Junior College, Virginia; Minnesota Education Association.
 Morris, A. B. (Teacher), Teachers College, Mankato; Minnesota Education Association.
 Olsen, Mrs. Louise B. (Teacher), 4004 Beard Ave., Minneapolis; Grade Section of the Minneapolis Teachers League.
 Peterson, F. G. Eric (Teacher), Junior College, 418 Nineteen and one-half Ave., W., Duluth; Duluth Teachers Association.
 Peterson, Herbert R. (Teacher), E. Junior High School, Duluth; Duluth Teachers Association.
 Ringdahl, N. Robert (Teacher), 3220 Tenth Ave., S., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Robbins, Alice V. (Teacher), Plaza Apartment, Mankato; Southwest Division of the Minnesota Education Association.
 Rusinko, John (Teacher), 624 S. E. Erie St., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Sanders, Court E. (Supervisor), 1135 Dayton Ave., St. Paul; Minnesota Education Association.
 Seipel, Burnette (Teacher), Duluth; Duluth Teachers Association.
 Seipel, Julia (Teacher), Duluth; Minnesota Education Association.
 Sengir, Barbara (Teacher), 3700 Eleventh Ave., S., Minneapolis; Minneapolis Classroom Teachers Association.
 Smith, Dora (Teacher), 3933 Lyndale Ave., S., Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Strate, Nettie M. (Principal), 3032 Colfax Ave., S., Minneapolis; Minneapolis Division of the Minnesota Education Association.

MISSISSIPPI

Cooper, H. V. (N. E. A. State Director), Superintendent of Schools, Vicksburg; Mississippi Education Association.
 Drexler, Mrs. Charles (Teacher), Port Gibson; Mississippi Education Association.
 Hickman, Alma (Teacher), Station A, Hattiesburg; Mississippi Education Association.
 Smith, Maurine (Teacher), Vicksburg; Mississippi Education Association.
 Solomon, H. W. (Principal), Greenville; Mississippi Education Association.
 Taylor, W. N. (Secretary), Jackson; Mississippi Education Association.

MISSOURI

- Altheide, Lorene (Teacher), 4406a Red Bud, St. Louis; St. Louis Grade Teachers Association.
- Applegate, Anna L. (Teacher), 7424 Hiawatha, St. Louis; St. Louis Grade Teachers Association.
- Autry, Helen (Teacher), N. Kansas City; Northwest Missouri Teachers Association.
- Bechtold, Margaret (Teacher), 2906 Askew, Kansas City; Kansas City Teachers Club.
- Boyd, Chas. F. (County Superintendent), Ozark; Southwest Missouri Teachers Association.
- Carter, E. M. (Secretary), Columbia; Missouri State Teachers Association.
- Carter, Victoria (Teacher), 901 Linwood, Kansas City; Kansas City Teachers Club.
- Chitwood, Effie (Teacher), Carl Junction; Missouri State Teachers Association.
- Coffman, Mary Lee (Teacher), Lafayette School, St. Joseph; Missouri State Teachers Association.
- Cooper, Minnie J. (Teacher), 6211 Virginia, St. Louis; St. Louis Grade Teachers Association.
- Crow, Alva L. (Superintendent), Monroe City; Northeast Missouri Teachers Association.
- Cunningham, Marie C. (Teacher), 2209 Missouri Ave., St. Louis; St. Louis District Teachers Association.
- Davis, Alfred (Teacher), 5857 Maple Ave., St. Louis; St. Louis District Teachers Association.
- Egan, Anna H. (Principal), 4111 Warwick Blvd., Kansas City; Elementary Principals Association.
- Emerson, Ethel (Teacher), 1200 Linwood, Kansas City; Kansas City Teachers Club.
- Fitch, Rodney B. (Teacher), Centerview; Central Missouri District Teachers Association.
- Fitzgerald, James J. (President), Board of Education, St. Louis; Missouri State Teachers Association.
- Freiberger, C. W. (Teacher), 1223 Bellevue Ave., Richmond Heights; St. Louis District Teachers Association.
- Goslin, W. E. (Superintendent), Webster Groves; Southeast Missouri Teachers Association.
- Hays, Fannie (Teacher), N. Kansas City; Missouri State Teachers Association.
- Hendricks, E. L. (President), Teachers College, Warrensburg; Central Missouri District Teachers Association.
- Hickey, P. J. (Secretary-Treasurer), Board of Education, St. Louis; Missouri State Teachers Association.
- House, Fred B. (Principal), Warrensburg; Central Missouri District Teachers Association.
- Hupe, W. F. (County Superintendent), Montgomery City; Missouri State Teachers Association.
- Keller, Fred L. (Superintendent), Tarkio; Northwest Missouri Teachers Association.
- Ketchum, Annie L. (Teacher), Kingsway Hotel, St. Louis; St. Louis District Teachers Association.
- King, Lloyd W. (State Superintendent of Public Instruction), Jefferson City; Missouri State Teachers Association.
- Lamkin, Uel W. (President), State Teachers College, Maryville; Missouri State Teachers Association.
- Loftus, Anna L. (Teacher), 2132 Russell, St. Louis; St. Louis Grade Teachers Association.
- Longshore, W. T. (Principal), 520 W. Fortieth, Kansas City; Cooperative Council of Teachers of Kansas City.
- McMullin, Myrtle (Teacher), N. Kansas City; Missouri State Teachers Association.
- Markham, Carrie (Teacher), 814 Clara Ave., St. Louis; St. Louis District Teachers Association.
- Marshall, Ruth (Teacher), 3912 Mercer, Kansas City; Kansas City Teachers Club.
- Miller, Pinkney E. (Teacher), 407 S. Park, Sedalia; Community Teachers Association.
- Morton, Mabel (Teacher), Mayfair Hotel, Kansas City; Kansas City Teachers Club.
- Murphy, Martha B. (Teacher), 1336 Union Blvd., St. Louis; St. Louis District Teachers Association.
- Parker, W. W. (President), State Teachers College, Cape Girardeau; Missouri State Teachers Association.
- Raabe, Gertrude (Teacher), 569 W. Webster, Springfield; Missouri State Teachers Association.
- Ralls, Mary C. (Teacher), 5629 Jefferson, Kansas City; Missouri State Teachers Association.
- Rice, E. G. (Teacher), 3648 Flad Ave., St. Louis; St. Louis District Teachers Association.
- Riddle, Anna (Teacher), 2 Summit Pl., St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
- Robeson, J. A. (Principal), 4147 Montgall, Kansas City; Cooperative Council of Teachers of Kansas City.
- Runge, Robert (Teacher), 950 Delmar, Springfield; Missouri State Teachers Association.
- Schmidt, Halloween (Teacher), 6036 Page, St. Louis; St. Louis Grade Teachers Association.
- Sharp, Katherine (Teacher), 2946 Askew, Kansas City; Kansas City Teachers Club.
- Spencer, Hildred (Teacher), Milan; Northeast Missouri Teachers Association.
- Stanford, Vera (Teacher), 912 Linwood, Kansas City; Kansas City Teachers Club.
- Study, H. P. (Superintendent), Board of Education Bldg., Springfield; Southwest Missouri Teachers Association.
- Sutton, Margaret (Teacher), State Teachers College, Maryville; Missouri State Teachers Association.
- Utz, Nell (Teacher), Humboldt School, St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
- Walker, T. J. (State N. E. A. Director), Columbia; Missouri State Teachers Association.
- White, Gladys E. (Teacher), 2 Summit Pl., St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
- Williams, Edith A. (Teacher), 1323 Jackson Ave., Kansas City; Council of Negro Teachers.
- Williams, Stoy (Teacher), Savannah; Missouri State Teachers Association.
- Wilson, Marion (Teacher), Bliss School, St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
- Womack, Mary B. (Teacher), 5716 Cates Ave., St. Louis; St. Louis Grade Teachers Association.
- Wood, Katherine A. (Teacher), 4036a Cleveland, St. Louis; St. Louis Grade Teachers Association.

MONTANA

- Baldwin, Boyd (Principal), Terry; Montana Education Association.
- Hodgskiss, W. L. (Superintendent), Belgrade; Montana Education Association.
- Robinson, Fred (Vocational Director), Helena; Montana Education Association.
- Schreibels, Chas. (Principal), Pony; Montana Education Association.

Williams, D. S. (Superintendent), Bozeman; Montana Education Association.

NEBRASKA

- Allen, Margaret (Teacher), 334 N. Thirtieth St., Lincoln; Lincoln Teachers Association.
- Clark, Mrs. Mae T. (Teacher), Grand Island; Grand Island School Club.
- Coombs, Mrs. Irma W. (Teacher), 2965 Starr St., Lincoln; Lincoln Teachers Association.
- Deahn-Smith, Mrs. Mary (Teacher), Irving Junior High School, Lincoln; Lincoln Teachers Association.
- Durkee, Austa (Teacher), 6820 N. Twenty-fourth St., Omaha; Omaha Teachers Forum.
- Eaton, Henry M. (County Superintendent), Omaha; Nebraska State Teachers Association.
- Guenther, J. J. (Teacher), 4509 Seward St., Omaha; Omaha Teachers Forum.
- Kunel, Helen (Teacher), 1464 Bellevue Blvd., Omaha; Omaha Teachers Forum.
- Peery, Clara M. (Teacher), Thirty-third and Cuming, Omaha; Omaha Teachers Forum.
- Persell, Beulah E. (Teacher), 2714 Seventh Ave., Kearney; Kearney Teachers Association.
- Porter, Dwight E. (State N. E. A. Director), Principal, Technical High School, Omaha Nebraska State Teachers Association.
- Pyrtle, E. Ruth (Principal), Bancroft School, Lincoln; Nebraska State Teachers Association.
- Reynolds, Florence B. (Teacher), 6820 N. Twenty-fourth St., Omaha; Omaha Teachers Forum.
- Rost, Grover (Teacher), 912 N. Wheeler, Grand Island; Nebraska State Teachers Association.
- Sandsmark, L. (Superintendent), Emerson; Nebraska State Teachers Association.
- Starn, Bertha (Director of Health Education), Beatrice; Nebraska Women's Educational Club.
- Sturmer, Mary (Teacher), Box 269, Beatrice; Nebraska State Teachers Association.
- Svacina, Anna (Teacher), Brown Park School, Omaha; Omaha Teachers Forum.
- Williams, Mrs. Nellie C. (Teacher), 4216 Meredith Ave., Omaha; Omaha Teachers Forum.

NEVADA

- Bray, Mildred (Deputy State Superintendent of Schools), Carson City; Nevada State Educational Association.
- Denton, Hazel B. (State N. E. A. Director), Caliente; Nevada State Educational Association.
- Garrett, Elton (Teacher), Boulder City; Nevada State Educational Association.
- Knemeyer, Bertha C. (Ex Officio), Elko County High School, Elko.
- Sledge, L. W. (Deputy State Superintendent), Las Vegas; Nevada State Educational Association.
- Warren, J. R. (Principal), Billingshurst High School, Reno; Nevada State Educational Association.

NEW HAMPSHIRE

- Doe, Chester W. (Superintendent), Northwood; Rockingham County Teachers Association.
- Ewing, Lyle Wilson (State N. E. A. Director), Claremont; New Hampshire State Teachers Association.
- Thompson, Elizabeth M. (Teacher), Colebrook; New Hampshire State Teachers Association.

NEW JERSEY

- Adams, Mrs. A. Virginia (Principal), East Avenue School, Vineland; New Jersey State Teachers Association.
- Applegate, Mrs. Stella S. (Clerk), 307 Stacy-Trent Hotel, Trenton; New Jersey State Teachers Association.
- Babcock, Mildred D. (Teacher), 399 Fourth Ave., Westwood; Classroom Teachers of the Department of Elementary Education of New Jersey.
- Barnes, Mrs. Mary (Teacher), School #3, Elizabeth; Elizabeth Teachers Association.
- Bustard, Joseph L. (Principal), Chestnut School, Roselle; New Jersey State Teachers Association.
- Cartwright, E. Katherine (Head, English Department), Emerson High School, Union City; New Jersey State Teachers Association.
- Cowie, George H. (Principal), Hurden Looker School, Hillside; New Jersey State Teachers Association.
- Doremus, Marjorie (Teacher), 365 Twelfth Ave., Paterson; Classroom Teachers of the Department of Elementary Education of New Jersey.
- Doremus, Mattie S. (Teacher), 365 Twelfth Ave., Paterson; New Jersey State Teachers Association.
- Galbreath, Marion J. (Teacher), Senior High School, Red Bank; New Jersey State Teachers Association.
- Goodfellow, Raymond C. (Director of Commercial Education), Newark; Eastern Commercial Teachers Association.
- Gurley, Raymond B. (State N. E. A. Director), Principal, Barringer High School; New Jersey State Teachers Association.
- Hamilton, Ella J. (Director), School Administration Bldg., Atlantic City; New Jersey State Teachers Association.
- Hardester, Mildred V. (Teacher), Gregory School, West Orange; New Jersey State Teachers Association.
- Hill, Laura M. (Teacher), 924 Park Ave., Trenton; Classroom Teachers of the Department of Elementary Education of New Jersey.
- Johnson, Laurence B. (Editor), *New Jersey Educational Review*, Newark; New Jersey State Teachers Association.
- Kitchin, Dorothy D. (Teacher), 36 Rector St., Newark; Newark Teachers Association.
- Lewin, William (Teacher), Weequaick High School, Newark; New Jersey State Teachers Association.
- Moffett, Marcella G. (Teacher), 48 N. Hermitage Ave., Trenton; Classroom Teachers of the Department of Elementary Education of New Jersey.
- Morrison, Howard D. (Superintendent), 207 South Broad St., Trenton; Mercer County Teachers Association.
- Neulen, Leon N. (Superintendent), New City Hall, Camden; New Jersey State Teachers Association.
- Pate, Wylie G. (Superintendent), Sensor Bldg., Millville; New Jersey State Teachers Association.
- Pegg, E. L. (Teacher), 38 E. Hunter Ave., Maywood; Hackensack Teachers Association.
- Perkins, Anna B. (Teacher), 117 Albion Pl., Passaic; Passaic Teachers Association.
- Poland, Mrs. Mary D. (Dean of High Schools), 254 Mt. Prospect Ave., Newark; Newark Teachers Association.
- Porreca, Lena (Teacher), School #1, Hackensack; New Jersey State Teachers Association.
- Ralston, Stanton A. (Principal), East Side High School, Newark; New Jersey State Teachers Association.

- Read, Russell S. (Teacher), 1514 Greenwood Ave., Trenton; Trenton Teachers Association.
- Robinson, Fannie A. (Teacher), 75 Paterson Ave., Paterson; Paterson Teachers Association.
- Roche, Juliet M. (Teacher), School #34, Jersey City; New Jersey State Teachers Association.
- Stratton, Mason A. (Principal), 272 Huron Ave., Absecon; Atlantic City Teachers Association.
- Teague, Anna L. (Teacher), 325 Monroe St., Boonton; Morris County Teachers Association.
- Tew, Derwood J. (Supervisor), New City Hall, Camden; New Jersey State Teachers Association.
- Wamsley, Mrs. Jessie M. (Principal), Pitman; Gloucester County Teachers Association.
- White, Winton J. (Superintendent), Morrow High School, Englewood; New Jersey State Teachers Association.
- Whitlock, Sarah O. (Principal), 88 Lawrence Ave., New Brunswick; New Jersey State Teachers Association.
- Zimmerman, R. R. (County Superintendent), 160 Hudson Ave., Englewood; Bergen County Teachers Association.

NEW MEXICO

- Jones, Mrs. Ola C. (County Superintendent), Carrizozo; New Mexico Educational Association.
- Rodgers, H. R. (State Superintendent of Public Instruction), Santa Fe; New Mexico Educational Association.
- Watson, Mary (Rural Supervisor), Carrizozo; New Mexico Educational Association.

NEW YORK

- Barber, Cora E. (Art Supervisor), 468 Elizabeth St., Oneida; New York State Teachers Association.
- Barnett, Paul (Teacher), 19 Herbert Ave., White Plains; White Plains Teachers Association.
- Blickstein, Harry (Principal), Public School #44, Queens, New York City; Queensboro Teachers Association.
- Briggs, Pearl A. (Teacher), 1718 Seneca St., Buffalo; Buffalo Teachers Federation.
- Broderick, Lillian (Teacher), 216 Park Ave., Yonkers, New York City; Westchester County Teachers Association.
- Burke, Gertrude (Teacher), 100 Graves St., Syracuse; Women High School Teachers Association.
- Butts, Franklin A. (Principal), 120 Cannon St., Poughkeepsie; New York State Teachers Association.
- Campbell, Margaret E. (Teacher), 4529 Carpenter Ave., Bronx, New York City; Kindergarten—6B Teachers Association.
- Dwyer, Margaret (Teacher), 524 West Seneca Turnpike, Syracuse; Women High School Teachers Association.
- Fahey, Sara H. (Teacher), Girls Commercial High School, Brooklyn; High School Teachers Association of New York City.
- Farley, Leonard J. (Teacher), 235 Buckingham Ave., Syracuse; New York State Teachers Association.
- Friend, Constance (Teacher), 127 W. Seventy-ninth St., New York City; Kindergarten—6B Teachers Association.
- Gibson, Charles S. (Principal), 2154 S. Geddes St., Syracuse; New York State Teachers Association.
- Graham, Minnie S. (Principal), 10 Rich Ave., Mt. Vernon; Mt. Vernon Teachers Association.

- Haller, Ralph W. (Teacher), Morris High School, Bronx, New York City; High School Teachers Association of New York City.
- Hamlin, Willard (Teacher), 117 Crary Ave., Binghamton; Binghamton Teachers Association.
- Hamlin, Mrs. Willard (Teacher), 117 Crary Ave., Binghamton; Binghamton Teachers Association.
- Hardy, H. Claude (N. E. A. State Director), Superintendent of Schools, White Plains; White Plains Teachers Association.
- Harney, Mrs. Laura B. (Teacher), 7 N. Ninth Ave., Mt. Vernon; New York State Teachers Association.
- Hasbrouck, Hylah (Teacher), Warwick; New York State Teachers Association.
- Hodge, Lamont F. (Superintendent), 293 North Broadway, Yonkers, New York City; Yonkers Teachers Association.
- Holmes, William H. (Superintendent), Mt. Vernon; New York State Teachers Association.
- Kilpatrick, Van Evrie (Retiring Director of School Gardens), 121 E. Fifty-first St., New York City; School Garden Association of New York.
- Kline, Ira M. (Principal), Greenburgh High School, White Plains; Second Supervisory District of Westchester County Teachers Association.
- Kniskern, Ruth I. (Teacher), 412 McKinley Ave., Endicott; New York State Teachers Association.
- Kroner, Albert J. (Teacher), 114 Valentine St., Mt. Vernon; New York State Teachers Association.
- Kroner, Frances W. (Teacher), 114 Valentine St., Mt. Vernon; Mt. Vernon Teachers Association.
- Kuhnert, Julius E. (Supervisor), 35 Vernon Parkway, Mt. Vernon; Mt. Vernon Teachers Association.
- Law, Frederick Houk (Head of English Department), Stuyvesant High School, Bronx, New York City; High School Teachers Association of New York City.
- Levenson, Samuel M. (Teacher), Junior High School #40, Queens, New York City; Queensboro Teachers Association.
- Lewis, Ernest D. (Teacher), Evander Childs High School, Bronx, New York City; High School Teachers Association of New York City.
- Mahoney, Mary (Teacher), 133 Furman, Syracuse; Syracuse Teachers Association.
- Maloney, Retta (Teacher), Syracuse; Teachers Welfare League of New York State.
- Margester, Mrs. Cleo (Teacher), Eden; New York State Teachers Association.
- Masoner, Mrs. Marion Estes (Teacher), 188 Shoreham Dr., Rochester; Friday Night Club.
- Milligan, Grace L. B. (Principal), 616 E. Lincoln Ave., Mt. Vernon; Mt. Vernon Teachers Association.
- Moffett, Harriet Webb (Teacher), 32 Coligni St., New Rochelle; New Rochelle Teachers Club.
- Prentiss, Guernsey D. (Teacher), P. O. Box 566, White Plains; Second Supervisory District of Westchester County Teachers Association.
- Reeve, Alice M. (Teacher), South Side High School, Rockville Centre; New York State Teachers Association.
- Shannon, Elizabeth (Teacher), 13 Chapman St., Binghamton; Binghamton Teachers Association.
- Simpson, Margaret I. (Teacher), 61 W. Grand St., Mt. Vernon; Mt. Vernon Teachers Association.
- Smith, Paul (Teacher), 77 Belle Clair Dr., Rochester; Rochester Teachers Association.

Stark, Sadie (Teacher), 2130 Broadway, New York City; Kindergarten—6B Teachers Association.

Tarbell, Emily A. (Teacher), 235 Glenwood Ave., Syracuse; New York State Teachers Welfare League.

Tonne, Herbert A. (Teacher), New York University, New York City; Eastern Commercial Teachers Association.

Wagner, Mrs. Thomas J. (Teacher), Croton-on-Hudson; Second Supervisory District of Westchester County Teachers Association.

Wagner, Thomas J. (Superintendent), County Office Bldg., White Plains; New York State Teachers Association.

Weeks, Zoraida E. (Teacher), 506 Main St., Oneida; New York State Teachers Association.

Welch, Mrs. Marguerite S. (Teacher), 165 Searlwyn Rd., Syracuse; Syracuse Teachers Association.

Wilber, D. Emma (Assistant Editor), *New York State Education*, 152 Washington Ave., Albany; New York State Teachers Association.

Wiley, Edna B. (Teacher), 18 Cottage St., Mt. Vernon; New York State Teachers Association.

Williams, Charles E. (Principal), 132 Elmer Ave., Schenectady; Schenectady City Teachers Association.

NORTH CAROLINA

Andrews, T. Wingate (State N. E. A. Director), Superintendent of Schools, High Point; North Carolina Education Association.

Lafferty, Oma Clare (Teacher), 1960 Crescent Ave., Charlotte; North Carolina Education Association.

Lee, Nancy D. (Teacher), 211 E. Peace St., Raleigh; North Carolina Education Association.

NORTH DAKOTA

Johnson, A. W. (Principal), Junior High School, Minot; North Dakota Education Association.

McCurdy, M. E. (Secretary), Fargo; North Dakota Education Association.

Murphy, Rita A. (Teacher), 213 Avenue A., W., Bismarck; North Dakota Education Association.

Skewes, George (Teacher), Mayville; North Dakota Education Association.

Walker, Mrs. Sadie A. (Principal), Fargo; North Dakota Education Association.

OHIO

Abt, Ethel W. (Teacher), 222½ S. Baxter, Lima; Lima Teachers Association.

Anderson, Mrs. Clara Belle (Teacher), Fairlawn; Ohio Education Association.

Armstrong, J. J. (Teacher), 2718 Hillman, Youngstown; Youngstown Education Association.

Babcock, S. H. (County Superintendent), Medina; Ohio Education Association.

Barnhill, O. J. (Teacher), Buchtel High School, Akron; Ohio Education Association.

Beck, E. R. (Assistant County Superintendent), Court House Annex, Columbus; Ohio Education Association.

Bliss, Walton B. (Secretary), 1221 Beggs Bldg., Columbus; Ohio Education Association.

Bopp, Earl F. (Head of Science Department), High School, Euclid; Cleveland Teachers Federation.

Bowden, Mrs. Mabelle (Teacher), Leggett School, Akron; Akron Teachers Association.

Bradley, Helen (Assistant Principal), 2349 Ashland Ave., Cincinnati; Cincinnati Teachers Association.

Burke, Lillian M. (Teacher), 1700 Preyer Rd., Cleveland; Ohio Education Association.

Burns, Dessie (Teacher), Sharpsburg School, Norwood; Norwood Teachers Association.

Butterfield, E. E. (Principal), John Adams School, Cleveland; Ohio Education Association.

Carr, Arthur T. (Teacher), 319 Bonniewood Dr., Cleveland; Ohio Education Association.

Crawford, O. O. (Superintendent), St. Clairsville; Ohio Education Association.

Davis, Jennie L. (Teacher), 188 E. McMillan St., Cincinnati Teachers Association.

Davis, Margaret (Teacher), East High School, Youngstown; Ohio Education Association.

DeWitt, Gordon M. (Principal), High School Cuyahoga Falls; Ohio Education Association.

Dockum, C. R. (Superintendent), Madeira; Ohio Education Association.

Dunkle, K. R. (Principal), Toronto; Ohio Education Association.

Early, Loren D. (Teacher), East Palestine; Ohio Education Association.

Ellis, S. Freda (Teacher), 6121 Woodmont Ave., Cincinnati; Cincinnati Teachers Association.

Emde, John (Teacher), South High School, Akron; Akron Teachers Association.

Galloway, Luetta (Teacher), 933 Far Hills Ave., Dayton; Ohio Education Association.

Geiger, Ruth M. (Teacher), 2936 Mont Clair, Cincinnati; Cincinnati Teachers Association.

Gibson, Bess J. (Teacher), 3424 Bethel Rd., Columbus; Columbus Teachers Federation.

Hanthorn, Alice (Teacher), 2040 E. Ninety-sixth St., Cleveland; Ohio Education Association.

Hastings, Helena (Teacher), 526 Parmalee, Youngstown; Youngstown Education Association.

Henry, Nell C. (Teacher), Glenville High School, Cleveland; Cleveland Teachers Federation.

Holliday, Lenore (Teacher), 2805 Stratford, Cincinnati; Cincinnati Teachers Federation.

Hatfield, Dora H. (Teacher), David Hill School, Akron; Akron Teachers Association.

Howey, Thelma (Teacher), 106 Rosalind Pl., Toledo; Toledo Teachers Association.

Hughes, C. J. (Teacher), Middletown; Ohio Education Association.

Jones, J. W. (Superintendent), Columbus; Ohio Education Association.

Kinley, F. L. (Principal), Findlay; Ohio Education Association.

Little, Hazel M. (Teacher), Tontogany; Wood County Teachers Association.

Longsdorf, A. J. B. (Superintendent), Bluffton; Ohio Education Association.

Lusby, Helen A. (Teacher), 1828 Hewitt Ave., Cincinnati; Cincinnati Teachers Association.

McKinley, Hilda (Teacher), 360 W. Seventh Ave., Columbus; Columbus Teachers Federation.

McNutt, C. Raymond (Teacher), Kingsville; Marion City Teachers Association.

Marble, Margaret M. (Teacher), Hotel Alms, Cincinnati; Ohio Education Association.

Marlow, Dorothy Finch (Teacher), Shaker Heights; Shaker Heights Teachers Association.

Metcalf, Tom R. (Teacher), 820 Oakwood Ave., Columbus; Columbus Teachers Federation.

Meyer, Elsie C. (Teacher), Genoa; Ohio Education Association.

Moody, A. E. (Superintendent), Bedford; Ohio Education Association.

Nelson, J. V. (Superintendent), Bellaire; Ohio Education Association.

Nenninger, Karl O. (Teacher), 2516 Ravine St., Cincinnati; Cincinnati Schoolmasters Club.

Offenhauer, R. E. (Ex Officio), Superintendent of Schools, Lima.

Oppy, J. A. (Superintendent), Reynoldsburg; Ohio Education Association.

Patterson, Lucile M. (Teacher), Collinwood High School, East Cleveland; Cleveland Teachers Federation.

Payne, Gertrude (Teacher), 1805 Germain Dr., Toledo; Toledo Teachers Association.

Penn, Ella M. (Teacher), 4471 Rosemary Pl., Columbus; Columbus Teachers Federation.

Peoples, Walter (Teacher), 5517 Arnsby Rd., Cincinnati; Ohio Education Association.

Phillips, H. W. (Principal), 115 South Portland Ave., Youngstown; Youngstown Education Association.

Reese, L. W. (Superintendent), Washington Court House; Ohio Education Association.

Rice, D. R. (Superintendent), Mentor; Ohio Education Association.

Rice, W. H. (Superintendent), London; Ohio Education Association.

Rider, Marguerite (Teacher), Y. W. C. A., Youngstown; Ohio Education Association.

Roberson, H. C. (Supervisor of Industrial Arts), 754 W. Elm, Lima; Lima Teachers Association.

Roe, Edwin (Teacher), Zanesville High School, Zanesville; Zanesville Teachers Association.

Ryder, H. E. (County Superintendent), Fremont; Ohio Education Association.

Schroeder, Henry W. (Teacher), 3318 Browning Ave., Cincinnati; Cincinnati Teachers Association.

Shilling, Mabel (Teacher), 510 Defiance Ave., Findlay; Findlay Education Association.

Shockley, Elizabeth (Teacher), 3471 Cheviot Ave., Cincinnati; Cincinnati Teachers Association.

Simons, Edith (Teacher), Horace Mann School, Lakewood; Lakewood Teachers Association.

Stanton, B. F. (State N. E. A. Director, Superintendent of Schools), Alliance; Ohio Education Association.

Tausch, Dora S. (Teacher), 536 W. Hopcan Ave., Barberton; Akron Teachers Association.

Turner, L. C. (Teacher), East High School, Akron; Akron Teachers Association.

Van Tassel, C. D. (Teacher), 812 Dunwood Court, Toledo; Ohio Education Association.

Walls, W. A. (Superintendent), Kent; Ohio Education Association.

Waterhouse, R. H. (Superintendent), Akron; Ohio Education Association.

Way, J. E. (County Superintendent), Waverly; Ohio Education Association.

Wildermuth, Nelle P. (Teacher), 418 E. Oakland Park Ave., Columbus; Columbus Teachers Federation.

Williams, Ann Carol, (Teacher), Cleveland School, Youngstown; Ohio Education Association.

Ziegfeld, Alma H. (Teacher), 967 Neil Ave., Columbus; Ohio Education Association.

OKLAHOMA

Beck, Paul V. (Teacher), Central High School, Tulsa; Tulsa Classroom Teachers Association.

Bogue, Mattie (Teacher), 415 S. Okmulgee, Okmulgee; Department of Classroom Teachers of the Oklahoma Education Association.

Booher, Curtis (Inspector), State Department of Education, Oklahoma City; Oklahoma Education Association.

Cott, Zula (Teacher), 6193 Okmulgee, Okmulgee; Oklahoma Education Association.

Dewey, Donald (Teacher), Lowell Junior High School, Tulsa; Tulsa Classroom Teachers Association.

Frank, Kate (Teacher), 131 N. F St., Muskogee; Muskogee Teachers Association.

Hill, Fannie M. (Teacher), 621 S. Boston, Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.

Donnelly, Annabel (Teacher), High School, Okmulgee; Department of Classroom Teachers of the Oklahoma Education Association.

Duke, E. A. (Supervisor), State Capitol, Oklahoma City; Oklahoma Education Association.

Greer, Mrs. Lucile (Teacher), 311 E. Hazel, Ponca City; Oklahoma Education Association.

Greer, Marion U. (Teacher), 311 E. Hazel, Ponca City; Oklahoma Education Association.

Hurst, M. E. (State N. E. A. Director), Central High School, Tulsa; Oklahoma Education Association.

Knepper, Ruth (Teacher), 1236 S. Cheyenne, Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.

Mayer, Ethel (Teacher), Route 2, Blackwell; Department of Classroom Teachers of the Oklahoma Education Association.

Osterlah, Bertha (Principal, Route 2, Blackwell; Department of Classroom Teachers of the Oklahoma Education Association.

Patterson, Martha K. (Teacher), 507 Jefferson, Muskogee; Muskogee Teachers Association.

Propps, J. J. (Teacher), Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.

Russell, Mary (Teacher), 1434 N. W. Thirty-ninth, Oklahoma City; Oklahoma Education Association.

Smith, Edna Marie (Teacher), 621 S. Boston, Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.

Temple, D. E. (Teacher), Central High School, Tulsa; Tulsa Classroom Teachers Association.

Zaneis, Kate Galt (President) State Teachers College, Durant; Oklahoma Education Association.

OREGON

Beach, Agnes (Teacher), 2328 S. W. Eighteenth Ave., Portland; Portland High School Teachers Association.

Bowles, Gibson (Teacher), 6006 N. Haight, Portland; Portland High School Teachers Association.

Clarke, Ethel (Teacher), 1935 S. E. Ash, Portland; Oregon State Teachers Association.

Fagan, F. E. (Superintendent), McMinnville; Oregon State Teachers Association.

Goddard, Mrs. Jane (Teacher), Lake Oswego; Portland Grade Teachers Association.

Greathouse, Gertrude (Teacher), 3309 N. W. Thurman St., Portland; Portland Grade Teachers Association.

Johnson, H. R. (Principal), Bend; Oregon State Teachers Association.

Laney, Davis H. (Teacher), 3968 N. E. Thirty-ninth Ave., Portland; Portland High School Teachers Association.

Merrill, Birdine (Teacher), Gresham; Portland Grade Teachers Association.

Moffitt, Laurence C. (County Superintendent), Eugene; Oregon State Teachers Association.

Monroe, Harriet (Teacher), 114 S. E. Forty-fourth Ave., Portland; Portland Grade Teachers Association.

Murphy, Cordelia (Teacher), 3431 N. E. Sixteenth Ave., Portland; Portland Grade Teachers Association.

Ortschild, Viola (Teacher), 1815 North Vancouver Ave., Portland; Portland Grade Teachers Association.

Parker, Ellis R. (Principal), 1465 W. Eleventh St., Eugene; Oregon State Teachers Association.

Perry, C. E. (Principal), 1831 South West Fourteenth Ave., Portland; Portland Elementary School Principals Association.

Peterson, Fred (County Superintendent), Klamath Falls; Oregon State Teachers Association.

Rodgers, Mrs. Lucy E. (County Superintendent), Heppner; Oregon State Teachers Association.

Schwartz, Mrs. Mona (Teacher), Route 9, Box 780, Portland; Portland Grade Teachers Association.

Shaner, Lillian B. (Teacher), Woodburn; Oregon State Teachers Association.

Smith, Elphe K. (Teacher), Route 1, Box 22, Tigard; Portland Grade Teachers Association.

Webb, H. E. (Teacher), 3740 South East Tenth, Portland; Oregon State Teachers Association.

Younge, Beatrice (Teacher), 1402 Cedar St., La Grande; La Grande Classroom Teachers Association.

PENNSYLVANIA

Abernethy, R. R. (Superintendent), 121 Chestnut St., Harrisburg; Pennsylvania State Education Association.

Adams, John H. (Principal), Perry High School, Pittsburgh; Pennsylvania State Education Association.

Adamson, C. F. (Assistant County Superintendent), Meadville; Pennsylvania State Education Association.

Auchenbach, Daniel L. (Supervisor), 102 Diamond Blvd., Johnstown; Pennsylvania State Education Association.

Barner, R. B. (Supervising Principal), Rockwood; Pennsylvania State Education Association.

Berman, Samuel (Principal), 5336 N. Sydenham St., Philadelphia; Pennsylvania State Education Association.

Boehm, Charles H. (Assistant County Superintendent), Morrisville; Pennsylvania State Education Association.

Boyer, Emma (Teacher), 6420 N. Twelfth St., Philadelphia; Philadelphia Teachers Association.

Boyer, Martha (Principal), 6420 N. Twelfth St., Philadelphia; Philadelphia Teachers Association.

Campbell, John B. (Superintendent), Exeter; Pennsylvania State Education Association.

Cassler, George W., Jr. (Principal), 1092 St. Clair Dr., Coraopolis; Pennsylvania State Education Association.

Chamberlin, Andrew J. (Supervising Principal), Fallsington; Pennsylvania State Education Association.

Clark, Robert Wayne (Teacher), Philadelphia Teachers Association, Philadelphia; Pennsylvania State Education Association.

Clipman, W. H., Jr. (Principal), 400 Shady Ave., Charleroi; Pennsylvania State Education Association.

Cole, C. E. (Superintendent), Temple; Pennsylvania State Education Association.

Comerford, Mary (Teacher), 4742 Pine St., Philadelphia; Philadelphia Teachers Association.

Cooper, H. M. (Assistant County Superintendent), Court House, York; Pennsylvania State Education Association.

Costello, Helen M. (Teacher), 3601 Powelton Ave., Philadelphia; Pennsylvania State Education Association.

Davids, Paul A. (County Supervisor of Art), 436 Westminster Ave., Greensburg; Pennsylvania State Education Association.

Davis, Frank G. (Professor), Bucknell University, Lewisburg; Pennsylvania State Education Association.

Davis, John E. (Supervising Principal), Clymer; Pennsylvania State Education Association.

Eldridge, Sophie (Teacher), 4921 Royal St., Philadelphia; Philadelphia Teachers Association.

Faust, J. Frank (Principal), High School, Chambersburg; Pennsylvania State Education Association.

Ford, Ida R. (Teacher), 1806 E. Church Lane, Philadelphia; Philadelphia Teachers Association.

Foster, Blanche (Teacher), Tilden Junior High School, Philadelphia; Pennsylvania State Education Association.

Gelehrter, Clara (Teacher), 1141 Fairmount Ave., Philadelphia; Pennsylvania State Education Association.

Gerhard, Elmer (Teacher), 414 Church Lane, Philadelphia; Philadelphia Teachers Association.

Graham, Ben G. (Superintendent), Administration Bldg., Pittsburgh; Pennsylvania State Education Association.

Greger, Elizabeth (Teacher), 4560 Baker St., Philadelphia; Philadelphia Teachers Association.

Gressman, G. C. (Supervising Principal), Herminie; Pennsylvania State Education Association.

Haberlen, John C. (Superintendent), Mt. Pleasant; Pennsylvania State Education Association.

Hagerty, Jean (Principal), 1244 Christian St., Philadelphia; Philadelphia Teachers Association.

Hayden, L. J. (Supervising Principal), Wellsboro; Pennsylvania State Education Association.

Heiges, Jesse S. (Professor), Ursinus College, Collegeville; Pennsylvania State Education Association.

Herlinger, H. V. (Superintendent), Mt. Lebanon, Pittsburgh; Pennsylvania State Education Association.

Herrington, Frank H. (Teacher), 1020 Bessemer Bldg., Pittsburgh; Pennsylvania State Education Association.

Hilbish, C. E. (County Superintendent), Court House, Sunbury; Pennsylvania State Education Association.

Howland, Margaret (Teacher), 111 Fifteenth Ave., Altoona; Altoona Education Association.

James, Aelfric, Sr. (Teacher), 801 Spring Garden St., Easton; Easton Teachers Association.

Keefer, Paul F. (Teacher), 514 Trust Co. Bldg., Sunbury; Pennsylvania State Education Association.

Kelley, Kent (County Superintendent), Waynesburg; Pennsylvania State Education Association.

Kinder, James S. (Professor), Pennsylvania College for Women, Pittsburgh; Pennsylvania State Education Association.

Laramy, Robert E. (Superintendent), Altoona; Pennsylvania State Education Association.

- Leech, Carl B. (County Superintendent), Media; Pennsylvania State Education Association.
- Lindemuth, Blanche (Teacher), Verona; Pennsylvania State Education Association.
- McAndrew, Mary B. (Superintendent), Carbondale; Pennsylvania State Education Association.
- McConnell, Mrs. Ella F. (Teacher), 172 Madison St., Wilkes-Barre; Pennsylvania State Education Association.
- McGee, Lucille (Supervisor), 18 E. Washington Ave., DuBois; DuBois Teachers Association.
- Malloy, Charles P. (Teacher), 4623 Sansom St., Philadelphia; Philadelphia Teachers Association.
- Merkel, J. R. (Superintendent), Kingston; Pennsylvania State Education Association.
- Miller, Charles S. (President), State Teachers College, Slippery Rock; Pennsylvania State Education Association.
- Mowrey, Raymond G. (County Superintendent), Chambersburg; Pennsylvania State Education Association.
- Nitbauer, W. E. (Supervising Principal), Mount Joy; Pennsylvania State Education Association.
- Northrup, Robert M. (Assistant County Superintendent), Scranton; Pennsylvania State Education Association.
- Parry, Samuel (Principal), 828 S. Fifty-sixth St., Philadelphia; Philadelphia Teachers Association.
- Pebly, Harry E. (Supervising Principal), 109 Pierce St., Sharpsville; Pennsylvania State Education Association.
- Reisgen, H. E. (Supervising Principal), 515 Franklin St., Freeport; Pennsylvania State Education Association.
- Schenck, Paul D. (Teacher), 468 W. Twenty-eighth St., Erie; Pennsylvania State Education Association.
- Schlegel, A. G. W. (Supervising Principal), Red Lion; Pennsylvania State Education Association.
- Shaw, Reuben T. (Teacher), 245 S. Fifty-first St., Philadelphia; Philadelphia Teachers Association.
- Steele, Robert M. (President), State Teachers College, California; Pennsylvania State Education Association.
- Strayer, Josephine (Teacher), 204 Carlisle Ave., York; York City Education Association.
- Studebaker, Mabel (Teacher), 426 E. Tenth, Erie; Erie Teachers Association.
- Toole, James D. (Assistant County Superintendent), Minersville; Pennsylvania State Education Association.
- Tyson, John H. (Principal), Senior High School, Upper Darby; Pennsylvania State Education Association.
- Vanderslice, H. R. (Superintendent), Aliquippa; Pennsylvania State Education Association.
- Webster, Thomas P. (Teacher), 166 Orchard Ave., Emsworth; Pittsburgh Teachers Association.
- Weschler, Florence (Teacher), 4625 Highview Blvd., Erie; Erie Teachers Association.
- Wherry, M. W. (Principal), High School, Muncy; Pennsylvania State Education Association.

RHODE ISLAND

- Berry, Mrs. Jessie (Teacher), Chestnut St., Westerly; Rhode Island Institute of Instruction.
- Flynn, Alice (Teacher), Fourth Ave., Woonsocket; Rhode Island Institute of Instruction.

- Rockett, James F. (State N. E. A. Director), Director of Education, State House, Providence; Rhode Island Institute of Instruction.
- Salesses, Margaret (Teacher), 30 Dart St., Providence; Rhode Island Institute of Instruction.

SOUTH CAROLINA

- Baskerville, Elizabeth (Teacher), Orangeburg; South Carolina Education Association.
- Carter, W. W. (Superintendent), Barnwell; South Carolina Education Association.
- Coates, J. P. (Secretary), 1218 Senate St., Columbia; South Carolina Education Association.
- Flora, A. C. (State N. E. A. Director), Superintendent of Schools, Columbia; South Carolina Education Association.
- Walden, Mrs. Mary E. (Teacher), Fairforest; South Carolina Education Association.

SOUTH DAKOTA

- Henning, L. W. (Superintendent), Dallas; South Dakota Education Association.
- Hunt, R. L. (Superintendent), Madison; South Dakota Education Association.
- Linn, Bernard (County Superintendent), Sturgis; South Dakota Education Association.
- Linn, J. Marie (Deputy Superintendent), Sturgis; South Dakota Education Association.
- McGuire, Ella C. (Teacher), Philip; South Dakota Education Association.
- Schmidt, Arthur W. (Teacher), Lead; South Dakota Education Association.

TENNESSEE

- Anthony, Leora (Teacher), Memphis; Memphis Education Association.
- Clark, Harry (Superintendent), Knoxville; Tennessee Education Association.
- Cocking, Walter D. (State Commissioner of Education), Nashville; Tennessee Education Association.
- Davidson, Anna (Teacher), Fountain City; Tennessee Education Association.
- Duff, J. Ben (Principal), Concord; Tennessee Education Association.
- Gravitt, Mrs. Evelyn (Teacher), Memphis; Memphis Education Association.
- Lowe, W. E. (Principal), High School, Goodlettsville; Tennessee Education Association.
- Ragsdale, S. L. (State N. E. A. Director), Principal, Humes High School, Memphis; Tennessee Education Association.
- Upperman, Harry L. (President), Baxter Seminary, Baxter; Tennessee Education Association.
- Watkins, Arta (Teacher), Loudon; Tennessee Education Association.

TEXAS

- Caldwell, Rush M. (State N. E. A. Director), 2527 Ross Ave., Dallas; Dallas High School Teachers Association.
- Cochran, J. C. (Superintendent), San Antonio; Texas State Teachers Association.
- Fordtran, Myrtle (Teacher), 1401 Tauxillo, Houston; Houston Teachers Association.
- Franklin, Raymond A. (Superintendent), Kerrville; Texas State Teachers Association.
- Gaines, Emma (Teacher), 1128 Bissonnet Ave., Houston; Houston Teachers Association.
- Gregory, John H. (Teacher), McAllen; Texas State Teachers Association.
- James, W. A. (Principal), Galveston; Texas State Teachers Association.

Johnson, L. W. (Superintendent), Stamford; Texas State Teachers Association.
 Labit, Pauline (Teacher), Ball High School, Galveston; Galveston City Teachers Association.
 Lakey, M. D. (Superintendent), Fabens; Texas State Teachers Association.
 Lindley, Lock K. (Teacher), 4817 Austin, Houston; Houston Teachers Association.
 Mock, Lula (Teacher), 1921 Park Ave., Dallas; Dallas Grade Teachers Council.
 Oberholtzer, E. E. (Superintendent), 1500 Louisiana, Houston; Texas State Teachers Association.
 Peterson, Ross A. (Teacher), 1606 Illinois, Dallas; Dallas High School Teachers Association.
 Ratliff, John A. (Teacher), 2913 Arbor Ave., Houston; Houston Teachers Association.
 Roberson, Avis (Teacher), 1309 S. Adams, Fort Worth; Fort Worth Grade Teachers Council.
 Roberson, Lennie (Teacher), 1309 South Adams, Fort Worth; Texas State Teachers Association.
 Strong, Vera (Teacher), 1922 Blodgett, Houston; Texas State Teachers Association.
 Swafford, Martha Jane (Teacher), Houston; Texas State Teachers Association.
 Ware, Charles S. (Teacher), 618 W. Craig, San Antonio; San Antonio Teachers Council.
 Woods, Quata (Teacher), 4313 Avondale, Dallas; Dallas Grade Teachers Council.

UTAH

Bates, A. Parley (Principal), N. Ogden; Utah Education Association.
 Bjerregaard, Oscar (Teacher), 67 S. Sixth E., Provo; Utah Education Association.
 Bradley, G. Harold (Teacher), Box 141, Sandy; Jordan District Teachers Association.
 Claussen, Seisa (Teacher), 122 E. S. Temple, Salt Lake City; Granite Teachers Association.
 Henderson, Mrs. Ellen C. (Teacher), 137 Fourth E., Salt Lake City; Salt Lake City Teachers Association.
 Hess, Alvin W. (Teacher), Logan; Logan City Teachers Association.
 Kilburn, H. Parley (Principal), 156 W. Fourth N., Logan; Utah Education Association.
 Learned, Welthea M. (Teacher), Newhouse Hotel, Salt Lake City; Utah Education Association.
 Manning, RuLon H. (Teacher), Garland; Box Elder Teachers Association.
 Melville, Milton (Teacher), Fillmore; Utah Education Association.
 Millerberg, J. D. (Teacher), 7930 S. State, Salt Lake City; Utah Education Association.
 Mitchell, L. William (Teacher), 552 N. Seventh E., Provo; Utah Education Association.
 Muir, F. B. (Teacher), Bountiful; Davis County Teachers Association.
 Nielson, L. J. (Principal), 3212 S. State, Salt Lake City; Utah Education Association.
 Poulter, G. Raymond (Teacher), 2539 Gramercy Ave., Ogden; Utah Education Association.
 Sanderson, Reed (Teacher), Midvale; Jordan District Teachers Association.
 Stearns, Harold J. (Principal), Roosevelt High School, Salt Lake City; Salt Lake City Teachers Association.

VERMONT

Bailey, Francis L. (Commissioner of Education), Montpelier; Vermont State Teachers Association.
 Taplin, Winn S. (Superintendent), Fair Haven; Vermont State Teachers Association.
 Wiggin, Joseph A. (State N. E. A. Director), Principal, High School, Brattleboro; Vermont State Teachers Association.
 Woodruff, Caroline S. (Principal), Normal School, Castleton; Vermont State Teachers Association.

VIRGINIA

Adair, Cornelia (Principal), 3208 Hawthorne Ave., Richmond; League of Richmond Teachers.
 Anthony, Kate V. (Teacher), 1903 Hanover Ave., Richmond; League of Richmond Teachers.
 Burgess, Louise (Teacher), 2412 Grove Ave., Richmond; League of Richmond Teachers.
 Gwaltney, F. Mildred (Teacher), Windsor; Virginia Education Association.
 Heatwole, C. J. (Secretary), Richmond; Virginia Education Association.
 Holt, Lucy Mason (Principal), Ninth and Norview Aves., Norfolk; Norfolk Education Association.
 Johnson, Lillian M. (Principal), 404 Chestnut St., Norfolk; Norfolk Education Association.
 Joynes, Mrs. Edith B. (State N. E. A. Director), Principal, Washington-Gatewood Schools, Norfolk; Norfolk Education Association.
 Martin, John E. (Superintendent), Suffolk; Virginia Education Association.
 Miley, Pauline (Teacher), Huntington Ave., Newport News; Newport News Education Association.
 O'Hara, Mrs. J. S. (Teacher), 4812 King William Rd., Richmond; League of Richmond Teachers.
 Richardson, Florence (Teacher), Newport News; Virginia Education Association.
 Saunders, Joseph H. (Superintendent), 5906 Huntington Ave., Newport News; Newport News Education Association.
 Steele, Mrs. Lewis E. (Teacher), Lexington; Virginia Education Association.
 Suttle, Rebecca (Teacher), Hampton; Virginia Education Association.
 Wilson, Marguerite (Teacher), Newport News; Virginia Education Association.
 Wiltshire, Mrs. C. B. (Teacher), Lynchburg; Virginia Education Association.
 Wirtz, Mrs. Ann (Teacher), 1124 W. Grace St., Richmond; League of Richmond Teachers.
 Wolfe, Josephine (Teacher), Dryden; Virginia Education Association.
 Wood, Mrs. I. B. (Teacher), Goshen; Virginia Education Association.

WASHINGTON

Bond, Mary (Teacher), Purnell Apartments, Bellingham; Bellingham Classroom Teachers League.
 Breckner, Elmer L. (Superintendent), Tacoma; Washington Education Association.
 Brock, Frank M. (County Superintendent), Mt. Vernon; Washington Education Association.
 Campbell, Clyde (Superintendent), Centralia; Washington Education Association.
 Clumpner, G. A. (Superintendent), Moxee City; Washington Education Association.

Coyne, Marie (Teacher), Spokane; Spokane Grade Teachers Association.

Crawford, Emily (Teacher), 323 S. J. Tacoma; Tacoma Association of Classroom Teachers.

Cross Marguerite (Teacher), Box 363, Forks; Washington Education Association.

Edwards, Helen (Teacher), 4408 N. Stevens, Tacoma; Tacoma Association of Classroom Teachers.

Failing, Jean (Teacher), Centralia; Centralia Education Association.

Flagg, Mrs. Esther B. (Teacher), Box 248, Chehalis; Washington Education Association.

Fleming, Samuel E. (State N. E. A. Director), Assistant Superintendent of Schools, Seattle; Washington Education Association.

Hegge, Eleanor (Teacher), 1630 Boylston, Seattle; Seattle Grade Teachers Club.

Jinnett, E. R. (Teacher), 54 Twentysventh, Spokane; Spokane High School Teachers Association.

Kempkes, Elisabeth (Teacher), 1709 Hoyt Ave., Everett; Everett Grade Teachers Club.

Knaack, R. H. (Principal), 216 Park Pl., Spokane; Spokane Education Association.

Leatherwood, William F. (Teacher), 4024 N. Thirty-sixth, Tacoma; Tacoma Association of Classroom Teachers.

Lowe, Gladys (Teacher), Breslin Apts., Spokane; Spokane Grade Teachers Association.

McDonnell, Alberta (Teacher), Tacoma; Tacoma Association of Classroom Teachers.

McDonnell, E. L. (Principal), 3214 Seventeenth S., Seattle; Seattle Principals Association.

McMahan, Rene (Teacher), John R. Rogers High School, Spokane; Spokane High School Teachers Association.

Martin, Eva (Teacher), 732 Thirty-second Ave., Seattle; Seattle Grade Teachers Club.

May, Joseph (Teacher), 210 West Fourth, Aberdeen; Washington Education Association.

Mortenson, Martha (Teacher), Benjamin Franklin Hotel, Seattle; Seattle Grade Teachers Club.

Nordeen, Mary (Teacher), 5819 Cowen Pl., Seattle; Seattle Grade Teachers Club.

Oleson, Cora L. (Teacher), Ridpath Hotel, Spokane; Washington Education Association.

Payne, Eva (Teacher), Spokane Hotel, Spokane; Spokane Grade Teachers Association.

Pratt, O. C. (Superintendent), Spokane; Washington Education Association.

Robertson, Myrl (Teacher), 25 West Highland Dr., Seattle; Seattle Grade Teachers Club.

Shawler, Grace (Teacher), 315 N. Fiftieth St., Seattle; Seattle Grade Teachers Club.

Sperlin, O. B. (Teacher), University of Washington, Seattle; National Council of Teachers of English.

Tewinkle, Joseph (Teacher), John R. Rogers High School, Spokane; Spokane High School Teachers Association.

Thorsett, Henry L. (Teacher), 3814 Admiral Way, Seattle; Seattle Teachers League.

Wafer, Barbara (Teacher), 4045 Brooklyn Ave., Seattle; Seattle Junior High School Association.

Warren, Jessie A. (Teacher), 4215 Twelfth Ave., N. E., Seattle; Seattle Classroom Teachers Association.

Williams, Mrs. Alda (Teacher), 376 S. Third, Walla Walla; Washington Education Association.

Williams, Helen Irene (Teacher), 548 Henry Bldg., Seattle; Seattle Grade Teachers Club.

WEST VIRGINIA

Anderson, Mrs. Mamie (Teacher), 2104 Washington, Bluefield; West Virginia State Education Association.

Baughman, D. P. (Principal), Philippi; Tygarts Valley Roundtable.

Brookes, R. F. (Principal), Huntington; Charleston Teachers Association.

Byrnside, D. C. (Teacher), Hurricane; Southwestern Teachers Roundtable.

Collins, Edmund (Principal), Core School, Mona; Monongahela Valley Teachers Roundtable.

Collins, Priscilla (Teacher), Marlinton; West Virginia State Education Association.

Crandall, O. D. (Principal), Gauley Bridge; New River Valley Roundtable.

Crosby, Isobel (Teacher), 153 Hollard Ave., Morgantown; Monongahela Valley Teachers Roundtable.

Crump, James M. (Teacher), Beech Hill; West Virginia State Education Association.

Easley, A. W. (Teacher), Bluefield; Mercer County Teachers Association.

Elder, Katherine (Teacher), 1318 Twentieth, Parkersburg; Wood County Teachers Association.

Elliott, Williard (Teacher), Wadestown; Monongahela Valley Teachers Roundtable.

Filson, Bertha (Principal), Point Pleasant; West Virginia State Education Association.

Forman, T. M. (Principal), Dent School, Morgantown; Monongahela Valley Teachers Roundtable.

Gunnore, Otway (Assistant Superintendent), Fayetteville; New River Valley Roundtable.

Hall, Nell P. (Teacher), Fire Creek; New River Valley Roundtable.

Harper, Enid (Teacher), Huntersville; New River Valley Roundtable.

Hickman, J. H. (Secretary), 1816 Washington St., Charleston; West Virginia State Education Association.

Knapp, Velmer (Teacher), High School, Hurricane; Southwestern Teachers Roundtable.

Lowry, H. D. (Principal), Enslow Junior High School, Huntington; Southwestern Teachers Roundtable.

McIntyre, Audrey (Teacher), Elkins; Randolph County Teachers Association.

Morrison, Marie C. (County Superintendent), Philippi; West Virginia State Education Association.

Peaslee, Ethel V. (Teacher), 100 Main St., Rowlesburg; Preston County Teachers Association.

Rosier, Joseph (President), Fairmont State Teachers College, Fairmont; West Virginia State Education Association.

Roush, Waldon (Assistant County Superintendent), Point Pleasant; West Virginia State Education Association.

Patterson, J. H. (Principal), 191 Pleasants St., Morgantown; Tygarts Valley Roundtable.

Trent, Mary Agnes (Teacher), Philippi; Tygarts Valley Roundtable.

Trent, Mary Bell (Teacher), Box 547, Edgewood Dr., Charleston; Charleston Teachers Association.

Trent, W. W. (State N. E. A. Director), State Superintendent of Schools, Charleston; West Virginia State Teachers Association.

WISCONSIN

Anderson, Beatrice (Teacher), 511 Chippewa St., Eau Claire; Eau Claire Public School Teachers Association.

Bear, Hilda (Teacher), 2016 W. Scott St., Milwaukee; Milwaukee High School Teachers Association.

Bice, Daisy (Teacher), 1437½ Avon St., La Crosse; Western Wisconsin Teachers Association.

Bickler, Sophia (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Blase, Angeline (Teacher), Coleman; Wisconsin Education Association.

Boyce, Celia (Teacher), 563 Tayco St., Menasha; Wisconsin Education Association.

Callahan, John (Ex Officio), State Superintendent of Public Instruction, Madison.

Chapel, J. C. (Teacher), 7939 Twenty-sixth Ave., Kenosha; Wisconsin Education Association.

Cox, A. J. (Head, Commercial Department), 1310 Layard Ave., Racine; Racine Teachers Association.

Fowler, Lotta B. (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Fredrich, Ida (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Freeman, Eunice (Teacher), 1311 Caledonia, La Crosse; La Crosse Teachers Club.

Genske, Clara (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Gribble, Lelah (Teacher), 406 Mill St., Merrill; Wisconsin Education Association.

Hames, Anna S. (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Healy, Hazel M. (Teacher), Washington High School, Milwaukee; Milwaukee High School Teachers Association.

Held, B. A. (Assistant Principal), 1314 Clark St., Stevens Point; Wisconsin Education Association.

Jelinek, Frances (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Jones, James A. (Principal), North Fond du Lac; Northeastern Wisconsin Education Association.

Keenan, Mary (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Knoelk, William C. (Assistant Superintendent), 1111 N. Tenth St., Milwaukee; Milwaukee Principals Association.

Kusta, Loraine (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Lewandowski, Florence (Teacher), 1615 E. Locust St., Milwaukee; Milwaukee High School Teachers Association.

Lewandowski, Grace (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

McCormick, Elizabeth (Principal), Howe School, Superior; Wisconsin Education Association.

Mabie, Ethel (Supervisor), Department of Curriculum, Madison Public Schools, Madison; National Council of Teachers of English.

Mav, E. A. (Teacher), 1615 E. Locust St., Milwaukee; Milwaukee High School Teachers Association.

Mollica, Rose Z. (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Murphy, J. H. (Superintendent), New Holstein; Wisconsin Education Association.

Nagel, Anne (Teacher), 811 Fourteenth St., Racine; Wisconsin Education Association.

Nienow, Emily (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.

Ogden, Grace (Teacher), 216 West Ave., N., La Crosse; Wisconsin Education Association.

Plenzke, O. H. (Secretary), 404 Insurance Bldg., Madison; Wisconsin Education Association.

Rankin, George R. (Teacher), 319 West Virginia St., Milwaukee; Wisconsin Education Association.

Redstrom, J. R. (Teacher), 6565 Seventh Ave., Kenosha; Kenosha Education Association.

Ritter, G. L. (Principal), 2818 Taylor Ave., Racine; Racine Teachers Association.

Ronda, Teckla (Teacher), 703 Hubbard St., Racine; Racine Teachers Association.

Schneider, Marcella (Teacher), 3035 W. Wisconsin Ave., Milwaukee; Wisconsin Education Association.

Stamm, Harold (Teacher), W. Allis; Wisconsin Education Association.

Steel, Nettie (Teacher), Sparta; Wisconsin Education Association.

Stees, Gladys (Teacher), 324 W. Main St., Waukesha; Wisconsin Education Association.

Stratz, Genevieve (Teacher), 140 S. Hickory St., Fond du Lac; Fond du Lac Council of Education.

Theisen, Margaretta (Teacher), 166 E. Second St., Fond du Lac; Fond du Lac Council of Education.

Wilcox, Mildred (County Superintendent), Eau Claire; Wisconsin Education Association.

Wochos, Louis (Teacher), 112 Allard Ave., Green Bay; Wisconsin Education Association.

Zartner, Norma (Librarian), High School, Milwaukee; Milwaukee High School Teachers Association.

WYOMING

Burgoon, A. L. (Superintendent), Diamondville; Wyoming Education Association.

Conrey, Lawrence A. (Teacher), 1419 Kearney, Laramie; Wyoming Education Association.

Dobbin, Anna M. (Deputy County Superintendent), Cheyenne; Wyoming Education Association.

Dolph, A. H. (Superintendent), Lander; Wyoming Education Association.

Dunaway, Julia (Teacher), 620 E. Second, Casper; Casper Classroom Teachers Association.

Goure, Nellie (Teacher), 1817½ Capitol Ave., Cheyenne; Laramie County Teachers Association.

Moyer, H. H. (State N. E. A. Director), Principal, High School, Rawlins; Wyoming Education Association.

Rains F. O. (Community Worker), Indian Education, Ft. Washakie; Wyoming Education Association.

INDEX¹

- Abrams, Ray. Public high school, private business school, college—discussion, 188
- Academic freedom, public forum (Thomas W. Gosling), 49; (J. W. Studebaker), 42; (Emily A. Tarbell), 66; report of 1936 committee on—department of classroom teachers (Emily A. Tarbell), 210; report of N. E. A. committee on (Henry Lester Smith), 814. *See also* 216, 488
- Activity programs in rural schools (Mrs. Arta Bradt Flood), 313
- Act of Incorporation of National Education Association, 633
- Adair, Cornelia S. Report of committee on bylaws and rules, 856; school health in the Virginia educational program, 323
- Adams, O. D. High-school instruction and new curriculum materials in vocational education, 358
- Address of welcome (Joseph K. Carson, Jr.), 19; (C. A. Howard), 18; (W. L. Joslyn), 20; (Charles A. Rice), 21
- Adjustment of rural schools to present needs (Hattie S. Parrott), 298
- Administrative problems in health, physical education, and recreation in the college health program (Clair V. Langton), 328
- Administrative women in education, department of, 157; historical note, 158; secretary's minutes, 159
- Adult education, department of, 161; historical note, 162; secretary's minutes, 175; committee on technics of adult education in public school programs (Robert C. Deming), 172
- Adult life, report of commission on the enrichment of (James A. Moyer), 876
- Advancing teacher welfare in building a stronger foundation—discussion (M. Emma Brookes), 65; (William G. Carr), 66; (Donald DuShane), 65; (Mrs. Inez Johnson Lewis), 65; (Gertrude Mallory), 66; (Elphe K. Smith), 65; (Emily A. Tarbell), 66
- Aiton, Maude E. Implications of the new program for the education of aliens preparing for naturalization, 168
- America's answer to youth's appeal (Robert Gordon Sproul), 81
- America's contribution to the little child (Willis A. Sutton), 272
- Anderson, Hilma A. The Smouse opportunity school, 385
- Appreciation—understandings—the vital core of all music teaching (Mrs. Frances Elliott Clark), 286
- Armstrong, J. Evan. Private business education, 194; public high school, private business school, college—discussion, 189
- Arrangement and equipment of a model one-room school, The (Chloe C. Baldrige), 306
- Art education, department of, 177; historical note, 178; secretary's minutes, 184
- Art in a reorganized program in secondary schools (May Gearhart), 182; rural education (Florence Tilton), 180
- Art Instruction in rural schools (Florence Tilton), 315
- Ashby, Lyle W. Can universal secondary education be made socially profitable—discussion, 150
- Associational records and information, 633
- Astleford, Paul. Importance of vocational agriculture, as a service to rural youth, 626
- Auditors, report of, 790
- Bair, Frederick H. Social studies curriculum—jury panel discussion, 456
- Baldrige, Chloe C. The arrangement and equipment of a model one-room school, 306
- Baldwin, Robert D. Professional leadership in rural education, 291
- Baxter, Bernice. Meeting new needs on the elementary level in improving the program—discussion, 92
- Baxter, Bruce R. Building character, 17
- Bayles, Ernest E. A proposed statement of principles basic to instruction in the natural sciences, 335
- Baylor, Adelaide Steele. Tributes to, 141, 143
- Beard, Charles A. Social studies curriculum—jury panel discussion, 458; the scholar in an age of conflicts, 438
- Beach, Kenneth. The development of lip reading in Oregon under the emergency adult education program, 281
- Bell, Reginald. Conditions affecting child growth and development, 269
- Benezet, Louis P. Teaching controversial subjects in the classroom—evaluation from the standpoint of the educator, 482
- Bennett, Thomas Gordon. A program of health service and instruction in rural schools, 300
- Better opportunities for hard-of-hearing children and adults (Mrs. Lucelia M. Moore), 278
- Betzner, Jean. Teachers and guidance, 531
- Bishop, Helen M. The testing of the deaf and the hard-of-hearing children in St. Paul schools with the Arthur Performance Scale, 393
- Blum, Mrs. F. W. Values in the national program of Americanization—discussion, 163
- Board of directors, members, 1935-36, 653, 1936-37, 659; of trustees, members, 1935-36, 653, 1936-37, 659
- Bork, H. A. Cooperative buying for teachers, 207
- Bovard, John F. Recreation—discussion, 175
- Bracken, John L. The elementary principalship develops, 247
- Brady, John F. Can universal secondary education be made socially profitable—discussion, 151; development of better understanding between business leadership and school leadership—with regard to the study of business in the secondary schools, 193
- Brandon, Mrs. Vera. Education for home and family life is essential in modern education—discussion, 551
- Broadening community horizons in strengthening the relationship between school and community—discussion (Elias Arnesen), 104; (W. P. King), 105; (Uel W. Lamkin), 104; (Annie C. Woodward), 104; (H. M. Woodward), 104
- Brookes, M. Emma. Advancing teacher welfare in building a stronger foundation—discussion, 65; report of committee on retirement allowances, 894
- Brown, Muriel W. High-school instruction and new curriculum materials in parenthood, 356
- Brown, Mrs. Nina H. Meeting new needs on the elementary level in improving the program—discussion, 92
- Brown, Richard R. What is happening to youth, 169; youth and the new order, 209
- Bruner, Herbert B. Social studies curriculum—jury panel discussion, 447
- Budget committee, report of (Helen T. Collins), 806
- Building a community thru the elementary school (Willis A. Sutton), 256
- Building character (Bruce R. Baxter), 17
- Business education, department of, 185; historical note, 186; president's address, 187
- Butler, Leslie A. Social studies curriculum—jury panel discussion, 454
- Bylaws and rules, report of committee on (Cornelia S. Adair), 856; bylaws of National Education Association, 638
- Calendar of meetings of National Education Association, 651
- Caliver, Ambrose. Financing rural Negro schools, 311
- Campbell, Doak S. Curriculum provision for sequence and professional integration, 597

¹ All addresses are listed by titles and authors' names. The book is also indexed by subject headings, which, together with authors' names, are set in bold face.

- Can universal secondary education be made socially profitable—discussion (Lyle W. Ashby), 150; (John F. Brady), 151; (Anna Laura Force), 149; (E. H. Hedrick), 150; (H. D. Sheldon), 149; (F. L. Stetson), 149; (Willis L. Uhl), 149
- Carey, H. A. Successful ventures in administration from the medical director's standpoint, 327
- Carr, William G. Advancing teacher welfare in building a stronger foundation—discussion, 66
- Carson, Joseph K., Jr. The Northwest greets you, 19
- Charter, report of committee on amending (Reuben T. Shaw), 817
- Children's literature—discussion (Mrs. Gladys L. Potter), 91
- Christofferson, H. C. High-school instruction and new curriculum materials in mathematics, 353
- Clark, Mrs. Frances Elliott. Appreciation—understandings—the vital core of all music teaching, 286
- Classroom teachers, department of, 195; historical note, 196; platform and resolutions, 215; report of committee on academic freedom (Emily Tarbell), 210; report of president, 197; secretary's minutes, 212
- Closterman, Robert C. Values in the national program of Americanization—discussion, 163
- Cocking, Walter D. Utilizing lay cooperation in strengthening the relationship between school and community—discussion, 103
- Coffman, Lotus D. Federal support and local responsibility for education, 413, 432
- Coleman, Norman F. Implementing the Children's Charter in building a stronger foundation—discussion, 63; necessity and scope of social indoctrination, 377
- Collins, Helen T. Report of budget committee, 806
- Committees, department. *See* respective department headings
- Committees, N. E. A., list of members, 665. *Also see* respective committee headings
- Conditions affecting child growth and development (Reginald Bell), 269
- Contribution of Adelaide S. Baylor to the home economics movement, The (Louise Stanley), 143
- Coon, Beulah I. High-school instruction and new curriculum materials in home economics, 351
- Cooperative buying for teachers (H. A. Bork), 207
- Coordinating the forces for child safety in strengthening the relationship between school and community—discussion (Charles H. Elliott), 101; (William Knoelk), 101; (Worth McClure), 100; (Joseph Rosier), 102; (N. D. Showalter), 100; (Marian L. Telford), 100
- Corey, Arthur F. What happens when we learn, 249
- Counts, George S. Democracy and the profession of teaching—discussion, 147; social studies curriculum—jury panel discussion, 455
- County program for in-service training of rural teachers, A (Fred C. Fischer), 299
- Countywide program of consolidated rural schools, A (John H. George), 303
- Crabtree, J. W. Presentation of life membership to President Agnes Samuelson, 135
- Crane, A. G. Developing discrimination in the use of new tools in improving the program—discussion, 90; report of committee on higher education, 863
- Current problems in industrial education (Arthur B. Mays), 625
- Current problems in vocational education in agriculture (Ray Fife), 624
- Curriculum in English as experience, The (W. Wilbur Hatfield), 525
- Curriculum provision for sequence and professional integration (Doak S. Campbell), 597
- Darrow, Ben H. Developing discrimination in the use of new tools in improving the program—discussion, 90
- Dawson, Howard A. Speeding educational equality in building a stronger foundation—discussion, 64
- Deans of women, department of, 219; historical note, 220
- Delegates to the sixteenth representative assembly, 931
- Deming, Robert C. Technics of adult education in public school programs, Committee on, 172
- Democracy and the profession of teaching—discussion (George S. Counts), 147; (Fred J. Kelly), 147; (John K. Norton), 148; (A. Duncan Yocum), 146
- Departments of the Association, 155; introduction, 156; officers of, 1935–36, 655; officers of, 1936–37, 661. *Also see* respective department headings.
- Developing discrimination in the use of new tools in improving the program—discussion (A. G. Crane), 90; (Ben H. Darrow), 90; (Arthur S. Garbett), 91; (G. W. Kirn), 90; (Mrs. Gladys L. Potter), 91; (Willis L. Uhl), 90
- Development of better understanding between business leadership and school leadership—from the point of view of business (E. B. McNaughton), 192; with regard to the study of business in the secondary schools (John F. Brady), 193
- Development of lip reading in Oregon under the emergency adult education program (Kenneth Beach), 281
- Dimmitt, L. M. Education for home and family life is essential in modern education—discussion, 551
- Directors, board of, members of 1935–36, 653, of 1936–37, 659; minutes of meetings of, 740
- Discussion—Can universal secondary education be made socially profitable, 149; democracy and the profession of teaching, 146; education for home and family life is essential in modern education, 551; high-school instruction and new curriculum materials, 349; libraries and adult education, 175; public high school, private business school, college, 188; recreation, 175; social studies curriculum, 444; the teachers college versus the liberal arts college in the education of teachers, 139; universities and adult education, 174; values in the national program of Americanization, 163
- Douglass, Aubrey A. Sequence of learning materials in the curriculum, 367
- DuShane, Donald. Advancing teacher welfare in building a stronger foundation—discussion, 65; report of committee on tenure, 914
- Eby, George. High-school instruction and new curriculum materials in science, 357
- Economical devices in teaching instrumental music (Lee M. Lockhart), 285
- Educational objectives in terms of a public school program in rural areas (Norman Frost), 301
- Educational policies commission, The (John A. Sexson), 463. *See also* 37
- Educational research, department of, 231; historical note, 232; proceedings of annual meeting, 233; report of secretary-treasurer for 1935, 235; secretary's minutes, 233
- Education and democracy—public forum (Thomas W. Gosling), 49; (Lucy Mason Holt), 56; (W. W. Parker), 60; (John A. Sexson), 53; (J. W. Studebaker), 42; (Willis A. Sutton), 51; (A. L. Threlkeld), 59
- Education for home and family life is essential in modern education—discussion (Mrs. Vera Brandon), 551; (L. M. Dimmitt), 551; (Mrs. Ruth Forest), 552; (Bertha Kohlhausen), 552; (Helen Mickelson), 552; (Orville C. Pratt), 551; (Frances Swain), 552
- Education under dictatorships—forum (Thomas W. Gosling), 49
- Effects upon family life of certain frustrations of youth, The (Fred J. Kelly), 545
- Elementary principalship develops, The (John L. Bracken), 247
- Elementary school principals, department of, 239; historical note, 240; secretary's report, 258
- Elliott, Charles H. Coordinating the forces for child safety in strengthening the relationship between school and community—discussion, 101
- Equalization of educational opportunity, The—forum (Willis A. Sutton), 51

- Equal opportunity, report of committee on (Gertrude Mallory), 858
- Estimating and controlling supply of and demand for teachers (L. A. Pittenger), 602
- Evaluating national issues—Democratic party (Paul V. McNutt), 105, 128; Republican party (Burton L. French), 113, 129; Socialist party (Norman Thomas), 126, 131
- Evenden, E. S. Professional elements in the education of teachers, 588
- Executive committee, members of 1935-36, 653, of 1936-37, 659; minutes of the meetings of, 765
- Experiments and demonstrations for improvement among small rural schools (Leo M. Favrot), 307
- Facing a mutual problem—cooperation (Fred H. Turner), 224
- Faith, Mae. Values in the national program of Americanization—discussion, 164
- Favrot, Leo M. Experiments and demonstrations for improvement among small rural schools, 307
- Federal aid to education (Lotus D. Coffman), 413; (Howard A. Dawson), 64; (Charles H. Judd), 421; (Paul R. Mort), 401; (John A. Sexson), 53; (Willis A. Sutton), 51. *See also* 319, 518
- Federal relations to public education—forum (John A. Sexson), 53
- Federal support of public education (Lotus D. Coffman), 413, 432; (Charles H. Judd), 421, 434; (Paul R. Mort), 401, 436
- Fife, Ray. Current problems in vocational education in agriculture, 624
- Financial report 1935-36, 787
- Financing rural Negro schools (Ambrose Caliver), 311
- Fischer, Fred C. A county program for in-service training of rural teachers, 299
- Freel, A. O. The kinesthetic approach to remedial reading, 396
- Freeman, Frank N. Social studies curriculum—jury panel discussion, 446
- French, Burton L. Representing the Republican party in evaluating national issues, 113, 129
- French, Will C. Meeting new issues on the secondary level in improving the program—discussion, 94
- Frost, Norman. Educational objectives in terms of a public school program in rural areas, 301
- Fleming, Samuel E. Is commercial education vocational, 190
- Flood, Mrs. Arta Bradt. Activity programs in rural schools, 313
- Forest, Mrs. Ruth. Education for home and family life is essential in modern education—discussion, 552
- Forward look at supervision in the new education, A (Thomas H. Gentle), 539
- Functional planning of plan for a twelve-year consolidated school (N. E. Viles), 305
- Furtherance of unity among the people of widely variant racial origins, The (Daniel W. MacCormack), 165
- Garbett, Arthur S. Developing discrimination in the use of new tools in improving the program—discussion, 91; high-school instruction and new curriculum materials in music, 355
- Gaumnitz, W. H. Training rural school administrators, 297
- Gearhart, May. Art in a reorganized program in secondary schools, 182
- Gentle, Thomas H. A forward look at supervision in the new education, 539
- George, John H. A countywide program of consolidated rural schools, 303
- Gillette, Esther. Some phases of treatment of children with orthopedic handicaps, 391
- Girl scouting and the physically handicapped (Mrs. Harry Robbins), 390
- Glenn, C. B. Social studies curriculum—jury panel discussion, 445
- Goodfellow, Raymond C. President's address (department of business education), 187; public high school, private business school, college—discussion, 188
- Gosling, Thomas W. Education under dictatorships—forum, 49; Red Cross activities in the field of public health, 388
- Hale, Florence. The high school's responsibility in the new education, 363; what is the responsibility of the principal in the securing of desirable educational outcomes, 251
- Hall, Sidney B. Report of legislative commission, 873
- Hanna, Paul R. New developments in kindergarten-primary curriculum, 270
- Harada, Jiro. Ideals of Japanese art, 179; Japanese gardens, 182
- Hatch, Roy W. Teaching controversial subjects in the classroom—demonstration class, 467
- Hatfield, W. Wilbur. The curriculum in English as experience, 525
- Hanson, Howard. Music invades the public school curriculum, 496
- Harman, A. F. Today's program of elementary education from the standpoint of the home, 241
- Has the public accepted the new elementary education (John A. Sexson), 243
- Hawaii's rural schools are as good as her city schools (O. W. Robinson), 312
- Hayes, Mrs. John E. Parents, schools, and child welfare, 326
- Headquarters staff, National Education Association, 655
- Health problems in education, report of joint committee on (Thomas D. Wood), 860
- Heath, Mrs. Georgia G. Tacoma's program for the hard-of-hearing child, 279
- Hedrick, E. H. Can universal secondary education be made socially profitable—discussion, 150
- Heflebower, R. B. What economic system does business want, 191
- Higher education, report of committee on (A. G. Crane), 863
- High-school instruction and new curriculum materials—round tables, 349
- High school's responsibility in the new education, The (Florence Hale), 363
- Hinrichs, Amy H. Report of committee on resolutions, 887
- Holt, Lucy Mason. The worth of personality—forum, 56
- Home economics and parent education (Alice Sowers), 546
- Hood, Marguerite V. Music instruction for rural boys and girls, 316
- Horace Mann Centennial, report of committee on the (Payson Smith), 865
- Howard, C. A. Address of welcome, 18; opportunities and responsibilities in vocational education, 627; values in the national program of Americanization—discussion, 164
- How the profession can cooperate with the Office of Education (J. W. Studebaker), 145
- How should the curriculum for the training of rural teachers be differentiated from the curriculum for the training of urban teachers (Harvey Leonard Turner), 295
- Hunter, Frederick M. We chart our future policies, 33
- Ideals of Japanese art (Jiro Harada), 179
- Immediate values of art education, The (John L. Tildsley), 504
- Implementing the Children's Charter in building a stronger foundation—discussion (Norman F. Coleman), 63; (Vierling Kersey), 61; (Mrs. B. F. Langworthy), 61; (Levi T. Pennington), 62; (Effie I. Raitt), 62; (A. L. Threlkeld), 62
- Implications of a new educational philosophy for the work of the dean of women (Laura Zirbes), 228
- Implications of the new program for the education of aliens preparing for naturalization (Maude E. Aiton), 168
- Importance of vocational agriculture, as a service to rural youth (Paul Astleford), 626
- Individual instruction in rural schools (Winn L. Taplin), 314
- Influence of education on the motion pictures, The (Colvin McPherson), 246
- International relations, report of committee on (Annie C. Woodward), 868
- Intersubject relations (H. C. Tallman), 256
- Institution of growing significance, An—life membership dinner (T. D. Martin), 135

- Instructional leadership and social change (E. Vern Sayers), 528
- Is commercial education vocational (Samuel E. Fleming), 190
- Japanese gardens (Jiro Harada), 182
- Johnson, Charles S. Social and economic factors affecting rural school areas in the South, 310
- Joslyn, W. L. Greetings, 20
- Judd, Charles H. Federal support of public education, 421, 434; raising the level of the education of teachers, 574
- Kelly, Fred J. Democracy and the profession of teaching—discussion, 147; report of committee on social-economic goals of America, 911; the effects upon family life of certain frustrations of youth, 545
- Kiely, Margaret. The teachers college versus the liberal arts college in the education of teachers—discussion, 140
- Kindergarten-primary education, department of, 267; historical note, 268; secretary's minutes, 273
- Kinesthetic approach to remedial reading, The (A. O. Freely), 396
- King, C. H. S. High-school instruction and new curriculum materials in modern languages, 354
- King, W. P. Broadening community horizons in strengthening the relationship between school and community—discussion, 105
- Knight, Mary Elizabeth. Shall the social studies abolish subject boundaries, 375
- Knocking at opportunity's door (Helen Gregory MacGill), 229
- Knoelk, William. Coordinating the forces for child safety in strengthening the relationship between school and community—discussion, 101
- Koehn, George L. Values in the national program of Americanization—discussion, 163
- Kohlhagen, Bertha. Education for home and family life is essential in modern education—discussion, 552
- Koos, Leonard V. Social studies curriculum—jury panel discussion, 452
- Kreitzer, H. R. What employers expect of vocational education under present-day conditions, 626
- LaBrant, Lou L. The program in the individual school, 526
- Land, Adele. The teachers college versus the liberal arts college in the education of teachers—discussion, 139
- Langton, Clair V. Administrative problems in health, physical education, and recreation in the college health program, 328
- Langworthy, Mrs. B. F. Report of joint committee of the National Education Association and the National Congress of Parents and Teachers, 872
- Lash, Frederick M. Values in the national program of Americanization—discussion, 164
- Lathrop, Edith A. Report of joint committee of the National Education Association and the American Library Association on school libraries, 869; the yearbook on rural school libraries, 293
- Lawson, Willie A. Parent education as supplementary to the modern elementary-school program, 242; youth's appeal, 67
- Legislative commission, report of (Sidney B. Hall), 873
- Let's study the whole child (Mae F. Williams), 395
- Lewis, Mrs. Dora S. The teaching of buymanship, 550
- Libraries and adult education—discussion (Judson Jennings), 175; (Anne Mulheran), 175
- Library service in rural areas (Louis R. Wilson), 309
- Life directors, National Education Association, 1935-36, 653; 1936-37, 660
- Life membership dinner, 133; historical note, 134
- Lip reading, department of, 275; historical note, 276; greetings (H. W. Ager), 277; (Pauline Maclean), 277; secretary's minutes, 282
- Lloyd, Alice C. Two generations facing a mutual problem—cooperation, 221
- Lockhart, Lee M. Economical devices in teaching instrumental music, 285
- Long, Raymond V. A statewide survey of rural school adequacy, 304
- Maaske, Roben J. Status of the elementary-school principalship in Oregon, 254
- McClure, Worth. Coordinating the forces for child safety in strengthening the relationship between school and community—discussion, 100
- MacCormack, Daniel W. The furtherance of unity among the people of widely variant racial origins, 165
- McCown, Albert. Social security and the health of school children, 325
- MacGill, Helen Gregory. Knocking at opportunity's door, 229
- McKenzie, William. Utilizing lay cooperation in strengthening the relationship between school and community—discussion, 103
- McNaughton, E. B. Development of better understanding between business leadership and school leadership—from the point of view of business, 192
- McNeil, Ella E. The public health nurse in school and community, 327
- McNutt, Paul V. Representing the Democratic party in evaluating national issues, 105, 128
- McPherson, Colvin. The influence of education on the motion pictures, 246
- Maehling, Hilda. Meeting new issues on the secondary level in improving the program—discussion, 94
- Mallory, Gertrude. Advancing teacher welfare in building a stronger foundation—discussion, 66; report of committee on equal opportunity, 858
- Maltby, Jeannette E. High-school instruction and new curriculum materials in English, 351
- Martens, Elise H. Speeding educational equality in building a stronger foundation—discussion, 64
- Martin, T. D. An institution of growing significance (life membership dinner), 135
- Mays, Arthur B. Current problems in industrial education, 625
- Meeting new issues on the secondary level in improving the program—discussion (Will C. French), 94; (Hilda Maehling), 94; (Mary B. McAndrew), 94; (Albert M. Shaw), 95; (Edward O. Sisson), 94; (Payne Templeton), 94; (Fred W. Tranter), 94
- Meeting new needs on the elementary level in improving the program—discussion (Bernice Baxter), 92; (Mrs. Nina H. Brown), 92; (Nellie Lind), 92; (L. S. Tireman), 93; (Caroline Woodruff), 92; (James T. Worlton), 93
- Membership of National Education Association by states, 1926-35, 930
- Merchant, Pauline. A socially significant curriculum, 202
- Mickelson, Helen. Education for home and family life is essential in modern education—discussion, 552
- Miles, Frank. Utilizing lay cooperation in strengthening the relationship between school and community—discussion, 102
- Minutes, of board of directors meetings, 740; board of trustees meetings, 786; executive committee meetings, 765; the sixteenth representative assembly, 679
- Moore, Mrs. Lucelia M. Better opportunities for hard-of-hearing children and adults, 278
- Morphet, Edgar L. Procedures for obtaining adequate organization and administration for rural schools, 302
- Mort, Paul R. Federal support of public education, 401, 436
- Moyer, James A. Report of commission on the enrichment of adult life, 876
- Mulheran, Anne. Libraries and adult education—discussion, 175
- Murray, Earl. High-school instruction and new curriculum materials in mathematics, 353
- Music education, department of, 283; historical note, 284
- Music instruction for rural boys and girls (Marguerite V. Hood), 316
- Music invades the public school curriculum (Howard Hanson), 496

- National Association of Teachers in Colored Schools, report of committee to cooperate with the (N. C. Newbold), 856
- National Congress of Parents and Teachers, report of joint committee of the National Education Association and the (Mrs. B. F. Langworthy), 872
- National Council of Education, 137; historical note, 138; secretary's minutes, 151
- National Education Association, act of incorporation, 633; board of directors, members of 1935-36, 653, of 1936-37, 659; board of trustees, members of 1935-36, 653, of 1936-37, 659; bylaws, 638; calendar of meetings, 651; committees, members of 1935-36, 665; delegates to sixteenth representative assembly, 931; executive committee, members of 1935-36, 653, of 1936-37, 659; headquarters staff, 655; life directors, 1935-36, 653, of 1936-37, 660; minutes of the sixteenth representative assembly, 679; officers, 1935-36, 653, 1936-37, 659; state directors, 1935-36, 654, 1936-37, 660
- Necessity and scope of social indoctrination (Norman F. Coleman), 377
- Necrology committee, report of (Harold V. Tempel), 878
- Newbold, N. C. Report of committee to cooperate with the National Association of Teachers in Colored Schools, 856
- New developments in kindergarten-primary curriculum (Paul R. Hanna), 270
- New economic developments (Mrs. Grace I. Woodbury), 206
- New progressive movements (D. E. Temple), 203
- Norton, John K. Democracy and the profession of teaching—discussion, 148
- Nutrition: one factor in the health program (Mrs. Nina Simmonds), 324
- Oberholtzer, E. E. report of committee on reorganization, 896
- Officers, of departments, 1935-36, 655, 1936-37, 661; of National Education Association, 1935-36, 653, 1936-37, 659
- Opportunities and responsibilities in vocational education (C. A. Howard), 627
- Palmer, James B. State stimulation and supervision of an enriched program in rural education, 298
- Parent education as supplementary to the modern elementary-school program (Willie A. Lawson), 242
- Parents, schools, and child welfare (Mrs. John E. Hayes), 326
- Parker, W. W. Education and democracy—forum, 60
- Parrott, Hattie S. Adjustment of rural schools to present needs, 298
- Peik, W. E. The relationship of general and of professional education in the preparation of teachers, 581; the teachers college versus the liberal arts college in the education of teachers—discussion, 140
- Pennington, Levi T. Implementing the Children's Charter in building a stronger foundation—discussion, 62
- Physical education becomes a fundamental (Carl L. Schrader), 490
- Physical education for the mentally handicapped (Josephine L. Rathbone), 392
- Pioneering in human achievement (Rev. Ralph W. Sockman), 97
- Pittenger, L. A. Estimating and controlling supply of and demand for teachers, 602
- Place of home economics in the educational program today, The (Agnes Samuelson), 546
- Potter, Mrs. Gladys L. Developing discrimination in the use of new tools in improving the program—discussion, 91
- Pratt, Orville C. Education for home and family life is essential in modern education—discussion, 551
- Presentation of life membership to President Agnes Samuelson (J. W. Crabtree), 135
- Private business education (J. Evan Armstrong), 194
- Procedures for obtaining adequate organization and administration for rural schools (Edgar L. Morphet), 302
- Professional elements in the education of teachers (E. S. Evenden), 588
- Professional leadership in rural education (Robert D. Baldwin), 291
- Program in the individual school, The (Lou L. LaBrant), 526
- Program of action, A (Paul T. Rankin), 530
- Program of health service and instruction in rural schools, A (Thomas Gordon Bennett), 300
- Progress of education of the deaf in Day School (Maria P. Templeton), 387
- Proposed statement of principles basic to instruction in the natural sciences, A (Ernest E. Bayles), 335
- Public health nurse in school and community, The (Ella E. McNeil), 327
- Public high school, private business school, college—discussion (Ray Abrams), 188; (J. Evan Armstrong), 189; (Raymond C. Goodfellow), 188; (Mary Stuart), 189; (Herbert A. Tonne), 189; (Ernest A. Zelliott), 189
- Radio, the assistant teacher—discussion (A. G. Crane), 90; (Arthur S. Garbett), 91
- Raising the level of the education of teachers (Charles H. Judd), 574
- Raitt, Effie I. Implementing the Children's Charter in building a stronger foundation—discussion, 62
- Ralls, Mary C. Around the year with the president (department of classroom teachers), 197; we are glad to be here, 27
- Rankin, Paul T. A program of action, 530; social studies curriculum—jury panel discussion, 450
- Rathbone, Josephine L. Physical education for the mentally handicapped, 392
- Rauch, George L. Values in the national program of Americanization—discussion, 163
- Ray, Ethel M. Things which have worked and things which have not worked in social studies, 380
- Recreation—discussion (John F. Bovard), 175
- Red Cross activities in the field of public health (Thomas W. Gosling), 388
- Relationship of general and of professional education in the preparation of teachers, The (W. E. Peik), 581
- Removing juvenile delinquency (Eleanor R. Wembridge), 95
- Reorganization of the National Education Association, report of committee on (E. E. Oberholtzer), 896
- Reports of committees. *See* Committees, N. E. A. *See also* Committees, department
- Representative assembly, delegates to, 931; minutes of meetings of, 679
- Resolutions, report of committee on (Amy H. Hinrichs), 887
- Retirement allowances, report of committee on (M. Emma Brookes), 894
- Rice, Charles A. Presentation of platform guests, 21
- Richardson, Leon J. Universities and adult education—discussion, 174
- Riley, Frank Branch. What you should see here, 22
- Robbins, Mrs. Harry. Girl scouting and the physically handicapped, 390
- Roberts, Holland D. High-school instruction and new curriculum materials in English, 350
- Robinson, O. W. Hawaii's rural schools are as good as her city schools, 312
- Robinson, William McKinley. Report of committee on status of the rural teacher, 912; training teachers for rural schools, 294
- Roller, Julianne. High-school instruction and new curriculum materials in ancient languages, 349
- Rosier, Joseph. Coordinating the forces for child safety in strengthening the relationship between school and community—discussion, 102; what part does the teacher play in the learning process, 252
- Rural education, department of, 289; historical note, 290; for Negroes (Edwin R. Embree), 308; in other depressions (Edwin K. Knight), 292; secretary's minutes, 317
- Rural teacher, report of committee on status of the (William McKinley Robinson), 912

- Russell, Mable.** Use of problems in developing judgment in selection of house furnishings, 549
- Safety education**—discussion (Charles H. Elliott), 101; (William Knoelk), 101; (Worth McClure), 100; (Joseph Rosier), 102
- Samuelson, Agnes.** The place of home economics in the educational program today, 546; why we have come, 28
- Sayers, E. Vern.** Instructional leadership and social change, 528
- Scholar in an age of conflicts, The** (Charles A. Beard), 438
- School health and physical education, department of**, 321; historical note, 322; secretary's minutes, 330
- School health in the Virginia educational program** (Cornelia S. Adair), 323
- Schrader, Carl L.** Physical education becomes a fundamental, 490
- Science instruction, department of**, 333; historical note, 334; secretary's minutes, 345
- Secondary education, department of**, 347; historical note, 348; secretary's minutes, 358
- Secondary school principals, department of**, 361; historical note, 362
- Secretary, National Education Association, annual report of**, 914
- Sequence of learning materials in the curriculum** (Aubrey A. Douglass), 367
- Sexson, John A.** Federal relations to public education—forum, 53; has the public accepted the new elementary education, 243; the educational policies commission, 463
- Shall the social studies abolish subject boundaries** (Mary Elizabeth Knight), 375
- Shaw, Albert M.** Meeting new issues on the secondary level in improving the program—discussion, 95
- Shaw, Reuben T.** Report of committee on amending the charter, 817
- Significant attitudes to be developed in rural teachers** (Kate V. Wofford), 296
- Silver, Abba Hillel.** Teaching controversial subjects in the classroom—evaluation from the standpoint of the layman, 485
- Simmonds, Mrs. Nina.** Nutrition: one factor in the health program, 324
- Skewes, George J.** High-school instruction and new curriculum materials in science, 357
- Smith, Henry Lester.** Report of committee on academic freedom, 814
- Smith, Mrs. Leila Bunce.** President's report (department of supervisors and teachers of home economics), 553
- Smith, Payson.** Report of committee on the Horace Mann Centennial, 865
- Smouse opportunity school, The** (Hilma A. Anderson), 385
- Social and economic factors affecting rural school areas in the South** (Charles S. Johnson), 310
- Social-economic goals of America, report of committee on** (Fred J. Kelly), 911
- Socially significant curriculum, A** (Pauline Merchant), 202
- Social science program, The** (Edgar H. Whitney), 379
- Social security and the health of school children** (Albert McCown), 325
- Social studies, department of**, 373; historical note, 374; secretary's minutes, 381
- Sockman, Rev. Ralph W.** Pioneering in human achievement, 97
- Some phases of treatment of children with orthopedic handicaps** (Esther Gillette), 391
- Sowers, Alice.** Home economics and parent education, 546
- Special education, department of**, 383; historical note, 384; secretary's minutes, 397
- Speech defective in the ranks of the handicapped, The** (Earl W. Wells), 394
- Speeding educational equality in building a stronger foundation**—discussion (Francis L. Bailey), 63; (Howard A. Dawson), 64; (James H. Hope), 63; (Elise H. Martens), 64; (Charles H. Skidmore), 63; (Anna Swenson), 63
- Sprague, H. A.** President's report and recommendations (department of teachers colleges), 557
- Sproul, Robert Gordon.** America's answer to youth's appeal, 81
- Stanley, Louise.** The contribution of Adelaide S. Baylor to the home economics movement, 143
- State stimulation and supervision of an enriched program in rural education** (James B. Palmer), 298
- Statewide survey of rural school adequacy, A** (Raymond V. Long), 304
- Status of the elementary-school principalship in Oregon** (Robert J. Maaske), 254
- Stinebaugh, Virgil.** Social studies curriculum—jury panel discussion, 451
- Stuart, Mary.** High-school instruction and new curriculum materials in business education, 349; public high school, private business school, college—discussion, 189
- Studebaker, J. W.** Education and democracy—forum, 42; how the profession can cooperate with the Office of Education, 145
- Successful ventures in administration from the medical director's standpoint** (H. A. Carey), 327
- Superintendence, department of**, 399; historical note, 400; jury panel discussion of 1936 yearbook, 444; report of the board of tellers, 515; resolutions, 515; secretary's minutes, 513
- Supervisors and directors of instruction, department of**, 523; historical note, 524; panel discussions, 533; secretary's minutes, 540
- Supervisors and teachers of home economics, department of**, 543; historical note, 544; president's report, 553
- Sutton, Willis A.** America's contribution to the little child, 272; building a community thru the elementary school, 256; the equalization of educational opportunity—forum, 51
- Swain, Frances.** Education for home and family life is essential in modern education—discussion, 552
- Swenson, Anna.** Speeding educational equality in building a stronger foundation—discussion, 63
- Tacoma's program for the hard-of-hearing child** (Mrs. Georgia G. Heath), 279
- Tallman, H. C.** Intersubject relations, 256
- Taplin, Winn L.** Individual instruction in rural schools, 314
- Tarbell, Emily A.** Advancing teacher welfare in building a stronger foundation—discussion, 66; report of 1936 committee on academic freedom (department of classroom teachers), 210
- Teacher preparation from the point of view of an employing officer** (A. L. Threlkeld), 608
- Teachers and guidance** (Jean Betzner), 531
- Teachers colleges, department of**, 555; historical note, 556; list of accredited institutions, 614; president's report and recommendations, 557
- Teachers college versus the liberal arts college in the education of teachers, The**—discussion (Margaret Kiely), 140; (Adele Land), 139; (O. R. Latham), 139; (W. E. Peik), 140; (Franklin M. Underwood), 140
- Teaching controversial subjects in the classroom—demonstration class** (Roy W. Hatch), 467; evaluation from the standpoint of the educator (Louis P. Bénézet), 482; evaluation from the standpoint of the layman (Abba Hillel Silver), 485
- Teaching of buymanship, The** (Mrs. Dora S. Lewis), 550
- Teaching of the implications of religion in the teaching of social sciences** (Norman C. Thorne), 253
- Technics of adult education in public school programs, committee on** (Robert C. Deming), 172
- Tempel, Harold V.** Report of necrology committee, 878
- Temple, D. E.** New progressive movements, 203
- Templeton, Maria P.** Progress of education of the deaf in Day School, 387
- Tenure, discussion** (Donald DuShane), 65, (M. Emma Brookes), 65, (Gertrude Mallory), 66, (William G. Carr), 66; report of committee on (Donald DuShane), 914. *See also* 215, 516

- Testing of the deaf and the hard-of-hearing children in St. Paul schools with the Arthur Performance Scale, The (Helen M. Bishop), 393
- Things which have worked and things which have not worked in social studies (Ethel M. Ray), 380
- Thomas, Norman.** Representing the Socialist party in evaluating national issues, 126, 131
- Thorne, Norman C.** Teaching of the implications of religion in the teaching of social sciences, 253
- Threlkeld, A. L.** Education and democracy—forum, 59; implementing the Children's Charter in building a stronger foundation—discussion, 62; teacher preparation from the point of view of an employing officer, 608; what difference should high-school education make, 364
- Tildsley, John L.** The immediate values of art education, 504
- Tilton, Florence.** Art in rural education, 180; art instruction in rural schools, 315
- Tireman, L. S.** Meeting new needs on the elementary level in improving the program—discussion, 93
- Today's program of elementary education from the standpoint of the home (A. F. Harman), 241
- Tonne, Herbert A.** Public high school, private business school, college—discussion, 189
- Training rural school administrators (W. H. Gaumnitz), 297
- Training teachers for rural schools (William McKinley Robinson), 294
- Training the young consumer—planning the house in relation to its function (Maud Wilson), 548
- Treasurer, report of, 803
- Tribute to Dr. Adelaide Steele Baylor, A (J. C. Wright), 141
- Trustees, board of, financial report, 788; minutes of meetings of, 786; members of 1935-36, 653, of 1936-37, 659
- Tsurumi, Ken.** Greetings from Japan, 33
- Turner, Fred H.** Facing a mutual problem—cooperation, 224
- Turner, Harvey Leonard.** How should the curriculum for the training of rural teachers be differentiated from the curriculum for the training of urban teachers, 295
- Two generations facing a mutual problem—cooperation (Alice C. Lloyd), 221
- Tyler, Ralph W.** Social studies curriculum—jury panel discussion, 453
- Uhl, Willis L.** Can universal secondary education be made socially profitable—discussion, 149
- Underwood, Franklin M.** The teachers college versus the liberal arts college in the education of teachers—discussion, 140
- Universities and adult education—discussion (Alfred Powers), 174; (Leon J. Richardson), 174
- Use of problems in developing judgment in selection of house furnishings (Mable Russell), 549
- Utilizing lay cooperation in strengthening the relationship between school and community—discussion (John Callahan), 102; (J. C. Cochran), 102; (Walter D. Cocking), 103; (Mrs. William Kletzer), 102; (William McKenzie), 103; (Frank Miles), 102
- Values in the national program of Americanization—discussion (Mrs. F. W. Blum), 163; (Robert C. Closterman), 163; (Mae Faith), 164; (C. A. Howard), 164; (George L. Koehn), 163; (Frederick M. Lash), 164; (Robert J. Maaske), 163; (George L. Rauch), 163
- Viles, N. E.** Functional planning of plan for a twelve-year consolidated school, 305
- Visual instruction, department of, 619; historical note, 620; discussion (Ben H. Darrow), 90. *See also* 246
- Vocational education, department of, 621; historical note, 622; as a factor in crime prevention (Howard L. Briggs), 623; in town and rural high schools (P. C. Lapham), 624
- Wann, Harry V.** High-school instruction and new curriculum materials in modern languages, 354
- Warren, Worcester.** Social studies curriculum—jury panel discussion, 456
- We are glad to be here (Mary C. Ralls), 27
- We chart our future policies (Frederick M. Hunter), 33
- Wells, Earl W.** The speech defective in the ranks of the handicapped, 394
- Wembridge, Eleanor R.** Removing juvenile delinquency, 95
- What difference should high-school education make (A. L. Threlkeld), 364
- What economic system does business want (R. B. Heflebower), 191
- What employers expect of vocational education under presentday conditions (H. R. Kreitzer), 626
- What happens when we learn (A. F. Corey), 249.
- What is happening to youth (Richard R. Brown), 169
- What is the responsibility of the principal in the securing of desirable educational outcomes (Florence Hale), 251
- What part does the teacher play in the learning process (Joseph Rosier), 252
- What you should see here (Frank B. Riley), 22
- Whitney, Edgar H.** The social science program, 379
- Why we have come (Agnes Samuelson), 28
- Williams, Mae F.** Let's study the whole child, 395
- Wilson, Howard E.** Social studies curriculum—jury panel discussion, 448
- Wilson, Louis R.** Library service in rural areas, 309
- Wilson, Maud.** Training the young consumer—planning the house in relation to its function, 548
- Winning, Freda Gerwin.** High-school instruction and new curriculum materials in home economics, 352
- Wofford, Kate V.** Significant attitudes to be developed in rural teachers, 296
- Wood, Thomas D.** Report of joint committee on health problems in education, 860
- Woodbury, Mrs. Grace I.** New economic developments, 206
- Woodward, Annie C.** Report of committee on international relations, 868
- Woodward, H. M.** Broadening community horizons in strengthening the relationship between school and community—discussion, 104
- World Federation of Education Associations, 629; historical note, 630
- Worlton, James T.** Meeting new needs on the elementary level in improving the program—discussion, 93
- Worth of personality, The—forum (Lucy Mason Holt), 56
- Wright, J. C.** A tribute to Dr. Adelaide Steele Baylor, 141
- Yearbook on rural school libraries, The (Edith A. Lathrop), 293
- Yocum, A. Duncan.** Democracy and the profession of teaching—discussion, 146
- Youth and the new order (Richard R. Brown), 209
- Youth's appeal (Willie A. Lawson), 67
- Zelliot, Ernest A.** Public high school, private business school, college—discussion, 189
- Zirbes, Laura.** Implications of a new educational philosophy for the work of the dean of women, 228

